Lock Haven University of Pennsylvania

Recreation Management Department

RECR210

Field Participation Manual

REVISED February 2013
# RECR210
FIELD PARTICIPATION MANUAL

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INTRODUCTION

Welcome to RECR 210 – Field Participation in Recreation. This manual includes all of the information you will need regarding the policies, due dates, and assignments for the Field Participation.

The Field Participation is both experiential and academic in nature. You are expected to conduct yourself in a professional manner and follow the policies established in this manual and by your internship agency.

Required Policy Documentation

The student is responsible for understanding and complying with the policies and procedures of his or her internship site. A statement must be signed by the student indicating that he or she understands and will comply with the policies and procedures established by the internship agency. This document must be signed by the student and submitted to the RECR210 Field Participation supervisor (faculty member) and the agency supervisor by the beginning of the second week of the internship start date.

Length of Experience

The Field Participation in Recreation requires a minimum of 5 weeks and 120 hours of supervised work experience in an approved professional setting.

FIELD PARTICIPATION POLICIES

Appropriate Greetings

You should address your agency supervisor by his/her title (Dr., Mr., and Ms.) until told otherwise. Ask your agency supervisor what the policy is for addressing clients/customers.

Absences/Personal Days

Students do not have sick or personal days. Any missed time at work must be accounted for either by extending the workday, the week or adding the time onto the end of the internship. Find out the agency’s policy for reporting absences. That way, just in case you become ill or have an emergency, you will know what to do. Do not interpret this as permission to be absent. Your plans to make up missed days must be approved by, and documented with, your agency and university supervisors.

Lateness

You are expected to conduct yourself in a professional manner at all times. Being on time for work and appointments is one characteristic of a professional. The agency’s policies and procedures for lateness must be followed. Any assignment that is received late will have points deducted. You should check with your university instructor regarding late policies.
Attire

Another characteristic of a professional is being dressed in an appropriate manner. Proper attire should be discussed with the agency supervisor during the interview process. Cleanliness and neatness are expected. The unshaven, unkempt, wrinkled, sloppy look is not proper attire.

Liability

The university assumes no responsibility for your personal liability. Some agencies will require that you have your own insurance. Often an agency will not permit you to begin until you have received the coverage. The university accepts no responsibility for Workman’s Compensation or payment to you for services provided to the agency during your field experience.

Balancing Your Time

It is extremely important to balance your time well because this experience is both academic and experiential. You are expected to complete the university assignments on or before the due dates. Assignments for the university are to be completed on time away from the internship site.

Personal workouts, meals and breaks are not to be counted toward the required 120 internship hours. If the agency holds a working meeting during lunch, then you may count it. If you have any questions about what counts, ask your academic advisor.

Receiving an Incomplete

If there is a need, due to some extenuating circumstance such as a medical emergency, an incomplete may be assigned for the Field Participation by the university supervisor. Any work that is not finished must be completed prior to the mid-point in the next semester or the student will receive a failing (E) grade for RECR210, and the internship experience would need to be repeated.

Reconsideration Policy

If the student is terminated from the field participation, he or she has the right to request a review by the Recreation Management Department faculty to consider whether the student will be permitted to enter into another field experience.
FORMAL APPEAL PROCEDURE:

(Adapted from the LHU Student Manual)

If a student believes that an incorrect final course grade has been assigned or a non academic dismissal has occurred unjustly, an appeal may be filed on the following grounds:

1. Clerical or mechanical error in calculation or recording of a grade.

2. Arbitrary and Capricious Evaluation: Significant and unwarranted deviation from grading procedures and course outlines set at the beginning of the course (ordinarily during the first week of the course) or a grade assigned arbitrarily and capriciously on the basis of whim, impulse or caprice. The student may not claim arbitrariness and capriciousness simply because the student disagrees with the professional evaluation of the instructor.

3. Dismissal from the internship site resulting from the violation of policies and procedures.

Any student wishing to lodge an appeal to any of the three aforementioned situations must complete the following steps:

1. The student has ten (10) working days from the time he or she received his/her grade or letter of dismissal to begin the appeal process.

