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# Moving beyond entry-level competencies: The role of the recreation management internship in the moral development of college students

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MOVING BEYOND ENTRY-LEVEL COMPETENCIES:  
THE ROLE OF THE RECREATION MANAGEMENT INTERNSHIP IN THE  
MORAL DEVELOPMENT OF COLLEGE STUDENTS

BY

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DISSERTATION

Submitted to the University of New Hampshire  
In Partial Fulfillments of  
the Requirements for the Degree of

Doctor of Philosophy  
In  
Education

May, 2010

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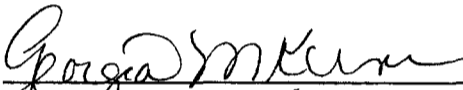
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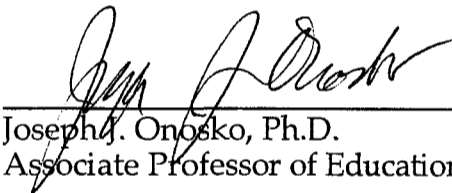
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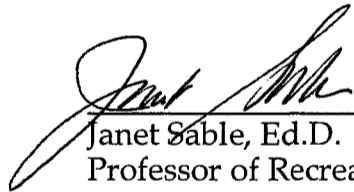
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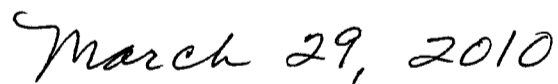
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## DEDICATION

This dissertation is dedicated to my father, John “Jack” Craig, who passed away before the completion of this work. My father epitomized the term resilience as he overcame many significant challenges in his life. I learned a great deal from him. He taught me to stay in the present, be persistent, be kind and respect others, show patience, be humble, and above all, have a sense of humor about the whole thing. His infamous tag line constantly reminds me of the value of perspective: “When you change the way you look at things, the things you look at change.” It was not easy heeding his advice throughout the dissertation writing process, but this end product represents my ability to successfully achieve a much-needed sense of perspective. I am grateful to have experienced my father’s perspective and know that he would have been proud of my accomplishment. Thanks Dad, this one’s for you!

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## ABSTRACT

### MOVING BEYOND ENTRY-LEVEL COMPETENCIES: THE ROLE OF THE RECREATION MANAGEMENT INTERNSHIP IN THE MORAL DEVELOPMENT OF COLLEGE STUDENTS

By

Patricia J. Craig

University of New Hampshire, May, 2010

This mixed methods study explored aspects of the internship experience that are responsible for moral growth changes among undergraduates in a recreation management discipline. This study addressed four aims: (1) to investigate changes in interns' moral reasoning as determined by the Defining Issues Test 2 (DIT-2) over the course of a 14-week internship experience, (2) to examine the relationship between interns' level of moral reasoning and performance during the internship experience, (3) to explore convergence and divergence between the theoretical patterns of NeoKohlbergian theory of moral development and the observed patterns of intern moral judgment and actions, and (4) to identify aspects of the internship experience that appear responsible for moral growth changes among interns.

In phase one of the study, the DIT-2 was administered to 33 recreation management interns in a pre and post-test format. In phase two of the study, 10 interns were purposefully selected to serve as case studies based on their level of post-conventional

reasoning on the DIT-2 pre-test. Multiple forms of qualitative data were collected including semi-structured interviews, artifacts, and observations.

A paired samples t-test showed a statistically significant difference in Personal Interest and Post-Conventional schema, and N-2 scores for 33 recreation management interns who completed a 14-week internship experience. In relation to the mean final performance measures among interns, both the Spearman rho correlation and a 3x3 cross-tabulation for distribution levels showed insignificant results.

Using an outcome pattern matching technique (Trochim, 1989), significant convergence was noted between the theoretical patterns of NeoKohlbergian theory of moral development and the observed patterns of intern judgments and actions for the 10 intern cases. This convergence was reflected in two primary patterns: (1) as interns used lower judgment schemas, they tended to make judgments from an egocentric perspective and demonstrated behaviors that were based on protecting personal interests, and (2) as interns used the Post-Conventional schema, they tended to make judgments that adhered to moral principles and demonstrated behaviors that reflected a concern for others.

In order to explore aspects of the internship experience that appeared to influence intern moral development, all qualitative data sources were coded and three themes emerged: (1) the type of internship setting is critical to intern moral development, (2) the internship site supervisor and senior staff members are vital resources for interns as they begin to negotiate the ethical landmines of practice, and (3) the nature of the intern role impacts ethical decision-making among interns.



## CHAPTER I

### INTRODUCTION

#### The Moral Demands of the Recreation Management Profession

Like many human service professionals today, recreation management practitioners are challenged by the increased complexity of healthcare, cultural diversity, social and educational reform. Practitioners are in a position to make and act on many value-laden decisions in everyday practice as they interact with diverse sets of people. Consistent with Barber's (1963, as cited in Rest & Navarez, 1994) definition of *profession*, recreation is a line of work that requires a high degree of generalized and systematic knowledge as well as a primary orientation to "others" interest rather than to individual self-interest. While the field tends to be unfairly characterized as a profession dedicated to the pursuit of trivial pleasures, in reality, recreation professionals are "in a position to profoundly influence individuals and groups through their thinking and actions" (McLean & Yoder, 2005, p. xii). While recreation management practitioners must deal with routine, non-moral components of practice on a daily basis, they must also confront ethical challenges demanding professional decisions that require abilities beyond the knowledge and skills taught in the academic arena. Recreation providers are in the business of helping others achieve fulfilling leisure experiences and, in doing so, their actions and motivations are open to moral scrutiny. The fact that the leisure experience is associated with pleasurable aspects of life does not mean that the experience happens in a

“morally neutral environment” (McLean & Yoder, p.1). Similarly, while the pleasant work environment might suggest that moral issues are rarely a problem for recreation providers, McLean and Yoder claim that this image does not match the reality as they note, “Providing recreation is more than just fun and games—it requires extensive interaction with others, including clients, coworkers, and the greater community. The ethical responsibilities of people working in leisure services derive from the fact that their actions affect the interests of those whom they come in contact with while carrying out their duties” (p. 7).

Recreation practitioners must be prepared to provide direct services, consultation, education, research and advocacy to diverse sets of individuals and groups including consumers, clients, patients, families, employers, policy-makers, insurance companies and third party payers. This work may present the practitioner with a variety of ethical dilemmas, which are generally thought of as situations where reasonable people may disagree. In confronting these controversial issues, practitioners must be capable of negotiating the strong pull between what they think *ought* to be done and what they are *expected* to do.

Ethical dilemmas in the recreation field occur in a variety of settings and under diverse sets of circumstances. Examples of administrative ethical dilemmas that cut across various recreation sectors include fraud, sexual harassment, conflicts of interest, safety, whistle blowing, child abuse, and dishonesty or stealing (Jamieson & Wolter, 1999). These ethical dilemmas may occur in any leisure service setting, whether it is public recreation, therapeutic recreation, outdoor recreation, commercial recreation, tourism, or other arenas. Ethical issues are also present in specific leisure service settings.

For example, outdoor recreation managers are more likely to encounter environmental and wildlife issues, and/or issues associated with preservation, conservation, and ecosystem management (McLean & Yoder, 2005). Therapeutic recreation specialists are more apt to deal with problems related to the therapist-patient relationship, patient/client confidentiality and privacy, ethical implications associated with managed care, fairness in the distribution of services, competence, and/or fidelity (Jacobson & James, 2001). Commercial recreation business owners are more likely to deal with issues related to business reciprocity, the marketing of controversial goods and services, and/or the generation of profits. Practitioners in the tourism industry may encounter issues related to the exploitation of indigenous cultures, the negative consequences of sex tourism, and/or the impact of tourism on the physical environment (McLean & Yoder). Across many of these service sectors recreation practitioners are cast into conflicting roles where they are expected to take care of significant public, private, and natural resources while simultaneously facilitate their consumers/clients' enjoyment of those resources (McLean & Yoder). These conflicting performance expectations present a tall order and thus require practitioners to be open to "multiple styles of learning, diverse populations and social concepts, values, and ethical behaviors that enable them to fulfill their responsibilities to society" (Kinney, Witman, Sable, & Kinney, 2001, p. 90).

While many of these ethical issues are not exclusive to the field of recreation, leisure service providers do encounter discipline-specific ethical issues that stem from the nature of the leisure experience. According to McLean and Yoder (2005), "a fundamental characteristic of the leisure experience is people's ability to choose those forms of recreation and leisure that they find intrinsically worthwhile and pleasurable" (p. 10).

Some leisure services might be harmful to participants and society, such as gambling, pornography, alcohol related events/activities, destruction of the physical environment, or marketing controversial recreation goods and services to vulnerable populations, as is seen in the marketing of violent video games to children or the marketing of high-priced athletic shoes to people who cannot afford them. Those opposing the provision of controversial leisure services suggest that the field has an obligation to do more than offer what people want. Because of this inherent characteristic, recreation practitioners face unique circumstances not experienced across other human service professions and, as a result, must set limits to the “moral boundaries of leisure” (McLean & Yoder, p. 10). Upholding the public’s right to choose satisfying leisure experiences must be balanced with the social responsibility of developing healthier and more productive communities. This is a moral demand of practice that requires practitioners to make ethical judgments that optimize the public’s welfare.

Therapeutic recreation practitioners are further challenged with the fundamental changes in today’s health care arena. Over the years, health care has evolved into a business that is geared towards keeping costs to a minimum rather than the holistic, patient-centered system that has historically protected the health and welfare of clients served (Jacobson & James, 2001). The challenge to remain committed to human needs while battling severely constrained resources tests the TR professional’s ability to deal with complex human and systemic issues. According to Jacobson and James, “A full understanding of ethics, confronting ethical issues, and ethical decision-making is a must for survival, both as individual practitioners, and as a helping profession” (p. 239).

Therapeutic recreation practitioners must also meet the demands of clinical thinking or clinical reasoning in their practice. “Clinical reasoning involves making and evaluating arguments, making judgments and drawing conclusions, and forming and testing hypotheses...it is an active process involving an interaction between clinicians and their clients and the social and physical situations they encounter” (Gambrill, 1990, p. 88). The uncertainty of clinical practice is compounded by the fact that TR clinicians vary greatly in ways that they practice and there are no concrete guidelines for what works best for each patient or client. Critical inquiry and decision making in clinical practice is reflected in competencies of clinical reasoning, clinical judgment, and reflective practice (Kinney et al., 2001). Ethical reasoning can help TR practitioners work through fallacies, initial assumptions, conventional wisdom, and other stumbling blocks that can result in taking the wrong actions with client cases (Gambrill). According to Schonfeld (2007),

To be successful in the clinic, allied health professionals must be more than simply technically proficient at their jobs rather they must be able to engage in a deliberative process that enables them to identify, assess, and act on unanticipated challenges that develop in the clinical context. Some of these unanticipated challenges are likely to be ethical issues that cannot be resolved by simply appealing to a law or institutional policy, instead allied health professionals must have the critical thinking skills necessary to allow them to think through an issue and act accordingly (p. 1).

There is evidence that recreation service providers have to deal with ethical issues on a consistent basis (Jacobson & James, 2001; Jamieson & Wolter, 1999; McLean & Yoder, 2005) therefore, it would seem logical to prepare recreation students for handling the moral demands of practice. While the attainment of entry-level competencies has been the focus of recreation management education in recent years, educators also have a responsibility to foster the moral development of students. Although there is a fair amount of literature that explores the presence of ethics education within recreation

management curricula (Ellis, 1993; Henderson & Bedini, 1989; Nisbett, Brown-Welty, & O'Keefe, 2002; Nisbett & Hinton, 2008; Shank, 1996; Sylvester, 2002), this literature typically examines the value of ethics education and/or the processes and methods by which students obtain ethics *knowledge*. This literature shows that most curricula include some coverage of the ethical issues related to practice and the need for students to demonstrate ethical behavior as they venture out into the field. Those curricula that are accredited through the Council on Accreditation (COA) for baccalaureate programs in recreation, park resources and leisure services (NRPA, 2004) are *required* to offer instruction in professional ethics, however the extent and focus of this instruction can differ greatly from one program to another (Nisbett, Brown-Welty, & O'Keefe, 2002; Nisbett & Hinton, 2008). Ethics education in our field has traditionally been accomplished through formal ethics training in the classroom and less so through exposure to real-life moral situations in fieldwork experiences (Anderson, Schleien, & Green, 1993; Henderson & Bedini, 1989). The professional internship experience offers an ideal opportunity to experience moral issues and practice ethical decision-making as the student assumes the role of a pre-professional. Recreation management interns encounter numerous moral issues as they are expected to “promote the welfare of the people they serve, avoid harming their clients/consumers, maintain their professional competence, protect confidentiality and privacy, avoid exploitation or conflict of interest, and uphold the integrity of the profession” (Baird, 2002, p. 29). Much like their internship supervisors and mentors, recreation interns are not immune to the ethical challenges of practice. They too “...experience the gut pull of moral issues,” are required to “...develop a sense of personal responsibility,” and are expected to “...carry on in

courses of responsible action in the absence of absolute moral certainty” (Smith, 1996, p. 60).

While professional codes of ethics provide guiding principles of practice and can inform interns about appropriate responses to a wide variety of ethical dilemmas in the field, simply referring to an ethics code for a proven solution is problematic and limiting. As Sylvester (2002) notes, “having a clear, complete, and coherent code of ethics will be ineffectual unless individuals possess the character to achieve the norms and ideals it espouses” (p. 330). Interns can benefit from an ethical framework to reflect on dilemmas and from that position, weigh and consider multiple perspectives before deciding what ought to be done (Schlabach & Peer, 2008). Rather than rely exclusively on a code of ethics to address dilemmas, interns must be able to *identify* moral situations, *reason* and *decide* upon the best course of action, and *act* on those decisions, regardless of the consequences. These are integral components of moral behavior according to Rest et al. (1999). If interns are to elevate to a level of professional autonomy, they will not only need discipline-specific knowledge, skills, and an understanding of professional ethics, but they will need to *demonstrate* moral behavior in the face of adversity, a task that requires higher order ethical reasoning and decision-making.

There is no doubt that an understanding of ethics is crucial to student professional development, however recreation educators need to be more attuned to the study of *how* students actually handle the moral demands of practice and how they *perform* as “moral agents” (Triezenberg & Davis, 2000). Promoting the moral behavior of interns is a logical aim of ethics education and the formal internship experience is an ideal mechanism through which this development can occur. However, in order to know what

kinds of internships to offer and how to optimally structure these experiences, we need to identify what kinds of moral situations help students grow professionally. This study attempted to address this concern as it employed constructivist-developmental theory to focus on the role of the recreation management internship in the moral development of interns. Rest et al.'s (1999) NeoKohlbergian theory of moral development served as the theoretical framework guiding this study and their Four Component Model was used to operationalize the conception of moral behavior. This study further explored the recreation management internship program under study in relation to the Integrated Learning Framework (Reiman & Oja, 2006), a practice-based learning framework based on constructivist-developmental theory. This learning framework has been empirically linked to developmental gains amongst adolescent, young adult, and adult learners "across three judgment domains: conceptual/reflective, self/ego, and moral/ethical" (Oja & Reiman, 2007, p. 95). The inclusion of the ILF and its seven design principles has curricular implications for recreation management education, specifically around fieldwork and internship experiences.

#### The Problem: A Lack of Research From a Developmental Perspective

The recreation management internship experience is one of the most critical components of professional preparation education, yet little effort has been made to explore the internship from a constructivist-developmental growth perspective. Accredited recreation management programs must require an internship experience for all of their students, yet there has been little empirical evidence examining the efficacy of the internship experience. The fieldwork research that does exist tends to focus primarily on students' attainment of entry-level competencies for practice rather than cognitive-



developmental outcomes. While discussing the barriers the TR field faces in its quest to be termed a “science,” Ellis (1993) suggests that there is too much concern with professional “how to” issues such as certification and licensure, and not enough focus on the “what’s” and “why’s” of the field. As accountability has taken center stage in recreation management education in recent years, fieldwork research has taken on a competency-based focus. In an effort to meet constituency demands for competency in practice, research in recreation management, specifically in the therapeutic recreation sector, has gravitated towards the determination and verification of entry-level knowledge. Sylvester (2002) argues that the TR field is asking the wrong question. Rather than focus on the question, “What technical skills are needed to practice therapeutic recreation?” he suggests the more important question is “What kind of person should I be to practice therapeutic recreation?” (p. 330). He argues that means other than the national TR certification exam could be used to measure the “virtue” of potential TR practitioners. These alternative means might include an examination of “internships and other field-based experiences” (Sylvester, p. 330). This research study is a step in this direction.

Although there is a considerable amount of literature concerning the internship experience in the recreation management field, much of this material is in relation to the descriptive picture of internships or the attainment of entry-level competencies for practice. An examination of field experience from a developmental perspective would be a new approach for recreation management education and would compliment the most recent initiative of the COA, which is shifting its emphasis from curricular outputs to the assessment and verification of student learning outcomes. A study examining the

“what’s” and “why’s” of the recreation management internship experience in relation to moral growth development among undergraduates is unique and timely, as it offers evidence of learning outcomes beyond the scope of the traditional curricular self-study. Rather than simply demonstrating a curriculum’s ability to offer coursework that meets competency standards for entry-level practice, a study such as this offers evidence that a curriculum requirement such as the internship experience can, in fact, enhance an intern’s cognitive development, specifically in the moral domain. While professions such as teacher education, counseling, social work, dentistry, nursing, medicine, physical therapy, accounting, and pharmacy have shown a commitment to examining the developmental gains associated with the professional preparation of their students, our field has not viewed the education of recreation management students in this light.

This mixed-methods study provides a new direction in recreation research specific to the internship experience. Research question #1 investigates whether there is a significant difference in mean DIT-2 scores for recreation management interns over the course of the 14-week internship experience. Research question #2 attempts to determine whether there is a relationship between levels of moral judgment and levels of performance among these interns. Research question #3 analyzes the match between the theoretical patterns of NeoKohlbergian theory of moral development and the observed patterns of intern moral judgment and actions. Research question #4 seeks to uncover aspects of the recreation management internship that are responsible for changes in moral development among recreation management interns.

While this mixed-methods inquiry brings together two paradigmatic perspectives, it is situated in one theoretical framework; constructivist-developmental theory as defined

by Rest et al. (1999). By combining qualitative and quantitative approaches, I attempt to accomplish two things: (1) gain a holistic understanding of the internship experience and its role in moral development as reflected in the narratives of 10 intern cases, and (2) explain factors of change associated with the internship experience. The mixed method approach concentrates on both the process and outcomes of the internship. The qualitative process is conveyed by an intensive and holistic description of the internship using a collective case study method. The outcomes are determined through quantitative analyses of levels of moral reasoning as determined by the DIT-2 and through an examination of moral reasoning in relation to internship performance using correlation statistics. The results of this study should enhance decision-making with regard to the education of recreation management students, specifically in terms of fieldwork experiences such as the internship, thus leading to improved practice.

#### Purpose and Research Questions

The purpose of this study is to explore aspects of the internship experience that are responsible for moral growth changes among undergraduates in a recreation management discipline. The central question frames this research study: How do undergraduates change in their moral development as a result of a recreation management internship experience? Four topical sub-questions are derived from the central question:

1. Is there a significant difference in moral judgment among recreation management interns over the course of a 14-week internship experience?
2. What is the relationship between levels of moral judgment and levels of performance among recreation management interns engaged in a 14-week internship experience?

3. How do the theoretical patterns of NeoKohlbergian theory of moral development converge or diverge from the observed patterns of intern moral judgments and actions during a 14-week internship experience?
4. What aspects of the internship experience are responsible for changes in moral development among recreation management interns engaged in a 14-week internship experience?

#### Roles of Researcher

In conducting this study, I assumed three roles: (a) Internship Coordinator for the recreation management curriculum under study, (b) Academic Supervisor for four of the interns who served as subjects in the quantitative phase, three of which subsequently served as participants in the qualitative phase, and (c) Principal Investigator of the study. The implications of these roles in relation to validity, reliability, and authenticity of the study are discussed in more detail in Chapter III.

#### Delimitations

This study was delimited as follows:

1. Subjects were volunteer undergraduates enrolled in an accredited recreation management curriculum at a medium-sized, public land-, sea- space-grant university in the northeast geographic region of the United States.
2. Subjects were volunteer undergraduates enrolled in a 14-16 week internship experience for academic credit at diverse recreation and/or therapeutic recreation internship sites throughout the United States.
3. The majority of subjects in this study were 21-24 years of age (94%) because this is the typical age of students in the junior and/or senior class level and

only those students at this class status are allowed to enroll in the recreation management internship as determined by this recreation management department's policies. This class level requirement is also reflected in the COA's accreditation standards (NRPA, 2004).

4. Ten out of 33 possible interns served as subjects in the qualitative phase of the study. These 10 interns were purposefully selected because they had the five highest ( $N = 5$ ) and five lowest ( $N = 5$ ) levels of post-conventional reasoning (P%) on the DIT-2 pre-test.
5. The ratio of males to females was not controlled in the quantitative sample due to voluntary participation in the study, however the gender ratio of the quantitative sample population ( $N = 33$ ) was fairly close to the representation of the larger summer intern cohort, or total population gender ratio ( $N = 49$ ).
6. The ratio of program administration option students to therapeutic recreation option students was not controlled in the quantitative phase due to voluntary participation in the study. While the quantitative sample option ratio is less representative of the ratio of the larger option summer intern cohort, the percentages are consistent with the summer internship trends observed in this specific recreation management major.
7. The amount and level of student field experiences prior to internship was not controlled because students who are eligible for the internship experience are required to meet only a minimum level of prior field experiences through the pre-requisite 45-hour practicum and various service-learning experiences required in core and specialization courses. Students may have participated in

prior field experiences independent of the curriculum such as volunteer work or community-based experiences associated with their extracurricular activities, such as participation in a sorority or fraternity, university athletics teams, or religious/church-based activities.

#### Limitations

This study was limited as follows:

1. I was not able to control for variation in the internship experience of each subject in terms of amount, type, and frequency of supervision provided by site supervisors and/or daily responsibilities. However, all internship sites were approved based on a consistent set of criteria that reflect the philosophy of the recreation management department under study and support attainment of the entry-level competencies required for practice as recommended by the Council on Accreditation (NRPA, 2004) and the American Therapeutic Recreation Association (Grote & Hasl, 1998).
2. Subjects were aware that they were research study participants, and therefore may have changed behavior or responses to please me (i.e., Halo Effect).
3. Because I served as the Internship Coordinator and Academic Supervisor during portions of the data collection process, subject responses may have been colored by the coordinator-student relationship.

## List of Definitions

*Academic supervisor:* “The department faculty member responsible for advising, monitoring and evaluating the student in an internship for academic credit” (Grote & Hasl, 1998, p. 2). I was an Academic Supervisor during this study.

*Cognitive-development:* An overarching term that represents growth across a series of developmental domains that are connected but not synonymous—these are conceptual, ego, and moral domains (Reiman & Thies-Sprinthall, 1998). “Conceptual complexity refers to the ability to understand abstract concepts; ego complexity refers to levels of self-knowledge; and moral reasoning is the ability to make ethical judgments” (Reiman & Thies-Sprinthall, p. 43).

*Constructivist-developmental theory:* With its origins in cognitive-developmental theory and sociocultural theory, this perspective emphasizes how persons construct or build meaning from their experiences. Rest et al. (1999) contend that learning and development does not occur exclusively inside the individual through cognitive and affective structures, rather development occurs at the intersection of structural and sociocultural factors. This perspective moves away from the notion of generic, universal cognitive structures to a focus on knowledge structures, schema, and conceptual change.

*Four component model:* Rest et al.’s (1999) reformulation of Kohlberg’s six-stage model of moral development; “the basic idea behind this model is that four inner psychological processes together give rise to outwardly observable moral behavior. The four processes include moral sensitivity, moral judgment, moral motivation, and moral character” (Rest et al., p. 101). Each component is necessary for the production of moral behavior but they are thought to be independent of each other.

*Helping role:* The task of providing help to another person(s) where the goal is to enhance the other person's growth; requires helper to exhibit higher levels of cognitive complexity (Reiman, 1999).

*Integrated learning framework:* A social role-taking framework designed to promote cognitive growth and new performances in late adolescent, young adult, and adult learners; characterized by seven conditions necessary for growth including contextualized learning and development, complex new helping experiences, guided inquiry, a balance between experience and inquiry, support and challenge, continuity, and reflective coaching (Reiman & Oja, 2006).

*Internship/fieldwork:* Organized curricula experience that immerses a student in the role of a professional. The internship provides the student with the opportunity to integrate classroom-acquired theory and skills in a working environment with a qualified practitioner and fosters "practical application of coursework, skill development, and competencies related to practice" (Holmes-Layman & Pommier, 2001, p. 106).

*Intern:* Student who has applied to complete the internship after having completed all or most of the required recreation management courses as required by the university department toward the completion of a bachelor's degree in recreation management; student is placed in professional practice for a continuous time, often at least one semester, in order to experience practical application of coursework, skill development, and competencies related to practice.

*Internship coordinator:* Term used by recreation management curriculum under study for the faculty member who prepares students for the internship through the two-credit pre-internship class. The Internship Coordinator assists with the placement of



student intern by managing all elements of the placement including approval process, processing letter of agreement, and verification of liability insurance. The Internship Coordinator serves as a mediator between site and university, and advocates on behalf of the student intern as needed. The Internship Coordinator often concurrently serves as Academic Supervisor (see definition above) for a course load of interns. I was the Internship Coordinator during this study.

*Level:* In relation to moral schema, this term is used to describe shifts in ways of knowing from concrete to abstract, simple to complex, self-centered to other centered. Less complex levels of knowing are reflected in Personal Interest and Maintaining Norms schema, with movement towards more complex levels of knowing reflected in Post-Conventional schema (Rest et al., 1999).

*Moral character:* One component of Rest et al.'s (1999) Four Component Model; "persisting in a moral task, having courage, overcoming fatigue and temptations, and implementing subroutines that serve as a moral goal" (Rest et al., p. 101).

*Moral development:* "Development is said to progress from making judgments largely influenced by immediately perceived, self-interested factors to making judgments on the basis of a conception for organizing a societal system of cooperation that optimizes the participants' welfare and wins their support" (Rest et al., 1997, p. 5);

*Moral motivation:* One component of Rest et al.'s (1999) Four Component Model; "the degree of commitment to taking the moral course of action, valuing moral values over other values, and taking personal responsibility for moral outcomes" (Rest et al., p. 101).

*Moral reasoning/moral judgment/ethical judgment:* One component of Rest et al.'s (1999) Four Component Model; "a psychological construct that characterizes the process by which people determine that one course of action in a particular situation is morally right and another course of action is wrong. Moral judgment involves defining what the moral issues are, how conflicts among parties are to be settled, and the rationale for deciding on a course of action" (Rest, Thoma, & Edwards, 1997, p.5).

*Moral sensitivity:* One component of Rest et al.'s (1999) Four Component Model; "interpreting the situation, role taking how various actions would affect the parties concerned, imagining cause-effect chains of events, and being aware that there is a moral problem when it exists" (Rest et al., p. 101).

*Morality:* "A particular type of social value, that having to do with how humans cooperate and coordinate their activities in the service of furthering human welfare, and how they adjudicate conflicts among individual interests" (Rest, 1986, p. 3).

*Performance:* Intern performance was measured at two times during this study: (1) mid-way through the internship (approximately week 7 of internship), and (2) at the conclusion of internship (approximately week 14). The intern's site supervisor completed the mid-term and final performance evaluations using the option-specific evaluations for provided by the university.

*Role-taking:* Active engagement in a helping role that requires one to take on new responsibilities, acquire new skills, and "to construct new thoughts and behaviors to meet the new task demands" (Reiman & Thies-Sprinthall, 1998, p. 72); involves seeing the world from a variety of perspectives; the ability to infer the other person's mental perspectives in order to interact more appropriately with that person (Sprinthall &

Collins, 1988); “the ability to understand the interaction between the self and another as seen through the others’ eyes; implies an ability to make specific inferences about another’s capabilities, attributes, expectations, feelings, and potential reactions” (Flavell, 1968, as cited in Selman, 1971, p. 80).

*Role-taking curriculum:* “An educational intervention based on the premise that development occurs as a result of involving individuals in a slightly more complex role than the one in which the individual is currently functioning; characterized by real experience, guided reflection, balance between experience and reflection; support and challenge, and continuity of opportunity” (Sprinthall & Thies-Sprinthall, 1993, p. 284)

*Schema:* The term was used by Rest et al. (1999) to describe the type of cognitive “process” that was *not* like Kohlberg’s stages. For Kohlberg, as people develop moral reasoning, they use more complicated cognitive *operations* or *structures* than they did in the earlier stages. In contrast, Rest et al. viewed moral development according to schema theory, which defines cognitive structure in terms of *product, knowledge, or content*. Schemas are general content representations and “people develop insofar as their *concepts* are more complicated and normatively adequate” (Rest et al., p. 137, italics added). For Rest et al., schemas represent a shifting distribution--people can be primarily in one stage, but they can use moral reasoning from lower or higher stages as well. Rest et al.’s use of the term schema was different from the typical use of the term in cognitive research.

*Site supervisor:* An experienced recreation management/therapeutic recreation professional immersed in professional practice providing supervision, direction, and evaluation of student intern; supervisor serves as “teacher, role model, and mentor” to

student intern (Baird, 2002, p. 63). Examples of site supervisors for student interns in program administration option of curriculum under study (not all-inclusive list): managers/directors of health clubs, parks and recreation departments, campus recreation, forest service, campgrounds, ski resorts, event planning firms, festivals, theme parks, amateur and professional sports teams, youth development programs, music and entertainment venues, and recreational sports. Students in the Therapeutic Recreation option of the curriculum under study must be supervised by a full-time certified therapeutic recreation specialist (CTRS) per the NCTRC requirement: “full-time, on-site, agency supervisor must be currently certified at the professional level with NCTRC; the full-time agency supervisor is the student’s direct and immediate supervisor during the field placement experience” (NCTRC, 2008, p. 16). Examples of site supervisors for TR interns (not all-inclusive list): Managers/directors/senior therapists in physical rehabilitation hospitals, psychiatric hospitals, long-term care facilities, community-based adapted recreation programs, day programs, correctional facilities, schools, TR division of parks and recreation departments. The recreation management department under study recommends that the site supervisor have a degree in the recreation management/therapeutic recreation field, or closely related field, and has successfully completed at least two years of employment in the present agency. It is also recommended that the site supervisor has demonstrated experience supervising volunteers and staff or has taken courses/seminars that prepare the supervisor for this critical responsibility (Grote & Hasl, 1998).

### Significance and Implications of the Study

The new knowledge gleaned from this study is not only important for the improvement of the department's curriculum, it also may serve as a model for other educational organizations, particularly those in professional preparation programs that view the formal fieldwork experience as a vital component of undergraduate education. Examination of the internship experience from a developmental perspective has the potential to significantly inform curricula design, specifically around fieldwork requirements such as practica, service-learning courses, and internships. Therefore, a practical aim of this study was to understand the "structure" and "process" of fieldwork requirements, specifically the internship experience. The COA may find this study fruitful as it uncovers learning outcomes associated with current fieldwork standard 8.29 (Note: the COA accreditation standards are in the process of being modified and the fieldwork standards and/or numbers may change after the printing of this dissertation). As noted earlier, a growing interest in accreditation has been a shift towards documenting student outcomes or "the outputs," rather than focusing on structural components or "the inputs" of fieldwork standards. This study may be viewed as a pioneering effort in this regard as it supports this shifting national interest in assessing and documenting student learning outcomes.

Educators intuitively recognize that simply placing students in an internship does not automatically provide them with growth opportunities, but little is known about the elements of the experience that are responsible for such growth among undergraduates. This study explored pivotal aspects of the internship experience that are requisite for intern moral growth and success in the field and these elements may be of particular

interest to internship site supervisors and academic supervisors who are charged with guiding intern development and monitoring new performances. I hope that this study will ultimately lead to improved supervision of interns as supervisors acknowledge the significance of the pedagogical design principles of the Integrated Learning Framework (Reiman & Oja, 2006). I hope that this study will reaffirm the significance of supervisors' roles by detailing specific supervisor behaviors requisite for intern success.

While two important aims of this study were to inform the specific recreation management internship program under investigation and contribute to the development of recreation and related curricula offering formal fieldwork experiences, another crucial focus was to inform the recreation management field at large. By using multiple means of assessing interns' growth, this study contributes to the field's understanding of cognitive development and its relationship to better performances in the field. This study adds to the existing constructivist-developmental literature found in teacher education and other human service-oriented professions such as counseling, social work, medicine, nursing, physical therapy, pharmacy, and dentistry.

In addition to these practical aims, a significant ethical aim was inherent in this inquiry. Recreation management interns are engaged in a complex moral profession—they provide service to other people where the goal is to enhance the other's growth. Interns assume a considerable helping role where success or failure can result in “real-life” consequences for consumers, clients, patients, and families. Shulman (1998) claims, “The starting point for professional preparation is the premise that the aims of professionalism involve social purposes and responsibilities that are both technically and morally grounded” (p. 516). The professional preparation of recreation management

undergraduates should not be taken lightly, due in large part to the technical and moral consequences of intern performance in the field.

