THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

DEPARTMENT OF KINESIOLOGY,
RECREATION & SPORT STUDIES

FIELD EXPERIENCE HANDBOOK & POLICIES MANUAL

RSM 290N, RSM 390N, RSM 490N
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Introduction

This handbook has been prepared using the best available information at the time and is designed to provide guidance to students and their cooperating organizations. It includes relevant details about policies, procedures, responsibilities, evaluations, and assignments for the courses.

The Director of Field Education oversees the functions and pedagogy of these field experiences, ensuring they meet educational and accreditation standards. Course instructors of record support students throughout their experiences and assign final grades, including midterm and final performance evaluations sought from the site supervisor. The Field Experience Coordinator manages the administrative aspects of field experience in KRSS, including but not limited to affiliation agreements and MOUs, student requirement verification and paperwork.

The faculty and staff of the Kinesiology, Recreation, and Sport Studies department (KRSS) deeply appreciate the opportunities provided to our students for completing their practicum and internship assignments.

Please note that the department reserves the right to modify any information in accordance with university policies and departmental guidelines, as well as in compliance with accrediting bodies' rules and regulations.

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 Unpublished Internal Document.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).

Recreational Therapy
To prepare students with the necessary knowledge, skills and abilities to work with delivering Recreational Therapy 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.

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

KRSS Field Education Overview

Statement of Intent
As instructors of field education, our role extends beyond facilitating field experiences. We serve as mentors, advocates, and guides in students' professional development. Our goal is to

create a supportive and enriching environment where students can apply their academic knowledge, develop essential skills, and confidently navigate the transition into their careers.

Mission Statement
Our mission as internship coordinators is to connect academic learning with professional experience, empowering students to develop the skills and confidence necessary for career success.

Core Values
These core values reflect our commitment to fostering meaningful learning experiences, ensuring that all KRSS students feel valued, supported, and have equitable access to opportunities that promote growth. By integrating these principles into our work, we strive to cultivate resilient, competent, and ethical professionals who are prepared to contribute meaningfully to their fields.

Advocacy – We guide and support students in navigating professional environments, equipping them with the skills and confidence to advocate for themselves in their internships and future careers.
Empowerment – We prepare students to take ownership of their professional growth by connecting them with resources, fostering self-efficacy, and encouraging accountability in their field experiences.
Equity – We cultivate inclusive learning and working environments where students feel respected, valued, and supported in their professional journeys, ensuring equitable access to opportunities.
Relationships – We foster meaningful relationships with students, colleagues, and community partners, emphasizing mentorship, collaboration, and holistic development within field experiences.
Resilience – We help students develop resilience by embracing challenges as opportunities for growth, encouraging problem-solving, adaptability, and a professional growth mindset.

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

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.

Objectives

Field experiences serve as a bridge between the professional and academic worlds. They provide students with opportunities to gain practical learning experience 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 in 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.

KRSS Field Experience Team Definitions & Descriptions

The Field Experience Team is overseen by a Director of Field Education and is comprised of multiple members including a Field Experience Coordinator and several Course Instructors.

- ***Director of Field Education****:* The KRSS faculty member who provides educational and administrative leadership for the field experience team.
- ***Course Instructor:*** The KRSS faculty member responsible for delivering course content, supporting students throughout their field experience, and assigning final grades based on their performance and adherence to course requirements.
- ***Field Experience Coordinator****:* KRSS staff member who administratively supports faculty and students through the paperwork process.

Student Rights & Responsibilities

Your field experience is ultimately ***your*** learning experience. While your course instructor and site supervisor are here to guide and support you, you'll play the most important role in making the experience meaningful. Take an active role in your learning by asking questions, seeking feedback, and engaging fully in the opportunities your placement provides.

Throughout your field experience, you're expected to conduct yourself with the same professionalism and ethical standards as the staff at your placement site. This includes, but is not limited to, the following:

A. Ensure all academic and administrative 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.
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.

Securing a Site

You'll be responsible for finding and securing your own field experience site. This gives you the opportunity to explore placements that align with your interests, career goals, and location preferences.

To help with your search, we encourage you to:

- Search the approved site database in Typhon.
- Explore the resources available on your program's Canvas page.
- Search online using Google or employment websites like Indeed and LinkedIn.
- Attend one of the KRSS Field Experience Fairs, held each fall and spring semester.

If you've explored these resources and are still having trouble finding a placement, we're here to help. Reach out to *krssinternships@utk.edu*, and a member of the KRSS Field Experience team will be happy to provide guidance and discuss additional options.

Gateway Meeting Attendance
The Gateway Meeting is a required enrollment confirmation meeting for everyone taking a KRSS field experience course. During this meeting, you'll receive important information about your field experience, review key course expectations, and confirm your intent to remain enrolled in the course, as required by university policy.

You'll only need to attend *one* of the scheduled Gateway Meeting options. To receive credit for attending, you must join the meeting *with your camera turned on.*

If you do not attend a Gateway Meeting or your camera is not on during the meeting, you'll be dropped from the course in accordance with university policy. This allows the registrar to finalize enrollment records and ensure compliance with the Undergraduate Catalog.

Please plan ahead and attend one of the available Gateway Meeting options to secure your spot in the course.

When can I start counting my hours?
You may begin counting your field experience hours only after all required paperwork has been submitted and officially approved by the KRSS Field Experience team.

Any hours completed before your placement is fully approved *will not* count toward the hours required for your course. There are *no exceptions* to this policy.

To avoid losing hours, wait until you've received confirmation that your placement has been approved before starting your field experience.

Completion of Paperwork
Before you can begin earning field experience hours, you'll need to submit *all required paperwork* and receive official approval from the KRSS Field Experience Coordinator via email. This process helps ensure your placement complies with university policies and procedures.

Waiting until the last minute to complete your paperwork can delay your start date and make it difficult - or even impossible - to complete the required hours for the course. Depending on the circumstances, this could result in:

- Removal from the course
- A failing grade
- Delayed graduation
- Other academic or financial consequences

Please plan ahead and allow enough time for your paperwork to be reviewed and approved. Delays caused by late paperwork are not considered emergencies and do not qualify for exceptions or extensions.

Conflicts of Interest
Practicum and internship placements in which a conflict of interest exists will not be approved. This includes, but is not limited to, organizations owned or managed by an immediate family member, positions in which the student would be supervised by or directly report to an immediate family member or close personal relationship, or placements in which the student serves in a role where they have ownership, controlling interest, or primary decision-making authority within the organization.