2. Deliver a written, signed appeal letter to the faculty member who awarded the grade or dismissal. This letter should contain supporting evidence and indicate a desired solution. A copy of this appeal letter must also be sent to the departmental chairperson.

3. The faculty member is required to respond within ten (10) working days of receiving an appeal letter.

4. If the student is not satisfied with the faculty member’s response, the student must within ten (10) working days, formally pass the appeal to the chairperson, who will in turn respond within ten (10) working days.

5. If the student is not satisfied with the chairperson’s response or action, the student is required, within ten (10) working days, to formally pass the appeal to the appropriate Dean of the College of Education and Human Services, who is required to respond within ten (10) working days.

6. If the student is not satisfied with the Dean’s response or action, the process continues when the student formally passes the appeal, within ten (10) working days of having received the Dean’s response, to the Vice President for Academic Affairs, who will respond to the student’s appeal within ten (10) working days.

7. If the student is not satisfied at this point in time, a last formal appeal is made to the President within ten (10) working days of having received the response from the Vice President for Academic Affairs. The President will respond to the student and faculty member within
twenty (20) working days of having received the student’s formal appeal letter. The President may change assigned grades. The President’s decision is final. At every stage of the appeal, all parties must have access to all of the evidence submitted.

WHEN SHOULD I DO MY 210?

The prerequisite courses are:

RECR105 Leisure, Wellness, and Personal Lifestyle
RECR110 Introduction to Recreation and Leisure
RECR244 Recreation Leadership and Supervision

Additional requirements are listed below:

- Overall GPA must be a 2.0 or higher
- GPA in prerequisite courses must be 2.3 or higher
- Minimum of 30 semester credits must be completed
- Minimum of 25 community service hours must be completed by April 05, 2013

The course is offered during the summer session and can be completed at home or at some other location. You must register for summer school and pay for the three semester hours before you begin your participation. You may not complete the participation in the summer and register for the course during the regular academic year.

MAY I RECEIVE MONEY FOR MY WORK?

Pay should not be a major factor in the selection of a site. However, in some cases, students have been able to use a summer job as their RECR 210 Experience. For example, camp counseling positions would offer an opportunity for being paid. The best opportunity for these types of situations probably exists during summer.

WHAT KIND OF EXPERIENCE IS ACCEPTABLE?

Prior to selecting an agency, think about what you want to do in the future. Explore the agencies that would give you job-related experience in your field of interest. You should not choose an agency simply because it is readily available. As a rule, your participation experience must have a leadership component in a recreation setting. A lifeguard position would not be acceptable, but a head lifeguard position would be because of the supervisory duties. The experience must provide you with a minimum of 120 participation hours spread over a minimum of five weeks. The entire experience must be with the same organization. Working at a basketball camp for three weeks would not be acceptable while working at five weeks of basketball camp where you have responsibility for instruction, evaluation and camper supervision would be. Working at a fitness center as a receptionist would not be approved. If your work included front desk work, floor supervision and equipment maintenance, it would be acceptable. These are examples given to help you select a position. Your University Instructor from the Recreation Management Department has the right of final approval.
HOW DO I GET STARTED?

1. Attend the **ORIENTATION MEETING** on March 5th, 2013 in the Himes classroom at 5:00 pm.
2. Complete an application. See Appendix A. Submit the signed application to Dr. Wilt, room 116 Himes. Appendix A is due no later than Friday, April 5th, 2013. (Remember – you must have completed your required recreation service hours in order to complete Appendix A).
3. Once you have turned in your application, you will be assigned to an instructor for your RECR 210 Experience. You should contact your instructor within the first week of April.
4. Complete your **PERSONAL ASSESSMENT** and **GOAL STATEMENTS**. You should consult with your academic advisor during this time to structure your goal statements. See Appendix B. Make an appointment with the RECR210 course instructor to discuss your goals. After they are accepted, they will be placed in your file that the instructor will maintain.

WHAT WILL I NEED TO DO TO FIND A POSITION?