If recreation management educators are not attuned to student moral development, its relationship to better performances in the field, or the pedagogical implications of this relationship, then we fall short in our moral obligation to our constituents. We need to support excellence in professional preparation of our students yet also recognize that the high demands associated with contemporary professional life require a sincere commitment to fostering moral development among our students. By exploring aspects of the internship experience that are critical to intern moral development and better performances in the field, we begin to take more seriously our ethical obligation to the public.

## CHAPTER II

### A REVIEW OF THE LITERATURE

This chapter reviews the literature from which the research questions were derived and outlines the theoretical framework guiding this inquiry. The chapter is divided into two major sections. Section one presents a selected review of the fieldwork literature in recreation management and related disciplines. Because this literature does not offer insights into the moral development of interns, I also present literature in non-related human service professions that explores the interplay between fieldwork experiences and moral development among college students. Literature pertaining to service-learning pedagogy is not included in this review because service-learning activities are not synonymous with the internship experience as defined in this study.

The second section entitled “theoretical framework” consists of two sub-sections: (1) a review of the constructivist-developmental perspective used in this study, and (2) a review of Rest et al.’s (1999) NeoKohlbergian theory of moral development with sub-sections describing the Four Component Model, Defining Issues Test, and Integrated Learning Framework.

#### Fieldwork Research in Recreation Management and Related Disciplines

Educators in recreation management programs value practice-based education as reflected in the COA accreditation standards (NRPA, 2004). At the time of this study the accreditation standards were in the process of being revised. However, because the revisions were not completed in time for inclusion in this dissertation, I referenced the



2004 standards throughout this dissertation. Fieldwork requirements are outlined in standards 8.28 and 8.29 of the COA accreditation document. Standard 8.28 demonstrates the commitment to field experiences that *precede* the student's final internship experience. While academic requirements for prerequisite field experiences vary across curricula, the COA recommends that the student complete "formal field experience(s) of at least 100 total documented clock hours in appropriate professional recreation organizations/agencies prior to internship" (NRPA, p. 16). As reflected in standard 8.29, the final internship is considered a "full-time continuing experience in one appropriate professional recreation organization/agency of at least 400 clock hours over an extended period of time, not less than 10 weeks; if option is accredited, the internship must be directly related to such option" (p. 16).

In order to be eligible for the national therapeutic recreation certification exam, therapeutic recreation interns must meet fieldwork standards of the National Council on Therapeutic Recreation Certification (NCTRC) who define the therapeutic recreation field placement experience as "a highly structured, field-centered and professionally supervised requirement that is completed at one agency after the majority of required therapeutic recreation and general recreation coursework is completed...the fieldwork experience must be completed for no less than fourteen consecutive full weeks and the total minimum number of required hours is 560 (40 hours per week)...the internship agency supervisor must be full-time and a Certified Therapeutic Recreation Specialist (CTRS) by NCTRC" (NCTRC Certification Standards, 2008, p. 16).

Recreation management educators view the internship as a pivotal learning experience for students as they take on the role of a professional that includes self-

responsibility for the development of their career (Holmes-Layman & Pommier, 2001). According to Beggs et al. (2006), “Internships provide students access to job sources, the opportunity to learn new skills, to build confidence in their job search, to develop work related problem solving skills, and to build social skills that are beneficial and necessary in the employment interview” (p. 2). A successful internship provides the student with the opportunity to integrate classroom-acquired theory and skills with other field experiences such as practica and service-learning in a working environment with a qualified practitioner. The purpose of the internship is to experience practical application of coursework, skill development, and competencies related to practice (Holmes-Layman & Pommier). The student intern is placed in a demanding, yet protected position as he/she learns the varied aspects of service delivery in unique settings.

The internship not only represents a key step in the professional development of students but it also contributes to university outreach and engagement aims, and practitioner/agency recruitment efforts. Beggs et al. (2006) provide a summary of the benefits derived from the fieldwork experience for these three constituencies:

The university develops relationships with practitioners in the field, tests its curricula through feedback, and disseminates information about the strength of its academic programs to the internship agency. The employer seeks out interns or new ideas and possibly as a source for recruiting new employees...students benefit substantially from performing internships as they come to understand the requirements of a profession and are able to make informed decisions on their career choices. Besides acquiring new skills, student interns have the opportunity to improve their communication skills while developing potentially valuable networks for future employment (p. 2).

As noted in Chapter I, the internship literature in recreation management has detailed a variety of issues germane to the study of developing and implementing an effective internship program. However, none of this literature offers insight into the role of the

internship in the moral development of interns. While a number of studies of the recreation internship examine the current practices and characteristics of internships in recreation curricula, this research tends to focus on the descriptive picture of internships among institutions that provide them. According to Beggs et al. (2006), many internship studies in the field of recreation management “fall into the category of ‘think or essay pieces’ on the value of internships, how to structure internship programs, and evaluations of the internship experience” (p. 2). Although it is equally important to examine the internship experience from a descriptive perspective, I contend that researchers should additionally study the developmental outcomes of the internship experience for recreation management undergraduates. The following review details the findings from these descriptive studies, yet none of these findings point to moral development outcomes for students. This gap further illustrates the need for this study.

In an on-line survey conducted with 363 leisure service practitioners and 194 college recreation students (not including therapeutic recreation options), Beggs et al. (2006) found that students and practitioners differed significantly in their perceptions and expectations of the internship experience across three areas: the role of an internship, skills that interns should possess, and perceptions of what types of internship experiences agencies should provide. One subset of the data showed that students felt that internship agencies should be willing to hire interns full-time and should provide greater help with job placement, while practitioners believed that students should be stronger in a variety of skills such as leading, budgeting, and developing programs. In a related study, Beggs, Ross, and Goodwin (2008) found similar results in a comparison of student and practitioner perspectives of the travel and tourism internship. They found that students

and practitioners had significantly different perceptions regarding intern skill, the role of the intern, responsibilities that interns should be given, and factors to consider in selecting an internship. While these studies highlight the importance of all parties making their expectations clear, they do not shed light on how to develop the moral maturity and ethical decision-making of recreation interns. This gap further demonstrates the need for this study.

Anderson et al. (1993) explored the effectiveness and ethics of using a community service project to help recreation students understand, accept, and include people with disabilities in their lives. Students were involved in three existing community service programs that matched them with individuals with developmental disabilities in the community with the purpose of developing relationships through recreation activities. They studied the ethics of using this partnership program by exploring anticipated and perceived relationship development on the part of the college students and the persons with disabilities. They found that community service involvement was an effective educational method to foster social responsibility and introduce ethical issues into the curriculum for recreation students. This study is helpful because it verifies the need for real-world helping experiences in developing a sense of social responsibility in recreation students. While the study is beneficial in this regard, it does not address the cognitive developmental outcomes for students who were engaged in the service experience.

In the therapeutic recreation sector, Skalko, Lee, and Goldenberg (1998) investigated a comprehensive TR fieldwork model at one institution of higher education that used an innovative approach to maximize active and collaborative exchange between the university and the internship site. The innovative approach included, among other

elements, an agency approval process, formal clinical supervision and mentoring discussions, various training and shared deliberation opportunities between the university and agency, and a dual internship requirement. The strength of such a fieldwork model is the shared investment by all parties for the development of interns. While this study does not address moral development outcomes for TR interns, it does highlight a fieldwork model that recognizes the need for site supervisor training and the development of collaborative relationships between student, agency, and university. These elements are connected to a number of design principles of the ILF, which will be discussed in further detail later in this chapter.

Other studies in the TR sector document internship characteristics among TR curricula that offer them. This literature highlights inconsistency in TR curricula, with the internship being one specific element of the analysis. Zabriskie and Ferguson (2004) found that 98% of schools required internships and most required the site supervisor to be a CTRS. However, findings also identified concerns about the duration of the internship, site visits, funding sources for visits, site supervisor experience level, and inconsistency in the amount of prior fieldwork experience required before the internship. Stumbo, Carter, and Kim (2003) compared TR curricula across the US and Canada in order to examine program characteristics including accreditation, curriculum, internships, and placement characteristics of faculty and students. With regard to their internship findings, they observed variation in the amount of time required for internship and found that less than half of the universities surveyed required the university supervisor to be a CTRS. Most universities surveyed required some type of agency approval system and a majority of programs did not impose geographic limits for student site selection.

Fieldwork literature in the sport management sector details the impact of internships on student career success and occupational commitment (Kent, Saga, Cunningham, Dixon, & Turner, 2004; Martin & Leberman, 2005) and explores student needs related to professional networking (Stratta, 2004). This literature additionally examines agency perspectives, expectations and concerns associated with sport management internships (Grabel & Lee, 2005; Williams, 2004), identifies administrative challenges encountered by the university (Kelley, 2004; Young & Baker, 2004), and focuses on the need for a collaborative relationship among the agency, student, and university (Sutton, 1989). Although this collection of studies offers powerful empirical support for the value of internships in meeting career expectations for students, the organizational needs of agencies, and the academic aims of universities, this literature fails to examine how the internship experience may impact the moral development of students. This gap further illustrates the need for this study.

Because there was a lack of research in recreation management that explored moral development outcomes associated with fieldwork experiences, I examined fieldwork literature in non-related human service professions. Research in counselor education, teacher development, ethics education, and accounting suggests that field experiences show great potential for promoting student cognitive growth, specifically in the moral domain (Boss, 1998; Cannon, 2008; Porco, 2003; Reiman & Parramore, 1993; Watson, 1995). Cannon examined moral reasoning and multicultural competence among college students in a counseling internship. He used a deliberate psychological education (DPE) approach that incorporated issues of cultural competence, oppression and diversity. Cannon's study attempted to discern if the DPE model could make a difference in the

promotion of moral reasoning and multicultural competence of counselor interns. The intervention group showed significant gains compared to the control group in moral reasoning as measured by the Defining Issues Test 2 (DIT-2).

Porco (2003) examined whether internships, volunteerism, ethics education, and involvement in a fraternity influenced the moral development of undergraduate accounting students, as measured by the DIT-2. She found a meaningful relationship between moral development and internships among accounting undergraduates; students with internship experiences of at least one year or more achieved higher levels of moral reasoning as derived from the DIT-2. She also found that students who are involved in a fraternity reached higher levels of moral reasoning as derived from the DIT-2.

In the field of education, Watson (1995) studied the effects of early field experience on the conceptual level and moral reasoning abilities of teachers. She found that teachers who were engaged in early field experiences were able to conceptualize and reason at higher levels about the school environment and the profession of teaching. These findings show that “early field experience can set the stage for understanding and performing in the complex school milieu” (Watson, abstract). Reiman and Parramore (1993) investigated the effects of extended preservice field experience with concomitant guided reflection on students in a preservice teacher education program. They hypothesized that encouraging continuous guided reflection as the students undertook the complex new helping role would foster growth in moral reasoning, conceptual complexity, and ego development. Their results showed that when preservice teachers are placed in role-taking experiences with guided reflection they move toward more complex levels in ethical reasoning.

Boss (1994) studied the effect of community service work on the moral development of college ethics students. She found that 20 hours of community service work along with discussion of relevant moral issues is an effective means of moving students into the post-conventional stage of principled reasoning, as measured by the DIT.

Studies in allied health professions such as medicine, physical therapy, nursing, and pharmacology have examined student clinical affiliations from a developmental lens with much success (Alipoon, 2001; Kritchbaum, Rowan, Duckett, Ryden, & Savik, 1994; Latif, Berger, Harris, Barker, Felkey, Pearson, 1998; Sheehan, Husted, Candee, Cook, & Bergen, 1980; Sisola, 2000). Moral reasoning is critical to clinical performance in the field and remains a fruitful line of inquiry in allied health curricula. Therapeutic recreation is a sector of recreation management practice that is closely aligned with these allied health specialties.

Sisola (2000) collected data on 58 students entering three physical therapy programs with the objective of comparing moral reasoning, as determined by the DIT, and conventional admission variables with clinical performance in a clinical rotation. Results indicated that grade point averages were not related to PT students' clinical performance, as measured by the Clinical Competence Scale, but moral reasoning did show a significant relationship to clinical performance.

Sheehan et al. (1980) reported data supporting the hypothesis that moral reasoning as measured by the DIT is a predictor of clinical performance for 244 pediatric medical residents. Their study suggested that high moral reasoning virtually excludes the possibility of poor clinical performance among these medical students as the highest level



of clinical performance was rarely achieved by those at the lowest level of moral reasoning.

In nursing, Kritchbaum et al. (1994) reported that moral reasoning, as measured by the DIT, is a significant predictor of subsequent clinical performance for student nurses as measured by the Clinical Evaluation Tool (CET). They used a stepwise multiple regression of the mean CET scores and showed that moral reasoning scores accounted for 34 percent of the variance associated with senior nursing clinical performance.

These studies provide evidence that moral development, specifically moral reasoning, can be an expected outcome of allied health education where fieldwork experiences are required. These studies show a significant link between moral reasoning and performance in the field and might shed light on the findings for TR interns, who work in similar clinical environments. These findings support Kohlberg's claim that assuming a helping role in a real world context is crucial for moral development (Brendel et al., 2002). This study will contribute to recreation management fieldwork research as it seeks evidence linking moral reasoning to better performances in the field among recreation management interns.

The recreation management internship provides an optimal environment for developmental change because it employs the primary components of role-taking, social interaction, and reflection. To date, there have been no published research efforts in recreation management focusing on undergraduates' moral development and its relationship to successful professional practice. There is also a lack of research exploring the "existential quality" of the internship experience as told by interns. Through the

qualitative phase of this study, I describe in depth and detail, the role of the internship in the moral development of interns.

#### Theoretical Framework

Cognitive development has been shown to occur across a variety of domains: conceptual, ego, and moral (Reiman & Thies-Sprinthall, 1993). This study focuses on the moral domain as it examines the recreation management internship from a constructivist-developmental perspective. The professional development of recreation interns involves cognitive development and Rest et al.'s (1999) NeoKohlbergian theory of moral development is used to describe how this development occurs. Their theory frames the quantitative phase of the study by exploring changes in interns' moral reasoning scores over the course of the internship and examining the relationship between levels of moral reasoning and performance among interns. Their theory also frames the qualitative phase of the study as it attempts to discover how interns' change in their moral development as a result of the internship experience and explores aspects of the experience that are responsible for these changes.

#### *A Constructivist-Developmental Perspective*

Due to the wide range of constructivist ideas authored by many different influential theorists, it is important to define constructivism and then explicate the variant of constructivism assumed in NeoKohlbergian theory. Phillips (2005) argues that because there are "so many versions of constructivism, with important overlaps but also with major differences, it is difficult to see the forest for the trees—it is a matter of pressing concern to find some way to categorize them so that the overall picture does not get lost" (p. 7). The multiplicity of meanings theorists have attached to the concept has become a

major battleground, thus requiring a more precise description of how constructivism is framed in this study.

Constructivist theory is a major influence in education and the social sciences. However, while it “began as a theory of learning, it has progressively expanded to its dominion, becoming a theory of teaching, a theory of education, a theory of educational administration, a theory of the origin of ideas, a theory of both personal knowledge and scientific knowledge, and even a metaphysical and ideological position” (Matthews, 2000, p. 161). As Matthews and others suggest there is not a “one size fits all” picture of constructivism—the term has certainly moved beyond its learning theory origins.

Constructivism is used in this study as a theory of *how humans learn* but it is extended into an *applied theory of teaching and education* through the examination of the recreation management curriculum under study, specifically the internship experience. This view can be seen as “constructivist in theory of learning” and “constructivist in pedagogy” (Matthews, 2000, p. 163). As a theory of learning, constructivism is comprised of a number of broad beliefs that most agree upon, hence the characterization of this form as an “ordinary sense” of constructivism. Phillips’ (1995) account details the general ideas of how constructivists view human learning. He notes,

Individuals do not come into the world with their ‘cognitive data banks’ already pre-stocked with empirical knowledge, or with pre-embedded epistemological criteria or methodological rules. Nor do we believe that most of our knowledge is acquired, ready-formed, by some sort of direct perception or absorption. Undoubtedly humans are born with *some* cognitive or epistemological equipment or potentialities...but by and large human knowledge, and the criteria and methods we use in our inquires, are all *constructed*. Furthermore, the bodies of knowledge available to the growing learner are themselves human constructs—physics, biology, sociology, and even philosophy are not disciplines the content of which was handed down, ready formed, from on high; scholars have labored mightily over the generations to construct the content of these fields, and

no doubt 'internal politics' has played some role. Thus, in sum, human knowledge—whether it be the bodies of public knowledge known as the various disciplines, or the cognitive structures of individual knowers or learners—is *constructed* (p. 5).

Most constructivists agree that knowing is not passive, rather an active process where the mind “does something” with impressions or sense data that is coming in—at a minimum, the mind forms abstractions or concepts with this data. According to Schwandt (2001), “Constructivism means that human beings do not find or discover knowledge so much as construct or make it. We invent concepts, models, and schemes to make sense of experience, and we continually test and modify these constructions in the light of new experience (p. 30).

Constructivists have a similar interest in how individuals learn or construct knowledge, however many constructivists differ with respect to the mechanisms they see at work. Piaget and Vygotsky gave quite different accounts of this matter. Piaget (1932) focused more on the individual knower and acts of cognition as he stressed the biological/psychological mechanisms found *inside* the individual learner. Piaget maintained that although some structure exists at birth, a term he called “schemata,” these structures develop through a complex interaction between the present organization and the ongoing activity of the individual. He posited that the equilibration process orders these variable structures. Piaget’s notion of “stretching” suggests that new cognitive-structural learning begins with a “perturbation” or knowledge disturbance. This notion is central to Piaget’s theory where he tried to describe how equilibration leads to new and more complex forms of thought; he called this process “reflective abstraction.” Piaget claimed that development from one level to the next is motivated by a need to seek stability by reconciling contradictions to preferred ways of understanding. He used the

term “self-regulation” to describe this process. The learner is confronted with problems that the current cognitive structures cannot solve adequately. Zimmerman (1989) notes,

Piaget viewed the assimilation and accommodation process as an invariant function in cognitive development. New information challenges the individual’s usual mode of thinking. This challenge creates disequilibrium where one’s previous cognitive patterns are no longer adequate to handle the new situation. Balance is restored as the person begins to understand the new experience and develops alternative ways of knowing (p. 71).

Many of the major theoretical assumptions of cognitive developmental stage theory are linked to Piaget’s notion of “stage and structure” and the process of equilibration.

Phillips (2000) and other critics have termed the form of constructivism aligned with Piagetian assumptions as “psychological constructivism” or “radical constructivism” and claim this form is aligned along the individual psychology dimension. Radical constructivism suggests that “human knowledge cannot consist in accurate representation or faithful copying of an external reality—that is, of a reality that is non-phenomenal (existing apart from the knower’s experiences). Knowledge is redefined procedurally—as an unending series of processes of inner construction” (Schwandt, 2001, p. 31).

In contrast to Piaget, Vygotsky (1978) focused on the social factors that influenced learning; he viewed cognition primarily as a *social* act, not an *individual* act. Vygotsky’s sociocultural view of learning places emphasis on the role of social and cultural factors in learning and argue that cognition, specifically morality, is embedded in social experiences and deliberation of community rather than simply *in* individual cognitive structures. According to this view, people do not construct interpretations in isolation but against a backdrop of shared understandings, practices, and languages. Vygotsky believed that people are socialized into holding particular beliefs and attitudes, and the knowledge schema that represent these beliefs and attitudes are socially constructed by

experts in the field who have come to a consensus or argue from a viewpoint relative to other groups of experts who hold different viewpoints or ideas.

Rest et al.'s (1999) NeoKohlbergian theory of moral development is a form of constructivism that grew out of the cognitive-developmental tradition of Piaget (1932), and subsequently Kohlberg (1969), however the theory also takes into account the importance of sociocultural factors advocated by Vygotsky (1978). Rest et al. recognize that learning and development does not occur exclusively *inside* the individual through cognitive and affective structures as Piaget suggested, rather they believe development occurs at the *intersection* of structural and sociocultural factors. Rest et al.'s theory moves away from the notion of generic, universal cognitive structures or operations to a focus on knowledge structures, schema, and conceptual change. This form of constructivism has been adopted by researchers such as Sprinthall & Thies-Sprinthall (1983) and extended by researchers such as Reiman & Oja (2006), who have subsequently developed an applied teaching and learning framework based on this constructivist-developmental perspective called the Integrated Learning Framework. This study is guided by this constructivist-developmental perspective and the language used is consistent with Rest et al.'s reformulation of Piagetian and Kohlbergian theories but extends beyond "individual psychology" to acknowledge the significant role of Vygotsky's sociocultural view. By examining the recreation management internship from a NeoKohlbergian constructivist-developmental perspective, and applying Reiman and Oja's Integrated Learning Framework in this analysis, this study contributes not only to the existing constructivist literature, but casts recreation management pedagogy in a new light.

*NeoKohlbergian theory of moral development.* The constructivist view in this study draws upon Kohlberg's (1981) theory of moral development, a theory based on Piaget's work. Like Piaget, "Kohlberg focused on cognition—the thinking process and the representations by which people construct reality and meaning" (Rest, 1994, p. 3). He used Piaget's foundation to develop his stage-sequence model of moral development which emphasized the cognitive decision making process in relation to moral choice. He was concerned with the reasons an individual used to justify a moral choice, rather than the outcomes of the decision. Kohlberg claimed that as people develop their ability to think, they develop the ability to reason about the best thing to do in given situations; as people age and increase their ability to reason, they are more likely to use a higher stage of moral reasoning. Kohlberg suggested that all movement of moral development is in a sequence and did not skip steps nor was there regression from higher to lower stages. This conception became known as "hard stages" of development and was often described using the staircase metaphor. Kohlberg claimed that the sequence applied across many different cultures, although different people could go through the stages at varying speeds and some may stop at a particular stage and never progress further. Each stage was a unified way of thinking, rather than a set of separate attitudes toward specific situations, thus particular judgments that occur at a given stage shared a general framework for organizing and interpreting moral concerns. Kohlberg's model was comprised of three broad levels of moral development: the pre-conventional, the conventional, and the post-conventional levels. Kohlberg's three levels of moral development were further delineated into six stages, with two stages at each level.

Rest (1979) agreed with the core of Kohlberg's theory which postulated that "moral judgment structures are actively constructed by the individual, and that they follow a developmental sequence from conventional to post-conventional thinking" (p. 135), however he had a different conceptualization of *how* people moved through "stages." While Kohlberg believed that people develop in an invariant, forward sequence, Rest believed that the notion of step-by-step development was severely challenged by research in cognitive development. Rest believed that the question of moral development should not be viewed as what stage a person was *in*, rather to what extent and under what conditions does the person exhibit the various types of organizations of thinking. Recognizing that Kohlberg's use of "stage" language did not adequately address the natural way people make sense of social situations, Rest et al. (1999) reworked Kohlberg's theory and made a number of significant changes. They moved away from "stage" language, opting instead for the term "schema," specifically "moral schema." Their use of the term schema was different from the typical use of the term in cognitive research. According to Rest et al., social cognition theorists studied person schemas, role schemas, or event schemas at a *concrete level* of conception whereas moral schemas were more abstract as they were concerned with the moral basis of society. "Moral schemas are perhaps *schemas of schemas* (i.e., conceptions of how roles are organized into society-wide cooperative structure). Whereas the usual schemas of cognition research are more concrete than our use of the term, there is precedence for the study of schemas at this more abstract level—for instance research on political schemas" (Rest et al., p. 137).

Schema was the term was used by Rest et al. (1999) to describe the type of cognitive "process" that was *not* like Kohlberg's stages. For Kohlberg, as people develop moral



reasoning, they use more complicated cognitive *operations* or *structures* than they did in the earlier stages. In contrast, Rest et al. viewed moral development according to schema theory, which defines cognitive structure in terms of *product, knowledge, or content*. Schemas are general content representations and “people develop insofar as their *concepts* are more complicated and normatively adequate” (Rest et al., p. 137, italics added). A critical assumption of schema theory lies in the notion of soft stages-- development is described in terms of “shifting distributions of schemas, the higher stages gaining in use whereas the lower stages diminish” (p. 57). In this respect, a person is never *in* a stage rather he/she may demonstrate thinking and behavior in all three schemas, although one schema is predominant. Rest et al. suggest that more complex schema levels are said “to provide better conceptual tools for making sense out of the world and deriving guides for decision-making” (Rest & Narvaez, 1994, p. 16). They argue that higher schema levels are preferred by learners, that is, “...as people outgrow old ways of thinking they still understand them but do not prefer them. More complex [levels] of moral schema are preferred until that [level], in turn, becomes replaced by a newly comprehended [level]. When the learner comprehends two [schema levels], he/she prefers the higher [level] and rejects the lower [level] (Rest & Narvaez, p. 17).

Rest et al.’s (1999) conception of moral judgment includes three schemas: Personal Interest Schema, Maintaining Norms Schema, and Post-Conventional Schema. The *Personal Interest Schema* (Kohlberg’s Stages Two & Three) is characterized by self-interest and is the least complex schema. In this schema, individuals lack socio-centric perspective and make decisions based on personal stake, stressing notions of survival and getting ahead. The *Maintaining Norms Schema* (Kohlberg’s Stage Four) is characterized

by a need for norms and represents a moderate level of complexity. In this schema, the individual has increased ability to recognize society-wide cooperation. Societal rules are clear and consistently apply to everyone. Maintaining the established social order defines morality in this schema. The *Post-conventional Schema* (Kohlberg's Stages Five & Six) is the highest level of complexity and has four elements: (a) primacy of moral criteria (social norms are set, but are alterable and relative), (b) appeal to an ideal (there are idealized ways for humans to interact), (c) sharable ideals (these ideals are shareable and open to justification and scrutiny), and (d) full reciprocity of social norms (norms must be uniformly applied and unbiased). The post-conventional schema is represented by the P score as assessed by the Defining Issues Test, a measure of moral judgment developed by Rest and his associates.

*Rest's Four Component Model of moral behavior.* Rest et al. (1999) recognized that Kohlberg's six-stage model of moral judgment was not "the whole of moral psychology" and subsequently proposed a Four Component Model (FCM) of moral development. They realized that Kohlberg's moral judgment theory "ignored important aspects of moral functioning and thus identified at least four integrated abilities as necessary conditions for effective moral functioning" (Bebeau, 2002, p. 283). Rest et al. conceptualize the entire domain of moral psychology to include at least four major internal components that lead to moral behavior: moral sensitivity, moral judgment, moral motivation, and moral character. Rest (1994) claimed that each of these four components is necessary for the production of moral behavior, but they are thought to be independent of each other. The four components "do not follow each other in a set temporal order" (Rest et al., p. 102) rather they are integrated in complex and unique

ways to provide a dynamic feedback system that leads to moral behavior. The components form a logical sequence but do not represent a linear order, they can occur simultaneously, and there can be a deficiency in any of the components. Narvaez and Rest (1995) indicate that the FCM depicts an “ensemble of processes” and that deficiency in any of the four components can result in a failure of moral action. Together the four components “give rise to outward observable [moral] behavior” (Rest et al., p. 101). It is important to note that Rest used the term “psychological processes” in his description of these four components and some would argue that this terminology suggests that his theory is still Piagetian at its core. As researchers continue to investigate the FCM, they may address this concern.

The moral reasoning component has traditionally been the most often examined component in the FCM primarily due to the strength of the DIT as a valid and reliable measurement tool. However, Thoma (1994, 2000) has shown that moral reasoning by itself predicts only about 10-20% of the variance in moral behavior. To date, there has been limited research examining the relationships between all four components. Most research using the FCM examines only two of the four components simultaneously, moral sensitivity and moral reasoning (Morton, Worthley, Testerman, & Mahoney, 2006). This trend is primarily due to quantitative measurement difficulties of the other two components, moral motivation and moral character (Bebeau, 2002).

The first component of the FCM is *moral sensitivity*. People who demonstrates moral sensitivity are aware that there is a problem when it exists, are empathetic and able to interpret the situation, can imagine cause-effect chains of events, and understand how their various actions would affect other people (Rest et al., 1999). People who are

deficient in moral sensitivity may fail to act in a moral manner because they do not realize how their actions impact other people. “Overall, moral sensitivity requires first that emotional reactions be regulated for attentional focusing, and, second that the dilemma be examined from multiple perspectives before one undertakes the moral reasoning process” (Morton et al., 2006, p. 390). This suggests that empathy and role-taking skills are essential for interpreting the situation as a moral one.

While the majority of research in moral development centers on moral reasoning as measured by the DIT, a number of studies in the fields of dentistry, sports, nursing, and medicine have successfully examined the role of moral sensitivity in moral development (Bebeau, 1994, 2002; Bredemeier & Shields, 1994; Duckett & Ryden, 1994; Morton et al., 2006). A host of other disciplines have successfully explored moral sensitivity in their professional settings including “counselor education (Volker, 1984), computer users (Liebowtiz, 1990), undergraduate education (Mentkowski & Loacker, 1985; McNeel, 1994), social work (Fleck-Henderson, 1994), journalism (Lind, 1997), and school personnel (Brabeck et al., 2000)” (Bebeau, 2002, p. 283).

Bebeau (1994) has been instrumental in developing performance-based methods for assessing ethical sensitivity in dentistry, specifically the Dental Ethical Sensitivity Test. Bebeau’s research in dental education focuses on the emotional skills needed for moral dilemma awareness. She conceptualizes moral sensitivity as an affective process and examines how dental students use empathy skills to consider competing interpretations of a situation and assess how all parties might be affected by different actions. For Bebeau (2002), moral sensitivity is a critical component in the preparation of future professionals.

She notes,

For individuals being socialized to professional practice, ethical sensitivity involves the ability to see things from the perspective of other individuals and groups (including other cultural and socio-economic groups), and more abstractly, from legal, institutional and national perspectives. Thus, it includes knowing the regulations, codes and norms of one's profession, and recognizing when they apply. In professional settings, the focus is on ethical sensitivity, rather than the more general 'moral sensitivity,' to signal the distinctive expectations of the profession that derive from the norms and codes that govern practice (p. 283).

Duckett and Ryden (1994) suggest that moral sensitivity in nursing students can be enhanced by field opportunities that facilitate perspective taking, empathy, and genuineness. Bredemeier and Shields (1994) suggest that increasing personal competency in perspective taking can enhance moral sensitivity in athletes. Morton et al. (2006) examined the relationship between moral sensitivity, moral motivation, and moral reasoning in medical students. They found that moral sensitivity mediates the relationship between moral motivation and moral reasoning among medical students.

A professional's ability to develop empathy and regulate emotions is contingent upon a nurturing and growth-oriented environment. A recreation management internship based on a practice-based theoretical model such as the Intergrated Learning Framework (ILF) can be that nurturing environment that facilitates enhanced moral sensitivity in student interns. Recreation management interns are placed in complex moral environments that require them to question values and develop cognitive-affective skills as they "reason about complex, multidimensional, emotionally-charged interpersonal dilemmas" (Morton et al., 2006, p. 390). Studying moral sensitivity in the context of the recreation management internship shows promise, yet it remains an unexplored area of research in the field.

Being aware that a moral problem exists and realizing that one's behavior can affect others is crucial for effective moral functioning however, according to Rest et al. (1999), moral sensitivity alone does not account for the complete story of moral development. Once a person is aware of a moral situation, he/she must make a decision about how to respond or act, and this requires "the ability to judge which line of inquiry is morally justifiable" (Rest, 1994, p. 23). The second component of the FCM, *moral reasoning or moral judgment*, has been the most widely researched component of the model. A comprehensive review of research in moral reasoning is provided in the section following this review of the FCM as the researcher details studies associated with the Defining Issues Test of moral judgment.

Rest, Thoma, and Edwards (1997) describe moral judgment as "defining what the moral issues are, how conflicts among parties are to be settled, and the rationale for deciding on a course of action" (p. 5). Deficiency in moral reasoning can occur when an individual makes "judgments largely influenced by immediately perceived, self-interested factors" (Rest et al. p. 5). This level of moral reasoning is representative of individuals operating from the Personal Interest Schema (Rest et al., 1999). Highly effective moral reasoning is demonstrated when judgments are made on the "basis of a conception for organizing a societal system of cooperation that optimizes the participants' welfare and wins their support" (Rest et al., 1997, p. 5). This level of moral reasoning is characteristic of individuals operating from the Post-Conventional Schema.

The third component of the FCM is *moral motivation*, which concerns weighing the importance of choosing among various competing values. Rest et al. (1999) describe this component as "the degree of commitment to taking the moral course of action, valuing

moral values over other values, and taking personal responsibility for moral outcomes” (p. 101). A person who exhibits moral motivation gives priority to moral values above competing values despite this incompatibility. Bebeau (2002) notes,

People differ in how deeply moral notions penetrate their self-understanding, and in the kinds of moral considerations that are judged constitutive of the self. Understanding that one is responsible provides the bridge between knowing the right thing to do and doing it. In professional contexts, moral motivations and commitment has to do with the importance given to professional values in competition with other values (p. 285).