Students must disclose any potential conflict of interest during the placement approval process. The Department reserves the right to deny approval of any placement that presents a conflict of interest or does not provide an appropriate educational experience.

Minimum Hour Requirement
To successfully complete this course, you must finish the minimum number of hours and/or weeks required by your course syllabus.

Meeting the required hours is a course requirement, not just a graded assignment. If you do not complete the minimum hours or weeks, you will not pass the course - even if your Canvas grade indicates that you are passing.

Be sure to monitor your progress throughout the semester and plan your schedule so you can complete all required hours before the course ends.

Late Adds and Credit Hour Adjustments
You may add the course or make credit hour adjustments up until the university's add/drop deadline each semester. After this deadline, changes are only considered in cases involving an extenuating and documentable circumstance.

If you need to request a change after the deadline, you must submit your request along with appropriate documentation explaining the circumstances. The Director of Field Education and

course instructor will review requests on a case-by-case basis to determine whether an exception can be approved.

Please review your enrollment and credit hour needs early in the semester to ensure you have enough time to make any necessary adjustments and successfully complete your field experience.

Paid Internships & Stipends
Depending on the your site and their available resources, you may receive financial support during your field experience in the form of a stipend or partial compensation for your placement hours. These funds are typically intended to help offset expenses such as transportation, meals, or other costs related to completing your experience.

A stipend or partially paid placement does not create an employer–employee relationship and does not automatically qualify as an employer-based placement within the KRSS Field Experience program. Any financial arrangement is made directly between you and the site, and you are responsible for completing any required tax-related documentation or verification.

While stipends do not require formal approval from the KRSS Field Education team, we strongly encourage you to share any such arrangements with your course instructor. This helps ensure your placement continues to meet all academic requirements and supports your overall learning experience.

Employer Hosted Field Experience
You may be able to complete your field experience at your current place of employment if your position provides appropriate learning opportunities and supports your development of skills and competencies aligned with course requirements.

Many of you are already working in roles and organizations that provide meaningful services and regular access to individuals, families, groups, and/or communities. These settings can be strong field experience sites when the placement is intentionally structured to ensure you are engaging in new learning - not simply completing your regular job duties.

If you plan to use your place of employment as your field experience site, all the following conditions must be met:

A. *Site Requirements* – Your site must meet all requirements set forth in the KRSS Field Experience Handbook. Additionally, your site must agree to this arrangement, and you must send confirmation of the agreed upon arrangement to the Field Experience Coordinator via email at krssinternships@utk.edu.
B. *Site Supervisor Requirements* – Your site supervisor must meet all the requirements to serve as a site supervisor listed in the KRSS Field Experience Handbook. This includes but is not limited to providing appropriate supervision, relevant work experience, and

fulfilling all educational objectives outlined in the course syllabus and KRSS Field Experience Handbook.

C. *Field Experience Plan/Request* – You must indicate how your current job will expand your work-related duties to meet the learning outcomes of the practicum or internship on your Field Experience Plan. The plan should clearly outline new responsibilities, projects, or skills that will be developed during the field experience.
D. *Approval Process* – The Field Experience Coordinator must review and approve the Field Experience Plan to ensure it aligns with course requirements and provides a meaningful learning experience.

If you are not approved to complete your field experience at your place of employment, or if you do not disclose that your placement is taking place with your employer, your course activities and hours may not be applied toward the requirements of this course.

These guidelines are in place to ensure transparency and to support a meaningful learning experience for you. When followed, they allow you to thoughtfully use your current job in a way that still helps you build new, relevant skills and meet course competencies.

Early Start Policy
You may be permitted to begin your field experience before the official start of the semester only if one of the following applies to you:

a) You are enrolled in 12 credit hours of RSM 490N or RSM 494N during the spring or fall semester, or
b) You are enrolled in any KRSS field experience course during the summer semester.

If either of these applies to you, you are required to attend the Early Start Gateway meeting before you begin any field experience hours.

If you are unable to attend the Early Start Gateway meeting, you will not be permitted to begin your field experience early under any circumstances, regardless of the semester in which you are enrolled.

Site Repeat Policy
The KRSS Field Experience team's goal is for you to gain exposure to a variety of populations and settings so you can broaden your experience and better clarify your career goals. Because of this, you are expected to complete each required field experience course at a different site.

If you would like to return to the same site for subsequent field experience, you may submit a Site Repeat Proposal. In this proposal, you will need to clearly explain how your second experience at the organization will be different from your first, while still meeting all course requirements. Your site supervisor must also review and sign the proposal for it to be considered.

Once completed, you will submit the Site Repeat Proposal using the designated link and upload the signed document. The KRSS Field Experience team will review your request and communicate a decision to both you and your site supervisor via email.

Note: A Recreational Therapy student will not be permitted to use the same site more than twice.

Student Athletes

If you are a student athlete and are interested in completing your field experience with UT Athletics, you may only do so within a sport or program that is different from your own.

For example, if you are a football student athlete, you may not complete your field experience hours with any aspect of the football program. However, you could complete your hours with other teams such as baseball, basketball, swimming, and similar programs. Likewise, if you are a track and field student athlete, you may not complete your hours within track and field but could work with other sports such as football, softball, swimming, and others.

If this applies to you, you should also consult with your academic advisor and Thornton Center staff to ensure you are able to successfully complete all required field experience hours, especially if your field experience semester overlaps with your competitive season.

The Field Experience Placement Process

You are responsible for securing your practicum or internship site, and you should begin this process as soon as you enter your major - but at least one semester before you plan to enroll.

Starting early is essential. Many agencies, especially those in high demand, may commit to interns six to nine months in advance. Competition for placements - particularly in intercollegiate athletics and professional sport - is often very strong, so early planning gives you the best chance of securing a quality experience that fits your goals.

About Typhon

Typhon is the centralized cloud-based software system used by KRSS to manage field experience placements, including sites, site supervisors, students, and required documentation. Depending on your program and course, you may use Typhon to request a placement, complete required forms, and track your field experience hours.

Typhon helps ensure accurate record-keeping, supports accreditation requirements, and allows KRSS to verify that students complete the required experiences for their program and professional preparation.

Steps to Begin Your Field Experience

Step 1: Attend the Gateway Meeting
All students must attend a mandatory Gateway Meeting hosted through Zoom before beginning the field experience process. Details about available meeting dates and times will be provided through email and/or Canvas announcements.