1. Discuss possible sites with your academic advisor. The site should be chosen because it will provide you with pre-professional experience in your field of study. You may learn of other sites by talking to other students, listening to speakers at Recreation Society meetings, looking at summer job bulletins or using the internship files within the Recreation Management Department’s office.
2. Discuss the potential sites with the RECR210 instructor for tentative approval.
3. Contact the agency to discuss your placement. You should share your goals with your agency supervisor. You may decide not to go there based upon this conversation. This experience should prove to be very valuable to you in your future job searches. Be sure to choose carefully.
4. Complete the **INITIAL REPORT**. See Appendix C. The initial report is due no later than Friday, April 26th, 2013. Please contact your instructor in the event of extenuating circumstances. The agency supervisor must sign this form.
5. After you have secured a placement and returned the **Initial Report** to the RECR210 instructor, your agency supervisor will receive a letter confirming your placement. You will receive a copy of this document. See Appendix D.

DO I NEED TO DO ANYTHING BESIDES WORK AT THE AGENCY?

There are several written assignments that you will need to complete and submit to your University supervisor. They are listed below and are included in Appendix E.

**PAPERS**
**DAILY LOG**
**FINAL REPORT**
**GRADE RECOMMENDATION**

WILL I RECEIVE A GRADE FOR MY WORK?


Upon the completion of the requirements, you will receive a grade that is a composite of your agency and University instructor's evaluations. Your agency supervisor will submit the Final Evaluation Form (Appendix F) and a letter grade recommendation. He/she should discuss the evaluation with you. This is a very important part of the employer/employee evaluation process. You are responsible to see that this conference occurs and that the evaluation form is provided to your university instructor.

**HOW IS MY GRADE COMPUTED?**

The following points will be used for determining your grade:  

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper One/Log</td>
<td>25/5</td>
<td>The end of week two</td>
</tr>
<tr>
<td>Paper Two/Log</td>
<td>55/5</td>
<td>The end of week four</td>
</tr>
<tr>
<td>Paper Three/Log</td>
<td>55/5</td>
<td>The last week of your placement</td>
</tr>
<tr>
<td>Agency Supervisor Evaluation</td>
<td>75 Pts.</td>
<td>The last week of your placement</td>
</tr>
<tr>
<td>Total</td>
<td>225 Pts.</td>
<td></td>
</tr>
</tbody>
</table>

Please note that the work you do at the agency (Agency Evaluation) is approximately 33% (1/3) of your point total. The papers and reports that you write for your college supervisor will constitute the major part of your point total and therefore your grade. Please keep this in mind as you prepare assignments for submission to the University supervisor.

You will meet with your RECR210 instructor prior to the start of your field participation. At this time, you will create a schedule that includes assignment and evaluation deadlines. Please note that papers not submitted by the appropriate deadlines will be considered late and are subject to a reduction in the grade. In the event of extenuating circumstances, please contact your supervisor prior to the deadline. The format for sending in your papers will be determined at the initial meeting and will be according to your instructor’s guidelines.

**WHAT WILL MY AGENCY SUPERVISOR DO?**

The agency supervisor must be a full-time employee with a minimum of one year of experience with the agency. Generally speaking, your supervisor will perform the following functions:

1. Interview you and discuss your goal statements.
2. Approve and sign your Initial Report Form.
3. Provide you with a variety of experiences that will enable you to reach your goals.
4. Give you feedback on your performance on a regular basis.
5. Review your assignments and sign them.
6. Complete and review your final evaluation with you during the last week of your participation. Send it to your University Instructor.
7. Complete the Grade Recommendation Form and send it to the University Instructor.