In their review of the FCM in nursing education, Duckett and Ryden (1994) suggest that a person who can put aside a self-serving action over an alternative ethical action has a strong desire to do what is most “morally defensible” and exhibits a strong caring for other humans. A deficiency in moral motivation occurs when a competing value is given higher priority or overshadows a moral value. “Lapses in professional behavior can often be attributed to low priority placed on moral considerations, even when the moral choice is well understood” (Bebeau, 2002, p. 285). When a person chooses an action that is self-serving rather than based on moral values, the person’s values have replaced a concern for doing what is right. In a professional context, “doing right” is conveyed through a discipline’s professional code of ethics. A professional who exhibits moral motivation has an internalized understanding of and commitment to these ethical standards and thus places a high priority on professional values. For Rest et al., (1999) this represents a key transition in identity formation, specifically professional identity formation. Rest et al. also use the term “role concept development” to describe this process. Less mature professionals such as interns may choose to conform to ethical standards in order to get rewards or avoid negative consequences—these actions are motivated by self-interest even though they might reflect “right conduct.” According to Bebeau, these individuals

have yet to develop the conceptual frameworks for a professional identity; they have yet to internalize the norms and values of the profession, rather remain motivated by competing personal values such as self-preservation, reward, or avoidance of punishment.

According to Bebeau (2002), two assessment methods have been developed to evaluate role concept development: The Professional Role Orientation Inventory, which “assesses commitment to privilege professional values over personal values” (Bebeau, p. 286), and the Professional Decisions and Values Test, which was “designed for lawyers and physicians to assess action tendencies and the underlying values in situations with ethical problems” (Bebeau, p. 287). Limited research has been conducted using these assessment tools, specifically in the fields of dentistry (Bebeau, 2001; Bebeau, Born, & Ozar, 1993, Thoma, Bebeau, & Born, 1998 as cited in Bebeau, 2002) and medicine (Rezler, Schwartz, Obesnshain, Lambert, McGibson, & Bennahum, 1992, as cited in Bebeau). Studies of moral sensitivity, more precisely role concept development, among recreation management interns remains an untapped area of research in the field.

The fourth component of the FCM is *moral character*, which Rest et al. (1999) describe as “persisting in a moral task, having courage, overcoming fatigue and temptations, and implementing subroutines that serve a moral goal” (p. 101). A person who is able to persevere at a challenging task despite peer censure or perceived threat is more likely to carry out a moral intention. Rest (1994) notes, “A person may be morally sensitive, may make good moral judgments and place high priority on moral values but if the person wilts under pressure, is easily distracted or discouraged, is a wimp or weak-willed, then moral failure occurs because of a deficiency in Component IV. Psychological toughness and strong character do not guarantee adequacy in any of the other



components, but a certain amount of each is necessary to carry out a line of action” (p. 24).

In a professional context, the ability to perform complex tasks with integrity is essential to responsible conduct. A recreation management practitioner who takes a morally defensible action that is in direct conflict with his/her administrator’s values demonstrates moral character as he/she stands behind the moral value despite the potential threat of punishment such as termination from the job. The ability to take this stand requires “ego-strength, perseverance, backbone, toughness, strength of conviction, and courage” (Rest, 1994, p. 24). These are all elements of moral character.

Many professions have performance-based evaluations to measure the range of skills required for effective and responsible practice, however to date, objective assessments that measure character and competence in implementing effective action plans have not been developed (Bebeau, 2002). Measures of moral character and subsequent studies examining the role of moral character in intern development are lacking in the recreation management profession.

*Defining Issues Test.* Kohlberg used in-depth interviews to determine the moral development of his subjects. Rest created an easier and more objective way to measure moral reasoning through the Defining Issues Test (DIT). According to Rest et al. (1999), the DIT is “ a device for activating moral schemas (to the extent that a person has developed them) and for assessing them in terms of importance judgments” (p. 6). The DIT is founded on the premise that people at different ages and different levels of moral complexity will interpret moral dilemmas differently (Bebeau & Thoma, 2003). This assumption is supported by a multitude of studies using the DIT (Bebeau & Thoma;

Johnson & Reiman, 2005; Rest et al.). The DIT is a six-dilemma, objective, multiple-choice, paper and pencil measure of moral judgment derived from Kohlberg's theory. The DIT assesses a participant's "framework for processing and making decisions about ill-structured problems" (Johnson & Reiman, p. 6). Ill-structured problems have two main features: "they cannot be defined with a high degree of completeness, and they cannot be solved with a high degree of certainty" (Oja & Reiman, 2007, p. 2). Subjects taking the DIT are presented with six moral dilemmas and are asked to evaluate 12 statements on a scale of one to five according to importance to solving the dilemma. These 12 statements are then ordered from the most to least important. Using the patterns of the ratings and rankings, the test is scored by a trained judge according to a scoring manual. "Instead of envisioning the scoring process as classifying responses to Kohlberg's six stages, the DIT analyzes responses as activating three schemas: personal interest, maintaining norms, and post-conventional moral reasoning" (Bebeau & Thoma, p. 30). Final scores are calculated as a "P score," which indicates the percent of post-conventional reasoning the subjects are using when they make decisions about the moral dilemmas. The P score ranges from 0-95%. A higher P% score is associated with higher comprehension of moral concepts. Rest et al. prefer to use the N2 index which provides two components: (1) a ranking score that is the P% score and (2) a rating component that distinguishes the ratings in three schemas: personal interest, maintaining norms, and post-conventional thinking. I report both the P% and N-2 scores in the results section, although for purposeful sampling of the participants for the qualitative phase of the study, the P% score was used exclusively.

Rest (1994) employed the DIT in a longitudinal study of students from high school through graduate school. He documented the trends from less complex to more complex

moral judgment among the subjects. Rest's findings led to a "typology" of sorts given age and percent of principled reasoning. The following typology is reported in the Guide for the DIT (Bebeau & Thoma, 2003),

...junior high students earn P% scores in the 20's, senior high school students earn scores in the 30's, and college students earn scores in the 40's; students in professional graduate programs are more likely to score in the 50's, and doctoral students in philosophy and psychology programs are more likely to score in the 60's and above (p. 36).

Because this study is interested in the moral reasoning of upperclassmen in an undergraduate curriculum, it was expected that subjects would exhibit P% scores within the 40 range as indicated by this DIT typology.

In addition to scores for the three moral schema levels, the DIT provides seven developmentally ordered moral judgment type indicators which describe periods of consolidation within a modal schema and transition between schema (Bebeau & Thoma, 2003). The use of the consolidation and transition types provides a more accurate account of an individual's moral judgment level. According to Bebeau and Thoma (p. 20), the seven types include:

- Type 1: consolidation in personal interest schema
- Type 2: transition between personal interest and maintaining norms schema favoring personal interest schema
- Type 3: transition between personal interest and maintaining norms favoring maintaining norms
- Type 4: consolidation in maintaining norms schema
- Type 5: transition between maintaining norms and post-conventional schema favoring maintaining norms
- Type 6: transition between maintaining norms and post-conventional schema favoring post-conventional
- Type 7: consolidation in post-conventional schema

Because the different schemas guide moral decision-making in different ways, people who "are in periods of consolidation are better able to access and utilize their

moral judgment schema, while those in transition can be distracted by several competing schemata” (Johnson, 2008, p. 431). These moral judgment types may come into play during an internship experience, where student interns are confronted with daily ethical dilemmas that must be handled immediately. Interns who are in transition can experience difficulty “interpreting and acting upon moral situations involving issues of fairness and justice” while interns in periods of consolidation are better able to make decisions “at a quicker pace and in a more deliberate manner” (Johnson, p. 431). Although there is recent interest in using type indicator data among researchers who use the DIT-2, this dissertation will not attempt to make a link between the quantitative type indicator as reflected in the DIT-2 score and the qualitative case study.

The DIT includes a consistency check by including one “meaningless” but complex-sounding statement for each ethical dilemma. Subjects who are taking the DIT are alerted to the fact that there are meaningless statements in the questionnaire that might sound correct given the complex language used. This meaningless variable is included in the DIT because it serves as a check for subjects that select these statements for their apparent complexity rather than their meaning (Rest, 1979). If a subject receives a high *M score*, then their DIT test is invalid and purged from the data set.

The Defining Issues Test-2 (DIT-2) is a second edition of the DIT that is said to be a more up-to-date, reliable and valid form of the original (Bebeau & Thoma, 2003). The DIT-2 is used in this study. The DIT-2 is a shorter version of the DIT as it offers 5 dilemmas rather than 6 dilemmas. The DIT-2 has been streamlined making directions easier to understand with fewer results being discarded and the dilemmas have been updated (Bebeau & Thoma). The DIT-2 is mechanically scored by the Center for the

Study of Ethical Development at the University of Alabama (Note: during the time of this study, the Center was located at the University of Minnesota which is where I sent the DIT-2 pre and post-tests for mechanical scoring).

*Defining Issues Test and behavior.* Constructivist-developmental researchers continue to examine the relationship between an individual's level of moral reasoning and performance in the field. If we have knowledge about an individual's level of moral reasoning as measured by the DIT, can we predict behavior or performance in the field? The conclusion thus far suggests that there is a consistent, statistically significant link between moral reasoning and behavior, however, according to Rest and Narvaez (1994), it is a weak link. A number of studies in the field of education suggest a statistically significant link. Blasi (1980) conducted a review of over 75 studies using the DIT and reported significant correlations between scores on measures of moral reasoning and behavior. Chang (1994) reviewed over 20 studies of teacher ethical development and found that teachers who were at higher levels of moral reasoning were more able to consider different viewpoints and exhibited more humanistic-democratic views of student discipline. MacCallum (1993, as cited in Johnson & Reiman, 2005) similarly found that teachers in the higher range of the post-conventional schema as measured by the DIT approached three out of the four dilemmas from more varied perspectives. These teachers viewed themselves as more of a facilitator and provided more detailed rationale for their decision-making processes. Pobywajlo (2004) conducted a case study of college students who took on the role of a tutor for a four-month semester. Results suggest that taking on the role of a tutor and participating in a tutor development course modeled on a

constructivist-developmental learning framework, positively impacted moral reasoning and tutoring actions.

Duckett and Ryden (1994) found a significant and predictive relationship between moral reasoning, as defined by the DIT, and clinical performance among nursing students. Other researchers have found links between moral reasoning and behavior among athletes (Bredemeier & Shields, 1994), dentists (Bebeau, 1994), medical doctors (Self & Baldwin, 1994), accountants (Ponemon & Goabhart, 1994; Porco, 2003), and pharmacists (Latif & Berger, 1999).

These studies offer support for the hypothesis that moral judgment and behavior are related, however, as Rest and Narvaez (1999) suggest, this is a weak relationship and further research is warranted. The findings of these studies are significant for this study as research question #2 seeks to determine the relationship between levels of moral reasoning and performance among recreation management interns. Based on NeoKohlbergian theory, I would expect that interns at lower levels of moral reasoning as measured by the DIT-2 would tend to demonstrate *concrete* and *less* adaptive behavior as they encounter moral dilemmas. Concrete behavior would reflect actions that emerge from the Personal Interest Schema. I would also expect interns who are at higher levels of moral reasoning as measured by the DIT-2 to demonstrate more *abstract* and adaptive behaviors as they are faced with moral dilemmas. Abstract behavior would reflect actions that emerge from the Post-Conventional Schema. Interns who demonstrate more adaptive behaviors are likely to exhibit genuine caring, empathy, and respect for their consumers even in situations where there is great ambiguity and conflict and where potentially negative consequences exist. Interns demonstrating more adaptive behaviors are likely to

be sensitive to the social issues faced by their diverse consumer groups and exhibit a greater understanding of their consumers' perspectives. These interns may be able to assume more than just their own perspective when faced with conflict and can be flexible and tolerant of the uncertainty associated with this conflict. Interns demonstrating more adaptive behaviors are likely to be aware that problem solving is more than just finding a quick solution to a dilemma; they recognize that there are competing values, can consciously identify these competing values, and can prioritize one value over the others in making professional judgments. Interns exhibiting more adaptive behaviors are also likely to demonstrate a full understanding of professional ethics.

I was unable to locate any studies in the recreation management discipline that examined the relationship between moral reasoning and performance in the field. This lack of literature further justifies the need for this study.

*Integrated Learning Framework.* A main assumption of this study posits that the recreation management internship has transformative potential for interns' moral development and performance in the field. Incorporating into this study a practice-based learning framework such as Reiman and Oja's (2006) Integrated Learning Framework (ILF), helps us begin to understand the elements of the internship that are requisite for intern success in practice. The ILF is included in this review of literature for three reasons: (1) the ILF is based on sound theoretical principles grounded in the constructivist-developmental tradition as defined in this study, (2) the seven program design principles outlined in the ILF are highly consistent with the elements of the specific recreation management internship program under investigation and I believe it is reasonable to expect outcomes that verify the significance of these seven design

principles, and (3) this learning framework is an effective model of deliberate psychological education that promotes conceptual, ego, and moral development in late adolescent, young adult, and adult learners (Reiman & Oja). The theoretical background of the ILF is presented in this section while the connection of the recreation management internship program under study to the specific design principles of the ILF is outlined in Chapter III.

The ILF was fashioned after Sprinthall and Thies-Sprinthall's (1983) social role taking framework called the "Teaching and Learning Framework." The ILF addresses the need for a practice-based theory that can guide curriculum and pedagogy within professional teacher education programs. Reiman and Oja (2006) indicate that "the overall goal of the practice-based theory is the development of more complex and more integrated understanding of oneself; the formation of greater conceptual judgment complexity and flexibility as one interprets and acts in practice; the growth of more complex ethical judgment reasoning; and the acquisition of new performances that enhance instruction and engagement with learners" (p. 135).

Reiman and Oja (2006, pp. 133-135) expanded the original five conditions of the Teaching and Learning Framework to include seven principles in the ILF which include:

Contextualized Learning and Development:

Initially, professional educators must contextualize learning and instruction by accounting for prior knowledge and experiences of diverse learners. This condition also requires professional educators to be attuned to the present intellectual reasoning of learners.

Complex New Helping Experiences:

Placing persons in complex new helping roles requires them to enlarge their understandings beyond what is currently comfortable. When persons engage in complex and significant new roles the experience with practice (action) precedes and shapes the intellectual consciousness that grow out of it. Inquiry (analysis



and reflection) best grows out of practice-based problems present in one's immediate experience in the new role. Thus, learning to use new knowledge and strategies to improve one's practice is key.

Guided Inquiry:

Encouraging careful and continuous guided reflections during the new role-taking experience are important because unexamined experience forfeits the potential for growth. To insure that reflection occurs, careful feedback can be given to aid the person as he/she makes meaning of the new experience. Guided inquiry includes both learner self-assessment and guided reflection. Carefully planned activities that encourage self-assessment of performance, and ongoing discussions and journaling (guided reflection) are needed. These activities are guided by a "more capable other"... One cannot assume a sophisticated capacity for reflection by students. Thus, the guided inquiry process differentiates written inquiry according to individual's current preferred ways of conceptualizing and reflecting on ill-structured problems and ethical dilemmas. Individuals that are less reflective are provided higher structure, more encouragement, more links to concrete experience, and more conceptual scaffolds in the written discussion. Conversely, persons demonstrating higher levels of conceptual and ethical complexity in ongoing written analyses are provided with less structure and more frequent consideration of theoretical and ethical issues related to practice.

A balance between experience and inquiry:

Balancing experience and inquiry/reflection discourages over-reliance on the experience or the self-analysis. Usually this means that the practice-based experience is sequenced with guided inquiry each week. Too great a time lag between action and reflection or too little time appears to halt the growth process.

Support and challenge:

Vygotsky's zone of proximal development (1978) helps describe the support and challenge condition. Support (encouragement) and challenge (promoting the learner to accommodate to new learning) are necessary for learning and development. This is the most complex pedagogical requirement of the ILF approach. Novice professionals in the midst of a complex new experience confront new responsibilities and new professional challenges and are often in the middle of "knowledge perturbation." Acknowledging and reinforcing an intern's current meaning making system is referred to as matching (support). Alternatively, when interns demonstrate a readiness for more conceptual and ethical complexity, a mismatch (challenge) is provided via the inquiry process...

Continuity:

There is a learning truism that spaced practice is vastly superior to massed practice (Sprinthall, Sprinthall, & Oja, 1998, p. 295). The complex goal of fostering change in interns' performance as well as ethical judgment and conceptual judgment requires a continuous interplay between experience and inquiry....Typically, at least four to six months are needed for significant learning and development to occur.

Reflective Coaching:

Attention to new abilities (performances) requires an instructional model of coaching, wherein the adult learner, over time, acquires "executive control" of complex new performances. The reflective coaching process supports the intern as she/he attempts new skills that are situated in practice. Joyce and Showers (1995) maintain that support through coaching to enhance one's instructional repertoire requires the following: ascertaining prior knowledge, clarifying the supporting rationale and evidence for performance, introducing demonstrations of the performance, providing opportunities for practice with self-assessment, and integrating observation and feedback by a more capable other for assessment of learning performance.

The framework's primary principles for promoting growth include role taking, reflection, and social interaction, which were critical elements of the work of three practical theorists: George Herbert Mead, John Dewey, and Lev Vygotsky (Oja & Reiman, 1998). For Mead (1934) social experience and social role taking were necessary bridges or conditions for cognitive development. He established the importance of role taking as a mechanism for human growth. He claimed that development resulted from "active participation in a complex 'real world' activity as opposed to simulated experience such as role-playing" (Oja & Reiman, p. 473). Mead's concept of role taking influenced a number of studies by Sprinthall and Theis-Sprinthall (1983) who began studying role taking in secondary schools. They observed that helping skills being learned and applied in real-world settings offered great promise in fostering ethical and conceptual judgment in beginning teachers. The Teaching and Learning Framework, and

subsequently the ILF, originated from these early studies. Mead's concept of role taking is seen in the "complex new helping experience" principle of the ILF.

Dewey (1938) emphasized the critical interplay between action and reflection. He recognized that the content of experience differed quite significantly for each individual therefore education and supervision needed to address the fundamental tasks and performances in teaching as well as the many forms of dialogue between the participants in supervision (Oja & Reiman, 1998). According to Dewey, these forms of dialogue could be written and oral. Dewey also advocated that the "coach" recognize when to "stretch the student's functioning slightly beyond his/her current preferred style of problem solving" (Oja & Reiman, p. 473). Dewey's influence on the ILF is most readily seen in the "guided inquiry" principle. Dewey recognized that experience by itself is not enough—it must be guided by reflection.

Vygotsky's (1978) influence in the ILF is seen in the area of social interaction. Vygotsky encouraged shared meaning through sustained interactive discourse. Participation in shared problem solving with others presents the learner with a variety of perspectives thus encouraging the learner to develop a number of frameworks for thinking. According to Oja and Reiman (1998), "The key to Vygotsky's account of development is his postulation of the zone of proximal development, which is typically described as any person's range of potential for learning and development where the development is framed by the social environment in which it takes place" (p. 473). In Vygotsky's zone of proximal development, the social construction of meaning occurs simultaneously in several domains. According to Vygotsky, the learner can perform at a developmentally more advanced level when assistance and guidance is provided by more

experienced others than when acting alone. This difference in level of development suggests that the learner has a range of potential rather than a fixed state of ability. Vygotsky's influence in the ILF is seen in the "support and challenge" principle.

The theoretical influence of Mead, Dewey, and Vygotsky on the ILF is quite significant. The major theoretical assumptions of the ILF are that growth is driven by role taking in real-world activity, sustained interactive discourse that encourages shared meaning, and on-going reflection (Reiman & Oja, 2006). Consistent with Piaget's equilibration theory, the impetus for new cognitive learning in the ILF begins with knowledge disturbance or disequilibrium. Exposure to situations posing problems and contradictions for the current cognitive schema is a major focus of the ILF. The increased responsibility and subsequent challenge of social role taking experiences has the potential to create disequilibrium. As individuals grapple with new information and attempt to make meaning through interactive discourse with others, they begin the process of self-regulation.

A number of studies modeled on the ILF have measured moral reasoning using the DIT/DIT-2. Reiman and Oja (2006) conducted a meta-analysis of 13 studies that used measures of ethical and/or conceptual judgment as dependent variables; eleven of the studies used the DIT. "The average effect size across 11 studies with 12 effects (one study utilized two comparison groups) was +.65. This is a moderately large effect size using the Cohen power analysis. This effect suggests that the Integrated Learning Framework studies led to significant positive changes in teachers' ethical judgment" (Reiman & Oja, p. 12).

## Summary

Employing Rest et al.'s (1999) NeoKohlbergian theory of moral development in a study of recreation management interns is a novel approach to research in the field. If recreation interns are to effectively negotiate the ethical minefield of practice, they will not only need to have an understanding of professional ethics but will need access to more complex moral schemas. These schemas allow for domain-specific *content* understanding, which allow for the demonstration of professionally appropriate behaviors. The research reviewed in this chapter suggests that as individuals encounter ethical conflict, incongruity, ambiguity, and discrepancies in their practice they experience disequilibrium as the new information challenges their usual mode of thinking. As they begin to interpret and understand the new experience they develop alternative ways of thinking about these dilemmas; their ways of thinking shift from concrete to abstract, simple to complex, and self-centered to other-centered. As a result, their ethical reasoning may become more complex, integrated, and principled over time (Oja & Reiman, 2007) enabling them to better define, handle, and resolve ethical problems and work cooperatively with others. They are likely to perceive, analyze, reflect and respond more adequately to deeper issues and problems (Oja & Sprinthall, 1978; Weathersby, 1981), are flexible and tolerant of uncertainty (Hunt & Sullivan, 1974), assume multiple perspectives (Oja & Smulyan, 1989), and are more adept at detecting and solving problems (Mann, 1993).

This study assumes that the stimulus for the moral growth of recreation interns is more likely to occur in *fieldwork experiences* where the student assumes a real-world helping role, rather than simply through ethics discussions or role-playing in the college

classroom. This is not to suggest that an understanding of professional ethics through classroom instruction is not valuable, rather we could benefit from an exploration of other pedagogical means to support the ethical development of our students. Moral development does not occur automatically, rather it depends on interaction within a social environment that both supports and challenges this growth (Oja & Reiman, 2007). With carefully guided and graduated experiences in a real-world helping role, with guided reflection, instruction for both support and challenge, and balance between the experience and reflection, recreation management interns may move to more complex levels of moral development. Carefully designed recreation internship experiences modeled on the Integrated Learning Framework (Reiman & Oja, 2006) may make a difference in desired ways in the professional preparation of recreation management students.

## CHAPTER III

### METHODS

This study of the moral development of recreation management interns included four aims: (1) to investigate the changes in moral reasoning as determined by DIT-2 scores over the course of a 14-week internship experience, (2) to examine the relationship between interns' level of moral reasoning and performance during the internship experience, (3) to explore convergence and divergence between the theoretical patterns of NeoKohlbergian theory of moral development and the observed patterns of intern moral judgment and actions, and (4) to identify aspects of the internship experience that are responsible for moral growth changes. This study employed a mixed methods research design that included quantitative and qualitative methods and analyses.

#### Assumptions of Study

This study makes the following assumptions: (1) by applying constructivist-developmental theory as defined by Rest et al. (1999) to this study, I make the assumptions contained in the definition of constructivist-developmental theory, (2) recreation management interns are engaged in a complex moral profession, (3) the recreation management internship shares many common components with the Integrated Learning Framework (Reiman & Oja, 2006), and (4) a mixed methods research design is based upon the assumption that collecting diverse types of data provides me with the most effective means of understanding the research problem.

## Setting

The setting for this study was a public university in the northeast geographic region of the United States. This university is comprised of approximately 14,000 undergraduate and graduate students studying in over 100 majors across seven colleges/schools. Approximately 56% of undergraduates are female and 44% male; approximately 90% of the total study body is Caucasian. The mission of this university is to provide comprehensive, high-quality undergraduate programs and graduate programs. In addition to the provision of undergraduate and graduate education, this university serves the region through continuing education, cooperative extension, cultural outreach, economic development activities, and applied research.

The department under study is a nationally accredited recreation management curriculum that includes two options: Program Administration (PA) and Therapeutic Recreation (TR). At the time of the study, the department was comprised of four tenure-line faculty members, one senior lecturer, and one clinical assistant professor. There were approximately 170 students in the major at the time of the study. The curriculum prepares students for a range of positions in the recreation management field through professional education and a solid foundation in liberal arts. Students in the major complete core courses, option-specific courses, other required courses and elective courses. The program is committed to active learning as two of the core courses and three of the option-specific courses include service-learning requirements that actively involve students in the learning process. In addition to service-learning coursework, students are required to conduct one field practicum experience of 45 hours prior to the formal internship. Students in the TR option are further required to conduct two clinical



treatment labs prior to the internship, comprising approximately 100 total hours of service work. Students in both options are required to complete a semester-long (14-16 week) internship designed to integrate knowledge and experience gained in the curriculum. The internship is typically conducted during the summer of students' junior year or during the fall or spring semester or summer session of their senior year. Prior to the internship, students must successfully complete a two-credit pre-internship course designed to prepare students for the internship experience through the identification of career goals and the selection of an approved internship site. A portfolio emphasizing process skills in resume and cover letter construction, interviewing techniques, establishing internship goals and objectives, and self-assessment is developed within this pre-internship course. I teach this pre-internship course.

#### Sample

Participants for this mixed methods study were comprised of a convenience sample of 33 recreation management undergraduates who voluntarily agreed to participate in the study during their internship semester. The sample represented one intact class of students who were enrolled in the recreation management internship experience during the summer session 2007. Participants were volunteers in the program administration and/or therapeutic recreation options who were conducting their internships at diverse recreation and therapeutic recreation sites throughout the United States. All participants were enrolled at the university as full-time students. Participants' living arrangements during the internship experience were varied and included one of the following: lived at their family home during the internship experience; lived on-campus or off-campus, but

not at family home, during their internship experience within the northeast region; or lived away from home and outside the northeast region during the internship experience.

Participants were invited to participate in the study at the conclusion of the required two-credit pre-internship course, which was taken either in the fall or spring semester prior to the summer internship. The university's Institutional Review Board (IRB) approved the study and all participants completed the letter of consent prior to the start of the study (See Appendix B, IRB Letter of Consent).

This study occurred in two phases. In phase one of the study (See Table 3.1, Phase I: Quantitative Sample) quantitative data was collected from the 33 voluntary participants using the DIT-2 in a pre and post-test format. The participants completed the DIT-2 pre-test at the end of the pre-internship course and prior to the start of their internship. They completed the DIT-2 post-test at the conclusion of their 14-week internship experience.

Table 3.1

*Phase I: Quantitative Sample*

	<i>Frequency (%) of Interns</i>	
	<i>Total Summer Intern Population (N = 49)</i>	<i>Sample Population (N = 33)</i>
<b>Gender</b>		
Female	30 (61%)	20 (60%)
Male	19 (39%)	13 (40%)
<b>Curriculum Option</b>		
Program Administration (PA)	43 (88%)	31 (94%)
Therapeutic Recreation (TR)	6 (12%)	2 (6%)

The quantitative sample was comprised of significantly more females (61%) than males (39%). The ratio of females to males was not controlled due to voluntary participation in the study, however the gender ratio of the quantitative sample population (60% female: 40% male) was fairly close to the representation of the total summer intern population gender ratio (61% female: 39% male). While these gender ratios are not identical, they are fairly close, indicating that the gender ratio of the quantitative sample was a close representation of the larger summer intern cohort. Even though females tend to score a half of a percent higher than males on the DIT-2, research shows that gender is not a significant factor using this measure (Rest, 1994), thus the slightly unequal gender distribution did not pose a sampling threat.

The quantitative sample consisted of two interns in the therapeutic recreation option and 31 interns in the program administration option. The ratio of program administration option interns to therapeutic recreation option interns was not controlled due to voluntary participation in the study. While the quantitative sample option ratio is less representative of the ratio of the total summer intern option population, the percentages are consistent with the summer internship trends observed in this specific recreation management major. Trends suggest that the total summer intern population is typically comprised of a majority of program administration interns, with therapeutic recreation interns comprising a smaller percentage. This trend is observed for a variety of reasons including the fact that there are often three times as many program administration option students as there are therapeutic recreation students in the major at any given time, and that these program administration students tend to elect summer internships more often than therapeutic recreation students due to option specific curricula sequences.

The quantitative sample was comprised mostly of participants from the senior class (97%) with one participant from the junior class (3%). All of the participants were Caucasian and their ages ranged from 20 to 28 (mean age = 22.3, s.d. = 1.2). Two participants were considered outliers based on their age—one participant was 20 years old (3%) and one participant was 28 years old (3%). Approximately 94% of participants in this study were 21-24 years of age, the typical age range of students in the junior and/or senior class level. Only students at this class status are allowed to conduct the recreation management internship as determined by this recreation management department's policies. Students must have completed a majority of their pre-requisite courses prior to engaging in the internship experience, thus students at sophomore or freshman class levels do not qualify. This is a consistent standard among many recreation management professional preparation programs in the United States. Additionally, participants 21-24 years of age present with similar P% scores as measured by the DIT-2 and exhibit similar patterns of preferred moral schema (Bebeau & Thoma, 2003).

In phase two of the study (See Table 3.2, Phase II: Qualitative Data Sample, Selection of Cases Based on DIT-2 Post-Conventional Pre-test Scores), 10 interns were purposefully selected to serve as case studies based on their level of principled reasoning as indicated by the P% score on the DIT-2 pre-test. Five cases represent interns who scored low on principled reasoning at pre-test and five cases represent interns who scored high on principled reasoning at pre-test. In all cases, pseudonyms were used to maintain confidentiality and anonymity.

Table 3.2

*Phase II Qualitative Sample: Selection of Cases Based on DIT-2 Post-Conventional Pre-test Scores*

Pseudonym	Gender	Age	Option	DIT-2 Pre-test P% Score	Low or High P% Range	Characterization of Internship Site
TJ	Male	24	PA	12	Low	CR, FP, leisure/hobby
Riley	Female	22	PA	12	Low	CR, FP, entertainment
Karen	Female	21	PA	12	Low	CR, FP, travel/tourism
Mike	Male	21	PA	14	Low	CR, FP, hospitality/resort
Lauren	Female	22	PA	16	Low	CR, FP, event planning
Amy	Female	21	PA	41	High	PR, NP, municipal
Amelia	Female	22	TR	46	High	TR, NP, community-based
Bob	Male	22	PA	50	High	CR, FP, sports/fitness
Tara	Female	21	PA	54	High	CR, FP, entertainment
Fae	Female	21	PA	60	High	PR, NP, municipal

*Note.* PA=program administration option; CR=commercial recreation; FP=for-profit; TR=therapeutic recreation; NP=non-profit; PR=public recreation

I employed a criterion sampling strategy for the qualitative phase of the study. According to Patton (2002), criterion sampling allows me to select all cases that meet some criterion. In order to select participants for the second phase, I chose five interns representative of a low level of post-conventional reasoning (P%) and five interns who are representative of a high level of post-conventional (P%) as determined by the DIT-2 pre-test. Taking into account Rest's (1994) longitudinal study of students from high school to graduate school, which yielded a typology of post-conventional reasoning by age, college students are expected to earn P% scores in the 40's, junior high students earn scores in the 20's, senior high school students earn scores in the 30's, graduate students earn scores in the 50's, and doctoral students score in the 60's. Based on the evidence for college students, I set a range of P% scores that are representative of a *low* level of post-conventional reasoning: P% = 35 and below. I set a range of P% scores that are representative of a *high* level of post-conventional reasoning: P% = 45 and above. Ten interns who demonstrated P% scores in one of those two categories were asked to participate in the qualitative phase of the study.

Seven participants scored in the "low" P% range, however one of those participants was not selected because he was in the junior class and all of the other interns were in the senior class. Another intern who scored in the "low" P% criteria was not selected because he was completing a non-traditional type of internship. Because this intern's duties fell outside of the recreation management domain and more closely aligned with the business field, I did not include this intern in the qualitative sample. The purging of these two "low" P% participants allowed me to select five participants who met the "low" P%

criteria for the case study method (12, 12, 12, 14, 16). These P% scores are considered very low and are more typical of individuals at or below a junior high school level.

In order to make case selections for those participants with “high” post-conventional reasoning scores at pre-test, I selected four participants who met the pre-set criteria for “high” P% scores (60, 54, 50, 46). Because only four participants met that pre-set “high” range, I selected the participant with the next highest P% score (41) to complete this subgroup.

### My Roles

In conducting this study, I assumed three roles: (a) internship coordinator for the recreation management curriculum under study, (b) academic supervisor for four of the interns who served as subjects in the quantitative phase, three of which subsequently served as participants in the qualitative phase, and (c) principal investigator of the study.

In my role as internship coordinator, I served as the instructor of the pre-internship course as well as coordinator of the internship experience, a role I held for six years leading up to this study. I recruited volunteers to participate in the study during the pre-internship course and facilitated the DIT-2 pre-test during class time at the end of the semester. As internship coordinator, I managed all elements of intern placement including the site approval process and requisite paperwork. I also guided intern placement, mentored intern professional development prior to and during the experience, and served as a liaison between the university and internship agency.

