



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

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DEPARTMENT OF KINESIOLOGY,  
RECREATION & SPORT STUDIES

**FIELD EXPERIENCE HANDBOOK**

RSM 290N, RSM 390N, RSM 490N  
RSM 294N, RSM 394N, RSM 494N, RSM 596  
KNS 260N, KNS 426

## Contents

Contents.....	2
Introduction .....	6
Council on Accreditation of Parks, Recreation, Tourism and Related Professions .....	7
Commission on Sport Management Accreditation .....	7
Contact Information.....	8
Mission Statements .....	9
The University of Tennessee.....	9
College of Education, Health, and Human Sciences .....	9
Department of Kinesiology, Recreation, and Sport Studies .....	9
Kinesiology .....	9
Sport Management.....	9
Therapeutic Recreation .....	9
Purpose .....	10
N-Designation .....	10
Objective.....	11
Goals .....	11
Student Responsibilities.....	11
Minimum Hour Requirement .....	12
Early Start Policy .....	12
Student Athletes .....	12
Other Considerations.....	13
Organization Responsibilities.....	13
Supervisor Terminology .....	15
Supervisor Qualifications .....	15
Organization Responsibilities Specific to Therapeutic Recreation Internships .....	16
KRSS Roles and Responsibilities.....	16
Site Visits.....	16
Insurance, Safety, and Risks.....	17

Extenuating Circumstances Impacting Field Experience .....	17
Probation and Termination from Organization .....	18
Grade of Incomplete .....	19
University and Departmental Policies .....	19
Student Code of Conduct.....	20
University Civility Statement .....	20
Academic Dishonesty, Section 4.1 .....	20
Plagiarism.....	20
Other Types of Academic Dishonesty.....	21
Self-Plagiarism.....	21
Copyright of Course Materials .....	22
Emergency Alert System .....	22
Working with Minors .....	22
Sexual Misconduct, Section 4.7 .....	22
Non-Discrimination .....	22
Students with Disabilities.....	23
International Students .....	23
Accessibility and Training.....	23
Wellness .....	23
Professional Communication .....	25
Professionalism Guidelines.....	25
Additional Student Resources.....	26
Kinesiology .....	27
Course Descriptions .....	27
KNS 260N- Practicum in Kinesiology.....	27
KNS 426- Practicum in Kinesiology II .....	27
Site Criteria.....	27
The Process .....	27
Site Repeat Policy.....	28

Potential Graduate School Requirements .....	28
Evaluations and Feedback.....	28
Sport Management .....	30
Course Descriptions .....	30
RSM 290N- Sport Management Practicum I (3 Credit Hours) .....	30
RSM 390N- Sport Management Practicum II (3 Credit Hours).....	30
RSM 490N- Sport Management Internship (6-12 Credit Hours) .....	30
Organization Criteria.....	30
The Process .....	30
Site Repeat Policy.....	31
Evaluations and Feedback.....	31
Therapeutic Recreation .....	32
Course Descriptions .....	32
RSM 294N- Therapeutic Recreation Practicum I (3 Credit Hours).....	32
RSM 394N- Therapeutic Recreation Practicum II (3 Credit Hours).....	32
RSM 494N- Therapeutic Recreation Internship, Undergraduate (12 Credit Hours) .....	32
RSM 596- Therapeutic Recreation Internship, Graduate (6 Credit Hours).....	32
Organization Criteria.....	32
The Process .....	33
Site Repeat Policy.....	34
Potential Graduate School Requirements .....	34
Evaluations and Feedback.....	34
Breaks-in-Service.....	35
RSM 294N and 394N .....	35
RSM 494N and RSM 596 .....	35
Appendices.....	36
Appendix A.....	36
Appendix B .....	37
Email Inquiry Guidance and Examples.....	37

Appendix C .....	40
Appendix D.....	43
References .....	43

## Introduction

This handbook was prepared based on the best information available at the time and is designed to provide guidance to students and their cooperating organization. It contains relevant information pertaining to policies, procedures, responsibilities, evaluations, and assignments for the courses. The Director of Field Education and the Field Experience Coordinator manage the development of sites for placements, coordinate the placement of students, update resources, provide approval of students for their sites, and assist in updating this handbook. The Director of Field Education also serves as the instructor of record for the field experience courses in the KRSS department and will assign final grades.

The faculty and staff of the Kinesiology, Recreation, and Sport Studies department deeply appreciate the opportunities that are afforded our students in carrying out their practicum and internship assignments.

The department reserves the right to modify any information in keeping with the policies of the University and department and in conformance with the rules and regulations of accrediting bodies.

This handbook is in the intellectual property of Ashley Hamilton, Carrie Trexler, Robin Hardin, and Jackie Behrens. Any reference to this handbook can be cited or referenced as:

Hamilton, A., Trexler, C., Hardin, R., Behrens, J. (2024). *KRSS Field Experience Handbook*. Unpublished Internal Document. Department of Kinesiology, Recreation, & Sport Studies. University of Tennessee.

## Council on Accreditation of Parks, Recreation, Tourism and Related Professions



The Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) recognizes academic programs in colleges and universities that prepare new professionals to enter the parks, recreation, tourism and related professions. COAPRT Accreditation is a status granted to an academic program that meets or exceeds stated criteria of educational quality.

## Commission on Sport Management Accreditation



The Commission on Sport Management Accreditation is a specialized accrediting body whose purpose is to promote and recognize excellence in sport management education worldwide in colleges and universities at the baccalaureate and master's levels through specialized accreditation

Programs, students, employers, and the general public all benefit from the external verification of quality provided through COSMA's accreditation process. They also benefit from the process of continuous quality improvement that is encouraged by COSMA's developmental approach to promoting excellence in sport management education.

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## **Mission Statements**

### **The University of Tennessee**

The primary mission of the University of Tennessee is to move forward the frontiers of human knowledge and enrich and elevate the citizens of the state of Tennessee, the nation, and the world. As the preeminent research-based land-grant university in the state, UT embodies the spirit of excellence in teaching, research, scholarship, creative activity, outreach, and engagement attained by the nation's finest public research institutions.

### **College of Education, Health, and Human Sciences**

The College of Education, Health and Human Sciences is a vibrant and diverse college that seeks to enhance the quality of life through research, outreach and practice. Our mission is “to promote a healthy, educated, and civil society; to encourage life-long learning; and to enhance the quality of life within the diverse, global community by preparing professionals to lead and serve through research and engagement in outreach activities.”

### **Department of Kinesiology, Recreation, and Sport Studies**

We prepare scholars, practitioners, and leaders in exercise, sport, and recreation by conducting cutting-edge research and maintaining a commitment to inclusive excellence, social justice, and global initiatives.

#### **Kinesiology**

To prepare students for a variety of careers in health-related and fitness professions as well as preparation for graduate or professional study in medicine, allied health professions, and various fields within kinesiology (exercise physiology, biomechanics, sport psychology).

#### **Sport Management**

To prepare dynamic leaders for tomorrow's sport industry through scholarship, leadership, diversity, and quality academic and practical experience.

#### **Therapeutic Recreation**

To prepare students with the necessary knowledge, skills and abilities to work with delivering therapeutic recreation to special populations, learn to use various interventions to treat physical, social, cognitive, and emotional conditions associated with illness, injury, or chronic disability, and learn the academic component which will enable you to pass the NCTRC national exam.