**WHAT WILL MY UNIVERSITY INSTRUCTOR DO?**

1. Provide an orientation to the course, RECR210 Field Participation in Recreation. This will include course requirements and answering your questions.
2. Write a letter of confirmation concerning your placement to your agency supervisor and provide you with a copy.
3. Set due dates for receiving your assignments.
4. Evaluate and grade all assignments and provide feedback to you.
5. Provide guidance and answer questions as necessary.
6. Compute your final grade using the input received from your agency supervisor and the grades from your course assignments.
APPENDIX A

RECREATION DEPARTMENT
APPLICATION
RECR210 FIELD PARTICIPATION IN RECREATION

NAME_________________________________________ DATE ____________

ADDRESS______________________________________________________________________________________
_____________________________________________________________________________________

PHONE__________________________ E-MAIL ADDRESS____________________

S.H. COMPLETED PRIOR TO THIS SEMESTER
S.H. IN PROGRESS THIS SEMESTER
TOTAL PRIOR TO RECR210 (MINIMUM 30 S.H.)

REQUIRED COURSES COMPLETED

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SH</th>
<th>GRADE VALUE</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECR105 LEISURE EDUCATION IN RECREATION</td>
<td>3 X</td>
<td>___</td>
<td>= ____</td>
</tr>
<tr>
<td>RECR110 INTRO TO RECREATION AND LEISURE</td>
<td>3 X</td>
<td>___</td>
<td>= ____</td>
</tr>
<tr>
<td>RECR244 REC LEADERSHIP AND SUPERVISION</td>
<td>3 X</td>
<td>___</td>
<td>= ____</td>
</tr>
</tbody>
</table>

DIVIDE TOTAL QUALITY POINTS BY 9.

GPA IN REQUIRED COURSES (MINIMUM 2.3)
CURRENT OVERALL GPA (MINIMUM 2.0)
COMMUNITY SERVICE HOURS COMPLETED (MINIMUM 25 HOURS)

APPROVALS

FACULTY ADVISOR______________________________________ DATE_______

RECR210 SUPERVISOR____________________________________ DATE_______

GRADE VALUE: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7),
C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0)
APPENDIX B

RECR210 FIELD PARTICIPATION IN RECREATION
PERSONAL SKILLS ASSESSMENT
AND
WRITING YOUR GOAL STATEMENTS

Assessing your entry-level skills may be a difficult task for you. You need to analyze your interpersonal skills, communication abilities, sense of professionalism and work skills. It would be very appropriate for you to discuss these with your advisor or another faculty member who knows you well. All field participation students must have a minimum of five (5) goals that are approved by your faculty advisor at Lock Haven University of Pennsylvania. Any student having more than five (5) must identify their top five (5) by placing an asterisk by the number.

What do I want to accomplish during my field participation? How can I improve myself? What skills can I learn and practice that will help me in the future? Is this the field for me? These are good questions to ask oneself in preparation for writing personal goal statements. Before you visit an agency, you should know what you want to learn. Having these goals in mind will help you select an agency that will help you grow professionally rather than just fulfill a curriculum requirement. Again, it is very appropriate to seek advice in formulating your goals.
APPENDIX B
SAMPLE

PERSONAL ASSESSMENT AND GOALS STATEMENT

NAME____________________________________________DATE_____________

NAME OF AGENCY_______________________________________

CURRENT PERSONAL SKILLS:

I feel I have acquired interpersonal skills, which help me to communicate well with others. I have the ability to work well with others, both as a leader and a co-worker. I enjoy working with people, and helping them to accomplish specific goals. I am very confident, friendly, hardworking and outgoing. I believe that I can be a good role model for others.

CURRENT PROFESSIONAL SKILLS:

I am currently certified in American Red Cross First Aid and CPR. I also have received a Basic Water Safety certificate. I have taught tennis lessons to children in grades three through twelve and I have been a camp counselor for a fifth grade outdoor education program. I have computer experience with word processing and some programming.

FIELD EXPERIENCE GOALS:

I would like to:

1. Understand the philosophy and operations of the agency.
2. Develop my interpersonal skills with the professionals and the clientele of the facility.
3. Develop programs and lead activities for the participants.
4. Become familiar with the care and maintenance of facilities and equipment.
5. Gain a better understanding of the administrative duties within the agency.