As academic supervisor, I supervised a course load of interns comprised of 10 students not involved in either phase of the study and four students who participated in the quantitative phase of the study. These four interns completed the DIT-2 and based on

their pre-test score, three of those interns were subsequently selected for participation in the qualitative phase of the study. Academic supervisor duties included review and evaluation of all required university work submitted by the intern during and after the experience; a mid-term site visit to evaluate intern progress through observation and face-to-face dialogue with the intern and the site supervisor; and assignment of a grade of “credit” or “fail” upon completion of the experience.

As principal investigator of this study, I facilitated the pre and post-test DIT-2 with 33 interns and purposefully selected 10 interns who exhibited criteria for the qualitative phase of study based on their DIT-2 pre-test. For these 10 qualitative participants, I collected, monitored, and responded to internship work however as noted above, only three of those 10 participants were assigned to me in my role as academic supervisor. For those three interns, I served a dual role. The impact of these blended roles on the authenticity and trustworthiness of the study, including a brief discussion on reflexivity, is discussed in the section on qualitative procedures.

#### A Mixed Methods Design

Based upon a review of common mixed methods designs, I employed a sequential explanatory design (Creswell, 2003) to provide the best direction for the procedures in this study. In the explanatory design, data is collected sequentially in two phases with the priority generally given to the first phase, the quantitative method. However, in this study the priority was given to the *second* phase, the qualitative method. The rationale for a mixed methods approach is that the quantitative data and results provide a general picture of the research problem while the qualitative data is needed to refine, extend, or explain the general picture. The advantage of this approach is both breadth and depth. I expected



interns to exhibit high and low levels of post-conventional reasoning as indicated by the DIT-2 pre-test. I subsequently used these high and low measures to purposefully select 10 participants for the qualitative case study phase. The use of semi-structured interviews and artifact analyses after the collection of DIT-2 pre and post-test data and performance scores allowed me to extend and explain the overall picture of moral development among recreation management interns. Consistent with an explanatory design, the resulting data from the two methods were integrated during the interpretation phase of the study. Further justification for a mixed methods design appears later in this chapter.

#### Quantitative Measures and Methods of Analysis

During the first phase of this study, quantitative data was collected using a pre-experimental, one-group pre and post-test design to determine change in interns' moral reasoning scores as measured by the DIT-2 and to examine these scores in relation to performance scores on interns' final evaluations. The independent variable was the internship experience. The dependent variables were interns' moral schema scores and type indicators as measured by the DIT-2 and the interns' performance scores as measured by the department's final performance evaluation.

#### *Defining Issues Test of Moral Judgment*

The Defining Issues Test-2 (DIT-2) was used in this study to measure moral reasoning of recreation management interns engaged in a 14-week internship experience. I administered the pre and post-test DIT-2 to the total participant cohort ( $N=33$ ). Pre-tests were administered face-to-face at the university during the last week of the pre-internship course and post-tests were administered via mail at the end of the internship experience. I sent the DIT-2 pre and post-tests to the Center for the Study of Ethical

Development at the University of Minnesota for mechanical scoring (Note: the Center has since moved to the University of Alabama).

On the basis of evidence for validity and reliability, the DIT is adequate for research purposes. Test-retest reliability ranges from .70 to .80, and internal consistency reliability is between .70 and .80 (Bebeau & Thoma, 2003). Validity for the DIT has been assessed in terms of seven criteria and is said to be moderate to high. Construct validity in terms of the DIT being a measure of cognitive structures is .60. Concurrent validity has been at moderate levels for prosocial behavior (.31) and political views (.40-.65). Moderately high levels of concurrent validity have also been found between Loevinger's Scale of Ego Development (.65) and Kohlberg's Moral Judgment Interview (.65). The DIT is equally valid for males and females as gender accounts for only 0.5% of the P index (Bebeau & Thoma). The DIT-2 has not been used as extensively in studies as the original DIT, but validity has remained strong with a correlation between the two tests reported at .79 (Bebeau & Thoma).

*Performance Evaluations: NRPA and NCTRC Competencies*

To determine whether a relationship exists between levels of moral reasoning and levels of performance among recreation management interns, performance scores were collected using the mid-term and final evaluation forms provided by the department (See Appendix C, Measures of Performance for Program Administration and Therapeutic Recreation Interns). These forms were used as the performance instruments in this study. Intern performance was measured at two times during this study: (1) mid-way through the internship (approximately week 7 of internship), and (2) at the conclusion of internship (approximately week 14). Results from the final evaluation were used

exclusively in the quantitative analyses since it was hypothesized that intern performance would be significantly correlated with P% scores on the DIT-2 post-test. This decision was made because the final evaluation more aptly captured the intern's *summative* level of performance rather than the formative level of performance reflected in the mid-term evaluation. While the mid-term performance evaluation scores were not used in the final quantitative analysis, they were used to frame the guided inquiry feedback I provided to interns and were qualitatively examined during the second phase of the study. The intern's site supervisor completed the mid-term and final performance evaluations using the evaluations provided by the university. The mid-term evaluations were collected by the academic supervisor by mail and/or in the face-to-face mid-term site visit meeting. The final evaluations were collected through mail by the academic supervisor at the conclusion of the internship experience

Due to varying fieldwork competency requirements for each option in the department, the evaluations are distinctly different for PA and TR interns. The PA evaluation is modeled on the 1999 NRPA national job analysis for entry-level professional practice. The Certified Park and Recreation Professional Exam (CPRP) is based on these entry-level competencies (Rossman & McKinney, 2001). Summarized, the major content areas of the program administration evaluation include administration, programming, and operations. Competencies an intern might develop in the administrative area could include budgeting and finance, staff development and supervision, policy formulation and interpretation, public relations, customer service, and marketing. Competencies an intern might develop in the programming area could include assessment, planning, implementation, and evaluation. Competencies an intern might

develop in the operations area could include resource planning, public safety, maintenance management, and facility operations. Professional development competencies including professional communication, leadership, adherence to agency policies and procedures, and personal qualities round out the program administration evaluation categories. While these competencies appear highly administrative in nature, they are applied in direct practice with consumers, thus meeting the integral “helping role” principle in the Integrated Learning Framework.

The TR evaluation is based on TR fieldwork standards required by the National Council for Therapeutic Recreation Certification (NCTRC). These standards were determined by NCTRC’s 1997 national job analysis study for entry-level competencies for TR practice (Note: the 2007 Job Analysis Study had not been completed at the time of this study). The NCTRC exam is based on these entry-level competencies. The TR intern is expected to be exposed to and demonstrate competency in the following areas: Agency and TR Service Plan, Assessment, Individualized Intervention Plan, Implementation of TR Services, Evaluation of Individualized Intervention Plan, Documentation, Treatment Teams, Organizing and Managing Services, and Outreach/Advocacy and Public Relations. The TR intern is further evaluated on professional development competencies including professional communication, leadership skills, adherence to agency policies and procedures, and personal qualities. Therapeutic recreation interns apply these competencies in direct practice with people who have disabilities, thus meeting the “helping role” principle of the ILF.

The evaluations for both options are based on the same five-point performance rating scale: 5=Excellent, 4=Above Average, 3=Average, 2=Below Average, 1=Unacceptable,

N/A=Not Applicable. However, because interns in the two options are evaluated on different competencies, their evaluation raw score potentials are different. For this reason, correlation statistics were run separately for each option. I used mean scores from the final evaluation in the quantitative analysis. From my previously observed trends, interns in this particular recreation management program typically fall into *low*, *average*, and *high* performance levels. Based on these anecdotal trends, I set a range of mean performance scores that are representative of all three levels. Based on a scale of one to five, these three levels are: (1) *low* performance level = 1.00-2.99; (2) *average* performance level = 3.00-3.99; and (3) *high* performance level = 4.00-5.00.

#### *Analysis of Quantitative Data*

Statistical analysis and data management were conducted using the Statistical Package for the Social Sciences (SPSS 13.0). Descriptive and inferential statistics were used to analyze the pre and post-test DIT-2 results. Paired samples t-tests were employed for the results of all 33 participants to examine changes from pre to post-test in the Personal Interest schema, Maintaining Norms schema, Post-Conventional schema represented by P% score, and N2 score.

A Spearman rho correlation was employed to determine a relationship between interns' moral reasoning as measured by the mean P% post-test score on the DIT-2 and performance as measured by the mean score of the final evaluation. Because TR and PA interns were evaluated on different competencies, this correlation was run separately for each option. In addition to the Spearman correlation, a 3x3 cross-tabulation was generated with DIT-2 post-test P% scores and mean final performance scores each distributed into three levels. Moral reasoning scores were defined according to the three

pre-determined levels indicated in the sample section: high (P% = 45 and above), medium (P% = 36-44), and low (P% = 35 and below). Mean performance ratings using the university's final evaluation form were defined as: high (4.00-5.00), medium (3.00-3.99) and low (1.00-2.99). The Kendall tau-b statistic was employed in order to examine whether a predominant pattern existed between low, medium, and high mean scores on the final performance evaluation and low, medium, and high P% scores of the DIT-2 post-test. Because TR and PA interns were evaluated on different competencies, this cross-tabulation was run separately for each option. I expected to observe the following theoretically predominant pattern: interns who scored low on performance would not likely score high on moral reasoning, and interns who scored high on performance would not likely score low on moral reasoning.

#### Qualitative Measures and Methods of Analysis

The second phase of the research study consisted of qualitative data collection from 10 purposefully selected intern cases. Based on the results of the DIT-2 pre-test, 10 participants were purposefully selected to serve as case studies during the qualitative phase. These 10 participants were identified as having five of the highest and five of the lowest P% scores on the DIT-2 pre-test. The qualitative method used was collective case study (Stake, 2005). This method is an instrumental case study that includes several cases that have been chosen because it is believed they will lead to better understanding and perhaps better theorizing about a larger collection of cases. In the collective case analysis, I noted attributes of interest among and between the 10 cases. I gathered multiple forms of qualitative data during this phase of the study including interviews, artifacts, and

observations (Creswell, 2003). The data were stored together in a case study database (Yin, 1994) consisting of hard copy files for each participant.

### *Interviews*

Semi-structured interviews were conducted with each of the 10 participants at the conclusion of their internship. The interview utilized a semi-structured format (See Appendix D, Interview Guide). In order to address issues of validity and reliability, the interview guide was developed through a series of observations, focus groups, telephone interviews with site supervisors, and a pilot test. The first step of development of the interview guide included my observations and field notes on approximately 20 interns from the summer 2006 intern cohort who were assigned to me in my role as academic supervisor. These observations were generated from intern artifacts, interactions during the internship, and face-to-face interviews upon conclusion of the internship. These observations were not specifically aligned with moral development theory. However, I was able to identify a number of common data chunks that were subsequently put into categories. These categories represented a number of significant elements of the internship program for those 20 interns. The resulting categories included: (1) intern thoughts about the internship curriculum and role of academic assignments, (2) intern reactions to real responsibility and negotiation of role in new environment, (3) sources of conflict and ways in which intern managed this conflict, (4) specific skills gained, (5) increase in personal/professional confidence, (6) impact of academic advisor and mid-term site visit, and (7) feelings of physical and mental fatigue.

The second step of interview guide development included two face-to-face focus group meetings with interns from each option who had completed their internship during

the summer of 2006. Because interns across both options have vastly different internship experiences from a competency perspective, I conducted the focus groups separately. Four volunteer TR interns and five volunteer PA interns comprised the two focus groups. After providing the groups with background information about the study, I sought their feedback about my proposed categories of questions. The categories not only included information obtained from my observations and field notes from step one, but they were also based on NeoKohlbergian theory of moral development (Rest et al., 1999) and included: (1) real world experience; increased responsibility; increased accountability, (2) sustained interactive discourse that encourages shared meaning, (3) on-going reflection, (4) knowledge disturbance; disequilibrium; exposure to situations posing problem and contradictions for current understanding, and (5) the four components that lead to moral behavior including moral sensitivity, moral judgment, moral motivation, and moral character. The focus group members were asked to share stories and/or provide examples of experiences they encountered during the internship that might illustrate any of the proposed categories. They were also encouraged to add anything else they thought was relevant to the discussion and development of the interview tool. I took hand written notes during the focus groups and typed up summaries of each meeting.

The third step in developing the interview guide included phone and face-to-face interviews with site supervisors from four TR sites and three PA sites. The site supervisors were purposefully selected based on a number of criteria: (1) a variety of service settings across both options were represented, (2) they had successfully supervised interns from this particular department before and were experienced supervisors and (3) I viewed their internship program positively. Supervisors were asked



to share what they viewed as pivotal factors or events within the internship experience that had the potential to change student performances—for the positive or negative. I recorded hand written notes of their responses, which were later summarized.

Based on the findings generated through these three steps, I developed an interview guide that was put to test in a pilot study of interns from the spring 2007 semester. The pilot test helped establish validity of the interview tool and allowed me to develop competency using the tool as it enabled me to increase awareness of possible interviewing errors or bias such as the use of leading questions and inappropriate probing. Six interns from the PA option were interviewed using the interview guide at the conclusion of their internship. No TR option interns were conducting internships during the spring 2007 semester. The interviews were audio taped and transcribed verbatim. Member checks were not employed. I qualitatively analyzed, but did not code, the transcripts along with a committee member of the dissertation team who was familiar with the internship program under study and moral development theory. The interview questions were subsequently modified based on the findings of this pilot study.

The resulting interview guide was used to interview the 10 participants for the study. In order to increase consistency of style, I was the only individual who conducted the interviews. While the interview guide was developed with a mix of structured questions, neither the exact wording nor the order of questions was strictly adhered to during the interview. This flexible format allowed me to “respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic” (Merriam, 1998, p. 74). According to Denzin (1989), validity and reliability do not depend upon the repeated use of the same words in each question, but upon conveying equivalence of meaning. “It

is this equivalence of meaning which helps to standardize the semi-structured interview and facilitate comparability” (Barnball, 1994, p. 330).

In an effort to tailor interviewing probes to each intern, I used self-assessment information generated by the intern during the pre-internship course that explored hopes, anxieties, fears, and concerns about a successful transition into the internship. Probing is an important tool for ensuring reliability of the interview data as it allowed me to clarify interesting or relevant issues raised by the interviewee (Hutchinson & Skodal-Wilson, 1992) provide opportunities to explore sensitive issues (Nay-Brock, 1984; Treece & Treece, 1986) gather valuable and complete information (Gordon, 1975) explore and clarify inconsistencies in interviewee accounts and help interviewees recall information for questions that require the use of memory (Smith, 1992).

In an effort to encourage open, honest, and valid responses, I informed participants that their grade for the internship had already been processed and that what they shared during the interview process in no way affected any aspect of their status within the curriculum or our relationship. Nine of the ten qualitative interviews took place in the conference room of the department at the university while one interview was conducted at the participant’s internship site located off-campus. The interviews lasted approximately 75 minutes, were audio taped, and later transcribed verbatim. The verbatim transcripts were mailed to the participants’ as a member check to verify the accuracy of their interview responses. None of the participants requested changes to the transcripts. I jotted down observations, impressions, and reflections at the conclusion of each interview and these notes were subsequently used in the data analysis.

A number of limitations exist when using interviews. According to Creswell (2003), interviews provide “indirect” information that is filtered through the views of the participants and often participants are not equally articulate and perceptive. Interviews are further limited because they occur in a designated “place” rather than in the natural field setting. Lastly, my presence might have inadvertently biased participant responses.

A primary strength of a semi-structured interview format is that it is relatively uncomplicated to follow and allows me “control” over the line of questioning (Creswell, 2003). The structure enhances authenticity by placing participants responses in context and encourages the use of member check. Another contribution of semi-structured interviewing is that it engenders respect for participants. I attempted to demonstrate a genuine desire to understand the participants’ experiences and took pleasure in hearing these stories.

#### *Artifacts*

Another source of qualitative data were participant artifacts including formative and summative papers submitted by the intern throughout the internship, weekly reflective journals maintained by the intern throughout the internship experience, bi-weekly online discussion threads, and a summative internship portfolio document submitted by the intern at the conclusion of the internship. These artifacts were academic assignments associated with the internship and departmental guidelines for these assignments are found in Appendix E, Qualitative Artifacts. Even though seven of the 10 participants were assigned to other academic supervisors during the internship experience, I attempted to provide guided inquiry and support to all 10 interns based on their work. These assignments were the mechanism through which that feedback loop occurred.

According to Creswell, (2003), there are a number of advantages to using artifacts in qualitative analyses. Artifact analysis “enables the researcher to obtain the language and words of the participants, can be accessed at a time convenient to the researcher, represents data that are thoughtful, and saves the researcher time and expense of transcribing since it is already written evidence” (p. 187).

#### *Observations*

I conducted site visits for the 10 case study participants in order to obtain a descriptive picture of the internship site including the physical space, the social interaction patterns of the staff, and the activities engaged in at the site. The visit occurred approximately halfway through the internship and I took hand written field notes. In addition to the field observations of this visit, I conducted an interview with the intern that included questions related to his/her roles and responsibilities, performances, impressions of his/her site supervisor as a mentor, and ways in which the sensitizing concepts of the study played out for the intern. These questions were designed to gain insight into situations in which moral sensitivity, moral reasoning, moral character, and moral motivation may have come into play for the intern. I also interviewed the site supervisor in order to obtain information about the intern’s performance and ways in which the supervisor mentored the intern into the job tasks. Site supervisors were additionally asked to describe situations in which the intern was required to demonstrate moral behavior. For three of the 10 participants, I served a dual role during this visit—I was both academic supervisor and principal investigator.

Some advantages to using observations during the case study are evident. I was able to obtain firsthand experience with the participants and their supervisors. The site visit

allowed me to observe both typical and unusual aspects of the internship experience that would not have been evident through the other data collection methods.

One limitation to the observation method was the challenge posed by my dual role. The fact that I was both academic supervisor and principal investigator for three of the 10 participants may have complicated the site visit and resulting observations. Rather than exclusively focus on elements of the study during the visit, I was required to also address academic content traditionally covered during the site visit. This added time to the site visit. This dual role may have confused the intern or may have seemed intrusive to the site supervisor. Every effort was made to delineate the academic discussion from the research discussion and participants and site supervisors were made aware of the two aims of the site visit.

Beyond the field notes gathered during the site visit, additional observations and hand written notes were recorded in the participant's case file as warranted based on the emergence of issues or concerns. I also kept a regular and on-going observation journal that was used as a reflective tool as the study evolved. The observation journal assisted in moving me toward a deeper understanding of the phenomena under study and served as a way to avoid loss of detail as the study unfolded.

#### *Analysis of Qualitative Data*

I was the only individual who analyzed the qualitative data. Analysis relied on all relevant evidence and data sources as discussed in the previous section. Data was organized for all 10 participants using a site ordered descriptive matrix (Miles & Huberman, 1994), also known as a "monster dog," which lays out all relevant data under organizing headings in an effort to see differences and similarities between participants.

The *general analytical strategy* employed in this study relies on theoretical propositions of moral development theory as defined by Rest et al. (1999) and as operationalized in their Four Component Model. This primary proposition suggests that for moral action to occur an individual must interpret the situation and the action possibilities (moral sensitivity), form a moral judgment about what should be done (moral judgment), choose a moral or non-moral value to seek through action (moral motivation), and carry out the intended act (moral character). According to Yin (1994), the basic theoretical proposition “guides the case study analysis...helps to focus attention on certain data and ignore other data...and helps to organize the entire case study and to define alternative explanations to be examined” (p. 104). While analyzing all qualitative data sources I focused my attention on data that emerged specifically in the areas of moral sensitivity, moral judgment, moral motivation, and moral character. In accordance with the theory, I would expect an intern to exhibit certain cognitive-affective interactions for each component and might anticipate certain situational factors that influence each component. Rather than arbitrarily make decisions about which of the four components were evident in the interns’ judgments and actions, I created a decision rules table that was based on each of the four components as defined by Rest et al. (See Table 3.3, Four Component Model Decision Rules for Coding of Qualitative Data). This table provided me with guidance during the coding process as it allowed me to more clearly categorize intern judgment and action patterns.

Table 3.3

*Four Component Model Decision Rules for Coding of Qualitative Data*

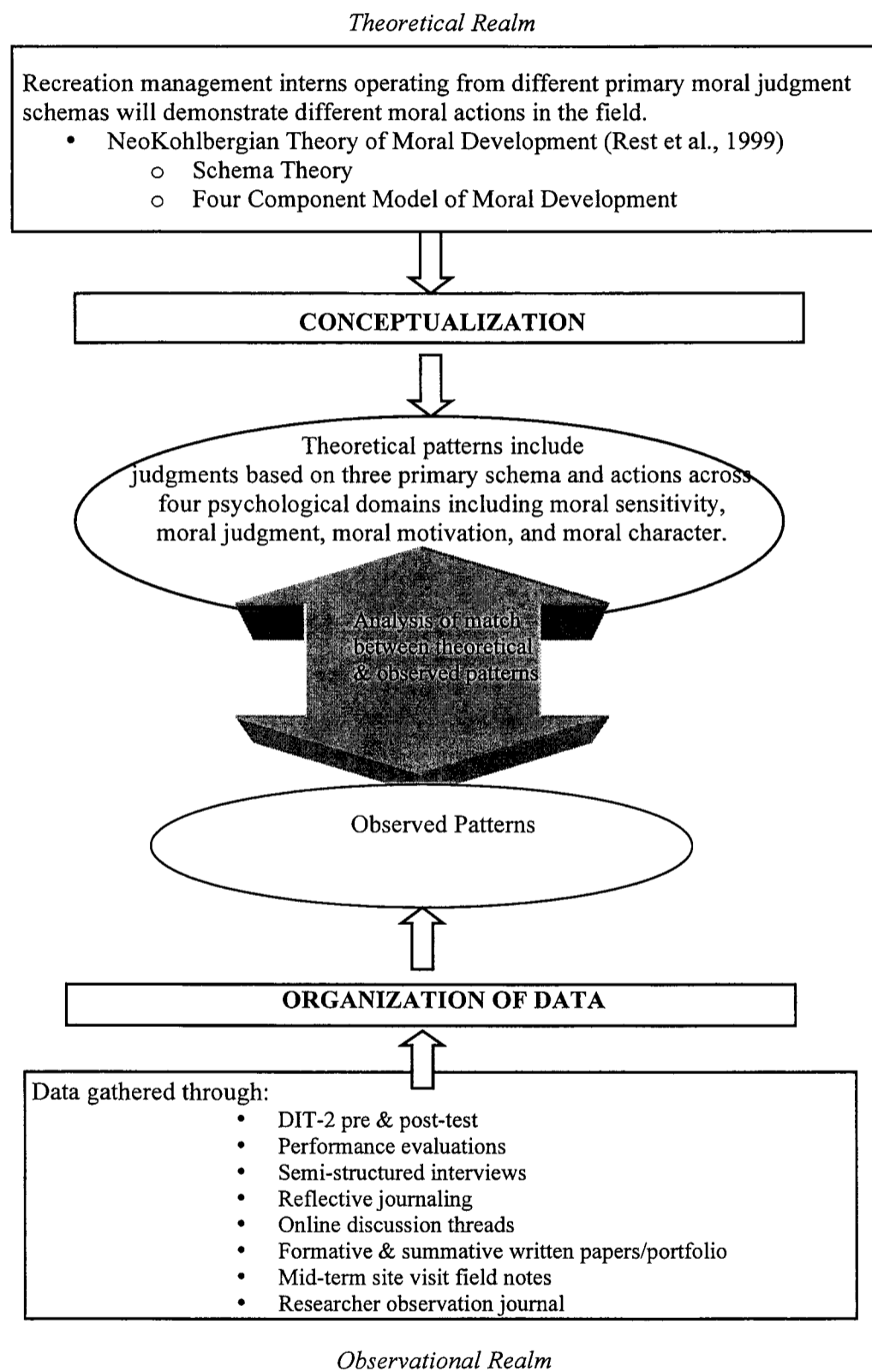
Moral Sensitivity		Moral Judgment Schemas		
<p><b>Intern Has It:</b></p> <ul style="list-style-type: none"> <li>• Aware that moral problem exists</li> <li>• Sees &amp; values multiple perspectives</li> <li>• Can interpret situation &amp; understand how own actions impact others</li> <li>• Empathy</li> <li>• Emotional skills involved</li> </ul>	<p><b>Intern Doesn't Have It:</b></p> <ul style="list-style-type: none"> <li>• Are not aware of moral situations; not sensitive to problem</li> <li>• Don't realize own actions impact others</li> <li>• Egocentric perspective: own perspective is only one that counts</li> <li>• Not open to debate</li> </ul>	<p><b>Personal Interest:</b></p> <ul style="list-style-type: none"> <li>• Judgment made in relation to how it impacts self</li> <li>• Self-preservation &amp; protection</li> <li>• Ego-centric perspective</li> </ul>	<p><b>Maintaining Norms:</b></p> <ul style="list-style-type: none"> <li>• Need for rules that are consistently applied to all</li> <li>• Want to maintain the social order</li> <li>• Right conduct is what the law/company policy says</li> <li>• Need for norms &amp; society-wide cooperation</li> </ul>	<p><b>Post-Conventional:</b></p> <ul style="list-style-type: none"> <li>• Decisions made on optimizing others' welfare</li> <li>• Societal norms can be altered</li> <li>• Appeal to moral ideals which can be shared &amp; open to scrutiny</li> </ul>
Moral Motivation		Moral Character		
<p><b>Intern Has It:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates commitment to taking moral course of action</li> <li>• Values moral ideals over competing values</li> <li>• Takes personal responsibility for moral outcomes</li> <li>• Puts aside self-serving values</li> <li>• Has internalized understanding &amp; commitment to ethical standards of practice</li> </ul>	<p><b>Intern Doesn't Have It:</b></p> <ul style="list-style-type: none"> <li>• Competing values overshadow moral values</li> <li>• Gives in to competing values</li> </ul>	<p><b>Intern Has It:</b></p> <ul style="list-style-type: none"> <li>• Persist in moral task</li> <li>• Have courage in face of adversity &amp; conflict</li> <li>• Overcome fatigue or temptation</li> <li>• Strength of conviction</li> <li>• Performs tasks with integrity</li> </ul>	<p><b>Intern Doesn't Have It:</b></p> <ul style="list-style-type: none"> <li>• Wilts easily under pressure</li> <li>• Easily distracted or discouraged</li> </ul>	

The *analytical technique* used in this study was outcome pattern matching (Trochim & Cook, 1992). According to Trochim and Cook, “a theory postulates structural relationships between key constructs and can be used as the basis for generating patterns of predictions” (p. 54). Pattern matching logic compares an empirically based pattern with a predicted one or with several alternative predictions (See Figure 3.1, Theory of Outcome Pattern Matching). When employing outcome pattern matching logic, “the inferential task involves the attempt to relate, link, or match these two patterns...to the extent that the patterns match, one can conclude that the theory, and any other theories that might predict the same observed pattern, receive support” (Trochim & Cook, p. 56). If the patterns coincide, the results help strengthen the internal validity of the case study (Yin, 1994). If patterns do not match, “the theory may be incorrect or poorly formulated, the observations may be inappropriate or inaccurate, or some combination of both states may exist” (Trochim & Cook, p. 56).

The empirically based patterns were generated from all of the quantitative and qualitative data obtained from the 10 intern cases. These observational patterns were generated from the DIT-2 pre and post-tests, performance evaluation measures, interviews, artifacts, and my field notes. The theoretical patterns conceptualized from Rest et al.’s (1999) Four Component Model suggests that as interns utilize more complex schemas of moral judgment, they will demonstrate different actions with regard to moral sensitivity, moral motivation, and moral character. For instance, as interns use lower judgment schemas, they will demonstrate concrete and less adaptive behaviors than those interns at more complex judgment schemas. Those less adaptive behaviors reflect actions



Figure 3.1 Theory of Outcome Pattern Matching (Adapted from Trochim, 1989)



that emerge from the Personal Interest schema and might include looking out for the self in situations, being fearful of what others might think, sticking to company policies and laws, and doing what they are told by those in authority. On the other hand, as interns use more complex schemas of judgment their actions consist of more adaptive behaviors, which may include showing concern for other people, demonstrating empathy, exhibiting a willingness to consider multiple perspectives, showing greater understanding of others' perspectives, remaining open to debate, being flexible and tolerant of uncertainty, showing an understanding of professional ethics, and demonstrating an ability to prioritize competing values. These are actions that emerge from the Post-Conventional schema.

I coded participant interview transcripts and artifacts, breaking them down into meaningful chunks of information that were then placed into categories. Patterns, themes, and sub-themes emerged from the combination of categories or codes found within the common data. After conducting *within* case coding and analysis for each participant, I created a master matrix of codes *across* cases to examine similarities or differences among the cases. I then compared those empirically based patterns to the theoretical patterns predicted by Rest et al.'s (1999) NeoKohlbergian moral development theory. All of the data were used as a "convergence of evidence" (Yin, 2003, p. 100) to address the phenomenon of the recreation management internship.

#### The Advantages of a Mixed Methods Design in this Study

The inclusion of *only* quantitative or qualitative approaches in social science research limits researchers' abilities to attack problems with the widest array of conceptual and methodological tools available (Reichardt & Cook, 1979). As a result of controversies

over this debate, a “third methodological movement” evolved and was called mixed methods research (Creswell, 2003; Taskakori & Teddlie, 2003). Mixed methods research is a “class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (Burke Johnson & Onweuegbuzie, 2004, p. 17). Mixed methods evolved as a pragmatic way to use the strengths of both research approaches to solve practical research problems. Mixed methods researchers were simply not interested in “delving deeply into the philosophical orientations that supposedly underlie the application of their research studies” (Taskakori & Teddlie, p. x); they were more interested in the research questions and solutions than in discussions of complex philosophical issues. The challenges for mixed methods researchers are not epistemological but rather *practical*.

Mixed methods research is a practical and outcome-oriented method of inquiry that is based on the pragmatic method and system of philosophy (Burke Johnson & Onweuegbuzie, 2004). Pragmatism rejects traditional dualisms observed in quantitative and qualitative approaches and prefers more commonsense versions of dualisms based on how well they work in solving problems. All approaches, according to the pragmatist, should be used in understanding a problem. Essentially this means that mixed methods researchers need to “establish a purpose for their mixing, a rationale for the reasons why quantitative and qualitative data need to be mixed in the first place” (Creswell, 2003, p. 12).

In the case of this research design, a combination of both research approaches allowed me to do two things: (a) quantitatively measure changes in moral reasoning over the course of the internship and compare these outcomes to intern performances, and (b)

qualitatively explore factors of moral growth associated with a role-taking experience such as the internship. This mixing was helpful because I was concerned with both the *outcomes* and *process* of the internship for undergraduates who were engaged in the experience. The mixing of methods improved this inquiry by collecting and integrating different kinds of data bearing on the same phenomena, the moral development of recreation interns engaged in an internship experience. The fundamental principle of mixed methods research suggests that this mixing is likely to result in complementary strengths and non-overlapping weaknesses (Burke Johnson & Onweuegbuzie, 2004). For example, a series of interviews following the quantitative data collection phase was a good way to discuss directly the issues under investigation--moral sensitivity, moral reasoning, moral motivation, moral character--and tap into the interns' perspectives and meanings of these phenomena. By adding the interviews and artifact analyses as manipulation checks, I avoided some of the potential problems associated with the quantitative technique.

Because all methods have biases, by using multiple techniques I can triangulate on the underlying truth. Each method can be used to check on and learn from the other. Another purpose is to seek elaboration, enhancement and clarification of results from the quantitative method with results from the qualitative approach. Burke Johnson and Onweuegbuzie (2004) refer to this process as "complementarity" (p. 22). Another purpose may be to use the findings from the quantitative method to help inform the qualitative method. Burke Johnson and Onweuegbuzie refer to this process as "development" (p. 22). Lastly, mixing these approaches allowed me to discover

paradoxes and contradictions that lead to a re-framing of the research questions. Burke Johnson and Onweuegbuzie refer to this process as “initiation” (p. 22).

Consistent with the pragmatic method of philosophy, the logic of inquiry for this study included the use of “induction (discovery of patterns), deduction (testing theories and hypotheses), and abduction (uncovering and relying on the best of a set of explanations for understanding one’s results” (Burke Johnson & Onweuegbuzie, p. 17).

#### Framing the Case Study Inquiry Within an Interpretivist Paradigm

This case study is framed within an interpretivist paradigm, which assumes that there are many points of entry into any given reality—a reality that is socially constructed as individuals and groups interact and experience the world (Schram, 2003). A goal of this form of research is to understand the complex and constructed reality from the point of view of those who live it. Interpretivists are “focused on particular people, in particular places, at particular times—situating people’s meanings and constructs within and amid specific social, political, cultural, economic, ethnic, and other contextual factors” (Schram, p. 33). According to VanWynsberghe and Khan (2007), “The focus of the case study within this paradigm is on a particular reality that is of relevance to the phenomenon under study and it emphasizes an often story-like rendering of a problem and an iterative process of constructing the case study (p. 6).” In this interpretive case study, descriptive data are collected from 10 purposefully selected intern cases and used to develop conceptual categories that illustrate and support the assumptions of NeoKohlbergian moral development theory (Rest et al., 1999); namely that moral growth is driven by role taking in real-world activity, sustained interactive discourse that encourages shared meaning, and on-going reflection.

