

Therapeutic Recreation Services Of the Roanoke Valley



Therapeutic Recreation Internship Manual



Therapeutic Recreation Services of the Roanoke Valley
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Therapeutic Recreation Services of the Roanoke Valley Mission:

Therapeutic Recreation Services of the Roanoke Valley (TRS) provides specialized, adaptive, and inclusive recreation/ leisure services that empower people with disabilities to gain the knowledge and skills for the development of a leisure lifestyle that meets their interests and needs.



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Our History

June 8th, 1976, a resolution was passed by Roanoke County Board of Supervisors, ever since then the Therapeutic Recreation Department has been serving adults and children with developmental disabilities. Services then expanded to include programs for adults with visual impairments in the 1980s. With the passing of the ADA in 1990, there was an influx of individuals with disabilities interested in attending general recreation programs and TRS recognized the need to add additional services, and by the late 1990s was now also serving adults with psychiatric illnesses and head injuries. Until 2004, these individuals participated within their own disability populations. It wasn't until 2005, that a crossover of populations within programs occurred. TRS continues to be the leader in government guided community-based therapeutic recreation agency within the greater Roanoke Valley.

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TRS Overview

Partnerships:

Roanoke County Parks, Recreation & Tourism is a partner with the City of Roanoke and the City of Salem Departments of Parks & Recreation to provide services for through valley-wide TRS programs.

Populations Served:

TRS is proud to serve adults with: developmental/cognitive disabilities, psychiatric illnesses, head injuries, visual impairments, as well as children with developmental/cognitive disabilities through the ACE Summer Camp.

Program Areas:

TRS offers a variety of programs that rotate on a seasonal basis within the following program categories:

- **Life Skills:** technology, cooking, home improvement, & socialization
- **Cultural Arts:** arts, crafts, pottery, ceramics, painting, music, & dance
- **Wellness/ Fitness:** yoga, Pilates, group exercise, aquatics, martial arts, & health improvement
- **Outdoors & Travel:** hiking, climbing, biking, overnight trips, regional tours, & sporting events

Inclusion Services: With assistance from TRS reasonable accommodations for qualified individuals with disabilities are provided in all general public recreation programs offered within request guidelines. The Parks, Recreation and Tourism Department follows the American with Disabilities Act of 1990 in regards to making these accommodations.

TRS Support Staff:

TRS employs a pool of part time Support Staff that are the primary leaders and instructors at TRS programs. TRS Support Staff are responsible for riding transportation, carrying out program plans, assisting participants at programs as needed, and turning in documentation on participants' progress. All Support Staff are CPR & First Aid certified.

Transportation:

TRS has use of three wheelchair accessible vans, 10-passenger vans, and various other County-owned vehicles to provide this transportation service. TRS contracts with Roanoke's local human transit agency, RADAR, to provide transportation, to select TRS programs and events. All transportation offerings are on a first-come, first-served basis and are limited in availability.

TRS Policies:

Interns will be given a TRS staff manual at the beginning of the internship to review. The TRS Intern is expected to be familiar with this manual for their own knowledge as well as for supervision of Support Staff.



“You can discover more about a person in an hour of play than in a year of conversation.”
-Plato

Internship Overview

The duration of the TRS internship is 14 weeks or 560 hours of agency service as required by NCTRC. Your college or university may have additional requirements as defined by the specific organization.

Qualifications:

The student will be considered for internship placement and the full time field experience will occur after successful completion of the following criteria:

- Completion of all academic coursework required by the college or university
- Acquisition of the necessary competencies in therapeutic recreation theory, knowledge, techniques and skills from coursework, volunteer experiences and professional development
- Completion of the TRS intern application
- Compliance with all Roanoke County Employee training criteria and specific paperwork
- Compliance with any and all paperwork required by the college or university
- Satisfactory completion of internship interview
- Willingness and ability to work a flexible schedule to include any combination of days, evenings, and weekends as needed by TRS
- Has previous experience working with people with disabilities
- Has current CPR and First Aid
- Willingness to drive passenger vans and submit DMV report

Internship Goals & Objectives:

Goal of an Internship with Therapeutic Recreation Services of the Roanoke Valley:

The purpose of the community-based therapeutic recreation internship is to provide the student majoring in therapeutic recreation with a practical learning experience in the development and implementation of therapeutic recreation services within Roanoke County Parks, Recreation & Tourism's community-based recreation setting serving the Roanoke Valley.