________________________/__________
Student Date

________________________/__________
Agency Supervisor Date

________________________/__________
University Instructor Date
APPENDIX C

RECR210 FIELD PARTICIPATION IN RECREATION
INITIAL REPORT

INSTRUCTIONS: This form is to be completed after you have decided where you will do your field participation. You should take it with you to the interview since you will need to complete it with the assistance of the agency supervisor.

STUDENT'S NAME_____________________________________________________

LIVING ADDRESS _______________________________________________________

SUMMER E-MAIL ADDRESS ______________________________________________

TELEPHONE ___________________________________________________________

CELL PHONE __________________________________________________________

AGENCY NAME _______________________________________________________

AGENCY ADDRESS _____________________________________________________

AGENCY PHONE____________________ AGENCY FAX_______________________

AGENCY SUPERVISOR _________________________________________________

YOUR SUPERVISOR
(If different than agency supervisor listed above.)

TENTATIVE SCHEDULE OF PARTICIPATION EXPERIENCE: Include time frame in terms of weeks as well as your hours.

SPECIFIC DUTIES ASSIGNED: Refer to your goal statements.

PROPOSED STARTING DATE: _________ PROPOSED ENDING DATE: _________

TOTAL HOURS TO BE WORKED ________

STUDENT

AGENCY SUPERVISOR SIGNATURE_________________________________________

RECR210 INSTRUCTOR______________________________________________
APPENDIX C
SAMPLE

RECR210 FIELD PARTICIPATION IN RECREATION
INITIAL REPORT

INSTRUCTIONS: This form is to be completed after you have decided where you will do your field participation. You should take it with you to the interview since you will need to complete it with the assistance of the agency supervisor.

STUDENT'S NAME

LIVING ADDRESS

SUMMER E-MAIL ADDRESS

TELEPHONE

CELL PHONE

AGENCY NAME

AGENCY ADDRESS

AGENCY PHONE  AGENCY FAX

AGENCY SUPERVISOR

YOUR SUPERVISOR

(If different than agency supervisor listed above.)

TENTATIVE SCHEDULE OF PARTICIPATION EXPERIENCE: Include time frame in terms of weeks as well as your hours.

8 hours per week for 12 1/2 weeks  Monday 5PM to 8PM
Wednesday 5PM to 8PM
Friday 5PM to 8PM

SPECIFIC DUTIES ASSIGNED: Refer to your goal statements.
1. Train new members
2. Keep third floor clean
3. Work in summer t-ball league
4. Call members who have not been involved in programs for three weeks
5. Some front desk work
6. Teach aerobic class with direct supervision

PROPOSED STARTING DATE: 05/20/13  PROPOSED ENDING DATE: 7/20/13
TOTAL HOURS TO BE WORKED 120

STUDENT

AGENCY SUPERVISOR

RECR210 INSTRUCTOR
May 10, 2013

Ms. Angela Brown  
Fitness Unlimited  
121 Rear East Main St.  
Lock Haven, PA  17745

Dear Ms. Brown:

Thank you for accepting the responsibility to supervise (your name) for the RECR210 Field Participation in Recreation course. This is an important learning opportunity for (your first name). It will enable him/her to gain valuable preprofessional experience to supplement his/her classroom learning. This exposure to the professional world may be very helpful to (your first name) and his/her college advisor in planning the remainder of his/her college career.

Students are responsible for initiating and completing their work. Students have been provided with a manual that describes each assignment.

As agency supervisor, please:

1. Meet on a regular basis with the student to assign practical experiences and review the student’s progress. You should consult the student's goal statements and the FINAL EVALUATION FORM as part of the evaluation process.

2. Read, discuss and sign student assignments.

3. During the final week of participation meet with the student to complete the FINAL EVALUATION FORM that will be provided to you by the student.

   You may wish to receive input from other staff members who have observed the student during the participation experience. Complete the comment section of the evaluation.

   Discuss your evaluation with the student and provide an opportunity for the student to comment on your observations.

4. Complete the GRADE RECOMMENDATION FORM and mail it along with the FINAL EVALUATION FORM to the University instructor. You may share the grade with the student if you wish.