For the purpose of this investigation, case study is defined as a *research strategy* that is an all-encompassing method covering design, data collection techniques, and specific approaches to data analysis (Yin, 1994). By employing a case study approach, I investigated the internship phenomenon within its real-life context, where the boundaries between the internship and context are not clearly evident (Yin, 2003). I describe the interns' experience through a constructivist-developmental lens, specifically with regard to intern moral development during the experience. The end products are narrative accounts that offer new insights into the connections between intern moral judgments and actions and the theoretical/predicted patterns of moral judgment and actions defined in the NeoKohlbergian moral development theory. The narrative additionally detail aspects of the internship experience that are responsible for moral development. These narrative cases provide a unique view in to the kinds of relationships that exist among the 10 participants in the study.

According to VanWynsberghe and Khan (2007), case study research is distinguished by seven prototypical properties. These properties are necessary, but insufficient in and of themselves for research to be considered case study. Van Wynsberghe and Khan advocate for a *smaller sample size* because detailed descriptions from a large sample size reduces the effectiveness of the case study. While large sample sizes produce breath in quantitative studies, their problem is one of depth. For the case study, the situation is the reverse; the advantage is depth and the challenge is breath (Flyvbjerg, 2004). The second case study property is *contextual detail* which gives the reader a sense of "being there" by offering intense and highly detailed analyses of the unit under study. The third property is the choice to study situations in complex *natural settings*, very often where there is little

control over behavior, organization, or events (Yin, 2003). Case studies are further characterized by *boundedness*, the fourth property, which means that they provide detailed description of a specific “temporal and spatial boundary” (Merriam, 1998). The fifth property supports the generation of *working hypotheses*, which allow researchers to learn new lessons based on what is uncovered or constructed during data collection and analysis. The advantage of case study is that it can “close in on real-life situations and test views directly in relation to phenomena as they unfold in practice” (Flyvberg, 2004, p. 428). The sixth property of case study research is the routine use of *multiple sources of data*. The use of multiple sources of data allows for triangulation and provides findings that are much more accurate than using a single source of data. The seventh property is *extendability*, which “transforms a reader’s understanding of a phenomenon and extends their experience” (VanWynsberghe & Khan, p. 3). While the case study is rooted in context, it is also related to the reader’s knowledge, experience, and understandings as they compare and contrast the case to their own life (Gay, Millis, & Airasian, 2009). Gay et al. describe this feature:

Case study knowledge is interpreted by readers who are affected not only by the context but also by the populations the reader has in mind. Most important, what we learn from a single case is dependent on the ways in which the case is like and unlike other cases. This idea is sometimes called ‘the epistemology of the particular.’ That is, the context of the case and the reader’s prior knowledge and experiences affect how the reader is able to scaffold the case study and apply the findings to a similar context (p. 426).

A number of limitations of case study research are evident. According to Merriam (1998), case study research can be limited by the amount of time needed to complete the study. The study may be further limited by researcher bias and/or lack of training in observational methods and interviewing. Merriam notes that case study method brings

with it an “unusual problem of ethics” (p. 43). The researcher picks what she wants to illustrate in the case, which is problematic for the reliability and validity of the study. Case study research has been faulted for its lack of representativeness, however it does not aspire to universal generalizability in the positivist sense. According to Yin (2003), the generalizability of the case comes from the ability to compare the case to prior knowledge, experience, another case or another theory. This process is known as “analytic generalization.”

In summary, “case knowledge is central to human learning” (Flyvbjerg, 2004, p 422). The case study generates practical and valued knowledge and is an invaluable tool for studying social settings (VanWynsberghe & Khan, 2007). Case study research is preferred when the researcher seeks answers to how or why questions, when the researcher has little control over events being studied, when the subject is a phenomenon in a real-life context, when boundaries between the phenomenon and the context are not clear, and when it is desirable to use multiple sources of evidence (Yin, 1994).

#### Threats to Internal Validity and Reliability

Several threats to validity and reliability exist when employing a pre-experimental, one-group pretest post-test design. The quantitative sample is relatively small ( $N=33$ ) and is drawn from one program in a selective public institution. These factors impact external validity and make generalization of the results difficult. While the use of volunteers can be a potentially confounding variable, Gage (1985) identifies the use of volunteers in the natural setting as the norm. The use of volunteers is not a threat to internal validity as long as the findings are generalized only to volunteer groups in the particular setting under study. While generalization can be seen as a significant limitation, it seems that



information from this research design has utility for investigators who are more interested in *application* of the results rather than generalization to a variety of settings.

In the absence of experimental controls and randomization, the possibility always exists that some critical difference, not reflected in the pre-test, is operating to contaminate the post-test data. For example, participant characteristics such as age, gender, maturation, and educational level pose potential threats to internal validity. In order to minimize these threats, recruitment of the quantitative sample was carefully conducted so that the participants generally fell within a zone of average development given their age and educational level. Because this was a developmental study, it was important that participants were essentially the same developmentally and any main effects due to maturation would not be seen as a weakness. As noted earlier, gender is not a significant factor in DIT testing and should not pose a threat to internal validity.

Another potential threat to internal validity may be the use of the DIT-2 in a pre and post-test format. The concerns of test-retest and instrumentation threat were relatively low in this study since the DIT-2 pre and post-tests were completed approximately 15 weeks apart, so a reactive test effect seemed unlikely. The DIT has additionally been shown to be “fake-proof.” Rest (1979) built into the scoring procedure certain internal checks on reliability that allow tests to be purged if the subject was not taking the test seriously, or was trying to fake responses.

Internal validity may also have been questioned by a history threat. Interns may have encountered extraneous personal and/or professional events during the course of the internship that may have affected their testing and performance. The history threat is a

natural part of a developmental study such as this one and participants in the case study phase of the study were encouraged to share such events during the interview process.

While the internship site approval process attempted to produce some level of consistency across internship sites with regard to job tasks and supervision, interns had different site supervisors who used different teaching and mentoring methods. This factor is considered an implementation threat and may have affected intern testing and performance.

The risk of data collector bias was minimized by sending the DIT-2 pre and post-tests for mechanical scoring to the Center for the Study of Ethical Development at the University of Minnesota. The data collector bias was also minimized as I served as the only data collector in this study.

An area of concern that must be considered a reliability limitation is the use of the department's performance evaluation tools. While the option-specific evaluation measures are based on some standardization as they reflect the NRPA and NCTRC fieldwork placement competencies, the tools have not gone through reliability and validity testing to support their credibility. An additional reliability threat related to the evaluation process is the potentially inconsistent performance ratings among internship site supervisors. While site supervisors are oriented to proper use of the university evaluation forms before the internship begins, and are expected to meet with the academic supervisor during the mid-term site visit to verbally review the mid-term evaluation form, a formal training process is not required. In consideration of time, a rigorous data quality analysis was not feasible to address the question of whether there was reasonably consistent use of the evaluation forms by site supervisors in this study.

Future research in this area will be enhanced by the availability of more extensively tested evaluation tools and the development of a rigorous training program that promotes consistency among raters.

#### Threats to Authenticity and Trustworthiness

Because qualitative inquiry differs from positivist research, validity and reliability are viewed differently. While data collection, analysis, and interpretation methods are vital to the authenticity and trustworthiness of qualitative studies, these processes are not viewed in the positivist sense using the traditional terms and definitions of internal and external validity. Internal validity in qualitative studies has to do with how the findings match reality. A number of design elements were employed in order to strengthen my claim that I was actually measuring interns' construction of reality and their understanding of the internship. Alternative explanations to the conclusions or interpretations were minimized by using certain verification procedures such as cross checking participants' data, triangulating the data by using multiple types of data, and connecting the results to the theoretical and empirical literature.

Reliability is looked at differently in qualitative research because consistency and replication in the a priori positivist sense is not possible. Human behavior is never static. What is being studied is assumed to be in flux, multifaceted, and highly contextual making replication impossible. "Rather than demanding that outsiders get the same results, authenticity or dependability is reached if outsiders concur that, given the data collected, the results make sense—they are consistent and dependable" (Merriam, 1998, p. 206). Dependability was enhanced in this study by using multiple intern cases that were strategically selected, triangulating multiple methods of data collection and

interpretation, and leaving an audit trail that describes in detail how the study was conducted and how the findings were derived from the data.

Since I was an active participant in the qualitative phase of the study, it is important to discuss my position, or the way in which I revealed myself in the study. This is a process known as reflexivity. A reflexive researcher has “an ongoing discussion about the research experience while simultaneously living in the moment...reflexivity requires constant and intense scrutiny of ‘what I know’ and ‘how I know it’ (Hertz, 1997, pp. vii-viii). According to Rossman and Rallis (2003), reflexivity implies the process of “looking at yourself making sense of how someone else makes sense of his/her world” (p. 49).

Two perspectives need to be considered in the reflexivity process: (1) my perspective, the *etic* voice, which asks “what sense do I make of what is going on or of this person’s actions?” and (2) the participant’s perspective, the *emic* voice, which asks “what sense do the participants make of what they are doing?” (Rossman & Rallis, pp. 50-51). Because it is impossible to fully represent the emic voice, I attempted to represent clearly and richly my understanding of what I learned. Because it was not possible to actually get into the interns’ minds, I needed to search for evidence of their worldview. The case report findings are my *interpretations* of the interns’ understandings of the internship experience (Rossman & Rallis). I was acutely aware that my personal and professional background, coupled with the multiple roles I assumed during the study, influenced the research. The mechanism that I used as a reflexive tool was an observation journal.

Throughout the study, I reflected on my beliefs, values, and biases relative to the research study and the internship program. It was important to have an ongoing conversation with myself about the types of questions I asked, the types of questions and responses I

ignored, how I was perceived by the participants, how I analyzed and interpreted the data, how my knowledge came about and how I ultimately wrote up the findings (Reinharz, 1997). All of these factors revealed attributes of the field that held meaning for me. By regularly reflecting in my journal, I gained insight into *how* my roles impacted the data collection process and *how* others perceived me as a result of my dual roles.

An example of a recurring concern for me in this journaling process was the issue of “familiarity.” Familiarity is characteristically an assumption-based perspective. Schram (2003) describes the threat of familiarity as he notes, “[As a researcher], the more familiar you are with a situation, the greater the risk that your preconceptions will unduly influence what you see and experience, and how you make sense of it all” (p 94). I was certainly familiar with all of the interns, having had them as students in the pre-internship course prior to their internship. By the time they were completing their internships, I had already formed judgments about their work ethic, their intellectual, emotional, and social abilities, and their patterns of dealing with stress and conflict. In turn, the interns had formed an opinion about me as an instructor. They knew me as the “internship coordinator” and most likely viewed me as a person of authority. This is where I sensed the issue of familiarity influenced the study. At times, I sensed that the participants were “holding back” information for fear of offending me. During the interview, I asked participants to openly share their thoughts about the university’s internship program and assignments. I designed these assignments and sensed that participants’ were fearful of saying what they really felt about them because they did not want to offend me. At times, I sensed that participants were less than forthright in their responses to avoid seeming confrontational or challenging. This effect was minimized through continual reminders to

the participants that they were invited to be open and honest with their responses, however the awkward nature of this issue was noted. Participants may have also felt pressured to participate in the study for fear of having their pre-internship and/or internship course grades impacted. To alleviate this concern, participants were assured that their participation was strictly voluntary and that their responses would not negatively or positively affect their pre-internship and internship grade or our relationship. This assurance is documented in the Consent Form found in Appendix B. To alleviate the concern of having their internship grade impacted, the interviews were conducted with participants only *after* a grade had been submitted for the internship course.

To alleviate the impact of my blended roles of principal researcher and academic supervisor for three of the participants in particular, every effort was made to reduce the number of interns assigned to me in my role as academic supervisor. While it was ideal to avoid this dual role all together, the reality of internship supervision for this particular recreation management curriculum required me to supervise three of the 10 qualitative participants as an academic supervisor. Every effort was made to minimize my bias and to clarify the perspective from which interns were observed and assessed in all aspects of the study. I made explicit the nature and implications of familiarity prior to, during, and at the end of the study and documented these concerns in my observation journal which was subsequently used to supplement the results of this study.

#### Context of the Internship

In order to understand the potential impact of the internship experience on the moral development of recreation management interns, it is critical to examine the nature of the

specific internship program under study. A synopsis of the internship program is presented in this section and more specific detail on the policies and guidelines for these internship components can be found in the appendices (Appendix A, Internship Placement Criteria; Appendix C, Measures of Performance for PA and TR options; and Appendix E, Qualitative Artifacts which describe the guidelines associated with the academic work required of interns). In the section following this review, I show how these internship components are similar or dissimilar to the design principles of the Integrated Learning Framework (ILF) (Reiman & Oja, 2006).

#### *Recreation Management Internship Components*

*Pre-internship course.* A critical component of the internship program is the formal two-credit pre-internship course, which carefully guides and matches interns with their internship sites. During the pre-internship course each prospective intern must (1) complete a set of self-assessment exercises identifying professional experiences, career preferences, and work/personal strengths and weaknesses, (2) create a professional cover letter and resume, (3) practice interviewing skills, and (4) put together a professional development portfolio reflecting these assignments. These four assignments provide me with a wealth of information about “where” the students are in their career and personal development. Drawing upon eight years of experience as the internship coordinator and having access to a departmental database of over 1,500 internship sites across both TR and PA options, I am able to make informed suggestions about potential internship sites tailored to each student’s needs, strengths, and preferences.

While the internship search is completed under my guidance, and in some cases with the assistance of the student’s academic advisor, the student is allowed to independently

locate a site that is not in the department's database or has not been used by the university in the past. During the guidance process, I make sure that all potential internship sites are tailored to the intern's needs and meet specific departmental criteria that will help the intern address the competencies for internship. The internship placement guidelines for the internship program under study are found in Appendix A, Internship Placement Criteria.

*Agency approval process.* The three essential components in the agency approval process are the student, agency, and the university department. The *student* is expected to commit to the internship search process by utilizing all departmental resources and complete all required paperwork. In order to be eligible for internship, the student must complete pre-requisite coursework, pass the two-credit pre-internship course with a grade of C or better, and obtain an approved internship site.

The *agency* must be willing and committed to the student. Summarized, some of the agency responsibilities include: (1) providing professional guidance and direction by a competent practitioner, (2) leading the student progressively into assuming increasing responsibilities, (3) assisting the student in achieving his/her stated goals and objectives and those of the university, (4) providing the student with written guidelines and expectations of job duties, and (5) providing the student with written and/or verbal feedback of an evaluative nature.

One of the main functions of the *department* is to provide a road map that establishes guidelines for the fieldwork experience. The department has three general roles: (1) as administrator of the program, (2) as mediator for the student and agency, and (3) as final evaluator of the student's performance. Summarized, some of the department's



responsibilities include: (1) assisting in the professional and personal development of the student by providing regular and on-going supervision and mentoring (2) utilizing accepted practices in the field, (3) ensuring activities are within the capabilities of all concerned, (4) protecting against damage and ensure safety, (4) ensuring conduct reflecting the highest quality by making sure the work adheres to respective professional code of ethics.

In order to verify compliance with departmental guidelines for internship placement, prospective interns processes an agency approval form with a formal written job description that must be approved by two faculty members in the department: the internship coordinator and the student's academic advisor. This form offers descriptive information about the agency, qualifications of their staff, review of the intern position and how the job tasks meet expectations for entry-level competencies, and the agency's readiness to assume responsibility for intern mentoring. The approval process is finalized by the completion of a formal, legal contract for the internship experience.

*Academic assignments.* The internship program builds in regularly scheduled assignments that encourage intern self-assessment of performance and learning. These assignments are uploaded by the intern into an online repository of intern work using Blackboard, which the academic supervisor reviews on a weekly basis. These assignments include: (1) weekly time reports indicating job tasks completed during the work week, (2) two formative papers and one summative paper that require the intern to reflect on competencies gained, personal and professional growth, and areas of improvement that still need to be achieved, (3) a minimum of one written journal entry per week that explores the intern's understanding of the field and his/her role as an emerging

professional, (4) bi-weekly online responses to guided questions that additionally provides a forum for peer interaction with the total intern cohort across diverse internship sites, (5) a written special project report that summarizes the outcomes of the intern's unique and comprehensive extra project, (6) a written mid-term and final evaluation from the site supervisor using evaluation forms provided by the department, and (7) a summative internship portfolio document containing all work completed during the internship. Because these assignments also serve as the artifacts for the qualitative phase of the study, the department's guidelines for these assignments are located in Appendix F, Qualitative Artifacts.

*Site visit.* The academic supervisor conducts a mid-term site visit to evaluate the progress of the internship experience to date, confirm topics for the special project, review progress toward other university requirements, and advocate for changes in the overall experience as warranted. The academic supervisor meets with the intern, his/her site supervisor, and occasionally co-workers to address the intern's performance and propose a plan for the remainder of the internship. The department commits to face-to-face site visits for approximately 95% of interns, regardless of where the intern is working in the country. For those interns who do not receive a face-to-face visit due to constraints associated with getting to the location, a teleconference or videoconference is scheduled instead. The site visit constitutes a tremendous labor and financial commitment by the department, however interns often positively remark about the value of this visit in their overall experience. Interns view the academic advisor as a "familiar face" who lessens the anxiety associated with being away from home; interns are proud to show off their newfound knowledge and skills to the academic supervisor; interns benefit from the

problem-solving assistance provided by the academic supervisor who serves as that objective third party observer; and interns appreciate the academic supervisor's advocacy efforts in situations that require changes to the current system. The site visit component is certainly a primary strength of this particular internship program.

*Evaluation process.* In order to more effectively provide guidance or encouragement to the intern during the experience, the department requests the site supervisor to conduct a written assessment of intern performance at the midterm and final points of the internship. The evaluation forms are provided by the department and reflect entry-level competencies for practice identified by NCTRC for TR interns and NRPA (CPRP exam) for PA interns (See Appendix C, Measures of Performance: Mid-Term & Final Evaluations for Program Administration & Therapeutic Recreation).

*Exit interview.* At the conclusion of the internship experience, the intern submits the summative internship portfolio and meets with the academic supervisor for a face-to-face or telephone exit interview. During this final meeting, the intern is asked to articulate his/her professional and personal growth areas and the academic supervisor follows-up on issues that may have been problematic for the intern during the experience.

#### *Connection of Internship Components to Integrated Learning Framework*

As noted in Chapter II, the design principles of the ILF have been linked to moral development gains in numerous deliberate intervention studies (Reiman, 1999; Reiman & Johnson, 2003; Reiman & Oja, 2006). Because the internship program under study appears highly consistent with the ILF, I anticipated outcomes that supported these intervention studies. Where the internship program did not meet the design principle of the ILF, I attempted to bridge the difference through my own intervention as principal

investigator. The seven design principles of the ILF appear to be present in the 14-week recreation management internship in the following ways:

*ILF design principle 1: Contextualized learning and development.* This design principle suggests that educators need to contextualize learning and instruction by accounting for students' prior knowledge and experiences. This is accomplished in the internship program through the two-credit internship course and agency approval process. Through this highly individualized matching and site approval process, the university internship coordinator, internship site supervisor, and intern develop a clear and mutually agreed upon plan for intern development that is continued throughout the 14-week internship experience.

*ILF design principle 2: Complex new helping experience.* According to Reiman and Oja (2006), helping skills being learned and applied in real-world settings offer great promise in fostering moral growth among students. Helping others and taking the perspective of others is a complex and powerful activity that can promote learning and development across a variety of interpersonal and intrapersonal domains (Reiman, 1999). The internship program meets this principle, as we require the intern to engage in a complex new helping role for 14 weeks in the health and human service arena. At no other time during the student's curriculum is he/she required to engage in such a time and labor-intensive field experience. During the internship, the intern provides recreation or therapeutic recreation services directly to real consumers, clients, and/or patients. This new role is very different from what the student experiences in the classroom. In addition to the pressure associated with assuming a role that has real-life consequences for those served, the nature of the work requires the intern to confront unfamiliar or confusing

practice-based problems on a daily basis. These problems can be moral in nature and may require the intern to use new knowledge and strategies to make the “right” decisions that will subsequently impact performance.

*ILF design principle 3: Guided inquiry.* Careful and continuous guided reflection during the new helping experience is critical for moral growth (Reiman & Oja, 2006). Because students may not be sophisticated in their reflection, they must be guided by a “more capable other” such as an academic supervisor and/or site supervisor. The academic assignments serve as the mechanism through which the guided inquiry occurs. Through these assignments, the intern often seeks out expert advice or materials to help pursue solutions to very real and potentially intense organizational problems or issues. In turn, the academic supervisor provides careful written and/or verbal feedback in order to help the intern make sense of the experience. The intern can then systematically “try out” and modify the suggestions of the academic supervisor and complete the cyclical “action-reflection-action” process. This internship component does not fully meet this ILF principle because there is much variation among academic supervisors in relation to the amount, quality, and methods of guided inquiry provided. To alleviate this inconsistency, in my role as principal investigator I attempted to provide guided inquiry to all of the 10 case participants throughout the experience regardless of whether they were assigned to me or not. This is one component of the internship program that could be enhanced through guided inquiry training for both academic and site supervisors.

*ILF design principle 4: Balance between experience and inquiry.* This design principle indicates that an appropriate balance between practice and self-analysis must be maintained so that there is not an over-reliance on one or the other (Reiman & Oja,

2006). The reflective assignments in the internship program are intentionally staggered throughout the 14-week experience so that there is not a time lag between intern action and reflection. These assignments provide a mechanism for timely reflection and ensure that the intern is in regular contact with the academic supervisor who is then in a position to provide guided support and inquiry. This component is consistent with the ILF design principle.

*ILF design principle 5: Support and challenge.* One of the most important elements of the ILF is the support and challenge principle. In the internship program under study, traditionally both the academic supervisor and internship site supervisor provide differentiated support and challenge to help the intern accommodate the new experiences. In this process, the supervisors frame instruction to the intern's present level of understanding. This process not only requires the supervisors to be skilled at "reading" the intern and "flexing" the feedback based upon the intern's needs, it also requires a clear, open line of communication between supervisors so as not to contradict each other in this process. From an anecdotal perspective, this is one of the strengths of the internship program under study. Both academic and site supervisors work in concert to support the personal and professional development of the intern. This teamwork is evident from the beginning during the site approval process and is reflected in the ongoing email and phone communication between academic and site supervisors, culminating with the mid-term site visit.

Another component of the internship program under study that may contribute to the support and challenge principle is the online peer support community created by Blackboard. Because interns are scattered across the United States at diverse internship

sites, the Blackboard page serves as a “home base” as it provides a source of connection for all interns in a cohort during a given semester or summer session. Interns are encouraged to interact and offer support and advice to each other throughout the 14-week internship. Interns often share ideas for special projects with each other via the Blackboard forum or provide advice for ways to deal with conflict in the workplace. At times, the academic supervisor might intentionally pair up interns who are experiencing similar concerns and request that they communicate with each other using the online forum as they work through their issues. Participation in shared problem solving with others presents the learner with a variety of perspectives. Interns often remark that the Blackboard page helps them realize that they are not alone and are not the only one experiencing these issues. Interns often acknowledge that the community of support fostered by this online forum was critical to their success in the experience.

*ILF design principle 6: Continuity.* According to Reiman and Oja (2006), the goal of fostering change in interns’ performance and ethical judgment requires a continuous interplay between experience and action that lasts at least four to six months. Because the internship program under study requires an internship experience lasting only three and a half months, this design principle is not fully met. This is certainly one feature of the internship program that is inconsistent with the ILF, however the 14-week time requirement is consistent with, and in some cases beyond, the average timeframe of internships in the recreation management field as reflected in the fieldwork standards of COA (NRPA, 2004) and NCTRC (2008).

*ILF design principle 7: Reflective coaching.* A critical element of intern development includes instructional support of a “more capable other.” In the case of the internship

program under study, that person is most often the internship site supervisor, as he/she interacts with the intern on a daily basis in practice and is expected to provide feedback of a formal nature at least once a week. The site supervisor's experience level and ability to mentor the intern into the profession is of utmost importance. Reiman and Oja call this mentoring process "reflective coaching" and suggest that the supervisor who is successful in this process supports the intern as she/he attempts new skills that are situated in practice. A supervisor who provides reflective coaching demonstrates the abilities to ascertain the intern's prior knowledge, clarify the rationale and evidence for intern performance, provide opportunities for practice with self-assessment, and integrate observation and feedback for assessment of the intern's performance. Throughout the 14-week experience, the site supervisor's reflective coaching and mentoring helps the intern adapt to the new environment of practice.

While the internship program does not guarantee the pairing of an intern with a site supervisor who is proficient in reflective coaching, the department's site approval criteria for an appropriate site supervisor attempts to weed out those supervisors who may be limited in their ability to mentor the intern in this expected manner. Because formal training in reflective coaching is not provided to the site supervisor, this design principle is not fully met.

The 14-week recreation management internship program under study appears to encompass most of the design principles of the ILF. By carefully selecting a more complex helping role with guided inquiry, the intern has the potential to grow towards more complex levels of moral development (Reiman & Parramore, 2003). As the intern encounters unfamiliar ethical dilemmas in daily practice that might appear threatening to



personal security, he/she may feel uncomfortable or “off balance.” In order to make sense of these unfamiliar morally challenging experiences, the intern is guided by more experienced others, namely the academic and site supervisors. The intern, academic and site supervisors work together to process these issues and strategically plan to help the intern adapt to and flourish in these new experiences. The intern also has the support of the total intern cohort through the Blackboard discussion forum. These are strong and stable systems of support and inquiry that are available to the intern throughout the 14-week experience.

## CHAPTER IV

### RESULTS

This chapter presents the results of the quantitative and qualitative research phases. The quantitative results are presented first and address the hypotheses that there will be a significant difference in intern DIT-2 scores from the beginning to the end of the 14-week internship (research question #1) and that there will be a significant relationship between levels of moral judgment and levels of performance among interns (research question #2). The results are presented in text and table forms.

A collective case study was employed with 10 purposefully selected intern cases in order to address the qualitative research questions. Research question #3 explores how the theoretical patterns of NeoKohlbergian theory of moral development converge or diverge with the observed patterns of intern moral judgment and actions during the internship experience. Research question #4 explores aspects of the internship experience that are responsible for changes in moral development among interns. Data were qualitatively examined using an outcome pattern matching technique (Trochim, 1989). The collective case study findings are presented after the quantitative results.

#### Quantitative Results

The DIT-2 was administered to 33 recreation management interns in a pre and post-test format and the tests were sent for mechanical scoring to the Center for the Study of Ethical Development at the University of Minnesota. Internship site supervisors completed the performance measures at the middle and ending points of the internship,

and only the mean final performance measure scores were used in the quantitative analysis. Statistical procedures using SPSS 13.0 were conducted in three clusters of analysis: (1) Paired samples t-test to assess change in mean scores for personal interest schema, maintaining norms schema, post-conventional schema, and N-2 score, (2) Spearman's rho correlation coefficients computed for mean P% post-test scores and mean final performance scores, and (3) a 3x3 cross-tabulation using Kendall's tau-b statistic computed for mean P% post-test scores and mean final performance scores each distributed into three levels (high, medium, low).

*Descriptive Analysis and T-tests*

Research hypothesis #1 suggests that there would be a significant difference in intern DIT-2 scores from the beginning to the end of the 14-week internship. This question was tested using a paired samples t-test for each of the DIT-2 subscales and the N-2 score. The findings from the t-tests are summarized in Table 4.1 and are described below.

Table 4.1  
*Change in DIT-2 Mean Schema and N-2 Scores for Full Sample*

<i>Full Sample</i>							
<i>Subscale measure</i>	<i>n</i>	<i>Pretest</i>	<i>Posttest</i>	<i>Mean Gain</i>	<i>S.D.</i>	<i>d</i>	<i>t value</i>
<i>Personal Interest</i>	33	32	25	-7	12.77	-.6	2.93*
<i>Maintaining Norms</i>	33	34	35	1	12.93	n/s	n/s
<i>Post-conventional (P score)</i>	33	29	34	5	11.88	.4	-2.66**
<i>N-2 Score</i>	33	26	34	8	11.07	.55	-4.34***

df = 32, \* p < .01, \*\* p < .05, \*\*\* p < .001  
n/s = not significant

*Personal Interest Schema (PI), pre to post-test.* For the measure of PI, the mean prior to the start of the internship was 32 ( $SD = 10.36$ ) and was 25 at the end of the internship ( $SD = 12.82$ ). Results of a paired samples t-test indicated a significant difference,  $t(33) = 2.93, p = .006, d = -.6$ . The difference represents a slightly higher than medium or typical effect size using Cohen's (1988) guidelines. The research hypothesis was supported.

*Maintaining Norms Schema (MN), pre to post-test.* For the measure of MN, the mean prior to the start of the internship was 34 ( $SD = 11.60$ ) and was 35 at the end of the internship ( $SD = 13.91$ ). Results of a paired samples t-test indicated an insignificant difference,  $t(33) = -.420, p = .678$ . The research hypothesis was not supported, but these results merit mention for further study.

*Post-conventional Schema (P%), pre to post-test.* For the measure of P%, the mean prior to the start of the internship was 29 ( $SD = 12.61$ ) and was 34 at the end of the internship ( $SD = 13.09$ ). Results of a paired samples t-test indicated a significant difference,  $t(33) = -2.66, p = .012, d = .4$ . The difference represents a medium or typical effect size using Cohen's (1988) guidelines. This research hypothesis was supported.

*Post-conventional Schema N-2, pre to post-test.* For the N-2 score, the mean prior to the start of the internship was 26 ( $SD = 14.63$ ) and was 34 at the end of the internship ( $SD = 14.30$ ). Results of a paired samples t-test indicated a significant difference,  $t(33) = -4.34, p = .000, d = .55$ . The difference represents a medium or typical effect size using Cohen's (1988) guidelines. The research hypothesis was supported.

Research hypothesis #1 was supported for two of the subscale schema levels and the N-2 score. Results indicate that these 33 recreation management interns had on average

significantly lower personal interest schema scores and significantly higher post-conventional (P%) scores and N-2 scores at the end of the internship.

The DIT-2 results for the 10 qualitative cases are presented in Table 4.2, Change in DIT-2 Mean Schema, and N-2 Scores for 10 Cases. The first five cases represent those interns who were categorized as exhibiting “low” levels of post-conventional reasoning as a result of the DIT-2 pre-test and the final five cases represent those interns who were categorized as exhibiting “high” levels of post-conventional reasoning as a result the DIT-2 pre-test. These scores are integrated with the qualitative data in the cross-case analysis, and the results are reported in the case study findings section that appears later in this chapter.

Table 4.2  
*Change in DIT-2 Mean Schema, and N-2 Scores for 10 Cases*

Case	Personal Interest		Maintaining Norms		Post Conventional		N-2 Index	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
TJ	52	22	28	32	12	40	8	20
Riley	24	30	52	44	12	26	23	39
Karen	32	50	56	22	12	28	20	22
Mike	28	8	52	62	14	24	18	31
Lauren	30	34	54	38	16	28	14	26
Amy	27	22	10	26	41	46	43	49
Amelia	26	6	28	38	46	56	50	58
Bob	24	8	16	32	50	52	52	55
Tara	6	6	26	38	54	46	55	55
Fae	14	26	26	26	60	46	60	46

*Descriptive Analysis, Spearman Correlation, and Cross-tabulation*

Research hypothesis #2 suggests that there would be a significant relationship between levels of moral judgment as indicated by the DIT-2 P% post-test score and levels of performance as measured by the final evaluation. Because a scatter plot of these two variables showed a violation of the linear assumption required for the Pearson product moment correlation, this hypothesis was tested using a nonparametric Spearman rho statistic in SPSS 13.0. Due to the program administration (PA) and therapeutic recreation (TR) curriculum options employing different performance measures, the correlations were run separately. Results of the Spearman correlation for PA interns ( $N = 31$ ) are summarized in Table 4.3. Results for the TR sample are not used in this analysis because of the small sample size ( $N = 2$ ).

Table 4.3  
*Intercorrelation Among Mean DIT-2 P% Post-test Score and Mean Performance Measure for PA Interns ( $n = 31$ )*

<b>Variable</b>	<b>1</b>	<b>2</b>
1. DIT-2 P% post-test score	1.00	-.013
2. Final performance measure	--	1.00

Results of the Spearman statistic show an insignificant correlation,  $r_s(31) = -.013$ ,  $p = .946$ . These results could be due to inconsistent use of the performance measures by internship site supervisors, which is an area that has merit for future study.