The therapeutic recreation internship will help prepare the student (with the required amount of educational experience) for a career in therapeutic recreation by providing a well organized, diverse, and meaningful hands-on experience. The internship will be supervised by a Certified Therapeutic Recreation Specialist, in accordance with the National Council of Therapeutic Recreation Certification regulations. The experience at TRS will help the student qualify to become a CTRS as regulated by NCTRC requirements. The internship will encompass the delivery of therapeutic recreation services in one or more roles according to the requirements outlined in the NCTRC job tasks and knowledge areas. It will also include a complete overview of the agency, the delivery of services in all aspects, and the opportunity for the student to develop professionalism in delivering services to a variety of participants who benefit from therapeutic recreation services.

TRS is professionally recognized through the Virginia Recreation and Parks Society (VRPS) and is a National Gold Medal Award Finalist for Special Recreation. TRS has a comprehensive, active, and diverse program structure serving a wide variety of persons with disabilities. TRS is the only government guided community-based therapeutic recreation agency within the greater Roanoke Valley. TRS serves the entire Roanoke Valley and does not discriminate participation based upon an individual's residency. TRS is also actively involved in numerous local advocacy groups, committees, and civic organizations.

TRS is committed to the following:

- Providing a qualified internship supervisor
- Providing educational opportunities throughout the Parks, Recreation & Tourism Department
- Treating the intern as part of the typical staff
- Encouraging high standards of performance
- Providing opportunities for growth, providing feedback and evaluations
- Growing and improving as an agency

The therapeutic recreation intern will have the opportunity to benefit from and gain practical experience in the following areas: (list is not all-inclusive)

1. Administration

- a. Observation and participation in the policies and practices of TRS
- b. Effective supervision of subordinate staff and participants
- c. Observation and participation in staff, and team meetings
- d. Budgeting and financial record-keeping procedures
- e. Observation of local government practices
- f. Articulation of basic philosophical beliefs concerning the delivery of therapeutic recreation services in a variety of settings
- g. Participation in problem solving situations
- h. Work under full-time CTRS staff

2. Program

- a. Planning and development of programs and events
- b. Implementation and facilitation of programs and events
- c. Proficiency in face-to-face leadership settings
- d. Designing and evaluation of programs
- e. Assessing client's needs and abilities, and planning accordingly
- f. Writing goals and objectives for programs and individual participants
- g. Involvement in the planning and implementation of agency activities and services
- h. Work with a diverse population of people with disabilities
- i. Learn to drive County vehicles to provide transportation to and from TRS programs

3. Areas & Facilities

- a. Understanding of facility operation, maintenance, layout and planning
- b. Understanding of the use of equipment and supplies, and inventory control

4. General Experience

- a. Working closely with staff members who are responsible for various aspects of agency operations
- b. Visiting other agencies to evaluate comparable programs
- c. Attending workshops and trainings when possible
- d. Gaining a broad knowledge base of various disabilities
- e. Gaining experience driving County vehicles
- f. Working with other aspects of Roanoke County Parks, Recreation, and Tourism, including Athletics, Teens/Youth Services, Adults, Special Events, Outdoor, Wellness, and Aquatics

Compensation:

The student will not receive monetary compensation for the required internship period; however, all attempts at reducing the student's financial burden will be considered by the department and non-monetary assistance will be offered as it is available.

FISH Philosophy

All TRS staff is expected to use FISH attributes:

Choose Your Attitude
Be There –Be Present
Make Their Day
PLAY!