## Purpose

### N-Designation

Courses that carry the N-designation are considered best practice in meeting guidelines set forth by National Association of Colleges and Employers (NACE), CAS Standards for Internships, and the Department of Labor's Fair Labor Standards Act (FLSA).

**Definition:** An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. – NACE

### Criteria:

1. The internship course engages students in an experience in a professional or organizational setting performing work that is applicable to their fields of study, educational goals and/or career aspirations, and can be transferable to other employment or academic settings.
2. The internship course requires students to conduct professionally applicable work within a defined period; and the required number of hours for course credit/per credit hour\* received is clearly articulated.
3. The learning objectives\*\* related to the internship course are clearly articulated and are relevant to competencies in the field of study and/or career readiness competencies.
4. The internship course requires routine supervision and feedback by a professional with expertise related to the field of study, educational goals and/or career and vocational aspirations.
5. The course integrates assignments for self-assessment, reflection, application, and integration of the learning experience as it relates to career/academic decision-making and personal and professional development. Includes a combination of reflection assignments, evaluations, and a final synthesis project.
6. The internship course requires a formal learning agreement to be signed by the student, internship site supervisor and university representative outlining the goals and objectives, rights and responsibilities, contact information and the internship job description. \*\*\*

\* Number of hours are determined by the extent to which the student is engaged in work activities related to identified learning goals (not solely hours at site or hours that solely benefit the employer/organization). UT semester credit hours earned in courses such as internships, research, theses, dissertation, etc. are based on outcome expectations established by the academic program.

\*\* These are the same for all students in the course and should not be confused with the individual goals and objectives of each student and their internship site.

\*\*\* The individual student internship sites included in an approved course must abide by Department of Labor Fair Standards Labor Act (FLSA) on Internships and any accrediting body standards applicable to the discipline. For guidance, see [FLSA and internships](#) and [NACE Position Statement on Internships](#).

## **Objective**

Field experiences serve as a bridge between the professional and academic worlds. They provide students with opportunities to gain practical learning experiences and allow for the application of classroom theory in professional settings. The professional growth of the student is enhanced when a practicum or internship is comprehensive in nature and provides exposure to a variety of different constituents and organizational functions. KRSS Field Experiences are informed by Kolb's Experiential Learning Cycle, which states that effective learning is a cyclic process that involves experiencing, reflecting, thinking, and acting (Kolb & Kolb, 2018). Therefore, the courses integrate reflective practices to promote learning based on what students are experiencing at their field placements.

## **Goals**

- A. To provide students with the opportunity to apply classroom theories, concepts, philosophies and techniques in professional settings.
- B. To foster greater understanding and appreciation of roles, duties, and responsibilities of professionals in the student's respective field.
- C. To allow the student to identify strengths and weaknesses in a professional environment.
- D. To provide the student with the opportunity to define career goals and/or determine the need for future education.
- E. To offer the student experiences that promote the development and refinement of interpersonal skills as well as intrapersonal development.

## **Student Responsibilities**

- A. Ensure all academic requirements are met the semester prior to starting the practicum or internship.
- B. Read the internship handbook from both the organization (if applicable) and the department, and follow all policies and procedures related to the practicum or internship experience.
- C. Participate in mandatory internship and practicum meetings.
- D. Complete all required hours, any additional assignments and requirements of the department and organization by the stated due dates.

- E. Secure a practicum or internship site the semester prior to enrollment, including the application process, the completion of the interview at the organization, and approval from Field Experience Coordinator.
- F. Arrange for transportation and housing during the duration of the practicum or internship.
- G. Communication is key. Students should communicate any needed information to both the Site Supervisor as well as the course instructor and Field Experience Coordinator.
- H. Complete all orientation tasks required by the organization (for example, background check, drug screen, COVID test/vaccine, TB test, flu shot, etc.) the semester prior to starting the practicum or internship.
- I. Always act professionally. Professional conduct encompasses ethical behavior, integrity, confidentiality, punctuality, and preparedness, among other dispositions.
- J. Adhere to all rules and regulations of the organization and the University.
- K. Notify the Site Supervisor *and* course instructor when absences, illnesses, or emergencies occur.
- L. Meet with the Site Supervisor on a regular basis.
- M. Participate in the evaluation process including the completion of midterm (if applicable) and final evaluations.
- N. Represent the University, the organization, the KRSS department, and yourself in a positive way as an emerging professional in all aspects of the practicum or internship.

### **Minimum Hour Requirement**

Students are required to complete the minimum number of hours and/or weeks outlined in the course syllabus to successfully fulfill the requirements of the course. Failure to meet this minimum will result in a non-passing grade for the course, regardless of the grade reflected in Canvas at the time.

### **Early Start Policy**

Students are permitted to start their field experience earlier than the start of the semester *only if* they are a) enrolled in 12 credit hours of RSM 490N, RSM 494N, or more than 4 credit hours of KNS 426 during the spring or fall semesters, or b) you are enrolled in any KRSS field experience course during the summer semester. If one of these is true, students are required to attend the Early Start Gateway meeting. If a student is not able attend the Early Start Gateway meeting, they will not be permitted to start their field experience at any point before the official start of the semester, regardless of which semester they are enrolled.

### **Student Athletes**

Student athletes wishing to complete their field experience with UT Athletics may only do so in a sport different from their own. For example, a student that plays football may not earn hours for their field experience with any facet of the football team but may work with baseball, basketball, swimming, etc. Likewise, a student that is on the track team may not earn hours for

this course with any facet of the track team, but may earn hours with football, softball, swimming, etc.

Student athletes should also consult with their academic and Thornton Center advisors to ensure that they can be successful in their field experience if they are enrolled during a semester in which their sport is also in season.

### **Other Considerations**

**Applications, Interviews, and Other Requirements** – Students are encouraged to begin the application and/or interview processes with their sites of interest the semester prior to enrollment. It is during this step that students should ask potential site supervisors about the legal requirements of their internship. These include, but are not limited to *affiliation agreements, drug screen/background checks, vaccine requirements, COVID testing requirements, TB Test requirements, First Aid/CPR and/or Basic Life Support certifications, etc.*

**If the Cooperating organization requires an affiliation agreement**, or a legal contract with the University of Tennessee, the organization should have that information sent to the KRSS Field Experience Coordinator via email as soon as possible, who will then forward it to the University's legal department for review and signature. This process can take up to 6 months or more, so students are encouraged to start this process as early as possible.

**Turning down an offer** – For any offers of field experience that a student does not intend to take, the student should send a professionally written communication informing the non-chosen site(s) of their decision to pursue another option to satisfy the requirements of their respective course and express their gratitude for the time and effort given thus far.

### **Organization Responsibilities**

- A. Be able to provide the number of hours necessary for students to meet the course requirements.
- B. Develop and carry out policies and procedures for a quality experience.
- C. Set up and conduct interviews in a professional manner.
- D. Read and sign off on the Field Experience Letter which will be provided by the student prior to the start of the field experience.
- E. Provide orientation for students according to organization needs.
- F. Create an environment at the organization that values the education of the student including preparation of staff to include students in daily routines.
- G. Collaborate with the University and the student for the educational outcomes for the internship including individual goals for the student, reports, and visits with the Field Experience Coordinator.
- H. Arrange for resources and access that support the educational experience.
- I. Allow the Site Supervisor adequate time to train the student including midterm (if applicable) and final evaluations, regular meetings with the student, and other responsibilities associated with being a direct supervisor.