To investigate whether a predominant pattern exists among distribution levels for mean DIT P% post-test scores and the mean final performance measure, a 3x3 cross-tabulation was generated and the Kendall's tau-b statistic was used. Each variable was separated into three levels: DIT-2 P% post-test scores were defined as high (42 and

above), medium (28-40), and low (27 and below). Performance scores were defined as high (4.0-5.0), medium (3.0-3.99), and low (scores of 2.99 and below). Previous findings in studies examining moral reasoning in relation to performance (Kritchbaum et al., 1994; Sheehan et al., 1980; Sisola, 2000) suggest that subjects in the upper right-hand cell of the contingency table are unlikely. This would be indicative of subjects with low moral reasoning scores and high performance scores. Research also suggests that it would be unlikely to find subjects in the lower left-hand cell of the contingency table, which is indicative of subjects with high moral reasoning scores and low performance scores. Because the PA and TR curriculum options employ different performance measures, the cross-tabulations were run separately. The TR sample was not used in this analysis because it consisted of only two participants. Results of the Kendall's tau-b statistic for PA interns ( $N = 31$ ) are summarized in Table 4.4.

The analysis indicated an insignificant difference from expected frequency for the defined levels of moral reasoning and performance for PA interns,  $\tau(31) = -.027, p = .867$ . When moral reasoning is linked with performance, the observed frequencies vary from the expected proportions for the defined levels; as is evident in the Table 4.4, this variation did not occur. Fifteen of the 31 interns in the PA sample fell in the upper right-hand cell of contingency table as they demonstrated low levels of moral reasoning as measured by the DIT-2 and high performance as measured by the final performance evaluation. This finding does not support the hypothesis. In contrast, none of the PA interns fell in the lower left-hand cell of the contingency table, which is indicative of interns with high levels of moral reasoning as measured by the DIT-2 and low performance as measured by the final performance evaluation. This data appears to

support the hypothesis that moral reasoning is a predictor of performance in the field, however the statistical analysis proved insignificant.

Table 4.4

*Calculation of Kendall tau-b Values for a 3x3 Contingency Table Showing Observed and Expected Frequencies (in parentheses) of Distribution of Levels for Moral Reasoning (DIT P% post-test score) and Performance for PA Interns (n = 31)*

<i>Final Performance</i>	<i>Moral Reasoning</i>			<i>Marginal Totals</i>
	<i>High</i>	<i>Medium</i>	<i>Low</i>	
High	5 (5.2)	3 (3.0)	15 (14.8)	23 (74%)
Medium	2 (1.4)	0 (.8)	4 (3.9)	6 (19%)
Low	0 (.5)	1 (.3)	1 (1.3)	2 (7%)
Marginal Totals	7 (23%)	4 (13%)	20 (65%)	31 (100%)
<i>Symmetric Measures</i>	<i>Value</i>	<i>Approx. Sig.</i>		
Ordinal by Ordinal				
Kendall's tau-b	-.027	.867		

High moral reasoning=DIT-2 P% post-test score of >45, medium=P% of 36-44, low=P% of < 35. High mean performance score=4.00-5.00, medium=3.00-3.99, low=1.00-2.99.

#### Discussion of Quantitative Results

The quantitative results are mixed. T-test analyses show a decline in Personal Interest scores ( $p = .006$ ) and significant increases in Post-conventional (P%) scores ( $p = .012$  and N-2 scores ( $p = .000$ ) for the full sample over the course of the 14-week internship. These results suggest that a 14-week internship can produce significant changes in moral judgment among recreation management interns and that a decline in personal interest scores and an increase in post-conventional and N-2 scores can be expected. By contrast, t-tests show no significant change in Maintaining Norms scores. The ability to make generalizations based on these quantitative results is limited by the lack of a control group and the small sample size.



The correlation analyses proved insignificant for the PA interns,  $r_s(31) = -.013$ ,  $p = .946$ ,  $\tau(31) = -.027$ ,  $p = .867$ . I was not able to test this relationship for the TR interns due to the small sample size. The insignificant findings are most likely due to inconsistencies in the performance evaluation process. The evaluation process was threatened by two significant factors: 1) although the PA evaluation measures are loosely modeled on the NRPA competencies for the CPRP exam, they have not been rigorously tested for content validity or internal consistency, and 2) there was a concern about inconsistent ratings by internship site supervisors because it was not feasible to conduct a data quality analysis with the evaluation tools and site supervisors. The data quality analysis process might have provided a mechanism to address the question of whether there was reasonably consistent use of the performance measure by site supervisors. A more carefully planned study is called for using performance measures that have gone through more rigorous reliability and validity testing. It is also evident that internship site supervisors could benefit from training in consistent use of the performance measures. The ability to make generalizations based on these quantitative results is limited by the lack of a control group and the small sample size.

These insignificant correlation findings are inconsistent with previous studies reported for other professional groups that show a link between the ability to solve ethical problems and the ability to effectively manage complex issues in the field. While those studies indicate statistically significant correlations between moral reasoning and performance, it is important to caution that the power of the relationship remains *modest* because performance is determined by several processes, not just moral judgment, acting together (Rest & Narvaez, 1994).

### Case Study Findings

A collective case study was employed with 10 purposefully selected intern cases. These 10 cases were selected based on post-conventional reasoning scores on the DIT-2 at pre-test. Because the case study findings represent an integration of the quantitative data with the qualitative data, a summary of the quantitative data is presented for all 10 cases in Table 4.5, Pre and Post-test DIT-2 Mean Scores and Performance Scores for 10 Selected Cases. The cases are represented in the table in order from lowest to highest Post-conventional score (P%) on the pre-test. The first five cases are those interns who represented “low” post-conventional scores and the second five cases are those interns who represented “high” post-conventional scores.

Case study findings are reported in reference to the two qualitative research questions. Research question #3 explores how the theoretical patterns of NeoKohlbergian theory of moral development converge or diverge with the observed patterns of intern moral judgment and actions during the internship experience. Research question #4 analyzes aspects of the internship experience that are responsible for changes in moral development among recreation management interns.

To address question #3, all of the qualitative data was coded and then examined using an outcome pattern matching technique (Trochim, 1989). During the pattern matching analysis process, I compared the theoretical patterns of NeoKohlbergian theory of moral development with the observed patterns of intern judgments based on three primary schema and actions across four psychological domains including moral sensitivity, moral judgment, moral motivation, and moral character. This analysis

Table 4.5

*Pre and Post-test DIT-2 Mean Scores and Performance Scores for 10 Selected Cases*

<i>Participant</i>	<i>Personal Interest</i>		<i>Maintaining Norms</i>		<i>Post-Conventional</i>		<i>N-2 Index</i>		<i>Performance Score</i>	
	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Midterm</i>	<i>Final</i>
<i>TJ</i>	52	22	28	32	12	40	8	20	128	72
<i>Riley</i>	24	30	52	44	12	26	23	39	146	152
<i>Karen</i>	32	50	56	22	12	28	20	22	151	155
<i>Mike</i>	28	8	52	62	14	24	18	31	120	147
<i>Lauren</i>	30	34	54	38	16	28	14	26	145	155
<i>Amy</i>	27	22	10	26	41	46	43	49	119	129
<i>Amelia</i>	26	6	28	38	46	56	50	58	133*	143*
<i>Bob</i>	24	8	16	32	50	52	52	55	119	110
<i>Tara</i>	6	6	26	38	54	46	55	55	132	150
<i>Fae</i>	14	26	26	26	60	46	60	46	124	131

\* TR performance evaluation

integrated the quantitative data from the DIT-2 pre and post-tests, the performance measures, and the qualitative artifacts. When a pattern is deemed *congruent* it suggests that “schema from artifact analysis parallel schema from the DIT-2” and when a pattern is determined to be *incongruent* it suggests there is “disparity in resulting schema” (Johnson, 2008, p. 436). It is important to note that research suggests that “there is not an exact one-to-one relationship between moral schema and behavior” (Sprinthall, Sprinthall, & Oja, 1998, p. 219), however studies have shown that behavioral *trends* do exist that are consistent with the theory. The case study findings present these trends as observed across these 10 intern cases.

First, pattern matching findings are reported for the subgroup of five interns who scored low in post-conventional thinking at the DIT-2 pre-test, followed by findings for the subgroup of five interns who scored high in post-conventional thinking at the DIT-2 pre-test. A summary of findings for the 10 cases based on their subgroup is presented in Table 4.6, Summary of Pattern Matching Findings for 10 Intern Cases. Findings for the individual cases are not presented in their entirety rather they are summarized in table format in Appendix F, Summary of Qualitative Findings for Each Intern Case. I do not use every case to illustrate the findings, rather report examples from a few cases that are particularly representative of the trends observed in the subgroups.

Following the pattern matching section, I address research question #4 and report findings for aspects of the internship experience that appeared responsible for moral development changes among the 10 interns. These findings are derived from a coding process of the qualitative data, resulting in the development of themes that cut across the

Table 4.6

*Summary of Pattern Matching Findings for 10 Intern Cases*

<i>Theoretical Patterns</i>	<i>Observed Patterns (Intern Judgments &amp; Actions)</i>			
	<i>Low P% Score at Pre-test (N = 5)</i>		<i>High P% Score at Pre-test (N = 5)</i>	
	<i>Congruent</i>	<i>Incongruent</i>	<i>Congruent</i>	<i>Incongruent</i>
<p>As interns use lower judgment schemas, they will demonstrate concrete &amp; less adaptive behaviors than those at more complex schemas. Behaviors might include:</p> <ul style="list-style-type: none"> <li>• Looking out for self in situations</li> <li>• Being fearful of what others might think</li> <li>• Sticking to company policies/laws</li> <li>• Doing what they are told by authority</li> </ul>	5	0	N/A	N/A
<p>As interns use more complex schemas of judgment, their actions should consist of more adaptive behaviors such as:</p> <ul style="list-style-type: none"> <li>• Concern for rights of others</li> <li>• Empathy</li> <li>• Willing to consider multiple perspectives</li> <li>• Show greater understanding of others' perspectives</li> <li>• Open to debate</li> <li>• Flexible &amp; tolerant of uncertainty</li> <li>• Understanding of professional ethics</li> <li>• Can prioritize values</li> </ul>	N/A	N/A	5	0

10 intern cases. Pseudonyms are used throughout the case study findings section to protect confidentiality and privacy of the intern and the internship site.

*Convergence Between Theoretical and Observed Patterns for Five Low Post-Conventional Intern Cases*

Overall, significant convergence existed between the theoretical patterns of NeoKohlbergian theory of moral development and the observed patterns for all five low post-conventional interns (See Table 4.6). These five interns were identified at DIT-2 pre-test as exhibiting very low scores in post-conventional reasoning. Based on the predicted patterns of the theory, one would expect these five interns to make judgments from an egocentric perspective or in relation to conforming to group norms. One would further expect these interns to exhibit less adaptive behaviors that are based on protecting personal interests or a need to uphold established rules and policies of the internship site. While differences existed in the primary schema each intern used for reasoning about ethical issues as reported by the DIT-2, the predicted patterns of action were congruent in all five cases, with some mixed schema results (For individual results, see Appendix F).

In order to illustrate ways in which these five interns' judgments and actions were congruent with the theory, I share three case examples from the "low" post-conventional reasoning subgroup. Because none of the five cases presented as inconsistent with the theory, no case examples are provided to illustrate divergence.

TJ is an example of an intern who demonstrated mixed patterns of judgment and action between the Personal Interest and Post-Conventional schema. TJ was a program administration intern who completed his internship with a for-profit, commercial agency that sold and rented motorcycles, and provided recreational motorcycle tours in the

northeast region of the country. One recurring issue that presented TJ with conflict was the company's motto: the customer is always right. TJ explained how the company's philosophy influenced his work, "We were forced to bow down and do everything we could for the customer no matter how unreasonable their requests were. Even if the customer is at fault, we still have to go out of our way to satisfy them in whatever way we can, and that is way too much for me. I felt like I was dealing with children" (TJ, Interview, p. 30, August, 2007). Although TJ perceived that the company's philosophy toward customer service was "unreasonable" for the workers, he did not speak up for fear of punishment from his supervisor. This judgment is reflective of the Personal Interest schema. He noted, "I didn't enjoy having to ham it up for the customers to make them feel good, especially if the customer was being disrespectful. I felt disrespected a lot of the times, and it was especially hard because they were totally wrong. I wanted to speak up without the consequences of being reprimanded" (TJ, Interview, p. 20, August, 2007).

Not only did TJ disagree with the company's "unfair" customer service expectations, but he also perceived challenging work practices including long hours, forced overtime, and heavy amounts of responsibility for direct line staff. When asked to describe the reason he decided not to speak up about these work practices he said, "They forced a lot of hours on you and made it mandatory. I didn't want to lose my job and I wanted to complete the internship, so I was forced to quiet down and not speak my mind, just because I wanted to get this done, that was my driving factor" (TJ, Interview, p. 16, August 2007). His decision to remain quiet appeared to be motivated by the need to complete the internship and graduate on time, an action that emerged from the Personal Interest schema.

TJ became increasingly angry and frustrated as the internship went on, and he clearly demonstrated low tolerance for his supervisor's poor motivational style. He reflected on his supervisor's approach,

Through some of the classes that I have taken, I have learned that there is a theory X motivator and a theory Y motivator. It is what a leader would be on a job, like a manager or a supervisor. Theory X motivator is a manager that sits back and watches his troops, and tells them what to do, and never gets dirty, or never does anything. That was my manager. Now, theory Y motivator, which in my opinion you need in any type of a successful workplace or any recreational environment, you have to be a motivator that gets involved with his employees, can interact with you in a positive manner, and is somebody that wouldn't ask you to do something that they wouldn't want to do (TJ, Interview, p. 28-29, August, 2007).

Although TJ struggled with a number of management issues, he appeared to talk through his frustration in the academic assignments. These guided reflection opportunities provided TJ with an avenue to vent his frustrations and talk through these ethical dilemmas. His reflective work often revealed a genuine concern for his coworkers' morale. In his reflective journal, TJ noted, "Even with all of the good the company does, the internal aspects need to be handled very differently. I have butted heads with my manager for quite some time and my philosophy is if you make the employees happy then the customers will be happy. Unfortunately, some of the employees are not treated consistently or fairly, therefore reflecting on the service provided to those who walk through the door" (TJ, Journal, Week 4, p. 4). TJ's ability to see the impact of this challenging managerial approach on his coworkers' morale shows his ability to empathize with others, an action that is consistent with the Post-Conventional schema.



Although TJ demonstrated mixed judgments between the Personal Interest and Post-Conventional schema, his actions primarily tended toward the Personal Interest schema as his inability to speak up about his perception of “unfair” work practices appeared to be motivated by a personal need. Rather than stand up to his supervisor to articulate his displeasure with the heavy workload, the company’s “unreasonable” customer service expectations, and “disrespectful customers,” TJ emphasized his personal stake, which was to complete the internship and graduate. It was evident that he struggled as he came to terms with his decision not to speak up, even if it would result in him having to “sacrifice his personal mental stability” (TJ, Interview, p. 37, August, 2007). His difficulty interpreting and acting on this situation is consistent with an individual who may be experiencing competing judgment schema. TJ’s approach ultimately led to burnout and his performance suffered as a result, reflected in low scores on his final performance evaluation. His feelings were evident in his online discussion post towards the end of the internship, “I feel tired, worn out, a bit frustrated and ready to complete this internship ASAP. I want to complete my internship and put in my two week notice so that I can move on to something more enjoyable for myself” (TJ, Blackboard Post 11 & 12, August, 2007). Rather than commit to the job after his internship ended, a verbal agreement he made with the site prior to starting the internship, TJ quit at the end of the internship experience amidst a great deal of tension and conflict.

TJ demonstrated evidence of post-conventional reasoning at times, as he was able to recognize and reflect on the negative impact of management’s approach on his own and his coworkers’ morale. However, his inability to act on these ethical dilemmas is an expected pattern of behavior demonstrated by individuals who use lower judgment

schemas. TJ's desire to finish the internship and graduate on time appeared to be his primary motivation throughout the internship. This type of action is consistent with the Personal Interest schema.

Slightly different patterns in judgment and actions were evident in the case of Karen who was a program administration intern working with a for-profit, destination management company in the northeast region of the U.S. Karen articulated a concern about her agency's questionable billing practices. She struggled with the arbitrary nature of the agency's billing processes as she noted,

The budgeting and billing were just very sketchy. They never taught us how they did the budget, so when I helped actually do the financial aspects, I sat with my supervisor and worked on them. She didn't say this is how we do this, she was like, okay I think we are going to charge \$60 per hour for this service, and then she would calculate it and said that this was only a 20 percent profit, so then she'd change the price. And I was like, don't you have a set number for how much that service is worth? It was like they were trying to make a profit either because they thought that is what should be done, or did they already tell the client that they were going to make a 30 percent profit so it had to come from somewhere...it just seemed kind of weird. Very sketchy (Karen, Interview, pp. 31-32, August, 2007).

When asked to explain why this posed a dilemma for her, Karen noted, "Because you are lying to your clients. We provided a service, you say that you are going to charge this much for that service, and then you charge more. It is like you are lying about it, and that is just bad business" (Karen, Interview, p. 32, August, 2007). In this situation, Karen was able to demonstrate awareness of the situation and understood the consequences for the clients. She was able to take into account how others might view the situation, and she demonstrated the ability to empathize. "I didn't like it. Yeah, increase prices and charge the client for what they should be charged for, and I just didn't—sometimes I wasn't directly connected to the client, but for some reason it just seemed like they were

charging the client way more than they should have to get more profit with no benefit to the client. I thought that was wrong” (Karen, Interview, p. 36, August, 2007).

While Karen was able to empathize with the customers, she was not able to speak up and articulate her concern. Her motivations for not speaking up seemed to stem from her perception that this was the way things were done and she was powerless to change anything. This is reflective of Maintaining Norms reasoning. She stated, “At first, when I knew things were kind of off, when I just questioned things, for the first few weeks I didn’t say anything. I kind of just did what I was told, because I guess I was scared to come out and say how I really felt about things because I knew that they were going to just be done that way... I don’t think me saying something would have made a difference” (Karen, Interview, p. 31, August, 2007). In addition to feeling powerless to change the social norms of the agency, she didn’t want to be viewed in a bad light by those in authority. This behavior is also reflective of social conformity as she made judgments in order to do what is nice and pleases others. She noted, “I wasn’t fearful of getting fired, I was fearful that they would think of me as a snoop” (Karen, Interview, p. 36, August, 2007). It was evident that Karen struggled with coming to terms with this situation. She tried to rationalize her perception of the agency’s questionable billing practices but at the same time articulated confusion about it: “How they billed just really confuses me. I still to this day have no—I can’t even think of ways that it makes sense. I am trying to make up things to help me sleep at night, it just doesn’t make any sense” (Karen, Interview, p. 52, August, 2007). Her confusion and difficulty interpreting and acting upon the situation is consistent with individuals who are experiencing competing judgment schema.

As the internship progressed, Karen faced a particularly challenging situation when she was asked to actively participate in a billing practice she questioned. Karen was asked by a coworker in a position of authority to “make up” receipts for a number of events sponsored by the agency. At first she obliged, because her coworker said the owner approved of it, it was the way billing was done at the agency, and it was a small amount of money. After being asked to do it again later in the week, but this time for a larger amount of money, Karen began to verbally question whether this was right with the other intern who was helping her complete the task. She noted, “Carol, I don’t want to do this anymore, and she was like why, and I said this seems so weird, and Carol said she didn’t like it either. So we just kept doing it because we were the interns, and we were doing what we were told” (Karen, Interview, p. 38, August, 2007). Ultimately, another coworker in authority recognized what Karen was doing and told her to stop. Karen was relieved because she “wasn’t comfortable doing this...and I shouldn’t have been asked to do this in the first place” (Karen, Interview, p. 41, August, 2007). Although relieved to no longer be involved in the task, Karen was still concerned about how her direct supervisor and the owner were going to react about the decision to stop “making up” the receipts. She said, “I went to my supervisor because I didn’t want her to find out through another coworker, so I went to her and I told her what I was asked to do. I told her I don’t feel comfortable doing it and she said okay. I said that I know I should be doing what I am told, but this was for a lot of money that the client didn’t know about, and I said I didn’t want to be a part of it, that I didn’t want to take a chance and go to jail” (Karen, Interview, p. 42, August, 2007). Even though she realized the ambiguous nature of the task, Karen was still very nervous about being “yelled at” by the owner. She said, “Later

that afternoon, Carol came in to the office and said I think the owner is really mad at us because she found out we stopped doing it. I overheard her talking on the phone with Nancy and she was saying that the interns should be doing what they are told, and she couldn't believe that we wouldn't do what we were told" (Karen, Interview, p. 42, August, 2007).

While Karen showed awareness of the moral/ethical conflict and understood the repercussions of her actions for the client, her inability to speak up on her own was indicative of a person who is utilizing a less complex moral schema. Her response to "do what I am told" is reflective of judgment and actions in the Maintaining Norms schema. Her fear of the owner's reaction, and potentially her supervisor's response, were judgments and actions that emphasized her personal stake and are reflective of the Personal Interest schema. Although Karen demonstrated empathy and understood her clients' perspectives, she was unable to act from a Post-Conventional schema. This is an expected pattern of behavior for an individual who uses a less complex moral judgment schema.

Similar patterns in judgment and actions were evident in the case of Lauren who was a program administration intern working with a for-profit, event planning firm in the northeast region of the U.S. Lauren tended to use the Personal Interest schema as a basis for her judgments and her actions were reflective of this type of reasoning. Lauren emphasized self-preservation and a desire to please others as she grappled with an ethical conflict resulting from a poorly planned cookout event for low-income families. The event was sponsored by the mayor's office of a large urban city. The mayor's office contracted with Lauren's firm to plan a picnic for low-income families in a park located

in their neighborhood; their contract reflected food payment for 250 people. Prior to the event, a staff member from the mayor's office told Lauren "that the picnic was likely going to be the families' only meal of the day" (Lauren, Special Project Report, August, 2007). Based on the budget, Lauren planned food for 250 people but became quickly "overwhelmed" when 600 people showed up. Lauren was unaware that the chef had actually brought enough food to feed 400 people, and she was unaware that he had told the mayor's office staff that he was prepared to cook all of that food. When the dilemma became evident, Lauren stuck to the original contract, which said that food was only to be provided for 250 people. She was committed to the contract and did not modify her position even with the knowledge that there actually was food for 400 people. Lauren's original response to the situation was indicative of a Maintaining Norms schema, as she tried to abide by the contract, however the result of her decision did not sit well with the attendees or the mayor's office staff. This incident quickly escalated into a "chaotic" situation that presented Lauren with a significant challenge, as she perceived a personal threat to her safety. She noted,

There were so many people in line that we gave out 250 raffle tickets, and once the food ran out people were coming up to the line with no tickets and I had to tell them if you don't have a ticket you can't eat, but the food chef told them he had food for 400 people. So I was saying one thing and the chef was saying another thing. The people that worked for the mayor came up and they were yelling at me saying if you have extra food make it, but they didn't want to pay for it. But since my chef was saying something different than I was, I told the chef to make the extra food (Lauren, Interview, p. 28, August, 2007).

When asked to explain the reason for her change of position, Lauren responded, "I was scared because all of these people were screaming at me, and it was all inner city people, and we were in the middle of the projects, and everyone was yelling at me. So I

said we will make the extra food, and that was a very difficult situation because I didn't know what to do" (Lauren, Interview, p. 28, August, 2007). Her adjusted response was motivated by a fear for her safety as she noted, "they were kind of scary people" (Lauren, Interview, p. 29, August, 2007). This reasoning is reflective of a Personal Interest schema. She also indicated that she was motivated to make that decision because she wanted to make a good impression on the client, the mayor's office, because she recognized they were a profitable account for the agency. "The mayor's office staff said they were going to call the mayor, and I didn't want to lose this event for next year...I decided to go with what the mayor's office staff were saying because we wanted to keep doing business with them, because this was a large account, and since all of the other events went well and I didn't want the last event to go bad, so I wanted to go with what they wanted (Lauren, Interview, pp. 29-30, August, 2007). Her desire to keep the mayor's account for her agency appeared to be motivated out of a need to do what pleases others, which is reflective of Personal Interest reasoning. Lauren recognized that losing this account had consequences for the agency and she didn't want to be viewed as the cause of this outcome. Had the mayor's office decided to leave the agency, the number of client accounts would have been altered, possibly resulting in less revenue for the agency, and her supervisor and upper management may have been "upset" by this loss of business. While she was able to demonstrate some empathy by taking into account how the agency might view this situation, her overall motivation seemed to be rooted in her desire to appease her superiors.

Lauren's admitted confusion about what to do and her slow response to act reflected an individual torn between two competing schema, Maintaining Norms and Personal

Interest. She struggled with the need to abide by the contract, which is Maintaining Norms reasoning, but at the same time she wanted to protect herself from harm, which is Personal Interest reasoning. When asked to explain which factor was more important to her in that situation, her personal safety or making a good impression, she said: “I think it was both. Because at first I was sticking with what I was saying that we are not going to cook more food, and when everyone started yelling and it was getting out of hand, I said to do it” (Lauren, Interview, p. 31, August, 2007). These two competing schema resulted in her confusion about what to do and produced a delayed response to the situation.

Lauren represents an intern whose judgments and actions are mixed between the Personal Interest and Maintaining Norms schema. Her decision to “give in” and make the extra food was motivated by a personal interest, her safety, and a desire to please others. This is a predictable pattern of behavior for a person who is utilizing a less complex moral schema. Lauren’s inability to empathize with the families who did not get food, even though she was aware that this could have been their only meal of the day, further reflects the judgments and actions of a person using a less complex moral schema.

*Congruence Between Theoretical and Observed Patterns for Five High Post-Conventional Intern Cases*

Overall, significant convergence existed between the theoretical patterns of NeoKohlbergian theory of moral development and the observed patterns for all five of the “high” post-conventional cases (See Table 4.6). These five interns were identified at pre-test as exhibiting high scores in post-conventional reasoning. Based on the predicted patterns of the theory, one would expect these five interns to make judgments that were open to conflicted viewpoints, considered the rights and perspectives of others, took into



account both logical and emotional domains, and adhered to abstract and universal moral principles. Findings showed strong connections between intern judgments and actions. This intern subgroup demonstrated actions that included genuine care for others, a desire to promote equality and dignity for others, a willingness to look at multiple perspectives, and adaptive abilities such as being flexible, tolerant, and patient while dealing with uncertainty or conflict. While differences existed in the primary schema each intern used for reasoning about ethical issues as reported by the DIT-2, the predicted patterns of action were congruent in all five cases, with some mixed schema results (For individual results, see Appendix F).

In order to illustrate ways in which these five interns' judgments and actions were congruent with the theory, I provided three case examples from the "high" post-conventional reasoning subgroup. Because none of the five intern cases diverged from the theory, no case examples are provided to illustrate divergence.

Amy is an example of an intern who demonstrated judgments and actions that were mixed between the Maintaining Norms and Post-Conventional schema. Amy was a program administration intern who completed her internship with a moderately sized municipal recreation department that served residents and tourists of a wealthy town in the northeast region of the U.S. Amy had difficulty negotiating the political tension between the town and the recreation department, which consisted of "power struggles" and "battles over money and resources." She explained,

I have been learning a lot about the history of the relationships between the staff and people in town, like town council members and past recreation directors; probably more than I should even be told, and things that I know I cannot repeat, talk about, or express an opinion about. There is so much money in this town, and there are people with a lot of money who have 'power' about who says and does what and how things are

done. I think this goes on in most towns, especially in the higher positions like town councilor. You just have people that have been around forever, or families that have been around forever. And just like any business, you're going to have some issues with staff, etc. But with this town, I've come to realize there are so much politics behind a lot of things (Amy, Journal Entry, Weeks 3 & 4, August, 2007).

Because the department served both residents of the town and a large tourist population, Amy noticed that much of the conflict was in relation to "fair" and "equal" use of the department's programs and facilities, such as the beach. Amy indicated that she did not anticipate this type of issue prior to starting the internship: "When I thought that I was going to be working at a beach, I never thought it would be such a cash cow, and all of the politics involved with it. The policies and procedures were taken very seriously especially when it came to the issue of finances" (Amy, Interview, p. 49, August, 2007).

While there was a great deal of conflict associated with equal access to the recreation amenities among residents and tourists, Amy remained open to the viewpoints of all parties involved. This is an action reflective of the Post-Conventional schema. Her comprehension of multiple viewpoints is evident in her online discussion post: "I spent the day at the beach. It gave me an understanding of what a big deal it is, why it's so popular, and why they need to have so many rules, policies, and fees for the town beach. It put into perspective everything that goes on in the office in preparation for and during the beach season" (Amy, Blackboard Post Weeks 9 & 10, July, 2007). Amy quickly realized that the residents had high expectations because they were paying for recreation services through their taxes. She reflected, "The residents are very opinionated about what they like, don't like, programs they want, how many years they've lived here and what's been done in the past, and how the department handles the facilities or passes at the beach" (Amy, Blackboard Post 1 & 2, May, 2007). She didn't always appreciate their

approach in bringing concerns to the attention of the staff, but she articulated the need to remain open to their ideas and treat them with respect:

Just because you pay taxes doesn't mean that you can tell somebody how something should be done. It is hard because this is a business as well. You can listen to the suggestions, and you can make changes, and you can improve things, and you should be open to suggestions, but that doesn't mean that if someone has an idea you have to change everything to go with their idea. You can't please everyone, and that is the way it is. But you always need to show respect, so people can speak up about things, because that is their right (Amy, Interview, pp. 44-45, August, 2007).

Although Amy did not always agree with the manner in which some residents expressed their concerns to the staff, she was empathetic of their view: "Families have come to this beach for generations, and are very serious and concerned about what happens down at the beach, its maintenance, and the availability of facilities" (Amy, Initial Analysis Paper, p. 1, May, 2007). Amy's willingness to consider their perspective, remain open to their ideas, and treat them with respect despite their occasionally "demeaning" approach, shows evidence of actions that tended towards the Post-Conventional schema.

Beyond remaining sensitive to the residents' concerns, Amy also recognized that the town benefited greatly from the money brought in by the summer tourists. She recognized that the beach was a significant part of the community, as it "brought in \$1.3 million in revenue" (Amy, Initial Analysis Report, May, 2007), but she was clearly challenged by the problems it caused in her day-to-day work: "It was hard, you have people coming in here who didn't know what they were doing, then there were the tourists, or they were just regular people coming in, or there were the natives. And if something was different from last year, you had to explain why there were changes. The

natives were very vocal about any changes that took place” (Amy, Interview, p. 37, August, 2007). At times, Amy appeared stressed by this situation but she tried to maintain a middle ground approach in dealing with these conflicts: “You have to balance the tourists with the year-round residents. They do events here for the kids and for the town people so that they can enjoy recreation. But when there is a beach involved, and with that comes parking issues, and waiting lists for passes, and resident and non-resident issues, things like that make it hard to deal with” (Amy, Interview, p. 50, August, 2007). In response to these challenges Amy was able to demonstrate behaviors such as patience and tolerance. Amy noted, “No matter how mad someone may get, you need to just calmly explain the policies and why they’re in place. Patience is huge when you are answering the phones all day explaining the same set of facts over and over again. You can’t sound annoyed because its not like the person knew five other people just called with the same question. I think I did a good job with this” (Amy, Blackboard Post Weeks 3 & 4, June, 2007). Her patient and open-minded approach as she dealt with this conflict are behaviors that are consistent with a Post-Conventional schema.

Although there is significant evidence of congruence between Post-Conventional judgments and actions, Amy also demonstrated reasoning and actions in the Maintaining Norms schema, as she looked to the department’s rules and policies for guidance in negotiating conflicts. An early journal entry demonstrates her commitment to the rules of the department: “I feel it is important to still learn about how everything is run and know as much as I can about what goes on, particularly the rules, policies, and things about all of the facilities” (Amy, Journal Entry Weeks 3 & 4, August, 2007). Amy found comfort knowing she could fall back on the department’s policies when dealing with conflict. For

her, the policies kept things in order and limited the chaos resulting from ambiguity: “You had to follow the guidelines. You can’t just say ‘let’s have this event tomorrow’ because everything had to be approved. There was such a strict budget, there are purchase orders, emergency purchase orders, and everything has to go through the town” (Amy, Interview, p. 21, August, 2007). She further recognized the need for consistency in applying those policies. This was evident when a town councilwoman asked her for an exception to the beach parking pass policy. Not being aware of the woman’s position on the town council, Amy decided to stick to the policy and turned her away. When asked to explain her reason for adhering to the policy, Amy noted,

Even if I knew that she was on the town council, I wasn’t going to compromise their procedures when it came to giving out the passes. I have seen it done, I have seen people come in that I knew, and it’s hard. Some of their requests are so simple to fix, like just making a copy of their registration for a second card, but since there have been so many issues in the past, you really have to follow the policies that are set up. They had a lot of problems with their passes; they gave passes to people who they shouldn’t have, passes were stolen, car passes were being switched (Amy, Interview, pp. 41-42, August, 2007).