Internship Responsibilities

Expectations:

Each intern is expected to complete the following tasks throughout the duration of their internship:

- Lead at least one program for each program area; Life Skills, Cultural Arts, Wellness & Fitness, Outdoors & Travel, ACE (summer only)
 - Complete program plan, program report, route, and participant information forms two weeks before program
- Complete a Case Study on a participant
- Complete Participant Assessments, as needed
- Complete one Special Project
- Complete one Special Program
- Write goals and objectives for programs and participants
- Drive County vehicles and learn to safely operate wheelchair lift on accessible vans
- Supervise support staff
- Interview 3 staff from Roanoke County Parks, Recreation, and Tourism
 - (supervisors, assistant director, director, etc)
- Visit two local agencies that provide TR services
- Attend weekly meeting with supervisor
- Complete weekly Internship reports
- Attend one community resource/support group meeting of your choice
- Attend all TRS Staff meetings, All PRT meetings and trainings when possible
- Visit a program in each of the following Roanoke County P,R & T sections, as applicable:
 - Adults
 - Aquatics
 - ASK/KIC program
 - Athletics
 - Outdoor
 - Wellness
 - Green Ridge- program/KidZone/special event

Program requirements will change due to semester activities and areas of interest of the intern.

County Policies & Procedures:

As an intern, you will be expected to conduct yourself in a professional manner, reflective of the policies and procedures set forth by the County of Roanoke. A complete set of policies and procedures can be found at:

<http://cafe.co.roanoke.va.us/HR/Documents/EmployeeHandbook.pdf>

Dress Code:

Employees contribute to the feeling and reputation of the Parks, Recreation & Tourism in the way they present themselves. A professional appearance is essential to a favorable impression with customers. Good grooming and appropriate dress reflect employee pride and inspire customer confidence. Managers/Programmers have the discretion to determine appropriateness in appearance. Employees who do not meet a professional standard may be sent home to change, and will not be paid for that time off. A reasonable standard of dress rules out tight or short pants, tank tops, halter tops, or any extreme in dress, accessory, fragrance or hair. Factors used to determine whether jewelry and tattoos pose a conflict with the job or work environment will include, but are not limited to: program and personal safety of self or others and customer complaints.

Social Media Policy:

While representing TRS in any capacity (intern, support or full time), staff may not be “friends” with any participants or participant’s family members on any social networking sites. If Interns would like to share any photos of a program, they must make sure that the participants have a photo release signed, as well as clear the pictures through the program supervisor. No names of participants should be used on personal social networking sites.

Timeline:

For the duration of the internship, the general student responsibilities include the following to be completed on a continuous basis:

- To submit all required documentation to the college or university
- To attend a weekly evaluation meeting with the site supervisor
- To continue with any given department responsibilities initially given
- To conduct self as a Roanoke County employee in all situations in an appropriate and professional manner

For the duration of the internship, the specific student responsibilities include the following to be completed during the corresponding week, based upon a 14-week internship (adjustments made as needed).

Week One:

- Complete orientation to work space, programs, staff, and the Brambleton Center
- Review policies and procedures, safety plans, scheduling procedures, equipment and facility use
- Complete a list of goals and objectives for the internship experience
- Begin developing a work schedule and program schedule to submit to school site supervisor for approval
- Register participants using registration software
- Complete Defensive Driving and hands-on driver training

Week Two:

- Discuss goals and objectives with TRS supervisor
- Complete orientation to other Roanoke County Parks, Recreation, and Tourism facilities, programs, and staff

Week Three:

- Research special project ideas and discuss with TRS supervisor for appropriateness
- Research community resources and information on programs and events to assist with program planning
- Make contact with at least two local agencies providing TR services for site visitation in weeks 8 and 10
- Begin program development
- Set up interview with PRT supervisors and director
- Schedule visits to PRT program areas

Week Four:

- Special Project Proposal and timeline due
- Observe and assist in all TR programs provided by the section as scheduled
- Continue research and development of special project
- Choose 1 participant for your Case Study and complete timeline

Week Five:

- Continue program development for selected populations
- Continue working on special project
- Attend professional development training offered by Roanoke County Human Resources Department

Week Six:

- Continue with observation and assessments of selected participants and programs
- Continue working on special project
- Completed 3 interviews with PRT staff

Week Seven:

- Continue with program development
- Continue working on special project
- Continue with observation and assessments of selected participants and programs
- Participate in mid-term evaluation with TRS supervisor and college or university

Week Eight:

- Continue with program development
- Continue working on special project

- Continue with observation and assessments of selected participants and programs
- Complete one of two TR site visitations