- J. The Site Supervisor should also provide weekly feedback to discuss any issues regarding the student.
- K. Maintain open communication with the University regarding the processes, progress of students via performance evaluations, and notify the course instructor of any concerns in a timely manner.
- L. Follow all relevant and applicable laws, rules, regulations, or standards, including ADA, FERPA, and HIPAA.

## Supervisor Terminology

### Formal Supervisor

- *Definition* - The official supervisor recognized by the organization, often recorded in official documents.
- *Role* - Responsible for overseeing a student's work, performance evaluations, and compliance with organizational policies.
- *Authority* - Has formal authority and responsibility for the student's work and career progression.

### Direct/Primary Supervisor or "Site Supervisor"

- *Definition* - The immediate supervisor to whom the student reports on a day-to-day basis.
- *Role* - Manages the student's daily tasks, provides immediate feedback, and addresses day-to-day issues and concerns.
- *Authority* - Has direct influence over the student's work activities and often conducts regular performance reviews. Has the highest level of responsibility for the student's work and career development, often working in coordination with secondary supervisors if applicable.

### Secondary Supervisor

- *Definition* - A supervisor who provides additional oversight, usually in a supporting or mentoring capacity.
- *Role* - Offers guidance, specialized support, or oversight in areas where the primary supervisor may not have expertise. Often involved in projects or special assignments.
- *Authority* - Limited authority compared to the primary or direct supervisor. May provide input for performance evaluations but does not have the final say.

## Supervisor Qualifications

All site supervisors must be qualified professionals within their respective fields and employed at least part-time at their organization or facility. This policy ensures that supervisors possess the necessary experience, expertise, and commitment to support student learning effectively.

### Qualifications:

#### 1. Professional Standing

- Site supervisors must be qualified professionals in their field of practice, with sufficient knowledge and expertise to provide effective guidance. They should be employed in at least a part-time capacity at the facility or organization where the student is placed.

- Additional requirements can be found in the program-specific sections of this handbook.
- 2. Independence of Supervision:**
- A site supervisor must not be an undergraduate student, an unqualified graduate student, a close friend, or a family member of the student. This ensures objectivity, professionalism, and impartiality in supervision.

### **Organization Responsibilities Specific to Therapeutic Recreation Internships**

- A. Assign a site supervisor who is qualified according to the NCTRC standards and applicable state regulations (i.e., currently active certification, licensure).
- B. Ensure that the educational experience includes all aspects needed to provide a comprehensive learning opportunity as outlined by the current NCTRC Job Analysis.

### **KRSS Roles and Responsibilities**

- A. Oversee the placement requirements for the practicum and internship sites and support students in obtaining internship placements.
- B. Ensure agreements are completed between the organization and the University as needed.
- C. Develop and update policies and procedures for the field experience in accordance with best practices, credentialing organization requirements, and University regulations.
- D. Keep information current and in a published handbook for students and organization staff.
- E. Maintain a list of potential sites.
- F. Conduct field experience information and orientation meetings each semester.
- G. Confirm students are eligible before starting the practicum or internship experience.
- H. Assist students in completion of all required paperwork.
- I. Provide students and organizations with relevant materials and information.
- J. Maintain close liaison with the Site Supervisor and the student during the field experience.
- K. Support consultations, visits, and regular contact with Site Supervisor and student.
- L. Evaluate the field experience program and make recommendations for its improvement.
- M. Monitor performance of students; work with Site Supervisor if probation, removal or termination is necessary.
- N. Maintain strict confidence following all guidelines and regulations including ADA, FERPA, and HIPAA.

### **Site Visits**

Site visits are set up to learn more about the facility and their expectations, ensure quality placement, and demonstrate a show of support from the department. Additionally, site visits allow the department to build and nurture relationships with our community partners. Further,



agencies are welcomed and encouraged to reach out to the field experience coordinators to set up a site visit if that is desired.

Site visits are planned by communicating with both the student and the site supervisor.

### **Insurance, Safety, and Risks**

Each student, once enrolled in the course, will be automatically charged for their Liability Insurance by the Bursar's Office. The cost is \$10 USD and will reflect on their account, under fees as Student Liability Insurance. Insurance policies run from June 1 of one year until May 31 of the following year. If a student has not yet enrolled in a practicum or internship course at the University within the insurance policy timeframe, the liability insurance will begin on the first day of classes. It is important to note that students **may not** begin their placements until their liability insurance is in effect. Contact the Field Experience Coordinator for proof of liability insurance.

Risk is a measure of future uncertainties in achieving outcomes within defined parameters and constraints. Risk can be associated with all aspects of the field experience. Risks have several components and varying layers. Managing risk and ensuring safety for all constituents in the practicum or internship experience (such as service recipients, students, staff, and others) is a primary goal and requires continuous evaluation of the approaches and procedures. Exposure to these situations helps them to apply academic knowledge within authentic settings. Often the varied settings where practicums and internships occur present unique situations that can only be understood through immersion in that particular environment.

Some policies and procedures to ensure safety and manage risk include orientation tasks (such as background checks and health requirements) and training. Liability and health insurance requirements are also a part of risk management. The University of Tennessee, Knoxville shall provide a minimum Professional Liability of \$1 million per occurrence/ \$6 million aggregate and a General Liability of \$1 million per occurrence/ \$6 million aggregate professional liability. Students are required to have current personal health insurance.

Educating students in organizational policies and procedures is another part of risk management. Student responsibilities for risk management and ensuring safety include increasing self-awareness, acquiring knowledge about protocols, and asking questions to further understanding. Proper planning and implementation can support the safety of all involved in a quality internship experience.

### **Extenuating Circumstances Impacting Field Experience**

In some circumstances, a student will need to find an alternative field experience during the semester. Some of these might include:

- A. The organization closes without warning and the student cannot continue the internship

- experience at the original organization site.
- B. The organization terminates the employment of the site supervisor, or the site supervisor resigns from their position and there are no other supervisors on site to continue the supervision of the student.
  - C. The site supervisor experiences an illness or an event leading to a disability that prevents him or her from continuing employment at the organization and there is no other supervisor on site to continue the supervision of the student's internship.
  - D. The student has a serious illness or personal emergency causing the absences or the inability to work for more than two (2) consecutive weeks.
  - E. The student who is in military service/reserves will miss two (2) or more consecutive weeks of the field experience to attend mandatory military training and/or deployment.

If this is the case, the student will reach out to the course instructor immediately. The student and course instructor will work together on establishing a suitable alternative field experience.

### **Probation and Termination from Organization**

The course instructor will monitor the performance of the student and work closely with the Site Supervisor if probation, removal, or termination is necessary.

The University will withdraw a student from the experience at the request of the organization or the student. The organization may request the University to withdraw a student from the experience when the student's performance is unsatisfactory, the student's behavior is disruptive or detrimental to the organization and/or its patients/clients, or the student violates the terms of the agreement. Possible infractions resulting in probation and/or removal, though this list is not exhaustive:

- A. Any breach of the organization's confidentiality policy (i.e. HIPAA, FERPA, ADA, financial information)
- B. Creating an unsafe situation through careless behavior, disregard for organization rules or ignoring instructions from any staff person at the organization
- C. Threatening or abusive behavior
- D. Failure to report to work when scheduled without proper notification
- E. Failure to complete assignments in a timely manner that impacts the program's operations
- F. Violations of policies set forth by the University
- G. Non-compliance with the [ATRA Code of Ethics](#) for students in the Therapeutic Recreation major.