Amy’s emphasis on maintaining the existing order while making decisions is a pattern that is consistent with the Maintaining Norms schema. She was an intern whose judgments and actions were clearly mixed between the Post-Conventional and Maintaining Norms schema. When asked to describe traits needed for success at her internship site, Amy noted: “You need to be patient, open minded, hard working, friendly, and not let the little things bother you. Customer service skills are a must, especially since you are dealing with taxpayers. You can’t get caught up in people’s problems and need to stand behind the agency no matter the situation” (Amy, Blackboard Post Weeks 11 & 12, August, 2007).

Slightly different mixed schema patterns were evident in the case of Tara, who was a program administration intern working with a small, for-profit harbor cruise business in the northeast region of the U.S. Tara's judgments and actions in the Post-Conventional schema were demonstrated through her genuine care and concern for her coworkers. Tara recognized that "staff morale was low" because the owner failed to provide them with positive feedback. An early journal entry foreshadowed her concern: "I worked with Tom today. After taking a few management classes, I can really compare him to the ideal manager and I find that he lacks many of the qualities found in a successful manager. I feel like I only receive criticism and never any praise. I think this will become an issue for me and the other staff as we move into the summer" (Tara, Journal Entry, Week 2, August, 2007). Even though she felt that the owner treated his employees fairly in terms of pay, she characterized him as "difficult to read" (Tara, Journal Entry, Week 1, August, 2007) and that his "cold/harsh approach was intimidating" (Tara, Blackboard Post, Weeks 3 & 4, July, 2007). While she viewed his managerial approach as "intimidating," she was impressed with her coworkers' resolve to step up and work hard despite his managerial shortcomings. She reflected,

I love being on the water and working with an excellent staff. I have never seen a group of young women work so well to make one another happy and make the business work. Unfortunately, I do not think these women get the appreciation they deserve. Many of us give up outside duties to pull through at the last minute for another staff member. One staff member specifically has moved into a new position and has been given a great deal of responsibility. She is doing amazing! It is great to see other employees really pull their own weight and work hard (Tara, Journal Entry, Week 2, August, 2007).

Rather than emphasize her personal stake in this matter, Tara focused on how his "poor supervisory approach" affected the staff and ultimately decided to take it upon her

self to fill this void for the staff. When asked to comment on an accomplishment she was proud of, she noted: “I think that I worked a lot better in terms of commitment and focus than I had in the past. It was important to communicate with my coworkers and make sure that everyone was having a good day, and seeing what was going on in their lives, being more attentive” (Tara, Interview, p. 16, September, 2007). In her final reflection paper, Tara reiterated her belief in establishing strong relationships with her coworkers. She noted, “I have been able to establish close friendships with coworkers. I genuinely care about what is going on in their lives. I feel it is important as a supervisor to make sure everyone is performing at their best and the only way for this to happen is if everyone is content with their job” (Tara, Final Review of Experience Paper, p. 2, August, 2007). Tara’s compassion for her coworkers’ morale was evident in a self-initiated staff morale project. Tara created positive feedback notes for the staff, and her caring approach was reflected in one of these notes: “Karen, thank you so much for all the time and energy you put into making this boat a fun and beautiful place. Your hard work does not go unnoticed—nor does your positive attitude. Your presence makes this boat a wonderful place for crew and customers. Keep the great ideas coming! (Tara, Journal Entry, Week 2, August, 2007). Even though Tara’s morale was equally impacted by the owner’s lack of attention and positive feedback, she was able to put that aside and focus on the well being of her coworkers. She noted, “I am starting to get burned out on this lack of positive feedback and every time I feel discouraged, I tell myself that I will always treat my employees with respect” (Tara, Journal Entry, Week 4, August, 2007). Tara valued her coworkers and was committed to promoting their dignity, something the

owner was “not capable of doing.” When asked to reflect upon the most important thing she learned from her internship experience, she noted,

I guess I learned that you have to treat people with respect, and everyone is on the same level, there are no gaps. You have to go into a business and be open-minded about different types of people, and don't be afraid to be friendly with people you may not see yourself hanging around with, because you can learn a lot from everyone (Tara, Interview, p. 52, September, 2007).

Even during times of stress and low morale, Tara committed to an open-minded and respectful approach with her staff. These actions were reflective of the Post-Conventional schema.

Tara made judgments that were representative of her moral ideals. This was evident in the challenge she faced when an intoxicated woman came on a cruise with her two-year old child and displayed behaviors that put her child at risk. She explained the situation,

When she came on to the boat, I noticed that she was acting funny, so I assumed it was something that had to do with her personal life because I knew she was going through a divorce. So I just sat and chatted with her. And it came to the point where other people were coming up to me and saying ‘she’s on something,’ so I spoke to the Captain, and I think this is where I used my own ethics. I didn’t want to go up to her and say, ‘give me your kid, I am going to take him with me because you are not safe with him.’ So I just sat with her and talked to her and tried to get to the foundation of why she was upset, and in the meantime, keeping my eye on her son, making sure he was safe, and not making this into this big issue where she would be embarrassed or she would get hurt. When she got off the boat I followed her to the restaurant and asked her questions like ‘are you okay, can I do anything for you?’ because I realized she was in trouble (Tara, Interview, p. 37, September, 2007).

Tara took it upon herself to follow the woman after she left the cruise in order to make sure “she wasn’t going to harm herself or the child.” She stayed with the woman until the police arrived. During the research interview, Tara conveyed that the woman was ultimately arrested for child endangerment, went to rehab, and eventually lost



custody of her child. Although Tara recognized the serious nature of the consequences had she not acted, she remained sensitive to the woman's perspective. She noted, "Even though the woman was wrong, I still wanted to make her feel comfortable" (Tara, Interview, p. 38, September, 2007).

Although Tara's judgments and actions tended toward the Post-Conventional schema, she did occasionally demonstrate behaviors that were reflective of the Personal Interest schema. On occasion, Tara did not speak up when she encountered a situation that she viewed was wrong. This was evident when a coworker put on a song that was offensive towards people with disabilities and the staff on the boat participated in the ridicule with laughter and jokes. She quoted a line in the song, "A guy with Downs wins the race even though he stands in place" (Tara, Journal Entry, Week 4, September 2007). Tara had personal experience with disability as her brother had Down Syndrome. She noted, "I heard the song come on and while the other two captains were laughing I packed my things off the boat and left for the ticket booth. I was speechless—felt like I got punched in the gut. I wanted to cry. I wish I had said something directly to them, but instead I spoke to a friend in the ticket booth about it. I left angry" (Tara, Blackboard Post, Weeks 11 & 12, August, 2007). Tara noted that she did not speak up because her "strong emotional reaction" prevented her from doing so and because she didn't want to "offend" her coworkers. She noted, "I just kind of came at it without trying to offend them back, I don't want to make anyone feel uncomfortable. Because when I say to people that my brother has Down Syndrome they feel like a jerk, and I don't want them to feel like a jerk" (Tara, Interview, p. 36, September, 2007). Tara was acutely aware that

her co-workers actions were “wrong,” yet she could not speak up and tell them she was offended. She noted,

I think after taking the ‘Recreation Services for Individuals with Disabilities’ course, that he is legally wrong and I know from being a compassionate individual that he is an ass. I did not stand up for myself and I think this is a personal issue I need to deal with, however he offended me and I did not do anything about it. I feel very badly about this and I am in a dilemma. I wish I could go back and say something to his face directly so he knows he is wrong and offensive (Tara, Journal Entry, Week 4, September, 2007).

Tara’s inability to take a stand for what was “right” in this situation seemed to be a result of her need to please others, an action indicative of the Personal Interest schema. An early journal entry reflects Tara’s awareness of her need to please others: “I have noticed that I should speak up more often. If I notice an injustice or feel like I am being treated badly, I should say something directly rather than indirectly. I have always tried to make everyone happy and sometimes at my own expense” (Tara, Journal Entry, Week 2, August, 2007). Yet while Tara’s inability to speak up during that situation was motivated by her personal stake emphasis, she still remained open to others’ perspectives, which shows evidence of post-conventional reasoning. This pattern of mixed judgments and actions was evident throughout her internship. Rather than respond right away, Tara tended to defer her response until after she thoroughly reflected on the situations she encountered. She noted,

I don’t know, I just have a hard time just saying how I feel at the time. A lot of times when something happens, I will marinate [ruminate] on it, and then I respond rather than responding to it at the time...I think of both sides of it, why they said it, or why I am responding to it like this. Maybe they are having a really bad day, or I am being overly emotional (Tara, Interview, pp. 44-45, September, 2007).

Tara demonstrated judgments and actions that were mixed between the Personal Interest and Post-Conventional schemas, showing congruence with the theoretical patterns of the NeoKohlbergian theory of moral development.

Slightly different mixed patterns of judgments and actions were demonstrated by Amelia, a therapeutic recreation intern who worked with a community-based TR organization in the northeast U.S. Amelia provided TR services to a diverse group of people with physical, cognitive, and developmental disabilities. Amelia demonstrated judgments and actions in the Maintaining Norms and Post-Conventional schema. Much like Tara, Amelia took a very caring approach to her work and quickly realized that what she did significantly impacted the well being of her clients and their family members. Although the following examples do not illustrate Amelia's ability to handle moral dilemmas per se, they do provide evidence of a person who is grappling with role concept development, a process engaged in by individuals utilizing a more complex moral schema (Rest et al., 1999). When asked to comment on moments of clarity during her internship, Amelia immediately reflected on the meaning of her work in relation to improving others' lives:

I recognized the rewarding and satisfying part about being in TR. There was a participant who always water-skied and the whole family gave it up because he got a spinal cord injury. The family came to one of our events, and the mother was crying when she saw him water-skiing again. It was a very rewarding experience, and I had realized that *that* was the whole point--you are bringing people back to recreating, not just by themselves but involving their whole family (Amelia, Interview, p. 22, October, 2007).

Amelia shared numerous examples that illustrated her understanding of professional values. After one particularly challenging mountain climbing trip with a teenage boy who

had cerebral palsy and used a wheelchair, Amelia articulated a clear understanding of the value of her work:

When we got to the top it was awesome because the client was so happy; he was probably the first person to be on the top of that mountain in a wheelchair. That is so cool. I realize that some of the things that we do at our organization do not clearly seem like TR practice. What I mean is that there were no set goals or treatment plan for this child, but this doesn't mean it wasn't TR. We made it possible for that child to recreate with his classmates and brought him to an environment that he probably thought wasn't possible. He said it was the best week of his life. I think that is definitely the whole point of TR (Amelia, Journal Entry, May, 2007).

Amelia demonstrated behaviors such as sensitivity, empathy, and patience throughout her internship. These behaviors were especially evident during an adaptive ice-skating activity for a group of children with pervasive developmental disabilities, muscular dystrophy, and brain injury. Rather than using typical ice skates, the activity was modified using sit-down sleds that are designed for upper body propulsion. This is a physically demanding sport that requires a good deal of upper body strength, balance, and endurance. During this activity, Amelia observed a young boy who was obviously struggling with the skating activity. To better understand his frustration, Amelia got in an ice sled and went over to the boy. She noted, "I decided to jump in because I wanted to feel his pain. I have never tried it and it was hard. He saw that I was falling too and it made him laugh. He even tried to crash into me, which was hilarious. When he got off the ice, he was glad he tried it and you could tell that he was happy. He even wanted more information about sled hockey. This job is so rewarding it is amazing" (Amelia, Journal Entry, June, 2007). At the conclusion of this adaptive ice-skating activity, Amelia was once again able to put the value of her work into perspective: "Everything went well today. I really like working with kids. It's fun and they are so easy to please. It is sad to

see some of them with diseases that are not going to give them much time on this earth, so it is cool to give them awesome days like this” (Amelia, Journal Entry, June, 2007).

Amelia’s caring, sensitive, and empathetic actions were congruent with the Post-Conventional schema. She demonstrated patience when working with challenging clients and situations, and recognized the need to be calm in crisis as reflected in her online discussion post: “My professional strengths include being able to step back and not overwhelm a new participant when he/she is learning a difficult skill or activity. I also try to make them feel comfortable” (Amelia, Blackboard Post, Weeks 7 & 8, July, 2007).

Amelia’s ability to repeatedly articulate the purpose of her work and its impact on others represents the beginning stages of professional identity negotiation, a process consistent with individuals utilizing a more complex moral schema. According to Rest et al. (1999), individuals who have moral motivation place a high priority on professional values and are committed to ethical standards of practice. Although Amelia’s recognition of the value of her work represented the first step in her role concept development, she did not always demonstrate action that was morally motivated or adhered to ethical standards of practice. At times, Amelia made decisions that emphasized a need to maintain the social order, which is consistent with the Maintaining Norms schema. This was evident during a site visit to a different TR program, where Amelia noticed a number of safety concerns that she did not bring up to the therapist who she was shadowing. During an adaptive cycling session with a newly injured young man with quadriplegia, Amelia sensed that the therapist and her support staff lacked the knowledge and skills needed to facilitate a safe cycling activity for this patient. She noticed that the therapist neglected to situate him correctly in the cycle, which resulted in the patient leaning to one

side during the ride, a clear safety concern in Amelia's eyes: "I was worried that he could fall off or he could be injured. I was thinking of pressure sores...I was riding behind him, watching him, and he was leaning one way, and I just wanted to say we need to shift him but I didn't do anything because I wasn't his therapist; I wasn't anything, so I didn't know what to do (Amelia, Interview, p. 44, October, 2007). When asked to describe the reason she decided to keep quiet and not articulate her concern to anyone, she noted, "I would have felt bad about making someone look bad who was supposed to be the professional, who I expected to be more knowledgeable about something than me" (Amelia, Interview, p. 47, October, 2007). When asked to explain the point at which she would have spoken up, she said, "If it got to the point where it was looking really unsafe, like if his leg was dragging on the ground or something" (Amelia, Interview, p. 47, October, 2007). Amelia's lack of action was motivated by her desire not to "show up" another professional, which is reasoning that is reflective of a Maintaining Norms schema. Her judgment and action emphasized social conformity rather than moral ideals. Rather than stand up and protect the patient from harm, a violation of the ethical principle of non-maleficence, Amelia remained quiet because she didn't want to "embarrass" the therapist. Her ability to take into account how the therapist might be impacted by her decision is indicative of an empathic thought-process. Her empathic approach was not motivated by a personal interest such as the need to please others rather it seemed to stem from a genuine sense of care. Overall, Amelia demonstrated judgments and actions that were mixed between the Maintaining Norms and Post-Conventional schema, showing congruence with the theoretical patterns of the NeoKohlbergian theory of moral development.

*Summary of pattern matching findings for the 10 intern cases.* For both the “low” and “high” subgroups, convergence existed across many spectrums of the moral domain. The theoretical patterns of the NeoKohlbergian theory of moral development matched the observed patterns of intern judgments and actions. As interns used lower judgment schemas, they demonstrated behaviors such as an emphasis on personal stake, fear of punishment, a need to impress others, doing “what they were told” by authority, and sticking to company policies. As interns used more complex judgment schemas, their actions tended to include a genuine concern for the rights of others, empathy, willingness to consider multiple perspectives, patience, flexibility, and tolerance for ambiguity.

*Aspects of the Internship Experience That Appear Responsible for Moral Development*

*Changes Among 10 Intern Cases*

Research question #4 explores aspects of the internship experience that appear to be responsible for moral development changes across the 10 intern cases. Interns’ scores on the DIT-2 changed from pre to post-test, and their performances changed from mid-term to final administration as reflected by the performance evaluations. Question #4 explores aspects of the internship experience that appear to influence these changes. These findings were derived from a coding process of the qualitative data, resulting in the development of themes that cut across the 10 intern cases. After conducting open and focused coding phases, three significant themes emerged from the data: (1) the type of internship setting is critical to intern moral development, (2) the internship site supervisor and senior staff members are vital resources for interns as they begin to negotiate the ethical landmines of practice, and (3) the nature of the intern role impacts ethical

decision-making among interns. Each of these three themes is explored further in the next section.

*Theme I: The type of internship setting is critical to intern moral development.* As interns described the ethical situations they encountered during their internship, it became apparent that these situations varied according to the interns' specific service setting. Of the 10 cases, seven interns worked with a for-profit, commercial recreation agency, two interns worked with a public, municipal recreation agency, and one intern worked with a non-profit, community-based TR organization. The ethical situations described by interns across these three types of service sectors were qualitatively different, however a great deal of consistency was observed in the types and frequency of ethical dilemmas encountered by the interns who worked in similar service settings. For instance, the challenging situations that emerged for the seven interns working in the commercial recreation sector consistently revolved around the nature of a for-profit business such as making money and maximizing profit, concentrated attention on professional image, high expectations for customer service, the need to beat the competition, and long, hard work hours for staff with intense scrutiny and pressure to succeed. Three (Riley, Karen, Lauren) of the seven commercial recreation interns tended to perceive these for-profit business practices in a negative light. Ideally, we would hope to see a decrease in Personal Interest post-test scores, but these three interns actually demonstrated an increase in their Personal Interest scores at post-test. This increase appears to be the negative effect of their perceptions of challenging and questionable situations in a business context. An example of this is seen in the case of Riley, a program administration intern who worked with a for-profit entertainment and booking agency in



the northeast region of the U.S. A recurring ethical dilemma for Riley had to do with the owner's focus on "making money." In one particular situation, Riley struggled with the owner's decision to charge a client \$1,000 for terminating his contract and canceling his event upon learning of his cancer diagnosis. Riley was struck by the owner's response to the client. She noted,

I had a hard time with the fact that he charged him \$1,000 for canceling his event. I know people have insurance to cover their costs, but I also know the cost of health care and hope that the client's company paid for it. I don't know, I guess I am just a softy. The fact that he canceled it because of a health reason and not a business reason, is tough to take. I thought he had enough to worry about and feel that this extra \$1,000 was something he shouldn't have to worry about... My supervisor has been in business for 30 years; it was probably just business to him and maybe from a professional outlook that is the way you should look at it... I shared this with my mom. She is a lot like me, a very compassionate person. We both had a hard time looking at this situation from a business standpoint (Riley, Interview, pp. 36-38, September, 2007).

Throughout her research interview, Riley shared a number of situations that fell into this type of category. She also alluded to these issues in her formative and summative academic assignments, but not to the extent that she did in her research interview. In her interview, she noted that the owner handled these other ethical situations in a similar fashion, by, as she said, "making money at all costs." Given her perception of these situations that she was exposed to, it is not a surprise that Riley's DIT-2 score in the Personal Interest schema actually went up from pre (24) to post-test (30). Although her Post-Conventional schema score did increase from pre (12) to post-test (26), she was acutely aware of and impacted by the owner's questionable business practices, yet never spoke up about her concerns. When asked to explain her reasons for not taking a stand during these questionable situations, Riley noted, "Well there wasn't much that I could

do, because I didn't have the authority there to do anything" (Riley, Interview, p. 42, September 2007).

Riley appeared to demonstrate moral sensitivity, as she was aware that ethical issues existed that posed potentially negative effects on the clients. Despite this awareness, however, she was not able to carry out a moral action, such as articulating her displeasure about these questionable business practices to the owner or another coworker. Riley did not want to be viewed as a "troublemaker" and didn't want to disturb the way things had been done at the agency. These self-interested factors influenced her judgments. She continually allowed the owner's competing values to overshadow her own value of what she felt was right. Her lack of moral action appeared to be a result of deficiencies in moral judgment and moral motivation. Throughout the internship experience, Riley demonstrated judgments and actions that were reflective of a person utilizing a less complex moral schema. Riley was challenged by what she saw as the reality of the business world. These aspects of Riley's internship environment appeared to be barriers to her moral development over the course of the internship.

Riley was not the only commercial recreation intern who was challenged by perceptions of ambiguous business practices during her internship. Karen was another commercial recreation intern who was concerned about her agency's questionable business practices, which are well documented in the previous section. Karen was challenged by her agency's focus on "making money" and was disappointed in what she perceived as the administration's general disregard for the well being of the staff. Karen observed that the stress to please clients and make money negatively impacted staff morale. While describing her relationship with coworkers, Karen noted, "I worked a lot

with the account managers and the operations manager. One of the account managers, if she was having a good day, you were having a good day. But if she wasn't, you stayed clear and you did what you were told. I just remember one event I was walking up to her and she said 'run' and I said to myself, 'this isn't a good day.' When clients were not happy, she wasn't happy, and everyone else was unhappy. And that was hard because she was in charge of things, and it made for poor morale" (Karen, Interview, p. 27, September, 2007). Given her perception of this stressful work environment, and her observations of low morale among staff, it is not a surprise that Karen's scores in the Personal Interest schema went up from pre (32) to post-test (50). Much like Riley, Karen appeared to be influenced by what she perceived as a personal stake orientation at her internship agency and her judgments and actions were reflective of such an approach. Karen appeared to demonstrate moral sensitivity, as she was able to identify moral situations and recognized the impact of these situations on the clients. However, her inability to overcome the competing values of her agency seemed to result in a failure of moral action. Her desire to maintain the social order of the agency and not be perceived as a "snoop" overshadowed her commitment to taking a moral course of action. Like Riley, Karen appeared equally challenged by what she saw as the reality of the business world.

Tara was a commercial recreation intern who was similarly confused as she tried to come to terms with the business side of the harbor cruise industry, although unlike Riley and Karen, Tara did not demonstrate an increase in Personal Interest post-test scores. She noted, "I guess I got a little confused with the profession. I feel it is all about having a good time, and making sure people have a good time, and having good customer service

skills. But when I saw the management part of things, I realize it is not always about customers and about the people, it is about money and funding” (Tara, Interview, p. 53, September, 2007). Tara was an intern in the “high” post-conventional subgroup. It was interesting to note changes in her DIT-2 scores: her Post-Conventional schema scores went down from pre (54) to post-test (46), Maintaining Norms schema scores went up from pre (26) to post-test (38), and Personal Interest schema scores remained the same from pre (6) to post-test (6). The decrease in Post-Conventional scores may have been influenced by her disappointment in her supervisor as she came to realize that he cared less about the customers’ experience and his staff, and more about “his own interests.” Zeichner and Tabachnick’s (1985) research might explain why Tara reverted to the Maintaining Norms pattern in certain circumstances. In their longitudinal study of first year teachers, they found that beginning teachers were especially vulnerable to the institutional norms of their schools and tended to conform to the conventional wisdom and behaviors of those around them, despite evidence that these institutional values and behaviors were at odds with their own beliefs. These teachers, much like Tara, had a sense of what should be done, but would comply with authority figures’ definition of a situation and conform to the cultural behaviors of the setting. Rather than stand up for their own beliefs, they became socialized by the system into Maintaining Norms roles. Throughout her internship, Tara was able to identify moral ideals, demonstrating moral sensitivity and moral motivation along the way, but her inability to consistently take a stand when faced with ethical situations might suggest that she was socialized into a Maintaining Norms role by her work environment and culture. Even though she demonstrated private reservations about complying with the cultural norms of her agency,

she did not always act in ways consistent with her beliefs. Her inability to demonstrate strength of conviction in the face of adversity and conflict seemed to be a failure of moral character. Tara was challenged by what she saw as the reality of the business world in her internship setting. This challenge might have been enough to trigger her regression from the Post-Conventional to the Maintaining Norms schema and may have ultimately influenced her lack of moral action.

Not all of the commercial recreation interns perceived challenges by the for-profit nature of their internship settings. This was evident in the case of Mike, who was a program administration intern working with an exclusive, private resort and country club in the northeast region of the U.S. Unlike Riley, Karen, and Lauren, Mike seemed to embrace his agency's focus on making money and "pleasing the members." He was acutely aware of the country club members' prominent status in the community and made concerted efforts to provide exceptional customer service, not only for the club's sake but for his own as well. He noted,

A lot of times when the members walked in from the golf course, I'd have their drinks waiting at their table for them, and they liked that, they liked the recognition. Tidbits like that put me on a personal level with some of the members. Some of them were from the city and said if I need a job come to their country club and they'd find me something. I got offers to go to the country clubs in a variety of cities. I also got tickets to some professional sporting events. So to be frank, kissing up to some members, pays off (Mike, Interview, pp. 28-29, October, 2007).

Mike's ability to recognize and willingness to promote the country club's bottom line was clear to him from the start. He reflected, "You have to remember that it is the members who by paying their dues, are paying my paycheck" (Mike, Interview, p. 39, October, 2007). His previous experiences in the resort and hospitality industry seemed to

allow him to internalize this philosophy and he appeared proud to articulate his understanding of his agency's culture as he noted: "The happier the members are, the more money they spend; the more money they spend, the more money you make" (Mike, Interview, p. 29, October, 2007). While it was evident that Mike was primarily motivated by personal interests such as making money and receiving perks from club members, his Personal Interest schema scores went down from pre (28) to post-test (8) and his scores in the Post-Conventional schema (pre 14, post 24) increased from pre to post-test. Despite his desire to meet his agency's high customer service expectations in order to get ahead, Mike ultimately demonstrated moral reasoning growth. Perhaps his previous experiences in the industry enabled him to more effectively adjust to the culture of his agency. He seemed to have a clear understanding of the resort industry and thrived on playing a significant role in maintaining the cultural norms. Mike's perceptions of the business aspects of his internship setting did not limit moral growth, rather seemed to advance it, as evidenced by his decrease in Personal Interest post-test scores and his increase in Post-Conventional post-test scores.

TJ was another intern whose moral reasoning appeared less impacted by the for-profit nature of his commercial recreation setting. As noted earlier, TJ articulated numerous concerns about what he perceived as the agency's "unreasonable" customer service expectations and lack of concern for the "overworked staff." These aspects of his site appeared to negatively impact his morale and his performance ultimately suffered, however his DIT-2 post-test scores actually demonstrated growth in moral reasoning. TJ's Personal Interest schema scores went down from pre (52) to post-test (22) and his Post-Conventional scores went up from pre (12) to post-test (40). These scores represent

a major increase in moral reasoning. A number of factors associated with TJ's internship experience may explain this growth. TJ was a 24-year old non-traditional student in the recreation management curriculum and had two years of prior work experience with his internship setting. Like Mike, TJ may have benefited from his previous work experiences with the site, enabling him to more effectively anticipate the problems and adjust accordingly. When asked to describe some concerns that he had upon starting the internship, TJ noted,

I wasn't really nervous about the internship itself, it was more or less the work. I had worked there before and I knew what I was in for as far as working a lot of overtime, and having a really busy schedule, so those were things I was concerned about. Also, I knew that my career there would be coming to an end shortly, and I just wanted to make the best of the last summer, and make the internship pay off (TJ, Interview, p. 4, August, 2007).

Another factor that may have influenced this growth in moral reasoning was TJ's willingness to openly reflect on these dilemmas in his journal and paper assignments. He seemed to utilize these tools to talk through his thought process in relation to these issues. He initially used these mechanisms to vent his frustrations about his "unsupportive" site supervisor and perceptions of "unfair" work practices, however after a while he started talking through his frustrations to make sense of the experience. A comment in his final paper captures his thought evolution as he laments doing his internship with this agency:

The biggest weakness of my internship was the chaotic schedule that I was faced with, and more specifically my manager who I did not always get along with. From my experience as a previous employee, I knew what I was in for by doing my internship with them. However, it got to the point where I had to start thinking about myself and my own well being instead of sacrificing my happiness. If given the chance to start over, I would have done my internship at a different location and company. I wish that I had chosen a location that was based more on an experience or memory that could have been produced, rather than what I

chose—a close commute from home and competitive pay.  
I know I could have had a much more enjoyable internship if I  
had chosen more wisely (TJ, Final Paper, p. 3, August, 2007).

Perhaps these guided reflection opportunities enabled TJ to move through his thinking and judgment in relation to these issues. He appeared to demonstrate moral sensitivity as he was able to recognize ethical dilemmas, and he appeared to be developing moral motivation as he began to recognize competing values involved in these dilemmas, however he did not seem to have the moral character to act. His desire to successfully finish the internship and graduate seemed to distract him from carrying out the moral action of speaking up to his supervisor and upper management about the “unfair” work practices and “lack of concern” for the well being of the staff.

Interestingly, the perception of pressure-packed work environments and an emphasis on making money were not always predominant aspects of the commercial recreation industry that posed ethical challenges for interns. The issue of competition arose for Bob, who was a program administration intern working with a for-profit, sports and fitness agency in the northeast region of the U.S. Bob was an intern in the “high” post-conventional subgroup. In addition to sponsoring and managing a semi-professional men’s soccer team, Bob’s agency also provided on-site fitness programs and hosted local competitive sports leagues. Bob recalled an incident where he overheard a phone conversation between the agency’s youth soccer coach and the mother of a highly skilled female high school soccer player. The youth coach also coached a girl’s high school soccer team and he was trying to recruit this player to join his team using what Bob perceived as “questionable” tactics. Bob explained,

He was trying to coerce the student’s mother to have her daughter change high schools. He was asking her if she had any relatives in



the same town as the school that she could use as an address. I don't know if it was illegal, but it is not the nature of what high school athletics is supposed to be, pulling kids all over the place...I was concerned about the athlete, how she was receiving the wrong message that high school athletics are more important than school...I had a problem with that, but it wasn't my place to say anything. First off, I shouldn't have been listening to his phone conversation (Bob, Interview, pp. 19-21, September, 2007).

Bob recognized the suspect nature of the coach's actions yet seemed content to ignore it, rationalizing that he shouldn't have been eavesdropping on his coworker's phone conversation in the first place. He noted that he could have spoken to his office mate about it but was reluctant because "it probably would have led to something that I didn't want to get into with him" (Bob, Interview, p. 20, September, 2007). Although Bob did not exhibit moral action in this instance, he was able to demonstrate moral sensitivity and his desire to maintain the status quo reflects Maintaining Norms reasoning. While the issue of competition was evident at his internship agency, Bob's scores on the DIT-2 actually reflected moral growth in all schemas. Unlike Riley, Karen, and Lauren, Bob didn't seem impacted by his perception of questionable business practices at his agency, rather he seemed to have the moral motivation to withstand these pressures. This is a consistent behavior pattern with an individual utilizing a more complex moral schema.

The primary aspects of the commercial recreation setting that appeared to negatively impact moral development for Riley, Karen, and Lauren included perceptions that their internship agency was overly focused on making money and would do anything to protect their interests. They perceived their agencies' value system to be at odds with professional values such as genuine care and concerns for clients, consumers, and staff. These three interns seemed to internalize their perceptions of the agency's value system, resulting in judgments and actions that tended toward protecting their own personal

interests and maintaining the social norms. Their DIT-2 post-test scores reflected these patterns. Tara, an intern from the “high” post-conventional subgroup, demonstrated a decrease in Post-Conventional score at post-test. Although she demonstrated judgments and actions consistent with the Post-Conventional schema throughout much of her internship, her desire to maintain the social order of her agency was evident. Her commercial recreation setting might have socialized her into more Maintaining Norms thinking.

Mike, TJ, and Bob were three commercial recreation interns who appeared less impacted by the nature of their for-profit commercial recreation settings as all three demonstrated increases in Post-Conventional scores at post-test. Although Mike seemed to thrive on the business practices of his setting and TJ was discouraged by the business practices of his setting, they both effectively adjusted to their environments by relying on previous experiences in the industry. These previous experiences may have provided them with an advanced perspective from which they could successfully negotiate such a climate. TJ further seemed to benefit from the guided reflection opportunities provided through his academic assignments as he tried to make sense of and talk through the ethical situations he encountered.

While perceptions of questionable business practices produced a negative effect on intern moral development for three of the seven commercial recreation interns, different elements emerged for the three interns who worked in municipal recreation and non-profit TR settings. Rather than being exposed to a work culture that viewed profit as the bottom line, these three interns worked in internship settings that promoted consumer welfare through public service. The ethical situations that emerged for Amy and Amelia

are well documented in the previous section. Amy, the intern who worked for a wealthy municipal recreation department, encountered ethical situations that revolved around “politics” and “fair” use of facilities and services. While money seemed to be at the center of the majority of these conflicts for her consumers, her agency’s bottom line was not about generating revenue, rather was clearly focused on providing the best possible recreation service for as many consumers as possible. Her understanding of the public service sector is reflected in a comment she made about her supervisor, who had worked for the agency for over 10 years:

He has shown me how to stay out of the politics. He’s not in it for the money. He’s not in it for having a pool just to say you have a pool. He’s in it to have a pool so kids and families can use it, and so you can provide programs. I really respect him. That is what it is all about, you do your job to have passion for it, and he really does. All of the kids that play basketball are like *his* kids, all of the camp kids are like *his* kids, he takes care of everyone, and he has a great relationship with all of the people that he has worked with over the years (Amy, Interview, p. 34, August, 2007).

Given Amy’s realization that the goal of public recreation is to serve the needs of the community, it is not surprising that she demonstrated moral growth on the DIT-2. Her Personal Interest schema scores went down from pre (27) to post (22) and her Post-Conventional schema scores went up from pre (41) to post-test (46). The type of ethical situations that arose in Amy’s setting enabled her to recognize the impact of her work on the lives of others. Perhaps it was her internalization of the agency’s public service philosophy that allowed her to take these moral growth steps. She also seemed positively influenced by her site supervisor who served as a strong ethical role model. Like TJ, Amy seemed to effectively use her journal and papers to reflect on these ethical situations.

These guided reflection tools enabled her to make sense of and talk through the ethical dilemmas that she encountered throughout the experience.