During this meeting, you will receive important information about:

- Field experience expectations
- Required paperwork and training
- The placement approval process
- Important deadlines

Step 2: Submit Your Field Placement Request
Your next step will depend on your course and program requirements:

- **Typhon Users:** Complete the Field Request Event Request through the Typhon database.
- **Non-Typhon Users:** Complete the Field Experience Plan using the link provided in Canvas.

Step 3: Complete Required Training Modules
Before beginning your field experience, you must complete any required training modules assigned to you. Required trainings may include:

- *Minors/Child Protection Training*
  Required for students completing field experiences involving individuals under 18 years of age.
- *Title IX Training*
  This training prepares you to recognize and appropriately respond to sexual harassment in the workplace. *All students enrolled in KNS 260N, RSM 290N, and RSM 294N are required to complete this online training.*
- *Curricular Practical Training (CPT)*
  Students on an F-1 visa must receive authorization before beginning an off-campus internship, practicum, or experiential learning experience. Immigration regulations require these experiences to be authorized through Curricular Practical Training (CPT). Students are strongly encouraged to meet with the Center for Global Engagement for additional information.
- *International Travel Registration*
  Required only for students completing their practicum or internship outside of the United States. This registration provides important resources and support while you are participating in an international experience.

Step 4: Purchase Liability Insurance (if required)
Some field experiences require liability insurance before you begin. Refer to the Field Experience Fee information to determine whether insurance is required for your course.

Step 5: Submit Your Signed Field Experience Letter
You and your site supervisor must review and electronically sign the Field Experience Letter through DocuSign. Instructions are provided in Canvas.

Your next step will depend on your course and program requirements:

- **Typhon Users:** Upload the full PDF to Typhon.
- **Non-Typhon Users:** Upload the full PDF to Canvas.

Only electronic signatures submitted through DocuSign will be accepted.

Step 6: Receive Approval Before Beginning Hours
You may begin counting field experience hours only after you receive your official Approval Email from KRSS.

Your Approval Email will:

- Confirm that all required paperwork has been completed
- Provide the approved start date for tracking hours

Hours completed before the approved start date listed in your Approval Email will not count toward course requirements.

Step 7: Complete the Canvas Introduction Module
After you receive your Approval Email, you will gain access to the Canvas Introduction Module, and you must complete the Introduction Module before you will gain access to the remaining course requirements.

Other Considerations When Getting Started

Organizations Requiring a Legal Contract

Some organizations may require a formal legal contract with the University of Tennessee before allowing you to complete your field experience. If your site requires a contract, notify the KRSS Field Experience Coordinator as soon as possible by email.

The KRSS Field Experience Coordinator will forward the contract request to the University's legal department for review and approval. Because this process involves university-level review, it can take *a minimum of 4 weeks and may take 6 months or longer* to complete. Approval is not

guaranteed.

To avoid delays to your field experience, begin this process as early as possible and do not wait until the start of the semester or your intended start date to request a contract review.

Applications, Interviews, and Other Requirements

During the application or interview process, ask potential site supervisors about any requirements you must complete before beginning your field experience. Requirements vary by organization and may include, but are not limited to:

- Affiliation agreements or other required contracts
- Drug screenings
- Background checks
- Vaccination requirements
- COVID-19 testing requirements
- Tuberculosis (TB) testing
- First Aid/CPR certification
- Basic Life Support (BLS) certification
- Other site-specific requirements

Understanding these expectations early will help you choose an appropriate placement and avoid delays in beginning your field experience.

Turning down an offer

If you decide not to accept a field experience offer, you should notify the site supervisor as soon as possible through a professional email or other appropriate communication.

Your message should thank the organization and site supervisor for their time, consideration, and willingness to support your field experience. You should also respectfully communicate that you have decided to pursue another opportunity to fulfill your course requirements.

Maintaining professional communication throughout the placement process helps strengthen relationships with our community partners and reflects the professionalism expected of you as a KRSS student.

Work Schedule

You are responsible for working with your site supervisor to create a schedule that allows you to successfully complete your required field experience hours by the course deadline. Together, you and your site supervisor should discuss expectations for scheduling, absences, holidays, vacations, and any planned breaks in service.

Your schedule may vary depending on the needs and structure of your field experience site. Some placements may require evening, weekend, or on-call responsibilities. Others may include self-directed or remote activities that can be completed outside of traditional business hours. Regardless of your schedule, you should have regular opportunities to work directly with your site supervisor and receive feedback, guidance, and supervision.

You and your site supervisor may adjust your schedule to accommodate:

- University or organization holidays and scheduled breaks
- Illness or other approved absences
- Adjustments needed to make up missed hours
- Changes during the beginning or end of the semester as you transition into or out of your placement

Any schedule changes should be discussed with your site supervisor in advance whenever possible. If you need an extended absence of more than one week, you must discuss and receive approval from both your site supervisor and course instructor.

Remember that while your schedule may be flexible, you are responsible for completing all required field experience hours and responsibilities by the course deadline.

Inclement Weather

In the event of inclement weather, you should monitor your UTK email closely, as updates will be sent through the UTK ALERT system if university activities are canceled. You are automatically enrolled in UTK ALERT and can manage your notification settings through the MyUTK portal.

When weather conditions are inclement or potentially unsafe, you should use your best judgment when deciding whether it is safe to travel to campus or your field site. Your safety is the priority. If you are unable to report to your site due to weather conditions, you should contact your site supervisor as soon as possible to let them know.

You should also talk with your site supervisor ahead of time about the organization's procedures for closures or schedule changes during inclement weather. If hours are missed due to weather, you may adjust your schedule in collaboration with your site to make up time as appropriate.

Placement Changes

Field experiences are arranged through a formal confirmation process, and once a placement is secured and accepted, it is expected that students will remain at that site unless there is a substantial reason for change.

If a student is considering leaving or changing their current site, they must first contact their

course instructor to discuss the situation and determine appropriate next steps. Students who discontinue or alter a placement without prior consultation and approval from their course instructor may be at risk for a non-passing grade in the course.

In situations where the KRSS Field Experience team determines that a placement should be ended due to a no-fault circumstance (e.g., concerns related to safety or other extenuating site-related issues), the team will review the situation and determine whether the student may be reassigned within the same agency or placed at a different site to ensure continued progress toward course requirements.

Changes in Site Supervisor

Changes in site supervisors are a normal part of field-based experiences and may occur for a variety of operational reasons. However, it is essential that our records remain current to ensure appropriate communication, evaluation, and support throughout your practicum/internship.