The University may also withdraw a student from the field experience when, in the University's judgment, the experience does not meet the needs of the student, or the experience poses an undue risk to the student. It is understood between the parties that only the University can dismiss a student from the course for performance or conduct justifying such dismissal.

The organization will keep in close contact with the University and notify the course instructor of any concerns in a timely manner. A should student receive a verbal or written warning regarding any behaviors listed above and the following steps should be taken:

- A. The course instructor should be notified immediately with a written, detailed description of the offending event.
- B. The course instructor will discuss the options available to the student with the Site Supervisor.
- C. The course instructor will work with the student and their site supervisor to identify remediation and possible actions to be taken by the student to rectify and/or change their performance. Site supervisors are highly encouraged to utilize the Performance Improvement Plan provided in Appendix C of this handbook.
- D. If a student violates client safety, client privacy, the Code of Ethics or the Standards of Practice, the organization has the right to protect their clients and program and can choose to remove the student from the internship experience.

In such rare occurrences as probation or dismissal, all parties will communicate in a timely manner and keep accurate documentation. In situations where students are dismissed from their site due to their own negligence or inappropriate behavior, the student will receive an F or NC (as determined by the course syllabus) and will need to re-enroll in a future semester. The course instructor will refer the student to their academic advisor to discuss implications for their overall academic progress.

### **Grade of Incomplete**

Grade of Incomplete will only be considered under extenuating, documented circumstances. Students must have completed at least 50% of their required hours at time of request. If a grade of Incomplete is assigned, a memorandum will be developed to outline the requirements and stipulations to replace the grade of Incomplete. This is not an option, however, for students who are dismissed from their sites due to their own negligence or unprofessional behavior. See the section of Probation and Termination for more information. See the [Undergraduate](#) or [Graduate](#) Catalog for more information regarding the grade of Incomplete.

### **University and Departmental Policies**

The Department of Kinesiology, Recreation, and Sport Studies expects every student, whether on campus or by association as a practicum student or student intern to abide by the policies set forth by the University. These policies, as well as a full list of the University policies can be found at <https://hilltopics.utk.edu/student-code-of-conduct/>.

## **Student Code of Conduct**

The University has established the Student Code of Conduct (“Code”) in order to advance the mission of the University and sustain a culture of excellence by: maintaining a safe learning environment; requiring students to conduct themselves in ways that allow for their personal growth and development as well as others, in the most positive manner possible; protecting the rights and privileges of all members of the University community; providing a basis for orderly conduct of the affairs of the University; promoting a positive relationship between the University and its surrounding community; preserving the University’s reputation and property; encouraging students to engage in conduct that brings credit to themselves and the University; and ensuring that each student who matriculates at the University graduates ready to contribute to society as an ethical and law-abiding citizen. Students who engage in conduct that is inconsistent with the Standards of Conduct are subject to university disciplinary action.

## **University Civility Statement**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus.

## **Academic Dishonesty, Section 4.1**

Each student is responsible for his/her personal integrity in academic life and for adhering to UT’s Honor Statement. The Honor Statement reads: “An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

## **Plagiarism**

Section 10.4 of the Student Code of Conduct: Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University. Specific examples of plagiarism include, but are not limited to: (1) using without proper documentation (quotation marks and citation) written or spoken words, phrases, or sentences from any source; (2) summarizing without proper documentation (usually a citation) ideas from another source (unless such information is

recognized as common knowledge); (3) borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge); (4) collaborating on a graded assignment without the instructor's approval; and (5) submitting work, either in whole or partially created by a professional service or used without attribution (e.g., paper, speech, bibliography, or photograph).

### **Other Types of Academic Dishonesty**

**Section 10.5 of the Student Code of Conduct:** Specific examples of other types of academic dishonesty include, but are not limited to: (1) providing or receiving unauthorized information during an examination or academic assignment, or the possession and/or use of unauthorized materials during an examination or academic assignment; (2) providing or receiving unauthorized assistance in connection with laboratory work, field work, scholarship, or another academic assignment; (3) falsifying, fabricating, or misrepresenting data, laboratory results, research results, citations, or other information in connection with an academic assignment; (4) serving as, or enlisting the assistance of, a substitute for a student in the taking of an examination or the performance of an academic assignment; (5) altering grades, answers, or marks in an effort to change the earned grade or credit; (6) submitting without authorization the same assignment for credit in more than one course; (7) forging the signature of another or allowing forgery by another on any class or University-related document such as a class roll or drop/add sheet; (8) gaining an objectively unfair academic advantage by failing to observe the expressed procedures or instructions relating to an exam or academic assignment; and (9) engaging in an activity that unfairly places another student at a disadvantage, such as taking, hiding, or altering resource material, or manipulating a grading system.

### **Self-Plagiarism**

The issue of students submitting the same work to meet the requirements for two separate classes has been identified by APA as possible self-plagiarism. This information is taken from Section 8.3 of the 7th edition of the APA Manual.

*Some institutions may consider it self-plagiarism if a student submits a paper written for one class to complete an assignment for another class without permission from the current instructor, using the same paper in multiple class may violate the academic integrity policy, honor code, or ethics code of the university. However, incorporating previous classwork into one's thesis or dissertation and building on one's existing writing may be permissible; students who wish to do this should discuss their ideas with their instructor or advisor and follow their university's honor code, ethics code, or academic policies when reusing their previous work.*

Thus, submitting work for this course previously submitted for another course is self-plagiarism and is not permitted.

## **Copyright of Course Materials**

The instructor of this class owns the copyright to the syllabus, handouts, assignments, quizzes, and exams associated with the class. All presentations developed by the instructor, as well as the instructor's lectures, are also protected by copyright, whether these presentations are delivered live in-class, shared through Zoom or other video conference platforms, or uploaded to Canvas or similar sites.

Sharing any of this material without the written permission of the instructor is a violation of copyright law and is therefore also a violation of the University's policy on acceptable use of information technology resources (UT policy number IT0110). That policy states that students will not commit copyright infringement, "including file sharing of video, audio, or data without permission from the copyright owner" and that file sharing is a violation of the university's student code of conduct. All such violations will be reported to the Office of Student Conduct and Community Standards.

## **Emergency Alert System**

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for [UT Alerts](#). Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

## **Working with Minors**

Students should be familiar with the University's policy regarding programs for minors. The purpose of the policy is to enhance the safe environment for minors participating in campus activities. To learn more about the policy, please visit the following website: [http://policy.tennessee.edu/safety\\_policy/sa0575/](http://policy.tennessee.edu/safety_policy/sa0575/).

## **Sexual Misconduct, Section 4.7**

The University of Tennessee is committed to creating and maintaining a safe and non-discriminatory learning, living, and working environment free from Sexual Misconduct, Relationship Violence, Stalking, and Retaliation (collectively, "Prohibited Conduct"). Prohibited Conduct will not be tolerated and will be grounds for disciplinary action up to and including expulsion from the University and termination of employment.

## **Non-Discrimination**

All qualified applicants will receive equal consideration for employment and admission without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, genetic information, veteran status, and

parental status, or any other characteristic protected by federal or state law. In accordance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the University of Tennessee affirmatively states that it does not discriminate on the basis of race, sex, or disability in its education programs and activities, and this policy extends to employment by the university.