Sincerely,

University Instructor
APPENDIX E
DESCRIPTION OF ASSIGNMENTS

All three papers must be typed and spelling, grammar, syntax, etc. will be important elements of the grading process.

Paper #1  Orientation and Leadership Paper  2-3 pages

For this paper identify those individuals at the facility whom you think are excellent leaders. You should discuss what sets them apart in regards to their styles, demeanor, and basic overall leadership tendencies. Next, describe the effectiveness of the groups you have identified. These groups might include office personnel, program participants, and/or auxiliary agency personnel such as clerical and maintenance employees. More specifically, discuss group cohesiveness, group customs, group structure, and communication styles. For this paper you should use sources in your paper.

Paper #2  Comparison Paper  2-3 pages

The purpose of this assignment is to visit an agency similar in the same field to the one in which you are participating. This may require you to make arrangements for missing a day of scheduled work. Please let your supervisor know in time to make any adjustments in staffing. It is your responsibility to contact an experienced staff member of the agency, and clearly state the purpose of your visit, prior to visiting. While there, you should tour the agency and discuss the agency and its program with a staff member. Use the items listed under ITEMS TO COMPARE below to prepare your questions prior to your visitation. After you have completed your interview, prepare and type a paper comparing the two agencies.

ITEMS TO COMPARE: Your paper should compare and contrast your agency and the visited agency in terms of:

A. Purpose/s of agency
B. Description of participants/members
C. Staff positions
D. Facilities
E. Programs
F. Marketing and advertising
G. Management policies and procedures
H. Discuss three major problems and concerns confronted by the agency
I. Conclusion - This is your reaction to the visit in terms of what you learned, what surprised you, things you liked and did not like and any other reactions you would like to include.
At the completion of your field experience please reflect on all of the areas listed below: Headings and sub-headings may be beneficial in the structure of your paper.

CONTENTS:

A. Description/Benefits: Describe each of the major aspects of the agency programs that you participated in during your participation and the benefits you derived from participating in each.
   
   Examples: planned day camp, taught aerobics, scheduled softball league

B. Changes: How would you change your field participation if you were going to do it over?

C. Goals: To what extent did you achieve each of your RECR210 goals? Document the level of accomplishment of each one. You should reference your previous goal statements that you set prior to starting your field placement.

D. Contributions: In A you listed the benefits you received. What contributions did you make to your agency?

E. Recommendations: State your recommendations for improving the programs/services, staff, procedures, etc. of your agency.

F. Participation Data: List the actual starting and ending dates. State the total number of hours you completed.

G. Conclusion: In this section discuss anything of importance that you have not previously mentioned.
Paper Number 1
*Topic: Orientation and Leadership*

Lock Haven YMCA
Date: 11 June 2013

Supervisor's Signature

Student's Signature

Total hours for this Assignment/Log ______________

Total hours to date __________
NAME:____________________________________________________________

AGENCY VISITED: Lockport YMCA
456 Water St.
Lockport, PA 17745
Phone: (717) 748-2232

AGENCY HOST: Mr. Andrew Bracken

JOB TITLE: Executive Director

SIGNATURE OF HOST:_____________________________________________

DATE OF VISIT:____________________________________________________

VISITATION TIME PERIOD:___________________________________________

RECR210 AGENCY: Washington YMCA
6789 Oak St.
Anytown, PA 98765
Phone: (717) 345-8769

RECR210 SUPERVISOR: Ms. Angela Brown

JOB TITLE: Program Director

SUPERVISOR'S SIGNATURE:__________________________________________

DATE:___________________
You must also keep a daily log of the activities you performed and a brief statement (at least once a week) clarifying one important moment of the day. This is to be kept for the duration of your experience and submitted on a weekly basis. An example of what this might look like follows:

Total hours worked today  __________

Monday, 1/21

8:00 a.m.-9:00 a.m.   Worked Front Desk
9:00 a.m.-11:00 a.m.  Conducted Volleyball Program
1:00 p.m.-2:30 p.m.   Worked on Special Event

Total hours worked today  __________

*Today I realized how important it is to stay calm when working the front desk during a very busy check-in time. At first I was frustrated because I didn’t know very much or where anything was. Luckily, the guests checking in were very understanding and that gave me some encouragement for the rest of the day. As the day progressed I was more confident and could answer many of the guest’s questions.