If your site supervisor changes at any point during your experience, you are required to notify your instructor and the field experience coordinator as soon as possible. Please email the name, title/position, and updated contact information for your new supervisor (if one has been assigned) to both your instructor and the field experience coordinator. Contact information can be found on page 8 of this handbook. Your new supervisor will also need to complete the field experience letter. Students will be able to submit a new Docusign request.

Timely updates help ensure continuity of supervision and prevent disruptions in communication between the site and the program.

Personal Safety

During your field experience, you are expected to use good judgment and prioritize both your safety and the safety of clients in all situations. There may be rare instances where you encounter potentially unsafe or escalating situations, such as an agitated or violent client, conflicts between multiple clients where escalation is likely, or any situation where a client may have access to a weapon.

If you ever feel unsafe or believe you may be at risk, you should take immediate action by:

- Contacting your site supervisor or on-site supervisor right away for support and guidance, and
- Contacting police or emergency medical services if there is an immediate threat or emergency situation.

Any situation involving a threat to your personal safety must also be reported to and documented with the KRSS Field Experience team.

If you experience any type of incident during your placement, you are required to complete the KRSS Incident Report within 24 hours of the incident occurring.

Professionalism Guidelines

Throughout your field experience, you are a representative of yourself, your program, the department, the college, and the University of Tennessee. The way you communicate, interact, and conduct yourself reflects not only on you, but also on the professional relationships our department has built with community partners.

These expectations should guide your decisions and behaviors both at your field experience site and in the classroom as you continue developing as a professional:

- *Be punctual and reliable.* Early is on time, and on time is late. Arriving late or failing to meet commitments is not acceptable in a professional setting.
- *Communicate professionally.* Your written and verbal communication should be respectful, clear, concise, and appropriate for a professional environment.
- *Honor your field experience commitment.* The dates listed on your field experience contract represent your commitment to your site. You should be prepared to attend and actively participate according to the agreed-upon schedule, even if you have already completed the minimum required hours.
- *Communicate about absences.* If an illness, emergency, or other circumstance prevents you from attending a scheduled field experience day, notify your site supervisor as soon as possible.
- *Maintain a professional digital presence.* Your online presence and social media activity contribute to your professional reputation. Remember that potential employers and professional colleagues may view your digital footprint.
- *Present yourself professionally.* Consider how your appearance and presentation may be perceived by others and ensure that your choices reflect the professionalism expected in your field.
- *Be engaged and available.* Participate actively with peers, clients, supervisors, and other professionals at your site.
- *Be prepared and attentive in class and Zoom sessions.* Arrive prepared to participate. This includes having your camera on when required, being appropriately dressed, and avoiding distractions such as driving or participating from an inappropriate location.
- *Protect confidential information.* Follow all applicable requirements related to the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), and any other confidentiality expectations of your field experience site (e.g., NDAs).
- *Seek opportunities for growth.* Remain open to feedback, professional development opportunities, and experiences that help you grow as a future professional.
- *Communicate concerns early.* If you experience challenges or concerns related to your field experience site, contact your course instructor as soon as possible so we can provide support and guidance.

Professional Communication
All communication regarding class should be professional in nature.

E-Mail General Guidelines	E-Mail Basic Format
Spelling and grammar count - Proofread	Clear Subject Line
Professional e-mail address	Salutation
Business communications	Be Concise and Clear
24–48-hour response	Signature
Course number in the subject line	

Discussions 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.

Site Responsibilities & Related Policies

Your site supervisor plays an important role in helping you have a successful field experience. The orientation process is the foundation of your experience and should provide you with the information and support needed to be successful at your placement site.

During orientation and throughout your field experience, your site supervisor should help you become familiar with:

- The organization's mission, goals, and services
- The population(s) served by the organization
- Important policies, procedures, and expectations
- Your role and responsibilities as a field experience student
- How the organization supports student learning and professional development

Your site supervisor is responsible for:

- Providing opportunities for you to complete the required field experience hours and responsibilities.
- Creating a supportive learning environment where you can develop professional skills.
- Providing appropriate orientation, training, resources, and access needed to be successful.
- Reviewing and signing the Field Experience Letter before you begin your placement.
- Collaborating with you and the University to support your learning goals and course outcomes.
- Providing regular feedback and opportunities to discuss your progress.
- Completing required evaluations and participating in communication with your course instructor as needed.
- Communicating concerns about your performance or experience with your course instructor in a timely manner.
- Following all applicable laws, regulations, and professional standards, including requirements related to ADA, FERPA, and HIPAA.

Remember that your site supervisor is there to guide and support your learning. Take advantage of this relationship by asking questions, seeking feedback, and actively engaging in your experience.

Formal Supervisor

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

Direct/Primary Supervisor or "Site Supervisor"

- *Definition* - The immediate supervisor to whom you report on a day-to-day basis.
- *Role* - Manages your daily tasks, provides immediate feedback, and addresses day-to-day issues and concerns.
- *Authority* - Has direct influence over your work activities and often conducts regular performance reviews; Has the highest level of responsibility for the your 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.

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 you are 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, a business partner, or a family member of the student. This ensures objectivity, professionalism, and impartiality in supervision.

Site Responsibilities Specific to Recreational Therapy 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.

Safe and Supportive Learning Environment

Your field experience site plays an important role in creating a safe, supportive environment where you can learn and grow as a professional. Sites hosting students from KRSS are expected to provide appropriate safety practices, supervision, and support throughout the field experience.

Your field experience site should:

- *Provide a safe workplace.* The organization should maintain a safe environment that follows applicable health and safety regulations, including appropriate facility conditions, safety equipment, and workplace procedures.
- *Provide safety training and orientation.* You should receive information about workplace safety procedures, emergency protocols, and any potential hazards related to your responsibilities.
- *Provide appropriate supervision.* A qualified site supervisor or designated staff member should be available to provide guidance, support, and feedback throughout your experience.
- *Explain incident reporting procedures.* During your orientation, your site should review procedures for reporting accidents, injuries, or safety concerns, including completion of the KRSS Incident Report when applicable.
- *Review emergency procedures.* You should be familiar with emergency exits, evacuation procedures, and important emergency contact information before beginning your responsibilities.
- *Promote a supportive environment.* You should feel comfortable asking questions and reporting safety concerns without fear of retaliation.