### **Students with Disabilities**

The University of Tennessee, Knoxville, is committed to providing an inclusive learning environment for all students. If you anticipate or experience a barrier in this course due to a chronic health condition, a learning, hearing, neurological, mental health, vision, physical, or other kind of disability, or a temporary injury, you are encouraged to contact [Student Disability Services](#) (SDS) at 865-974-6087 or [sds@utk.edu](mailto:sds@utk.edu). An SDS Coordinator will meet with you to develop a plan to ensure you have equitable access to this course. If you are already registered with SDS, please contact your instructor to discuss implementing accommodations included in your course access letter.

### **International Students**

Students attending the University of Tennessee on a student visa (F-1 or J-1) must have work authorization before participating in any practicum or internship experience, whether it is on-campus or off-campus, paid or unpaid. Please speak with an immigration advisor in the Center for Global Engagement International Student Services area to discuss work authorization as soon as possible and at least two to three weeks prior to beginning your practicum or internship. An advisor can be contacted at during [Immigration Advising hours](#), Monday – Friday from 1pm to 4pm or by email at [international@utk.edu](mailto:international@utk.edu). Working without authorization is a violation of immigration status and could impact future employment opportunities.

### **Accessibility and Training**

The University of Tennessee, Knoxville, provides reasonable accommodations for individual students with disabilities through its office of [Student Disability Services](#). The university is also committed to making information and materials accessible, when possible. Resources and assistance to support these efforts can be found at <http://accessibility.utk.edu/>.

### **Wellness**

The [Center for Health Education and Wellness](#) empowers all Volunteers to thrive by cultivating personal and community well-being. The Center can answer questions about general wellness, substance use, sexual health, healthy relationships, and sexual assault prevention. The [Student Counseling Center](#) is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services.

Any student who has difficulty affording hygiene products, groceries, or accessing sufficient food to eat every day is urged to contact the [Big Orange Pantry](#) for support. The Big Orange Pantry, located in Greve Hall, is a free resource for all students, faculty, and staff, no matter how great or small their need is. Students who need emergency financial assistance can also request funding from the [Student Emergency Fund](#).

Students who are experiencing non-academic difficulty or distress and need assistance should call 974-HELP or [submit an online referral](#). The 974-HELP team specializes in aligning resources and support to students experiencing mental health distress.



## Professional Communication

All communication regarding class should be professional in nature.

### E-Mail General Guidelines

Spelling and grammar count - Proofread  
Professional e-mail address  
Business communications  
24–48-hour response  
Course number in the subject line

### E-Mail Basic Format

Clear Subject Line  
Salutation  
Be Concise and Clear  
Signature

Discussion during meetings should be respectful and not include rude or sarcastic remarks nor include obscene language. Discussion during meetings should also promote a culture of respect and promote the diversity of opinions, ideas, and backgrounds.

## Professionalism Guidelines

Students are full-time representatives and ambassadors of the department, college, and university, both on and off campus. Most importantly, students represent themselves. These expectations should frame decisions and behaviors both at field experience sites and in the classroom to promote positive professional growth and engagement:

- Early is on time. On time is late. Tardiness is unacceptable.
- Professional communication is expected. Thoughts, whether written or verbalized, should be polite, succinct, and free of grammatical error.
- The dates selected on the academic field experience contract are binding. Students should be prepared to show up and engage at their site according to the timeline on their contract, even if the class hour requirements have been met.
- Students should alert site supervisors ahead of time if they have an illness or emergency that will prevent them from attending a scheduled workday.
- Students' digital footprint should validate their character and integrity. Keep in mind that employers have access to social media accounts.
- Students should consider the assumptions that are made around appearance and not give anyone a reason to doubt their capacity for success based on what they see.
- Be available and engaged with peers, clients, and supervisors.
- Students should be attentive in classroom or Zoom sessions. This means that your cameras should be on, you should be dressed, you should not be driving, etc.
- Honor and abide by any legislation that pertains to Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA).
- Each student should have an open mind toward professional development opportunities.
- Students should consult their course instructor as soon as possible for any issues related to their field experience site.

## **Additional Student Resources**

- [Center for Career Development and Academic Exploration](#) (Career counseling and resources; HIRE-A-VOL job search system)
- Center for Career Development and Academic – [Funding Assistance](#) – Unpaid or Low-paying Stipend Internships and Fellowships
- [Course Catalogs](#) (Listing of academic programs, courses, and policies)
- [Hilltopics](#) (Campus and academic policies, procedures and standards of conduct)
- [OIT HelpDesk](#) 865-974-9900
- [Schedule of Classes/Timetable](#)
- [Student Health Center](#) (visit the site for a list of services)
- [Student Success Center](#) (Academic support resources)
- [Undergraduate Academic Advising](#) (Advising resources, course requirements, and major guides)
- [University Libraries](#) (Access to library resources, databases, course reserves, and services)

# Kinesiology

## Course Descriptions

### **KNS 260N- Practicum in Kinesiology**

First practicum experience to support and clarify career goals. *(This course is required to graduate.)*

### **KNS 426- Practicum in Kinesiology II**

Supervised experience in exercise/fitness areas. *(This course is an elective and is not required to graduate. Talk with your academic advisor about whether this is a good option for you.)*

## Site Criteria

KNS 260N is a required, 1-credit hour course that is structured according to Kolb's Theory of Experiential Learning, which states, "learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38). Students will simultaneously engage in hands-on experience across kinesiology-based fields and engage in curricula pertaining to professional development, career exploration, and personal reflection. Each student is responsible for securing their own experience pertaining to health, wellness, fitness, or human movement. The minimum hour commitment is 50 hours at the field experience site.

KNS 426 is an optional, variable credit course (1 – 6 credit hours). Each credit hour for which a student is enrolled equates to 50 hours of experience in the field. Students will simultaneously engage in hands-on experience across a variety of kinesiology-based fields and complete a range of assignments pertaining to personal reflection. Each student is responsible for securing their own site pertaining to health, wellness, fitness, or human movement.

## The Process

Students should find a practicum or internship site and identify a site supervisor for their field experience at least one semester in advance. This is the student's responsibility as course instructors do not assign students to a site. Students can complete their field experiences outside of the Knoxville area.

Students should work with their respective organization and site supervisor to develop a schedule for obtaining hours and navigating any absences, vacations, or breaks in service while making sure to reach the required hours by the deadline.

Students should ask potential site supervisors about the legal requirements of their field experience. Contact the Field Experience Coordinator for further guidance if the organization requires an affiliation agreement or legal contract with the University of Tennessee. Students will have access to the course resources via the Canvas site two to three weeks prior to the first

day of class. The process to start counting hours worked toward the minimum requirement in the course is as follows:

**Step 1:** Students will start by attending a mandatory Gateway Meeting that will be hosted via Zoom. Details will be sent out via email and/or Canvas announcements.

**Step 2:** Students will complete the Field Experience Plan utilizing the link provided in Canvas and upload a screenshot of the completion page to Canvas.

**Step 3:** Both the student and the site supervisor will need to review and sign the Field Experience Letter. Students should upload the signed letter to Canvas. *Only physical/wet signatures or electronically verified digital signatures will be accepted.*

**Step 4:** Complete the Introduction Module on Canvas.

### **Site Repeat Policy**

The Kinesiology program's goal in the field experience courses is for students to gain as much experience in different settings as possible for increased exposure and resume-building. As such, students will be responsible for finding a unique site for each of the required field experience courses. However, if a student wishes to use the same site in a subsequent field experience, they may complete the Site Repeat Form detailing how the second experience with that organization would be different from the first, while still meeting the requirements of the course. The link to the Site Repeat Form can be found on Canvas.