Tuesday, 1/22

Noon-2:00 p.m.   Attend Staff Meeting
2:00 p.m.-3:00 p.m.  Supervise Pool
3:00 p.m.-4:30 p.m.  After School Children Program
7:00 p.m.-9:00 p.m.  Board Meeting

Total hours worked today  __________

Wednesday, 1/23

7:00 a.m.-8:00 a.m.   Lifeguard
9:00 a.m.-10:00 a.m.  Clean Exercise Equipment

Total weekly hours  __________
<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Organization</th>
<th>Content</th>
<th>Style</th>
<th>Referencing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>Average</td>
<td></td>
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<tr>
<td>Above Avg.</td>
<td>Excellent</td>
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<tr>
<td>Excellent</td>
<td></td>
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</tr>
</tbody>
</table>

- **Very Poor Mechanics**
  - Many spelling errors
  - Grammar errors, many sentence fragments, poor paragraph construction, case agreement is poor.

- **Very Poor Organization**
  - No real theme or purpose. Disconnected ideas and poor development of ideas.

- **Very Poor Content**
  - Little substance or evidence of thought. Very dull or inadequate ideas. No critical thought.

- **Very Poor Format & Style**
  - Very many format errors (margins, indents, etc.) and numerous style errors for professional form (APA) (references, etc.)

- **Very Poor Referencing**
  - Very little evidence of involved Research/referencing.

- **Mechanics /10**
  - Poor Mechanics: Many spelling and grammar errors with poor sentencing and paragraphing. Case agreement is shoddy.
  - Average Mechanics: Some spelling and grammar errors. A few case errors.
  - Above Avg. Mechanics: Spelling and grammar is generally correct with few errors. Most paragraphs are well formed and most case agreement is parallel.
  - Excellent Mechanics: There are no spelling or grammar errors. Paragraph structure and case agreement are excellent.

- **Organization /10**
  - Poor Organization: Attempts a theme but little development or logical progression.
  - Average Organization: Theme stated and some development, some logic problems.
  - Very Good Organization: Clear theme and purpose, very good development and logical development.
  - Excellent Organization: Very well stated and supported theme with excellent development.

- **Content /10**
  - Poor Content: Not interesting or properly researched. Unrelated ideas or multiple themes, poorly integrated.
  - Average Content: Some good content and substantiated ideas. Some ideas are interesting. Some critical thought.
  - Very Good Content: Very good ideas are given with substantial evidence. Very good critical thinking and evaluation.
  - Excellent Content: Excellent theme with very relevant thinking and analysis

- **Style /10**
  - Poor Format & Style: Many format errors in page and prose presentation. Does not conform to style. (Poor citations, etc.)
  - Average Format: Some format errors and some style errors but generally correct in professional form. (references, citations, etc.)
  - Very Good Format & Style: Very few format and style errors. Conforms very closely to professional style (APA) requirements.
  - Excellent Format: No errors in format or professional style (APA) with regard to all requirements of form. (references, citations, etc.)

- **Referencing /10**
  - Poor Referencing: Research is limited and diversity in sources is narrow.
  - Average Referencing: Some indication of ample research. Reference sources are average.
  - Very Good Referencing: Very good research and evidence of a variety of references.
  - Excellent Referencing: Excellent research. The scope of sources is strong and referencing is superb.

**Total /50**

Writer’s Name________________
Evaluator’s Name________________
APPENDIX F
FINAL EVALUATION FORM
RECR 210 Field Experience in Recreation

Name of Student _____________________________________________________

Name of Rater _____________________________________________________

Position or Title ___________________________________________________

Agency ____________________________________________________________

Agency’s Address ___________________________________________________

Period Covered by Rating from __________________ to _________________

Directions: this rating should be made with care and fairness for the interest of the student. Your judgments should be based upon the entire experience rather than isolated incidents. If any categories do not apply or you do not have enough information to form a judgment, mark NA. Please mail the completed form to the university supervisor. Thank you.