Week Nine:

- Continue with program development
- Continue working on special project
- Continue with observation and assessments of selected participants and programs

Week Ten:

- Continue with program development
- Present rough draft of Special Project
- Continue with observation and assessments of selected participants and programs
- Complete second of two TR site visitations

Week Eleven:

- Continue with program development
- Continue with observation and assessments of selected participants and programs
- Research information for the CTRS exam
- Work on updating resume and cover letter for job opportunities
- Research job opportunities

Week Twelve:

- Continue with program development
- Present draft Special Project
- Continue with observation and assessments of selected participants and programs
- Research information for the CTRS exam
- Work on updating resume and cover letter for job opportunities
- Research job opportunities

Week Thirteen:

- Continue with program development
- Start wrapping up observation and assessments of selected participants and programs
- Work on updating resume and cover letter for job opportunities
- Research job opportunities

Week Fourteen:

- Continue with program development and implementation
- Submit final draft of resume and cover letter

- Apply for the CTRS exam
- Wrap-up and reassign programs and activities as needed
- Complete a final evaluation and exit interview with TRS supervisor and college or university
- GOOD LUCK and keep in touch



“Not all leisure experiences in community settings need to be successful, but the privilege to achieve or fail is a part of a learning process that for too long has been denied individuals with disabilities.”

-Stuart Schleien & M. Tipton Ray

Project & Assignment Details

Weekly Documentation:

Interns are expected to complete two different forms of weekly documentation throughout their internship. One is an hour tracking sheet, with the breakdown of hours according to the NCTRC Job Analysis Task Domains. The other documentation is a Weekly Internship Report. This report is filled out by the intern prior to their weekly meeting with their supervisor. This report is used as a tool to make sure goals and objectives are being met throughout the internship as well as an opportunity to touch base about events and experiences of the previous week.

Program Packets:

Because TRS uses part time staff to run the majority of our programs, getting information for activities to support staff is vital. TRS provides program packets to each staff member working a program so they know who is attending and what their role is for the program. Interns will be expected to lead programs as well as supervise support staff, and get them program information in a timely manner. When in charge of a program, interns will be expected to complete the program packets.

Requirements:

- Program plans should be turned into supervisor two weeks before scheduled program
- Packets should include the program route, roster, program plan, program report
- Once approved by supervisor, Intern will make copies for all staff working the program and a copy for the TR Transportation Book. Routes should be mailed to participants 10 days in advance of the program.
- Interns will also make sure all participants attending have up-to-date information in ACCESS, and get staff any Participant Information Forms, as needed
- After the program, collect program reports from staff, follow-up on any incidents

Assessments:

Assessments are important tools used by staff to better serve participants. Interns must complete one assessment for their case study, in addition to any others that the TRS staff are called upon to do.

Requirements:

- Interns will research different assessment tools to be used for the case study. They will choose which one would be appropriate for their case study. Any additional assessments will follow the TRS protocol.
- Intern will complete 2-4 goals and 1-3 objectives per goal for each assessment completed

Special Project:

Interns will complete a project or task that is deemed a focus as determined by the student and the TRS staff. The goal is to complete a project that needs attention throughout the length of the internship. Interns should have the following information ready to discuss with supervisor regarding potential ideas:

- A description of the need for the project
- Description of the project
- Timeline
- Goals and objectives of the project
- Budget or cost of the project (if any)
- What the student will learn by completing the project

Requirements:

- Benefits the agency or public as approved by staff
- Apply TR knowledge and skills
- Challenge the student
- Preapproved by supervisors end of week three

Special Program:

Throughout the internship, interns will gain experience in leading programs. Interns will develop a program and see it through from start to finish. This is their chance to show us everything they have learned about program planning and using the APIE process.

Requirements:

- Before beginning to market or complete other practical work on the program, it must gain approval by the direct supervisor. To gain approval, discuss your ideas with your supervisor. Be prepared to discuss the following:
 - Program description
 - Goals(s) and objectives
 - Date for program
 - Proposed cost or budget
 - Location of program
- Once the entire program proposal is approved, go for it! Follow the TRS flow sheet & keep the supervisor updated as to progress.