If you experience a safety concern or feel that your learning environment is not supportive, contact your course instructor as soon as possible so we can help address the situation.

KRSS Responsibilities

The KRSS Department is committed to providing you with meaningful, well-supported field experience opportunities that promote professional growth and align with academic, credentialing, and industry expectations. The department serves as a liaison among students, faculty, the University, and field experience organizations to ensure a structured, equitable, and high-quality practicum or internship experience. Department responsibilities include:

A. Oversee the placement requirements for the practicum and internship sites and support students throughout the process of identifying and securing appropriate field experience 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 completing 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.

Grading

Your field experience course grade is determined by your course instructor based on multiple components of your field experience, including:

- Your site supervisor's evaluation of your performance
- Completion of course-specific assignments and requirements
- Active and engaged participation in Gateway Meetings

Your course instructor will use the learning plan established for your field experience to evaluate your progress and overall performance.

Because requirements vary by course, refer to your specific field experience course syllabus for detailed information about assignments, grading criteria, and course expectations.

Monitoring Field Experience Sites
KRSS is committed to ensuring that field experience sites provide meaningful, high-quality learning opportunities for students. We regularly monitor approved sites through student feedback, site evaluations, communication with community partners, and other quality assurance processes.

At the end of each semester, you will complete an evaluation of your field experience site and site supervisor. Your feedback helps KRSS understand what is working well and identify opportunities for improvement.

KRSS also reviews changes within sites that may affect student learning and maintains the right to remove organizations from the approved site list if they do not meet KRSS or University expectations and standards.

Ending Site Relationships
KRSS is committed to maintaining field experience partnerships that provide meaningful learning opportunities and support student success. While we value our relationships with community partners, the University reserves the right to discontinue a field experience site partnership when necessary.

A site relationship may end if:

- *The site no longer meets academic expectations.* If a site is unable to provide the learning experience, supervision, or opportunities needed to meet course requirements, KRSS may discontinue the partnership to ensure students receive a quality educational experience.
- *Student safety is a concern.* If KRSS determines that a student's safety or well-being is at risk at a field experience site, the partnership may be discontinued immediately.

The priority of all KRSS field experience partnerships is to provide safe, supportive, and meaningful learning experiences for students.

Site Visits
Site visits provide an opportunity for KRSS to connect with students and site supervisors, learn more about the field experience environment, and support a successful placement.
During a site visit, a member of the KRSS Field Experience team may:

- Learn more about the organization, facility, and expectations for students.
- Provide support and encouragement to students in their field setting.
- Discuss the student's learning experience and opportunities for growth.
- Strengthen relationships with our community partners.

Site visits are scheduled in coordination with both the student and site supervisor to identify a time that works well for everyone. Site supervisors are also encouraged to contact the KRSS Field Experience team if they would like to request a site visit or discuss their experience hosting students.

Policies and Procedures for Risk Management and Compliance

Risk Management, Safety, and Liability Insurance
Field experiences provide valuable opportunities for you to apply what you have learned in the classroom within authentic professional settings. Because field experiences take place in a variety of environments, it is important to understand that each placement may involve unique responsibilities, expectations, and potential risks.

KRSS and the University of Tennessee are committed to supporting safe and meaningful learning experiences for students, site supervisors, clients, and community partners. Risk management is a shared responsibility that includes preparation, communication, training, and following established safety procedures.

Your Responsibilities for Managing Risk
As a field experience student, you are responsible for actively participating in safety and risk management practices. This includes:

- Completing all required orientation activities, trainings, and site-specific requirements.
- Following organization policies and procedures.
- Asking questions when you are unsure about expectations, safety procedures, or your responsibilities.
- Communicating concerns or potential safety issues with your site supervisor and course instructor.
- Maintaining awareness of your surroundings and making decisions that support the safety of yourself and others.

Your field experience site may require additional steps before you begin, such as background checks, health screenings, certifications, or other training requirements. These requirements help ensure that you are prepared to participate safely and effectively in your placement.

Liability Insurance
All students enrolled in a KRSS practicum or internship course are required to carry Student Liability Insurance through the University. This coverage helps protect students while participating in approved field experiences.

Students enrolled in KNS 260N, RSM 290N, and RSM 294N will be automatically charged a $10 Student Liability Insurance fee through the course fee associated with their course. This charge will appear on your student account under Fees: Student Liability Insurance.

For students enrolled in upper-level practicum or internship courses, liability insurance must be purchased for each new policy year in which you participate in a field experience. If your course occurs during a new policy year, you will need to complete the insurance purchase process

again. Instructions for completing this process will be provided during your gateway meeting prior to beginning your field experience.

The University of Tennessee, Knoxville provides professional liability and general liability coverage for students participating in approved field experiences:

- Professional Liability: $1 million per occurrence / $3 million aggregate
- General Liability: $1 million per occurrence / $3 million aggregate

Students are required to maintain current personal health insurance throughout their field experience.

Incident Reports

Safety is a shared responsibility during your field experience. If an incident occurs, timely reporting allows KRSS and your field experience site to respond appropriately, provide support, and ensure proper documentation.

Student Reporting Responsibilities

You are required to promptly report any incidents that occur during your field experience. This includes, but is not limited to:

- Accidents or injuries
- Safety concerns
- Situations that may affect your ability to complete your field experience responsibilities
- Other events that may require follow-up or support

Incident reports must be submitted to your course instructor within *24 hours* of the incident whenever possible. Your report should include:

- Date and time of the incident
- Location where the incident occurred
- Individuals involved
- Detailed description of what happened
- Any actions taken in response

Site Supervisor Reporting Responsibilities

Site supervisors are responsible for supporting a safe learning environment for students. If an incident involving a student occurs, the site supervisor should complete an incident report and submit it to the KRSS Field Experience Coordinator within *24 hours.*

The report should include:

- Date and time of the incident
- Location where the incident occurred
- Individuals involved
- Description of the incident
- Actions taken in response

Prompt reporting helps ensure that students receive appropriate support and that KRSS can address safety concerns effectively.

Extenuating Circumstances Impacting Field Experience
While we work to ensure successful field experiences for all students, unexpected circumstances may sometimes require a change in your placement. If a situation occurs that impacts your ability to continue at your current site, contact your course instructor as soon as possible.