Evaluation Guidelines

The following categories will be helpful in the summary of the student’s evaluation.

Outstanding Consistently exceptional in fulfilling requirements
Commendable More than frequently meets and exceeds minimum requirements
Good Regularly meets and occasionally exceeds minimum requirements
Fair Does passable work but does not extend oneself
Poor Fails to meet minimum requirements
<table>
<thead>
<tr>
<th>I. Professional Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans work to be accomplished</td>
</tr>
<tr>
<td>Checks/gets equipment ready in advance</td>
</tr>
<tr>
<td>Enforces proper use of equipment</td>
</tr>
<tr>
<td>Displays/promotes sound safety procedures</td>
</tr>
<tr>
<td>Controls individual behavior before it affects the whole group</td>
</tr>
<tr>
<td>Motivates the shy, inattentive, non-aggressive and bored participants</td>
</tr>
<tr>
<td>Organizes people and resources</td>
</tr>
<tr>
<td>Completes assignments on time</td>
</tr>
<tr>
<td>Communicates ideas effectively</td>
</tr>
<tr>
<td>*Other</td>
</tr>
<tr>
<td>*Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Professional Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiastic, cheerful and friendly</td>
</tr>
<tr>
<td>Maintains professional appearance</td>
</tr>
<tr>
<td>Demonstrates good voice quality, speech presentation</td>
</tr>
<tr>
<td>Displays a sense of humor</td>
</tr>
<tr>
<td>Displays mature judgment</td>
</tr>
<tr>
<td>Is courteous and tactful</td>
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</tbody>
</table>
II. Professional Attitude

<table>
<thead>
<tr>
<th>Displays initiative and imagination</th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Accepts assignments willingly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts and enforces agency policies</td>
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<td></td>
</tr>
<tr>
<td>*Other</td>
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</table>

Based on your experiences this past summer, please rate the student in the following areas using the scale below:


1. The student demonstrated the ability to design a recreation related service or program appropriate for the facility.

   1  2  3  4  5  6

2. The student demonstrated the ability to design a recreation related service or program appropriate for the clientele.

   1  2  3  4  5  6

3. The student demonstrated the ability to facilitate a recreation related service or program appropriate for the facility.

   1  2  3  4  5  6

4. The student demonstrated the ability to facilitate a recreation related service or program appropriate for the clientele.
5. The student demonstrated the ability to evaluate recreation related services or program.

6. The student demonstrated the ability to use evaluation feedback to make appropriate changes in services or programs offered.

Comments

Space is provided below for additional comments for improving performance or correcting deficiencies. If more space is needed, please attach sheet or use the back of this form.

Student’s Comments:

Rater’s Comments:

Summary of Evaluation Conference:

Rater’s Signature:_____________________________ Date:________

Student’s Signature:_____________________________ Date:________

University
Supervisor’s Signature:_____________________________ Date:________
DIRECTIONS: At the conclusion of the student's field participation experience, please complete this form and mail it to the University instructor. Since this is an important part of the student's final grade, it is necessary that it be received by the date stated below. This form may be shared with the student if you wish. Sometimes this is difficult for supervisors to do, and you are under no obligation to do so.

GRADE RECOMMENDATION: Circle the letter grade that you believe best describes the student's work while at your agency.

<table>
<thead>
<tr>
<th>OUTSTANDING</th>
<th>A</th>
<th>A-</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOOD</td>
<td>B+</td>
<td>B</td>
</tr>
<tr>
<td>FAIR</td>
<td>C+</td>
<td>C</td>
</tr>
<tr>
<td>POOR</td>
<td>D+</td>
<td>D</td>
</tr>
<tr>
<td>FAILURE</td>
<td>E</td>
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</tbody>
</table>

COMMENTS:

STUDENT__________________________________________________________

SUPERVISOR'S SIGNATURE_________________________________________

AGENCY__________________________DATE_____________

PLEASE RETURN WITH THE EVALUATION FORM BY______________