Everybody is a genius. But if you
judge a fish by its ability to climb a
tree, it will live its whole life
believing it is stupid
-Albert Einstein

Case Study:

The Intern will complete one case study on a participant of their choice (supervisor approval required). Interns will hand in completed case study. Goals must be measurable and SOAP notes clearly written. TRS has provided a template, should the intern's university not provide a format.

Requirements:

- Collaboration with supervisor to determine whom the case study will be written about
- Research terminology and assessment tools (use "The Big Red Book")
- Review information on how to write SOAP notes and complete 5 – 6 weeks of notes
- Provide supervisor completed case study by 13th week of internship
- Review and follow the following case study outline

Focus

Case studies must be directed at sharing unique and specific therapeutic recreation methods, approaches to treatment planning and implementation, or unique evaluation results as applied to a specific client. Case studies must not be testimonials of the efficacy of general therapeutic recreation services.

Case Study Preparation

The case study should describe all of the following applications of the therapeutic recreation process (Assessment, Goals & Objectives, Program Planning, Implementation, and Evaluation) as utilized or applied to the case history of an individual or client. Please write the case study in past tense.

The maximum length for any single case is limited to ten pages. The following materials should be included with each manuscript:

1. Title Page
2. Case Study
 - a. Biographical and Demographic Information
 - b. Case Content (Assessment, Goals, Objectives, Implementation Plan which includes (5) S.O.A.P. notes, and a Continuation/Discharge Plan.
 - c. Intern's Comments

Title Page

On a separate sheet of paper submitted as the cover of the case study, include: a descriptive title, submission date and intern name.

Section 1-Biographical and Demographic Information

Begin the case study with the biographical and demographic facts. These facts should include client pseudonym or other mock identification, age (chronological and, when relevant, mental age estimation), gender, diagnosis or type of disability, any relevant medications and their implications, type of program (cultural, athletic,

leisure, etc. how many hours per week, per month, etc.), type of setting within the program (small group, large group, inclusive, etc.) and any other pertinent program information. Be Specific!

Section 2-Case Content

This section should represent the majority of the case study. The content of each study should include enough information to clearly trace the therapeutic recreation process through the course of the case. The assessment (interns can use one or create their own); Interns should write 2 - 4 goals for the participant and 1 - 3 objectives for each goal. Each objective should have 2 - 4 performance measures each. (Sample is attached). The implementation portion should include at least five S.O.A.P. notes. The continuation or discharge plan should address all goals and objectives.

Section 3 -Intern(s)' Comments

This section will provide a place for sharing insights, personal thoughts or reflections, frustrations, and/or ideas for the future. This should not be a section for testimonials or "letter to the editor," but an opportunity for professionals to describe specific factors related to successes, failures, and real life experiences as related to the treatment/programming of the individual described in the case.

See example below

**Case Study:
Jane Doe**

Therapist: Mary Smith

Season: Spring, 2018

Section 1 - Biographical and Demographic Information

Assessment: J.D.

Date: 4/1/18

Background Information:

Personal: DOB 4/1/74. Ppt is approximately 5' tall, 130 lbs has brown hair and brown eyes.

Disability: Down Syndrome, Hearing Impairment - wears hearing aid in right ear.

Methods of Communication: Speaking, some writing ability

Medical Concerns: Allergies to nuts, dust, pollen

Medications: None

The ppt is a 25 year old female and lives with two roommates who also have developmental disabilities. Ppt is visited daily for one hour in the afternoon by a DDC counselor who assists with ADLs. Ppt has a Hx of binge eating when feeling depressed. She has two older brothers and divorced parents. All live out of state except for one brother who lives nearby and is somewhat involved in her life. Ppt graduated from Patrick Henry H.S. in 1992 and has been working part time at Kroger grocery store as a courtesy clerk since 1993. Ppt is very quiet and reports having no friends.

Ppt is currently enrolled in a water aerobics program 1 x/wk for 1 hr, a hiking group 1 x/wk for 2 hrs and occasionally attends group outings with the TRS program. She is able to count money and be independent with spending pocket change.

Sources: Ppt., records, brother, DDC counselor, interviews with other staff

Section 2 - Case Content

Assessment: Actual assessment form comes next. Interns can use ready-made ones or create their own.