### **Potential Graduate School Requirements**

It is the student's responsibility to confirm that desired graduate programs will accept that practicum experience to satisfy their observation/patient care hours requirements if it is paid experience. Many graduate programs require that the observation/patient care hours be unpaid.

### **Evaluations and Feedback**

The Site Supervisor will be emailed a link from the Field Experience Coordinator that will direct them to the final performance evaluation of the student two to three weeks from the end of the semester. It is the responsibility of the student to ensure that their site supervisor has received the link for and completed the evaluations in a timely manner.

Site supervisors will rate their student(s) on a scale from 1 to 5 or N/A with 1 being "Poor", 5 being "Excellent", and N/A being "Not Applicable" in seven categories, after which they are encouraged to elaborate on those ratings in text fields. The categories are:

1. Interest and enthusiasm
2. Knowledge of subject matter
3. Professional behavior and appearance
4. Communication skills with clients/staff

5. Punctuality and attendance
6. Ability to learn and apply disciplinary knowledge
7. Overall evaluation

## **Sport Management**

### **Course Descriptions**

#### **RSM 290N- Sport Management Practicum I (3 Credit Hours)**

Supervised professional experience related to Recreation and Sport Management.

#### **RSM 390N- Sport Management Practicum II (3 Credit Hours)**

Supervised professional experience related to Recreation and Sport Management.

#### **RSM 490N- Sport Management Internship (6-12 Credit Hours)**

Supervised professional experience related to Recreation and Sport Management. Emphasis on managerial tasks and administrative procedures.

### **Organization Criteria**

Field experience is the primary way for students to acquire job-related work experience required for employment. For RSM 290N, 390N, and 490N, the organization must be related to sport or recreation in some form or fashion. Additionally, the organization should provide the student with opportunities to gain work experience in a setting that aligns with his or her future career goals.

Students are strongly encouraged to seek out a new experience for each course to diversify their skill set and resume. However, students may remain at the same organization for more than one semester provided they are given more responsibility and/or additional duties at that site. By the time a student is enrolled in RSM 490N, the organization should provide work opportunities that are primarily managerial in nature.

Practicum or internship positions may be paid or unpaid, completed in Knoxville or outside of the Knoxville area.

### **The Process**

The student is responsible for securing a practicum or internship site and should begin when the student enters the major, but at least one semester prior to enrollment. Early preparation is critical as agencies in high demand may make commitments to interns as far as six to nine months in advance. The competition for internships, particularly in intercollegiate athletics and professional sport, is quite intense. The process to start counting hours worked toward the minimum requirement in the course is as follows:

**Step 1:** Students will start by attending a mandatory Gateway Meeting that will be hosted via Zoom.

**Step 2:** Students will complete the Field Experience Plan utilizing the link provided in Canvas and upload a screenshot of the completion page to Canvas.

**Step 3:** Both the student and the site supervisor will need to review and sign the Field Experience Letter. Students should upload the signed letter to Canvas. *Only physical/wet signatures or electronically verified digital signatures will be accepted.*

**Step 4:** Complete the Introduction Module on Canvas.

The responsibility will be with the student to work with their respective organization and site supervisor to develop a schedule for obtaining hours and navigating any absences, vacations, and/or breaks in service while making sure to reach the required hours by the deadline.

### **Site Repeat Policy**

The Sport Management program's goal in the field experience courses is for students to gain as much experience in different settings as possible for increased exposure and resume-building. As such, students will be responsible for finding a unique site for each of the required field experience courses. However, if a student wishes to use the same site in a subsequent field experience, they may complete the Site Repeat Form detailing how the second experience with that organization would be different from the first, while still meeting the requirements of the course. The link to the Site Repeat Form can be found on Canvas.

### **Evaluations and Feedback**

There will be a series of evaluations that will take place during the field experience. The Site Supervisor will be emailed a link from the Field Experience Coordinator that will direct them to the Midterm and/or Final evaluations of the student (as applicable) at the relative times during the field experience. It is the responsibility of the student to ensure that their site supervisor has received the link for and completed the evaluations in a timely manner.

Site supervisors will rate their student(s) on a scale from 1 to 7 or N/O with 1 being "Poor", 7 being "Superior", and N/O being "Not Observed" in 12 categories, after which they are encouraged to elaborate on those ratings in text fields. The categories are:

1. Initiative
2. Creativity
3. Dependability and Responsibility
4. Leadership Ability
5. Ability to organize and carry out a task
6. Ability to work with others
7. Ability to understand client needs
8. Written Communication Skills
9. Oral Communication Skills

10. Knowledge of the chosen profession
11. Professionalism
12. Career Readiness
13. Overall Performance

## **Therapeutic Recreation**

### **Course Descriptions**

#### **RSM 294N- Therapeutic Recreation Practicum I (3 Credit Hours)**

Supervised professional experience related to Therapeutic Recreation/Recreational Therapy or other allied health profession. Emphasis will be placed on the [NCTRC Job Tasks Analysis](#).  
*Prerequisite: 2.5 GPA, RSM 201 with a C or better.*

#### **RSM 394N- Therapeutic Recreation Practicum II (3 Credit Hours)**

Supervised professional experience in Therapeutic Recreation/Recreational Therapy. Emphasis will be placed on the [NCTRC Job Tasks Analysis](#). *Prerequisite: 2.5 GPA, RSM 294N with a C or better.*

#### **RSM 494N- Therapeutic Recreation Internship, Undergraduate (12 Credit Hours)**

Supervised professional experience in Therapeutic Recreation/Recreational Therapy under the direct supervision of a CTRS (Certified Therapeutic Recreation Specialist). Sites and site supervisors must meet NCTRC Internship standards. Emphasis will be placed on the [NCTRC Job Tasks Analysis](#). *2.5 GPA and all RSM courses, Human Anatomy, and Human Physiology must be completed prior to enrolling in this course.*

#### **RSM 596- Therapeutic Recreation Internship, Graduate (6 Credit Hours)**

Supervised professional experience in Therapeutic Recreation/Recreational Therapy under the direct supervision of a CTRS (Certified Therapeutic Recreation Specialist). Sites and site supervisors must meet NCTRC Internship Standards. Emphasis will be placed on the [NCTRC Job Tasks Analysis](#).

RSM 494N and RSM 596 are intended to be the capstone experience of your undergraduate or graduate career after the completion of all other coursework. Further, students are strongly discouraged from taking other courses while completing RSM 494 and RSM 596.

### **Organization Criteria**

The required criteria for a cooperating organization for the TR program differ between RSM 294N, RSM 394N, RSM 494N, and RSM 596.



A student enrolled in RSM 294N may select one of the following types of agencies to assist in narrowing down which professional direction he/she would like to pursue: Therapeutic Recreation/ Recreational Therapy, Physical Therapy, Occupational Therapy, or other allied health professions. The practicum must expose students to all six (6) job task categories. Supervision under a CTRS is not required.

By the time a student is enrolled in RSM 394N, it is understood that they wish to continue their pursuit in the Therapeutic Recreation or Recreational Therapy field, thus, their placement site must be in the TR/RT field, and the practicum must expose students to all six (6) job task categories. Supervision under a CTRS is not required.