Examples of circumstances that may require an alternative field experience include:

- *The organization closes unexpectedly* and you are no longer able to complete your field experience at the site.
- *Your site supervisor is no longer available* due to leaving the organization, a change in employment responsibilities, or another circumstance, and no other qualified supervisor is available to continue supporting your experience.
- *Your site supervisor experiences an illness or disability* that prevents them from continuing supervision and no alternative supervisor is available.
- *You experience a serious illness or personal emergency* that prevents you from completing your field experience responsibilities for more than two consecutive weeks.
- *Military service obligations* require you to miss two or more consecutive weeks of your field experience due to required training or deployment.

If an extenuating circumstance occurs, you and your course instructor will work together to determine the best path forward. This may include identifying an alternative field experience opportunity or developing another appropriate plan to help you meet course requirements.

Grade of Incomplete
A grade of Incomplete may be considered only in *extenuating, documented circumstances* that prevent you from completing your field experience requirements by the end of the semester. To be considered for an Incomplete, you must:

- Have completed at least *50% of your required field experience hours* at the time of the request.
- Provide documentation supporting the circumstances that prevented completion.

- Work with your course instructor to develop a written plan outlining the remaining requirements, deadlines, and conditions for replacing the Incomplete grade.

A grade of Incomplete is not appropriate when course requirements are incomplete due to lack of planning, failure to meet field experience expectations, or dismissal from a site resulting from unprofessional behavior or negligence.

For additional information about the University's policies regarding grades of Incomplete, refer to the Undergraduate Catalog. For information about dismissal from a field experience site, see the *Probation and Termination* section of this handbook.

Addressing Performance Concerns and Problematic Behaviors

Field experiences are designed to help you grow as a developing professional. As part of that process, you are expected to demonstrate professionalism, accountability, and a willingness to receive and respond to feedback.

Most performance concerns that arise during field experiences are related to patterns of behavior, missed expectations, or difficulty adjusting to a professional environment. While probation, removal from a site, and unsatisfactory evaluations are uncommon, they are sometimes necessary to protect the learning environment, site relationships, and the safety of clients, staff, and students.

The following behaviors may result in performance concerns, probation, removal from a site, or other course-related consequences:

- Failure to follow UT Knoxville or organization policies, procedures, rules, regulations, or applicable professional standards, including confidentiality requirements such as HIPAA and FERPA.
- A resistant, disrespectful, or unprofessional approach toward learning, feedback, supervisors, coworkers, clients, or community members.
- Repeated tardiness, absenteeism, or failure to meet agreed-upon responsibilities.
- Reporting to field activities while impaired by alcohol, illegal substances, controlled substances, or misuse of prescription medications.
- Communication or behaviors that are inappropriate, disrespectful, unsafe, or inconsistent with professional expectations.
- Difficulty maintaining appropriate professional boundaries with clients, supervisors, or organizational staff.
- Behaviors that negatively impact client safety, client care, organizational operations, or the learning environment.
- Failure to demonstrate the maturity, judgment, and self-awareness needed to function effectively in a professional setting.
- Conflicts of interest that are undisclosed or interfere with professional responsibilities.

The course instructor will monitor student progress and work collaboratively with site supervisors to address concerns when they arise. The goal of any intervention is to provide support, clarify expectations, and identify steps for improvement whenever possible.

Addressing Performance Concerns

If a site supervisor identifies concerns related to a student's performance or behavior, the organization should notify the course instructor as soon as possible and provide written documentation describing the concern.

The following steps may occur:

1. Notification and documentation
    - The course instructor should be notified of the concern.
    - The site supervisor may complete the KRSS Incident Report Form or other appropriate documentation.
2. Remediation and improvement planning
    - The course instructor will work with the student and site supervisor to determine appropriate next steps.
    - This may include additional feedback, clarified expectations, or a Performance Improvement Plan (see Appendix C).
3. Removal from the field experience site
    - In situations involving client safety, confidentiality violations, ethical concerns, or significant professional misconduct, the organization may remove a student from the field experience site to protect clients, staff, and the organization.

When performance concerns arise, all parties should communicate promptly and maintain accurate documentation throughout the process.

If a student is removed from a field experience site due to negligence, misconduct, or failure to meet professional expectations, the student may receive an F or NC (as determined by the course syllabus) and may be required to re-enroll in the course during a future semester. The course instructor will refer the student to their academic advisor to discuss implications for their academic progress.

Note: Students will have the opportunity to discuss concerns, provide context, and participate in developing a plan for improvement when appropriate.

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/.

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. 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. 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.

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 with a BS in KNS.)*
Note: A course fee of $115 is applied to this course and covers access to Typhon, a magnetic name badge, and a liability insurance policy.

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 designed to introduce you to professional experiences within the field of kinesiology. The course is structured around *Kolb's Theory of Experiential Learning*, which describes learning as "the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38).

Through this course, you will connect classroom learning with real-world experiences by engaging in hands-on activities related to kinesiology while also completing coursework focused on professional development, career exploration, and personal reflection.

You are responsible for identifying and securing your own field experience site. Your placement should provide opportunities related to health, wellness, fitness, physical activity, or human movement within a kinesiology-related profession.

You must complete a minimum of *50 hours* at your approved field experience site.

Examples of kinesiology-related field experience areas include:

Medical
Opportunities may include experiences with:

- Physicians, physician assistants, or nursing professionals
- Inpatient or outpatient healthcare facilities
- Hospitals
- Nursing homes or other care facilities

Allied Health
Opportunities may include experiences with:

- Physical therapy
- Occupational therapy
- Athletic training
- Inpatient or outpatient rehabilitation facilities
- High school or collegiate athletic settings
- Private healthcare or wellness facilities

Fitness, Wellness, and Physical Activity
Opportunities may include experiences with:

- Personal or group fitness training
- Wellness clinics
- Sports nutrition
- Kinesiology or human performance laboratories
- Campus recreation programs
- Healthy living education, programming, or administration

Sports Coaching
Opportunities may include experiences with:

- Youth sports coaching
- Collegiate coaching
- High school coaching
- Private sport training organizations
- Strength and conditioning facilities

Your field experience should help you explore career opportunities, develop professional skills, and better understand how kinesiology professionals apply their knowledge in real-world settings.

KNS 426 is an optional, variable-credit practicum course designed to provide you with additional opportunities to gain hands-on experience within kinesiology-related professions. You may enroll for *1–6 credit hours*, *with each credit hour representing 50 hours of field experience* at your approved placement site. For example, a 3-credit hour enrollment requires a minimum of 150 field experience hours.

During this course, you will apply your knowledge in a professional setting while completing assignments focused on personal reflection, professional growth, and connecting your field experience to your future career goals.