Targeted Areas: (obtained from assessment - should have at least two)

Example: 1: Ppt expressed sadness at having no friends.

2: Ppt stated desire to be more physically fit.

Goals: (based on problem areas)

Note: Case studies should include two to four goals, each with one to three objectives. Each objective should have two to four performance measures.

Goal 1 (TPO - Terminal Program Objective): To demonstrate increased socialization skills.

Objective 1.1 (EO - Enabling Objective): To demonstrate the ability to initiate and hold conversations.

PM 1.1 a. (Performance Measure): Ppt will engage at least one other person in a conversation by talking about herself and asking questions by the end of the second meeting.

PM 1.1 b.: Ppt will maintain at least two conversations for at least five minutes each by the end of the six week program.

Implementation Plan: Therapist will discuss goals with the ppt and use modeling behavior to achieve goals. Therapist will praise ppt's attempts at making conversation each time they are made. Therapist will discuss goals with other staff, volunteers and caregiver ppt is involved with to seek reinforcement of successful conversation attempts made both within and outside of the hiking program.

S.O.A.P. Notes: Interns must complete at least 5, not including the assessment.

Observations can be taken from more than one setting as long as the activities are still pertinent to goals.

Description: SOAP notes should be written clearly and concisely. Follow the format provided.

Subjective - This is information coming from the client. It can be quotes of statements or behaviors if ppt. is non-verbal.

Objective- Therapist documents factual observation/descriptions of ppt. behaviors. All comments must be non-judgmental/non-interpretive.

Assessment- Therapist draws conclusions/theories based on evaluation of the (S) and (O) and attempted interventions.

Plan- These are the actions/interventions therapists will implement to assist ppt. in attaining goals. This plan may or may not change over time depending on the effectiveness of therapist interventions.

S.O.A.P Note - Session 1 (title)

Ppt: Jane D.

Date/Time: 4/8/18, 6 p.m.

Therapist: Mary Smith, TRS

Program: Hiking Program

S: "I don't know what to say." To TRS.

O: Ppt arrived for program but stood apart from the group. Ppt only spoke when asked a question by staff and responded with brief answers. Ppt appeared sad as she watched the group from a distance. Ppt boarded the van when requested and remained silent during the drive. Ppt smiled at a volunteer when the volunteer tried to start a conversation. Ppt was quiet when the whole group was involved in a conversation.

A: Ppt has adequate verbal and cognitive skills to be able to converse. Ppt may have more success with 1:1 conversations initially, rather than in larger groups.

P: Position the same volunteer near the ppt next time and encourage communication. Invite the ppt to join the group, but allow ppt to remain on the outskirts if she desires for now. Acknowledge ppt for behaviors approximating desired outcome.

(Interns may add or change TPO/EO/PM at any point during your case study to make the goals more challenging or more easily achievable for the participant. If this happens, explain why and write it out like the previous examples.)

Continuation Plan (Discharge Plan):

(Re-address all TPO/EO/PM)

TPO 1: To demonstrate increased socialization skills.

EO 1.1: To demonstrate the ability to initiate and hold conversations. *Partially Achieved.*

PM 1.1a: Ppt will engage at least one other person in a conversation by talking about herself and asking questions by the end of the second meeting.

Not Achieved.

PM 1.1b: Ppt will maintain at least two conversations for at least five minutes each by the end of the six week program. *Achieved.*

Comments (Do for each TPO): Participant needed more time in the beginning to see and integrate the desired behaviors modeled for her.

Suggestions for Continuing Progress:

Therapist found opportunities for 1:1 modeling and practicing more effective.

Group conversations, while desirable, are still overwhelming for the ppt. Therapist suggests slowly adding more people to conversations until ppt feels comfortable.

Ppt responded positively to praise and acknowledgment of her efforts. Therapist recommends continued involvement in group activities where ppt has the ability to participate independently or join the group as her comfort level increases.

Therapist suggests that ppt's support system also continue to encourage and reinforce desired social skills.

Section 3 - Intern Comments: (Interns may include any of their personal comments pertaining to their case study experience. This is optional and is not considered an actual element of the case study.)