For the RSM 494N and RSM 596 internships, agencies must be in the TR or RT field, students must be under the direct supervision of a CTRS for the entirety of the field experience, and the site must meet all NCTRC internship requirements and COAPRT Standards. Further, the Cooperating organization must have the resources necessary to meet the educational goals of an internship experience and the Site Supervisor must have the knowledge and communication skills to provide an excellent education experience for the student.

Students can visit the Therapeutic Recreation program Canvas page and click on “Field Experience Opportunities” if they are having difficulties finding a site placement. Students will find a non-exhaustive list of organizations that have hosted TR students in previous semesters. There is also an internship fair held for the Therapeutic Recreation program each fall where students can network with potential sites. Additionally, students can locate other opportunities through resources such as the ATRA website, state TR association websites, Google, and other job search sites such as Indeed. Word of mouth and networking also serve as great opportunities for securing field experience placements.

## **The Process**

The student is responsible for securing a practicum or internship site and should begin when the student enters the major, but at least one semester prior to enrollment. Early preparation is critical as agencies in high demand may make commitments to interns as far as one year in advance. Additionally, a legal affiliation agreement may need to be in place between the organization and UT before the internship site can be approved and the student begins. Be aware that developing an agreement may take up to six months in some cases.

The process to start counting hours worked toward the minimum requirements in the course is as follows:

**Step 1:** Students will start by attending a mandatory Gateway Meeting that will be hosted via Zoom. Details will be sent out via email and/or Canvas announcements.

**Step 2:** Students will complete the Field Experience Plan utilizing the link provided in Canvas and upload a screenshot of the completion page to Canvas.

**Step 3:** Both the student and the site supervisor will need to review and sign the Field Experience Letter. Students should upload the signed letter to Canvas. *Only physical/wet signatures or electronically verified digital signatures will be accepted.*

**Step 4:** Complete the Introduction Module on Canvas.

### **Site Repeat Policy**

The Therapeutic Recreation program's goal in the field experience courses is for students to gain as much experience with different populations and settings as possible for increased exposure and support in sitting for the CTRS exam. As such, students will be responsible for finding a unique site for each of the required field experience courses. However, if a student wishes to use the same site in a subsequent field experience, they may draft a proposal detailing how the second experience with that organization would be different from the first, while still meeting the requirements of the course. The site supervisor must sign this proposal for it to be considered. The student should then send this proposal via email to the Field Experience Coordinator and a decision will be made and relayed to the student and site supervisor via email. A student *will not* be permitted to use the same site more than twice.

### **Potential Graduate School Requirements**

It is the student's responsibility to confirm that desired graduate programs will accept that practicum experience to satisfy their observation/patient care hours requirements if it is paid experience. Many graduate programs require that the observation/patient care hours be unpaid.

### **Evaluations and Feedback**

There will be a series of evaluations that will take place during the field experience. The Site Supervisor will be emailed a link from the Field Experience Coordinator that will direct them to the Midterm and/or Final evaluations of the student at the relative times during the field experience. Students should ensure that their site supervisor has received the link for and completed the evaluations in a timely manner.

Site supervisors will rate their student(s) on a scale from 1 to 7 or N/A with 1 being "Poor", 7 being "Superior", and N/A being "Not Applicable" in 12 categories, after which they are encouraged to elaborate on those ratings in text fields. The categories are:

1. Initiative
2. Creativity
3. Dependability and Responsibility
4. Leadership Ability
5. Ability to organize and carry out a task
6. Ability to work with others

7. Ability to understand client needs
8. Written Communication Skills
9. Oral Communication Skills
10. Knowledge of the chosen profession
11. Professionalism
12. Career Readiness
13. Overall Performance

### **Breaks-in-Service**

#### **RSM 294N and 394N**

The nature of the RSM 294N and RSM 394N practicums is that hours are not required to be consecutively obtained. As such, the responsibility will be with the student to work with their respective organization and site supervisor to develop a schedule for obtaining hours and navigating any absences, vacations, and/or breaks in service while making sure to reach the required hours by the deadline.

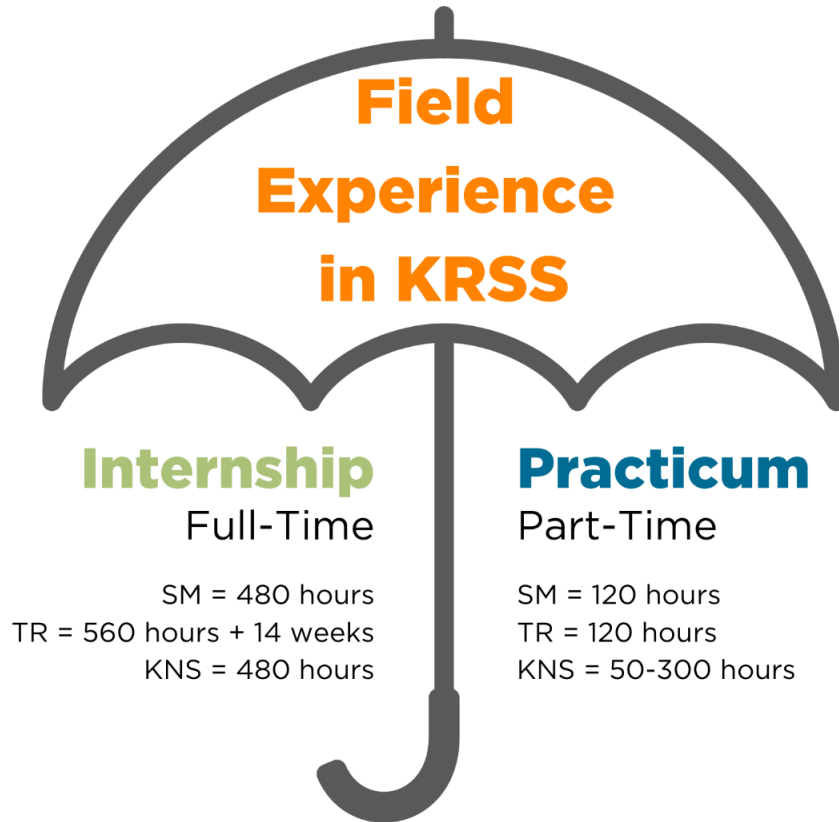
#### **RSM 494N and RSM 596**

The TR degree program delivers an internship that meets the credentialing requirements of the National Council on Therapeutic Recreation Specialist Certification. To meet the requirements, a student may not work more than 45 hours a week. Students must work a minimum of 14 weeks and have a minimum of 560 hours. Thus, a start and end date need to be established. Further, the following guidelines must be followed:

- A. Organizational policies on weather and other situations must be followed. For example, if the university cancels classes but the organization remains open, the student must make every effort to maintain their internship work schedule if conditions are safe to do so. Likewise, if the University is closed or there is a student holiday (e.g., spring and fall breaks), students must receive permission from their site to take that time off and plan to make up any hours missed.
- B. When setting up the weekly schedule, the plans should include a cushion of hours to accommodate for unplanned events.
- C. Students should make living and transportation arrangements to ensure being on time and meeting all the hourly requirements for the duration of the internship experience.

## Appendices

### Appendix A



## Appendix B

### Email Inquiry Guidance and Examples

These are some general guidelines for inquiring via e-mail regarding a field experience opportunity.