You are responsible for identifying and securing your own field experience site. Your placement should align with a kinesiology-related profession and provide opportunities to develop

professional skills within areas such as healthcare, allied health, fitness and wellness, physical activity, human performance, or sport-related settings.

Your field experience should help you further explore career pathways, strengthen professional competencies, and build connections between your academic preparation and professional practice.

Core Competencies
To support meaningful and developmentally appropriate learning experiences, all kinesiology field placements are expected to provide you with exposure to a core set of professional and disciplinary competencies. These include:

- Human Movement and/or Functional Anatomy
- Exercise Science and/or Physical Activity
- Communication and Interpersonal Skills
- Professionalism and Ethics
- Career Awareness and Interdisciplinary Practice

Because kinesiology majors pursue a variety of career paths and field experiences — including observation/shadowing and hands-on roles in clinical, sport, or wellness settings — we recognize that the way students encounter these competencies will vary. Whether assisting with therapeutic exercise, observing a physical exam, or shadowing a coach or clinician, students should actively reflect on how these experiences contribute to their professional development.

Sites are vetted and audited using a standardized checklist to ensure alignment with the goals of the program. You and your site supervisor are encouraged to discuss learning goals early in the experience and revisit them regularly through supervision and final evaluation.

Potential Graduate School Requirements
If you plan to use your field experience hours toward a future graduate program requirement, you are responsible for confirming that your experience will meet the program's expectations before beginning your placement.

Some graduate programs have specific requirements for observation, shadowing, or direct patient/client care hours. These requirements vary by program and may include restrictions on whether hours can be completed as a paid or unpaid experience.

Before accepting a placement, check with your desired graduate programs to determine whether paid field experience hours will be accepted toward their admission requirements.

Evaluations and Feedback

The Site Supervisor will be emailed a link from your instructor that will direct them to the final performance evaluation of the student two to three weeks from the end of the semester. It is your responsibility to ensure that your site supervisor has received the link 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

Recreational Therapy

Course Descriptions

RSM 294N- Recreational Therapy Practicum I (3 Credit Hours)
Supervised professional experience related to Recreational Therapy/Recreational Therapy or other allied heath profession. Emphasis will be placed on the NCTRC Job Tasks Analysis. *Prerequisite: 2.5 GPA, RSM 201 with a C or better.*

Students will need to find a site that can provide 120 hours of work during a semester.

Note: A course fee of $115 is applied to this course and covers access to Typhon, a magnetic name badge, and a liability insurance policy.

RSM 394N- Recreational Therapy Practicum II (3 Credit Hours)
Supervised professional experience in Recreational Therapy/Recreational Therapy. Emphasis will be placed on the NCTRC Job Tasks Analysis. *Prerequisite: 2.5 GPA, RSM 294N with a C or better.*

Students will need to find a site that can provide 120 hours of work during a semester.

RSM 494N- Recreational Therapy Internship, Undergraduate (12 Credit Hours)
Supervised professional experience in Recreational Therapy/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.*

Students will need to complete at least 14 weeks and a minimum of 560 hours during the semester.

Note: RSM 494N is intended to be the capstone experience of your undergraduate experience after the completion of all other coursework. Further, students are strongly discouraged from taking other courses while completing RSM 494N.

Site Criteria
Field experience requirements become more specific as you progress through the Recreational Therapy (RT) program. The type of placement and supervision requirements for each course are designed to support your professional development and help you build the knowledge and skills needed for your future career.

RSM 294N Practicum
RSM 294N is designed to help you explore career pathways within Recreational Therapy and related healthcare professions. You may select a field experience site in one of the following areas:

- Recreational Therapy
- Physical Therapy
- Occupational Therapy
- Other allied health professions

Your practicum experience must provide opportunities to engage in all six NCTRC job task categories. Supervision by a Certified Therapeutic Recreation Specialist (CTRS) is not required for this course.

RSM 394N Practicum
By the time you enroll in RSM 394N, you are expected to have identified Recreational Therapy as your professional area of interest. Your placement site must therefore be within the Recreational Therapy field. Allied health sites will not be accepted for your RSM 394 Practicum.

Your practicum experience must provide opportunities to engage in all six NCTRC job task categories. Supervision by a CTRS is not required for this course.

RSM 494N Internship
RSM 494N represents your culminating field experience in the Recreational Therapy program. Your internship site must be within the Recreational Therapy field and meet all applicable NCTRC internship requirements and COAPRT Standards.

For RSM 494N:

- You must be directly supervised by a CTRS for the entirety of your internship experience.
- Your site must provide experiences that meet required professional competencies and internship standards.
- Your internship must align with NCTRC and COAPRT expectations.

These progressive requirements are designed to help you explore the field, develop professional competencies, and transition into practice as a Recreational Therapy professional.

NCTRC Knowledge Domains
To help prepare you for professional practice in Recreational Therapy, your field experience must provide opportunities to develop skills across the six core knowledge domains identified by the National Council for Therapeutic Recreation Certification (NCTRC).

These domains represent the foundation of competent, ethical, and client-centered Recreational Therapy practice. KRSS uses these domains when reviewing potential field experience sites and evaluating the quality of existing placements.

The six NCTRC Knowledge Domains are:

1. Professionalism
2. Assessment
3. Planning
4. Implementation
5. Evaluation and Documentation
6. Administration

Throughout your field experience, you should seek opportunities to engage with each of these domains whenever possible. The specific ways you develop these skills will vary based on your placement setting, the services provided, and the populations you serve.

For example, a student completing a placement in behavioral health may encounter these domains differently than a student working in long-term care, rehabilitation, community recreation, or another service setting. Each experience provides valuable opportunities to develop professional competencies.

All field experience sites are reviewed using a standardized process to ensure they can provide meaningful opportunities for student learning. Your site supervisor and KRSS course instructor will work together to support your development and help ensure your experience aligns with program expectations.

You are also encouraged to be proactive in identifying learning opportunities across all six domains and will reflect on their growth and exposure through ongoing supervision and end-of-experience evaluations.

Potential Graduate School Requirements

If you plan to use your field experience hours toward a future graduate program requirement, you are responsible for confirming that your experience will meet the program's expectations before beginning your placement.

Some graduate programs have specific requirements for observation, shadowing, or direct patient/client care hours. These requirements vary by program and may include restrictions on whether hours can be completed as a paid or unpaid experience.