**Site Location:** Identify the area in which you may want to work, i.e., youth sport, college sport, community recreation or the type of position you want, i.e., marketing, event management, ticketing. Develop a list of organizations in which you may want to pursue an opportunity. Then start looking for connections at organizations that may have opportunities available.

**Contact List:** Once you have developed a list of contacts, begin to prioritize which organizations and people you will contact first. Also, be sure to know why you are contacting the person at the organization. An e-mail applying for a position will be different than an e-mail inquiring if a position is available.

**Subject Line:** Have a descriptive subject line in the e-mail, i.e., Internship Opportunity, Follow-Up from Class Meeting

**Professional Opening:** Use an appropriate salutation when reaching out to someone via email. It will be the first impression you make. Be sure you have the correct salutation, i.e., Mr., Mrs., Ms., Dr., Prof. You can also default to the full name of a person if you are not sure. You can use Dear Mr. Smith or Good Morning Ms. Smith. But you need to have a salutation in your e-mail.

**Introduce yourself and reference a connection if possible:** Be clear about why you are contacting the person in the opening of the message. Be sure to mention any connection you may have to the person: mutual professional connection, mutual social connection, program alumni, university alumni, guest speaker from a class. Be sure to make a person aware if you are using their name in the message. For example:

Good Morning Ms. Anderson,

I am a junior in the Sport Management program at Tennessee and interested in internship opportunities in Atlanta this summer. I met with Dr. Hardin, and he indicated you would be a good person to contact regarding possible opportunities at Mercedes-Benz Stadium.

**Be clear about why you want to the internship:** Demonstrate to the person you are contacting you have an interest in interning with the organization and are not simply doing a mass e-mail distribution. Try to be specific about what intrigues you about the organization or the experience you hope to gain there. It is also good to mention how the opportunity will aid in your overall professional development.

**Make a direct request:** It is okay to simply ask for any internship or other opportunities. It is also acceptable to ask for a meeting to learn more about the organization or a specific position within the organization. It is also appropriate to ask for a referral to other areas of the organization if an internship is not available with the person you have contacted.

**Focus on brevity:** Introduce yourself, highlight your interest, insert your ask, and propose a next step. People want to help, but they are also busy. They are far more likely to respond if your email is concise and the point.

**Attach a resume:** Keep your resume updated and attach it to your e-mails. You may also need to format your resume and include information specific to the positions for different organizations.

**Follow-up:** It is acceptable to follow-up on a request. Give someone time to respond but feel free to follow-up after a week and then again, a week later. Persistence is acceptable but try to avoid being a nuisance.

#### **Example #1:**

Dear Mr. Crockett,

I am a junior in the Kinesiology/Sport Management/Therapeutic Recreation program at Tennessee. You were a guest speaker in my [enter class name here] class during the [enter semester here] semester. I was intrigued by your career journey and how you are now working with [enter organization here]. I have an interest in marketing and would like to discuss completing an internship with the Volunteer Club.

Are there any available internship opportunities with the Volunteer Club? If not, are there any available opportunities to assist with specific events or projects?

My resume is attached. Thank you for considering my request, and I look forward to discussing any opportunities with you.

Thank you.

Jane Smith

#### **Example #2**

Hello Mr./Ms. Smith,

I hope you are doing well. My name is (first and last name), I am an upper division student in the (program name), at the University of Tennessee. My career goal is to become a (List one ex. Physical Therapist). I found your (clinic/location) through a

(faculty member/classmate), and I am very interested in the work you are doing. Would you allow me to shadow you for my practicum experience?  
My resume is attached. Thank you for considering my request, and I look forward to discussing any opportunities with you.

Thank you.

Jane Smith

### **Example #3**

Hello/Dear Mr./Ms. XXXX,

I hope you are doing well. My name is (first and last name), I am an upper division student in the (program name), at the University of Tennessee, and we met during the internship fair in (list the month of the fair and specify the program ex. the Kinesiology Internship fair in September). I am very interested in completing my practicum/internship at your facility. Do you have any openings that I could apply for. My resume is attached, and I would be excited to interview with you.

Thank you.

Jane Smith

**T** KINESIOLOGY, RECREATION & SPORT STUDIES

**Performance Improvement Plan (PIP)**  
Confidential

TO: ( Student's name)  
FROM: ( Site Supervisor's name)  
DATE:  
RE: Performance Improvement Plan (PIP)

The purpose of this Performance Improvement Plan (PIP) is to define serious areas of concern, gaps in your work performance, expectations, and allow you the opportunity to demonstrate improvement and commitment.

**Areas of Concern:**

•	
•	
•	

**Observations, Previous Discussions or Counseling:**

--

**Step 1: Improvement Goals:** These are the goals related to areas of concern to be improved and addressed:

1.	
2.	
3.	

**Step 2: Activity Goals:** Listed below are activities that will help you reach each goal:

Goal #	Activity	How to Accomplish	Start Date	Projected Completion Date



## T KINESIOLOGY, RECREATION & SPORT STUDIES

**Step 3: Resources**

**Site and/or Site Supervisor Support:** Listed below are resources available to you to complete your Improvement activities (may include other people's time or expertise, funds for training materials and activities, or time away from usual responsibilities.)

1.	
2.	
3.	

**Academic Support:** The following resources are available at the University of Tennessee

1.	
2.	
3.	

**Step 4: Expectations:** The following performance standards must be accomplished to demonstrate progress towards achievement of each Improvement goal:

1.	
2.	
3.	
4.	
5.	

**Step 5 Progress Checkpoints:** The following schedule will be used to evaluate your progress in meeting your Improvement activities.

Goal #	Activity	Checkpoint Date	Type of Follow-up (memo/call/meeting)	Progress Expected	Notes

## KINESIOLOGY, RECREATION & SPORT STUDIES

**Follow-up Updates:** You will receive feedback on your progress according to the following schedule:

Date Scheduled	Activity	Conducted By	Completion Date
	30-day Update Memo	[Site Supervisor]	
	45-day Update Memo	[Site Supervisor]	
	60-day Status Memo	[Site Supervisor]	

**Timeline for Improvement, Consequences & Expectations:**

Effective immediately, you are placed on a **(Select One: 30, 45, or 60)**-day PIP. During this time, you will be expected to make regular progress on the plan outlined above. Failure to meet or exceed these expectations, or any display of gross misconduct will result in further disciplinary action, up to and including termination, which may also have negative academic implications for the course in which you are enrolled. In addition, if there is no significant improvement to indicate that the expectations and goals will be met within the timeline indicated in this PIP, your employment may be terminated prior to **(Select: 30, 45, or 60)** days. Furthermore, failure to maintain performance expectations after the completion of the PIP may result in additional disciplinary action up to and including termination.

The PIP does not alter the student's-at-will relationship. Additionally, the contents of this PIP are to remain confidential. Should you have questions or concerns regarding the content, you will be expected to follow up directly with me.

We will meet again as noted above to discuss your Performance Improvement Plan. Please schedule accordingly.

**Signatures:**

Print Students Name:

Student's Signature:

Date:

Print Site Supervisor Name:

Site Supervisor Signature:

Date:

Print Director Field Education Name:

Director Field Education Signature:

Date:

## Appendix D

### References

Kolb, D. A. (1984). *Experiential learning: experience as the source of learning and development*. Prentice-Hall.

Kolb, A., & Kolb, D. (2018). Eight important things to know about the experiential learning cycle. *Australian Educational Leader*, 40(3), 8–14.