Before accepting a placement, check with your desired graduate programs to determine whether paid field experience hours will be accepted toward their admission requirements.

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 course instructor that will direct them to the Midterm and/or Final evaluations of the student at the relative times during the field experience. You should ensure that your site supervisor has received the link 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

Sport Management

Course Descriptions

RSM 290N- Sport Management Practicum I (3 Credit Hours)
Supervised professional experience related to Recreation and Sport Management.
Note: A course fee of $115 is applied to this course and covers access to Typhon, a magnetic name badge, and a liability insurance policy.

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.

Site Criteria

Field experience is an important part of your professional preparation in Sport Management. These experiences provide opportunities for you to apply classroom knowledge, develop workplace skills, and gain the professional experience employers seek.

For RSM 290N, RSM 390N, and RSM 490N, your field experience site must be related to sport or recreation and should provide opportunities that align with your professional interests and future career goals.

You are strongly encouraged to explore a variety of field experience settings throughout the Sport Management program. Completing experiences with different organizations can help you expand your skill set, explore career options, and strengthen your resume.

You may remain with the same organization for more than one semester if the experience continues to provide meaningful professional growth. If you return to the same site, your responsibilities should increase through opportunities such as additional duties, greater independence, increased leadership, or expanded decision-making responsibilities.

By the time you complete RSM 490N, your internship experience should include opportunities that are primarily managerial in nature and allow you to apply advanced professional skills.

Core Competencies

Your Sport Management field experience is designed to help you develop professional skills and gain exposure to the knowledge areas needed for careers in sport management and parks and recreation management.

Because every organization, role, and setting is different, the specific tasks and responsibilities you complete will vary. However, your field experience should provide opportunities to engage with the following core competency areas:

- Professional Behavior and Communication
- Program and/or Event Planning
- Facility and/or Operations Management
- Leadership and Supervision
- Customer/Participant Engagement
- Administration and Business Functions
- Risk Management and Ethical Practice

These competencies serve as the foundation for your professional growth and help connect your field experience to future career goals.

KRSS reviews Sport Management field experience sites using a standardized process to ensure approved organizations can provide meaningful learning opportunities across these competency areas.

You should work with your site supervisor to identify how each competency area will be addressed during your placement. Depending on your organization and role, some areas may receive more emphasis than others. Throughout your experience, you should reflect on how your responsibilities and experiences contribute to your development in each competency area.

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 course instructor that will direct them to the Midterm and/or Final evaluations at the relative times during the field experience. It is your responsibility to ensure that your site supervisor has received the link and completed the evaluations in a timely manner.

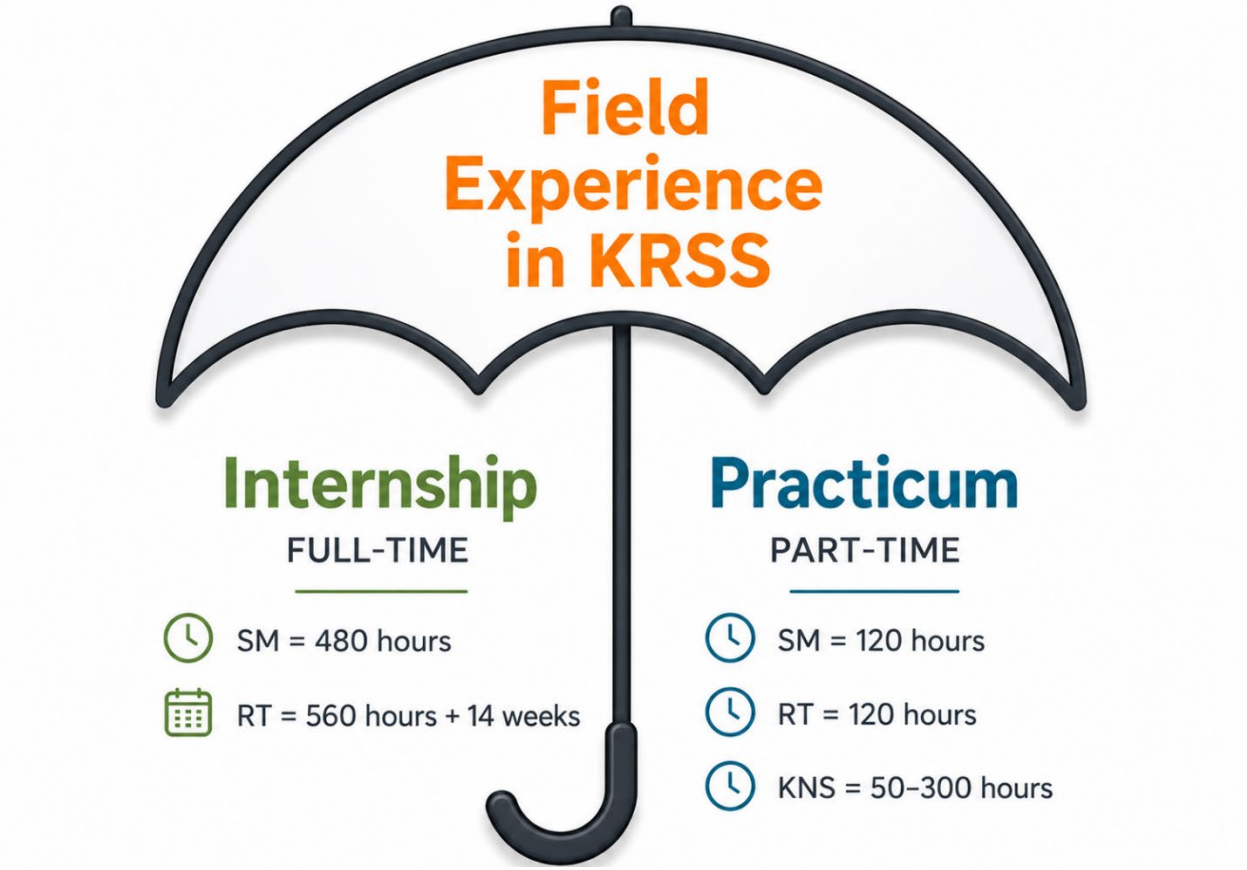
Site supervisors will rate their student(s) on a scale from 1 to 7 or N/O with 1 being “Poor”, 7 being “Superior”, and N/O being “Not Observed” in 12 categories, after which they are encouraged to elaborate on those ratings in text fields. The categories are:

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

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/Recreational Therapy 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

Appendix C

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

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

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: _____

References

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

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