The nature of a non-profit organization appeared to be an influential aspect for Amelia at her community-based TR setting. Consistent with the mission of non-profit organizations, the focus of her internship site was on service provision to vulnerable populations. Although admittedly “frustrating” to deal with, Amelia eventually came to understand the principles and values of non-profit work. One example illustrates this understanding quite effectively. After working a long day outside in the heat, Amelia was left alone to unload adaptive equipment and water bottles from the agency’s vehicle. Her coworkers were present, but they engaged in other office projects and didn’t offer to help her. As a result, she became frustrated and angry but did not let on to her coworkers that she was upset. She explained,

I kept thinking to myself, how is this benefiting my career? A lot of my work tasks were characterized as physical labor, and I would ask myself ‘why do I need to be doing this?’ But I tried to understand that this is a non-profit organization where there is a lot of stuff that doesn’t have to do with TR, but it has to be done. The water bottles were donated by someone, and we had to pick them up and put them away. I realized it was part of the job. I was angry at the time, but at the same time I realized that it had to be done (Amelia, Interview, p. 39, October, 2007).

Amelia’s ability to recognize hard work as an inherent aspect of non-profit settings enabled her to move beyond her initial anger and frustration. It is not a surprise that her DIT-2 scores reflected moral growth. Her Personal Interest schema scores went down from pre (26) to post (6) and her Post-Conventional schema scores went up from pre (46) to post (56). Amy consistently showed the ability to be aware of ethical situations, made judgments in terms of how others’ might be impacted, and put aside self-serving values

for the sake of moral values. Like Amy, Amelia seemed influenced by the public service orientation of her internship agency and her moral actions reflected this approach. She, too, effectively utilized the journal and paper assignments to reflect on and talk through her encounters with ethical situations.

Although Amy and Amelia appeared to be positively impacted by the consumer welfare focus of their internship settings, not all of the interns who worked in public service sectors exhibited moral growth. This was true for Fae, a program administration intern who worked with a small, municipal recreation department in the northeast region of the U.S. Fae was an intern in the “high” post-conventional group who did not exhibit moral growth as measured by the DIT-2. Fae facilitated a variety of recreation programs for young children, adolescents, adults, and older adults. Because her department was located in a low-income area, a fair share of consumers required financial assistance in order to participate in the program offerings. Fae struggled with the difficult decisions she and the other staff had to make while reviewing scholarship applications for these low-income families. She noted,

There were three kids who wanted to come to camp and their mother was on some type of disability income. It was hard because we had her statement of assets, and not to be critical of her, there were some expenses that were over what they should have been, and for her not to be able—I thought it seemed like she was just trying to get her kids in for free, and she didn’t want to pay (Fae, Interview, p. 28, October, 2007).

Fae demonstrated moral sensitivity as she viewed this dilemma in relation to “fairness” and equity. She realized that there were other needy families who required assistance and was torn between honoring this particular request and offering the assistance to the other more qualified applicants. She noted,

It was hard to see some families that didn't have the money still find a way to come up with the money, and other families that seemed to have more money get state assistance...It was hard to determine what was fair. You have some families that are making it that probably can't, and then you have other families that are more well-off than those families and they get the assistance (Fae, Interview, p. 29, October 2007).

Although Fae struggled with these types of dilemmas, her decisions were not motivated by a need to make money for the agency, a desire to protect their assets, or a need to protect her own interests. Rather, she realized that this dilemma evolved out of a need to provide "fair" and equitable services to needy families. This pattern of judgment and action is reflective of someone utilizing a more complex moral schema. A journal entry reflects her understanding of this point:

I think having state assistance is so valuable to the parents that need it and use it correctly. It is nice when you see a child that utilizes the money to the fullest and has a smile on their face and is enjoying themselves, versus the children that are there because they can get help. When used correctly, this is a beneficial program (Fae, Journal Entry, June 15, 2007).

Fae seemed to recognize that the outcome of her decisions in this situation resulted in immediate "real-life" consequences for her consumers, namely the children who could not afford the service. When asked to explain why this was such a challenging decision-making process for her, Fae noted, "Because I think that every kid should be able to have the recreation experience, and it is not the kid's fault that they can't pay for it" (Fae, Interview, p. 30, October 2007). Fae's inclination to think about the impact of her decisions on others is indicative of person utilizing post-conventional reasoning. Interestingly, while Fae was an intern in the "high" subgroup, her Post-conventional schema scores actually decreased from pre (60) to post-test (46). Much like Tara's situation, one would expect that Fae's Post-Conventional schema losses would be

absorbed in the Maintaining Norms schema, but that was not the case. Her Maintaining Norms scores actually remained the same at pre (26) and post-test (26), but her Personal Interest schema scores went up from pre (14) to post-test (26). The decrease in Post-Conventional scores and increase in Personal Interest scores might be explained by Fae's continual state of self-doubt throughout the internship. She noted that she was the type of person who was anxious in new situations and her fear of failure was evident throughout her internship experience. When asked to explain perceived barriers to success during the internship, Fae responded, "Being shy. I get nervous and anxious. I have social anxiety that at times hinders me from speaking up, even if I have something helpful to say. I have a fear of being judged, and I don't know why" (Fae, Interview, p. 11, October, 2007). Although Fae demonstrated a very caring, empathetic approach and remained open to multiple perspectives in many ethical situations during her internship, she struggled with quick and deliberate decision-making because of her fear of making mistakes. This hesitancy to act for fear of failure might help explain her decreased Post-Conventional scores and increased Personal Interest scores. Other than her own self-doubt, there wasn't anything immediately evident in Fae's internship environment that negatively influenced her moral development.

As demonstrated by these various case examples, the type of internship setting appeared to play a central role in intern moral development. A distinct pattern emerged for three (Riley, Karen, Lauren) of the seven commercial recreation interns, as their perceptions of their agencies' personal stake emphasis appeared to negatively impact their moral development. These three interns utilized less complex moral schema at the DIT-2 pre-test and tended to remain in these less complex modes of reasoning at the DIT-

2 post-test. Those four (Mike, TJ, Bob, Tara) commercial recreation interns whose moral development was not negatively impacted by the nature of their settings tended to be individuals utilizing moderate to more complex modes of reasoning. They appeared to be able to withstand the potentially negative influences of their environment and demonstrated moral growth as a result. They also appeared to benefit from their prior experiences in the industry, or took advantage of the guided reflection opportunities provided through their academic assignments to talk through the ambiguity and feelings of angst. A contrasting pattern became evident for interns who worked in public and non-profit settings. The consumer welfare and public service orientation of these settings appeared to positively influence moral development in two of the three intern cases.

*Theme II: The internship site supervisor and senior staff members are vital resources for interns as they begin to negotiate the ethical landmines of practice.* A second theme centered on the critical role of the internship site supervisor and senior staff members as they supported the intern in daily practice and helped them problem-solve solutions to ethical situations. Six (Mike, Lauren, Amy, Amelia, Bob, Fae) of the 10 interns perceived their supervisors and senior staff members as strong mentors, while four (TJ, Riley, Karen, Tara) of the 10 interns viewed their supervisors and senior staff members in a less positive light. Ideally, growth in moral development includes an increase in Post-Conventional reasoning *and* a decrease in Personal Interest reasoning. In the group of interns who saw their supervisors as strong mentors, two-thirds (4 of 6) went down in their Personal Interest scores at post-test, while only half (2 of 4) of the group of interns who viewed their supervisors in a less than positive light went down in their Personal Interest scores at post-test. The way in which both sets of interns described their



experiences with their supervisors and coworkers suggests the critical role an internship supervisor may play in the fostering moral development among interns.

The six interns who viewed their supervisors and staff as positive role models viewed them as such because they were accessible/available to them during day-to-day interactions as well as at times when they needed guidance on the ethical front. For example, Mike found great comfort knowing that he could ask questions of his supervisor and any of the upper level managers, including the general manager, at any time. He recognized that all of the managers had a great deal of wisdom to share, and he was appreciative of their willingness to share this knowledge with him. When asked to comment on his support system during the internship he noted,

I leaned on all of the managers above me... They always helped me find an answer. If I had a question about something, they'd help me; like where can I find this, or what do I do in this situation, or what is the best way to set this up... The assistant GM was always pointing things out to me, he called them 'another intern learning point.' The management was key in supporting me (Mike, Interview, pp. 23-25, October, 2007).

Mike leaned on his supervisor and upper level managers for guidance with his daily duties, but he also found them helpful during ethical situations. On one occasion, Mike sought their advice when he was required to make a decision about whether to fire or retain one of his employee's who was caught stealing alcohol from the club's bar. He noted the anxiety associated with this decision and talked about how his supervisor and the other managers helped him work towards a solution: "The situation was making me feel very uneasy. I went to my manager and asked what do we do... As a team we decided that being a seasonal club, it was tough to fire someone because we had our staff for the year, and it would be almost impossible to fill his position, so we decided to give him a

second chance” (Mike, Interview, p. 34, October, 2007). Mike used his supervisor and the other managers as a sounding board to work through this and other ethical dilemmas. He perceived them as being valuable resources in his professional growth process and articulated appreciation of their guidance. When asked to discuss a person who had created positive change in him, Mike shared this about the General Manager,

The GM is willing to share his ideas and insight with me, and as a result has been teaching me what it takes to keep your staff and members happy, as they are the most critical aspect of the industry. He has years of experience in the industry, and always has new ideas to share, so nothing gets old or boring. I have been lucky to be able to take the time out and talk to him about what it takes to be successful in the industry. He has also been a great source of network connections and his reach will, without a doubt, help me find a more permanent position upon graduation (Mike, Blackboard Post, Weeks 9 & 10, July, 2007).

Effective supervisors and staff were not only defined by their availability, but by their commitment to pushing the intern beyond his/her comfort zone as well. This was evident in Amelia’s case. She recognized the value of being challenged as she noted,

The fact that the staff knew me prior to the internship helped a lot. They knew my talents, and what I could handle. They assigned me certain things that they knew would be challenging for me but they knew that I could do it. So instead of giving me something that I wouldn’t get anything out of, I think that they gave me specific tasks that I didn’t know at the time were going to make me improve on my skills. There was always someone there to help me work through it. There was never a point where I didn’t know what to do (Amelia, Interview, p. 18, October, 2007).

Amelia not only valued the staff’s willingness to push her beyond her abilities, but also appreciated their desire to make a personal connection with her. When asked to comment on her relationship with her coworkers, Amelia noted, “My relationship with my coworkers was great. I always got along, and it always had a team feel to it. If I needed to ask questions they were always there...I really connected with Chris, who was not my

direct supervisor, but a staff member who mentored me in a specific program. I connected with her. She is not that loud and she is not aggressive. I definitely connected with her. So I talked with her a lot. I also think Bill was a good mentor because he would always be joking and keep things light; he was not intimidating” (Amelia, Interview, p. 29, October, 2007). Amelia also leaned on senior staff members to work through ethical situations. Throughout the internship experience, Amelia was bothered by, what she perceived as, unprofessional behavior exhibited by her fellow intern. She explained, “Sometimes I think that the other intern affected my performance. She just would always jump in, even if I was in charge, she would jump in. If I was explaining to someone how the ski was going to work, she would jump in and start explaining things. I am a pretty passive person, so instead of taking back my role, I just let her continue” (Amelia, Interview, p. 20, October, 2007). Rather than speak up and let the intern know that her behavior was troublesome, or explain the problem to her supervisor, Amelia let the situation fester throughout the summer until another staff member recognized the problem and got involved. She reflected on the situation, “I think the staff saw my frustration. I remember at one point, Joe pulled me aside when we were golfing and he said ‘this is your internship, you want to get everything out of it that you can, so if you feel like working on something independently, say it.’ He said that this was not uncommon, this happens, and so that made me feel really good” (Amelia, Interview, p. 28, October, 2007). Amelia not only used her site supervisor for practical guidance, but also leaned on all of the staff members for emotional support during stressful and ambiguous situations.

For Amy, successful adjustment to her municipal recreation site centered around the close bonds she formed with the office staff, which consisted of a full-time administrative assistant, two part-time office clerks, and the housekeeping/maintenance staff. She was impressed by their work ethic and appeared influenced by the polite and calm manner in which they dealt with upset consumers. She also appreciated the “maternal” nature of one of her office mates, who tended to look after the staff and the customers. They were all very helpful to Amy as she adjusted to her work environment. She noted, “I feel I fit in fine with everyone that works here. They all have a great attitude and enjoy what they do. They are laid back, don’t get overwhelmed during times of crisis, and make it a fun atmosphere. I feel very comfortable communicating with the staff” (Amy, Blackboard Post, Weeks 3 & 4, June, 2007). Amy also appeared to be highly influenced by her supervisor, who served as a strong role model throughout her internship experience, particularly as he negotiated the tricky political climate of the organization. An important aspect of her supervisor’s approach was his sincerity and heart-felt belief in the value of the recreation program. She learned a great deal from him about staying out of agency politics while continuing to set priorities for his program. A journal entry captured her thoughts about his approach,

I have so much respect for my supervisor, who just does what he has to do to make sure his programs run. He’s been the backbone of this organization for over 10 years and has expanded the opportunities for the town tremendously. His number one priority is to make sure the people of this town have quality programs to participate in. He’s raised money on his own for courts when the town wouldn’t give it to him, and he’s stayed out of the political stuff as much as he can. He doesn’t get paid much, just went full time with benefits five years ago, but all that isn’t important to him. It’s for the kids, the seniors, the adults and the opportunities he has the chance to give them. And that’s what it should be about. If you’re in it for any other reason, it can really make things difficult and you will get

in over your head with other crap (Amy, Journal Entry, Week 11, July, 2007).

Not all of the interns who viewed their site supervisor or colleagues as positive role models demonstrated large gains in moral reasoning at post-test. This was evident in the case of Lauren, the intern who worked with the for-profit event management firm. As noted earlier, Lauren primarily exhibited actions that were reflective of the Personal Interest and Maintaining Norms schema and her scores on the DIT-2 post-test reflected these actions. Although she did show some growth in Post-Conventional reasoning from pre (16) to post-test (28), her dominant judgment schemas remained Personal Interest (post-test 34) and Maintaining Norms (post-test 38). One aspect of Lauren's internship experience that might explain her slight growth in post-conventional reasoning was the effective mentoring she received from her site supervisor. Lauren described her site supervisor's impact on her professional development:

My supervisor has been such a positive role model for me because she is excellent at what she does and sets a very good example for me. She is well known for her work and companies are always calling her to get her to work for them because she is so good at what she does. She is a very good leader, manager, and teacher. She is very encouraging and helpful and has made me more confident in myself in areas where I needed more confidence (Lauren, Blackboard Post, Weeks 9 & 10, August, 2007).

Lauren valued her supervisor's knowledge base, experience in the industry, and willingness to provide a diverse learning experience in all areas of the business. Lauren appreciated her supervisor's graduated teaching approach and remarked that it was this approach that led to her increased confidence in the field:

My supervisor was trying to give me the opportunity to do a little bit of everything, and tell me all about the business, and then go out and do it. She trained me in a good way; at the beginning she talked about it, and then I watched her doing

things, and then I would go out with her and do it, and then I actually did it on my own...I feel very confident that now I can go in the office without my supervisor being there; I feel very comfortable in the office by myself...I could never see myself grown up and doing a real job, but now I can (Lauren, Interview, pp. 42-43, September, 2007).

Lauren was positively impacted by her supervisor's willingness to trust her with significant projects. This trust seemed to be a pivotal element in Lauren's increased sense of mastery. She noted,

My supervisor is very thankful that I am here to help her and she really trusts me to manage the events. This is a great feeling because I knew my supervisor was confident in me and I was confident in myself that I could manage these events. It is really rewarding to actually sell an event, plan it and do all of the preparation work for it, and then get to go out and run it. I did one of my first events by myself a couple of weeks ago and it went extremely well—I was really excited and felt very good about it...It's neat to see how far I have come along and how much I am now capable of doing on my own (Lauren, Final Review of Experience Paper, pp. 2-3, August, 2007).

In addition to using her supervisor for support during daily tasks, Lauren also looked to her for validation of her decision related to the picnic event shared in the previous section. Lauren was very upset that she was put in the awkward position by the chef and told her supervisor. She explained the role her supervisor played in providing her with emotional support,

I went back to my supervisor after the event and she was upset because I was the one who had to make the decision. But since my chef was saying the opposite of what I was saying, she was upset that he was acting that way. She said that I made the right decision since he told everyone that he had the food. She realized that I was scared, and that there were so many people around (Lauren, Interview, p. 30, September, 2007).

Overall, those who viewed their supervisors and senior staff members as strong mentors comprised a greater percentage of interns with increases in Post-Conventional

scores and decreases in Personal Interest scores at post-test. These interns viewed their supervisors and coworkers as being vital to their successful adjustment to practice because they were available to them as they faced challenges associated with daily practice. They also provided interns with problem-solving assistance as they encountered and worked through ethical dilemmas. These individuals modeled professional behaviors that included tact and diplomacy during times of crisis, respect for others, a desire to forge meaningful relationships with consumers and colleagues, advanced competency and expertise in the field, and a genuine belief in the value of their work in improving others' lives. They did not take a punitive approach to supervision, rather were invested in providing interns with emotional support throughout the experience. They trusted the interns with significant tasks and were committed to providing them with meaningful and challenging learning opportunities that required them to reach beyond their current skill set and comfort zone.

In contrast, Riley, one of the interns who viewed her supervisor in a less positive light, appeared to be negatively impacted by her site supervisor's "unprofessional" business image. She described him as "absent-minded," "disorganized," and "burnt out." Riley was turned off by the lack of organization in the office, which reflected his general business approach. She noted,

The office is just a mismatch of everything. His mother worked in a record store so he had old vinyls hanging on the wall, he has memorabilia all over the place, he has wicker patio furniture in his office for people to sit in when they come in for meetings. He got the two chairs in my office from a garage sale... The office is really cluttered and it is embarrassing. He doesn't throw anything out; he has papers and contracts from ten years ago stored somewhere (Riley, Interview, p. 44, September, 2007).

Even though Riley was negatively affected by her supervisor's "unprofessional" image, she showed perseverance and slowly began to organize the office herself. She took pride in her efforts and recognized that her supervisor and the senior staff members appreciated her work. She noted, "I learned a lot about myself. I never thought of myself as a well organized person, but this place pushed me over the edge and made me want to be that much more organized. I wanted to make a positive change in the company and I know that I did, because I still get emails from my supervisor and the other staff saying that they miss me in the office, and they wished that I was still there" (Riley, Interview, p. 13, September, 2007). Although her supervisor's "unprofessional" image frustrated her, she tried to remain positive and realized that she had the ability to change things for the better. She noted, "I took my internship very seriously. I tried my best to do what he wanted me to do. I self-started a lot of things that didn't need to be done. I mean nobody asked me to redo the entire office, but I did it because when he asked me to find a file, I couldn't because of the disorganization" (Riley, Interview, p. 17, September, 2007). I was struck by Riley's resiliency as she struggled with this aspect of her internship. Her ability to continually bounce back from these negative elements of her internship environment shows some evidence of adaptive behavior.

Karen was not affected by her site supervisor's approach, rather was discouraged by the tension and turmoil that existed among the staff. Karen recognized that miscommunication was at the root of the office dysfunction. She observed a lot of staff turnover, witnessed numerous staff arguments, and was uncomfortable with the constant office gossip. She noted,

I tried to stay out of that kind of stuff. A lot of times the sales managers would couple up and talk about their dates or who



they were seeing inside and outside of work, who sent them flowers, and the houses they were building. It started to get way too personal. Sometimes they told us stuff that I didn't want to know. I wanted to stay out of it because if something got said in the office, everybody knew about it, it was a very small office (Karen, Interview, pp. 22-23, September, 2007).

Although Karen viewed her direct site supervisor as "fair" and "supportive," the nature of the work at her agency required her to work under other staff throughout much of the internship. Her site supervisor was not always present during these events and the other staff did not appear committed to her learning process. When asked to explain factors that presented her with barriers to being successful, she noted, "Some of the office work was bad because the staff didn't tell us how to do things. So they would be doing a financial log, and I'd try to do it but it was always wrong. Nobody told you what to do or how to do it unless you went out of your way to ask. If you say I don't know how to do this, they might help you, but for the most part they just assumed that you knew what you were doing" (Karen, Interview, p. 16, September, 2007). When asked to explain how this lack of direction made her feel, Karen noted, "Like I was dumb. I didn't know whether they thought I was reading their minds or if I was supposed to know how to do it from my schooling, so I tried to do as much by myself and then I would go and ask for help" (Karen, Interview, pp. 11-12, September, 2007). Because of this lack of direction, Karen was forced to develop certain professional skills such as being a "quick thinker" and being "able to handle surprise situations at all times" (Karen, Blackboard Post, Weeks 11 & 12, August, 2007). Karen also indicated her displeasure with the approach some of the staff took when dealing with the interns. A number of the staff used the interns to do menial tasks and Karen commented that she often "felt like free labor." She explained further,

Some of the staff treated us like interns... One day it was five o'clock and one of the operation guys asked me to make a sign, and I was like I want to go home. And he would say you are the intern and I need you to make a sign. There was a lot of stuff that they could have done themselves and they would give it to the interns to do even though they could have done it themselves much faster. They kind of got lazy. We got a lot of the crap work, and they could have done it much more easily (Karen, Interview, p. 20, September, 2007).

Karen was not only impacted by her stressful and fast-paced work environment, she was also at a disadvantage because she did not observe any positive role models among the senior staff. Rather than feel as though she had a right to adequate supervision, she saw herself as a "burden" because "everyone was so busy" (Karen, Interview, p. 54, September, 2007).

An interesting sub-theme emerged for the four interns (Riley, TJ, Karen, Tara) who appeared negatively impacted by their site supervisors or other staff members. As a result of this inadequate mentoring, these interns sought out personal resources for emotional support such as parents, friends, or other interns. When asked to talk about her sources of support during the internship, Riley commented, "My biggest support system is my mom... At times I'd call her and say I don't know what I am doing. And she would say just do it, get back in there, you have to deal with it, it is only for the summer. She realized how big of a circus it was but she would support me and say this is your internship, make the best of it (Riley, Interview, pp. 27-28, September, 2007). Riley also gained support from her intern peers who were conducting internships at different agencies. She used the Blackboard assignment to keep up with them: "I liked the discussion board. I liked seeing how other people's internships were going and I liked reading about how they were different" (Riley, Interview, p. 33, September, 2007). She

also kept in contact with her intern peers via telephone. She noted, “I talked a lot of times to Sarah, who is another intern from school. She had a different internship experience, and the fact that I was having a bad one, she was very supportive, and she kept telling me that there is something better out there for you (Riley, Interview, p. 28, September, 2007).

TJ leaned on a friend who was also a coworker to get through his supervisory challenges. He noted, “I leaned on my coworker Steve, who was a really good friend and student who I knew at the university. He made my job so much easier, it would have been unreasonable this season for me to do the work by myself. He was a person I could vent to. So his support was a necessity” (TJ, Interview, p. 20, August, 2007). Interestingly, TJ was the only intern who sought conflict management advice from a faculty member. Rather than seek this advice from his academic supervisor however, he leaned on me since he knew that I was aware of the issues with his supervisor and his desire to leave the company after his internship. He sought advice via email and telephone about ways to diplomatically give his final notice. He also remarked that my mid-term site visit was helpful since it allowed him to share his concerns with me.

Karen viewed her fellow intern at the agency, a student from the same academic program, as a critical source of support. She commented, “We were each other’s backbone because we worked so closely together. So the days that I wanted to pull my hair out, we’d just talk to one another and I vented to her, and we talked about things. And if I didn’t think something was going right, I would go to her and ask her first” (Karen, Interview, p. 25, September, 2007).

Tara’s supervisory challenges are well documented in the previous section. In addition to interning at the harbor cruise agency she also worked a part-time job on

weekends at a bicycle shop. She often sought practical advice from her supervisor at this job. She reflected,

I knew that I could talk to my boss at the bike shop, and I could just go in there and vent. He has given me a lot of advice as far as how to deal with situations. When the drunken mother situation happened on the cruise, he gave me big time advice about what to do next. And he even gave me advice on dealing with my internship site supervisor. He was a big mentor to me (Tara, Interview, p. 26, September, 2007).

Overall, those who viewed their supervisors and senior staff members as poor mentors comprised a greater percentage of interns who demonstrated increases in Personal Interest scores at post-test. According to these four interns, their supervisors and/or staff members were not committed to their learning process, modeled unprofessional behaviors, assigned them menial tasks, and generally viewed them as “free help.” These supervisory individuals were not responsive to the interns’ practical or emotional needs. As a result, interns often turned to personal resources such as parents, friends, bosses from other jobs, or other interns to help them deal with the challenges posed by their internship sites. Interns infrequently turned to academic supervisors to assist with these challenges.

*Theme III: The nature of the intern role impacts ethical decision-making among interns.* Eight of the 10 interns shared examples of how they felt constrained during the ethical decision-making process. This constraint appeared to be related to three factors associated with the nature of the intern role: (1) pressure to do well during the internship in order to graduate on time, (2) pressure to succeed in the internship in order to represent the university in a positive light, and (3) a general sense of being powerless due to the “intern” status.

Bob and TJ often articulated the need to do well during the internship because their graduation from the university hinged upon their success. This factor often forced these interns to remain silent when they observed apparent injustices in their internship settings. TJ was willing to give in to the “unreasonable” managerial requests at his agency in order to meet the requirements for graduation. He noted, “I didn’t want to lose my job and I wanted to complete my internship, so I was forced to quiet down and not speak my mind just because I wanted to get this done. That was my most driving factor” (TJ, Interview, p. 16, August, 2007). When asked whether he would have spoken up had he not been enrolled in the internship to meet graduation requirements, TJ noted, “Yes, I would have spoken up two months into the season” (TJ, Interview, p. 17, August, 2007). Bob was similarly motivated during his internship. When asked to talk about his motivation during the ethical decision-making process he noted, “I didn’t want to get let go, which would stop me from graduating. I wanted to please everyone, and make a good impression” (Bob, Interview, p. 11, September, 2007). Even though these interns were sensitive to the existence of ethical situations, their need to graduate overshadowed their desire to speak up, an apparent deficiency in moral motivation.

In addition to being impacted by the need to graduate, Amelia and Amy articulated a sense of pressure to do well in order to represent the university in the best possible light. While neither of these interns indicated that this pressure directly impacted their ethical decisions, they did view it as a burden in relation to their everyday performance. Because the university had a long-standing relationship with Amelia’s TR site, she felt an extra level of stress to perform well. She noted, “I felt that there was a lot of pressure for me to do well because this internship site is so connected to the university” (Amelia, Interview,

p. 35, October, 2007). When pressed further to explain her motivation to succeed, she noted, "I was motivated to perform well because the university had the relationship with them and I was fairly close with the staff, so it was important for me to make a good impression and make them happy. It was important for me to make the participants happy, and the organization as a whole, they have to represent themselves in a professional light, and I wanted to be a part of that" (Amelia, Interview, p. 20, October, 2007).

Amy articulated a similar type of pressure to perform well during her internship. She noted, "I wanted to get the most out of the internship, no matter what the circumstances were. I still wanted to get something out of it, and learn from it, and be involved, and make good relationships with the people who worked there. I also wanted to make the department look good and I also wanted to make the university look good too (Amy, Interview, p. 22, August, 2007).

The third factor that appeared to constrain interns during the ethical-decision making process was the perception that they were powerless due to their "intern" status. Seven (TJ, Riley, Karen, Lauren, Amelia, Bob, Tara) of the interns failed to speak up when they observed questionable behavior because they didn't see themselves as having the right to do so because they "were only the intern." As a result of this perception, these interns became easily discouraged when challenged with ethical situations and were often unable to stand up to the pressure. This was evident in Lauren's case, when she observed coworkers using the company's equipment without their knowledge at their own catering event. She questioned their actions, however she chose to remain silent. She explained her reasoning for this decision: "I didn't think that I should say anything. The guy that

took the equipment was just laughing about it. He was like why not take it, they have such a huge warehouse full of stuff, and so he felt it was okay to do that. I didn't say anything because I was an intern and it would have been stupid to say anything about him because he had been there for so long. I felt that I didn't have the right to do that" (Lauren, Interview, p. 35, September, 2007). It appeared that Lauren's inability to carry out a moral action in this situation was influenced by her perception that she was not in a position to do anything about it—she sensed that she had “no right” to act due to her intern status. This perception did not allow her to persist in the moral task. She appeared to wilt under pressure, which is a deficiency in moral character.

Tara also struggled with this issue during an apparent case of nepotism at her internship agency. Tara's office manager informed her that the owner hired his girlfriend and “paid her a lot more money” than he was paying the regular staff. Although the incident bothered her, and she vented about it with the office manager, she didn't speak up to her supervisor. She reflected, “I didn't want to tell the other employees, because it was none of their business. I wanted to, but didn't. I could have talked to my supervisor about it, but didn't... I just didn't think it was my place. I didn't know how to approach him about it. I felt really uncomfortable talking to him about it because I didn't think it was my place” (Tara, Interview, pp. 20-21, September, 2007). Like Lauren, Tara appeared to be sensitive to the existence of the ethical issue and her perception of being powerless overshadowed her ability to do anything about it. She, too, seemed easily discouraged and wilted under pressure, an apparent deficiency in moral character.

Although these interns appeared sensitive to ethical situations, their perception of being powerless and not being in a position to effect change led them to remain quiet

during ethical situations. Interns also seemed constrained by the need to perform well so that they could graduate on time. They were also impacted by a perceived pressure to succeed in order to represent the university in the best light possible, and often viewed themselves as powerless due to their “intern” status.

#### Summary of Qualitative Findings

The case study findings reflected consistencies with the theoretical propositions of NeoKohlbergian theory of moral development. Research question #3 demonstrated convergence between the theoretical patterns and observed patterns of intern moral judgments and actions during the internship. All five of the interns who utilized less complex moral schema as indicated by the DIT-2 tended to make decisions from a personal stake emphasis. Their actions emerged from the Personal Interest schema and tended toward self-preservation and personal gain. In contrast, all five of the interns who used the Post-Conventional schema tended to make judgments that were based on moral ideals. They demonstrated behaviors that were reflective of the Post-Conventional schema such as showing a genuine concern for the rights of others, empathy, willingness to consider multiple perspectives, patience, flexibility, and tolerance for ambiguity.

Research question #4 yielded three aspects of the internship experience that appeared central to intern moral development. The type of internship setting emerged as an important element. Three of the seven interns who worked in commercial recreation settings that prioritized certain for-profit business principles over other values, tended to remain in less complex modes of moral reasoning. Two of the three interns who worked in public service sectors or non-profit settings seemed to be positively influenced by the



consumer-welfare values inherent in these settings. These interns tended to demonstrate increases in moral reasoning.

The second aspect that emerged as pivotal to intern moral development was in relation to role of the internship site supervisor and senior staff members. Interns who viewed their supervisors and staff members as strong ethical mentors tended to show a higher percentage of growth in Post-Conventional scores and a lesser percentage of increases in Personal Interest scores at post-test. In contrast, interns who perceived a lack of supervisory commitment or witnessed staff members participating in unprofessional behaviors showed a greater percentage of increases in Personal Interest scores at post-test.

The third aspect that appeared to influence intern moral development was the nature of the intern role itself. Two interns appeared constrained during the ethical decision-making process because they felt it was more important to pass the internship and graduate on time rather than speak up when they witnessed injustices. Two interns admitted to feeling pressure to perform well in order to represent the university in a good light. Seven interns did not feel empowered to speak up during ethical situations. They viewed themselves as powerless and did not think they had the right to say anything because they “were only the intern.”

## CHAPTER V

### DISCUSSION

#### The Promise of the Internship Experience in the Moral Development of Interns

Although recreation management educators have long valued ethics education in the curriculum, we have yet to adequately capture how students actually handle the moral demands of practice. This study reveals the promise of one pedagogical approach, the recreation management internship experience, in the moral development of interns. This study shows that the internship experience offers students an ideal opportunity to experience complex ethical issues associated with practice. Furthermore it demonstrates that *how* interns respond to the ethical challenges of practice depends on their ability to recognize ethical issues when they exist, reason about the issues and make ethical decisions, prioritize professional values over other competing values, and demonstrate the skills needed for moral action. The quantitative phase of this study reported moral judgment gains among 33 interns engaged in the recreation management internship experience, and attempted to discern if there was a relationship between levels of moral judgment and performance among these interns. The qualitative phase of this study explored the theoretical and observed patterns of judgment and action among 10 intern cases representing low and high levels of post-conventional reasoning as measured by the DIT-2. The qualitative phase additionally sought to identify various aspects of the internship experience that appeared responsible for limiting or fostering moral growth

among these 10 intern cases. Consistent with a sequential explanatory design, the quantitative results provided a general picture of the research problem while the qualitative findings offered a possible explanation of the general picture. The integration of these findings constitutes a typology that can be used by educators, students, and internship agencies to improve the quality of the recreation management internship experience. This typology is framed within a constructivist-developmental perspective and coincides with the theoretical propositions of Rest et al.'s (1999) NeoKohlbergian theory of moral development.

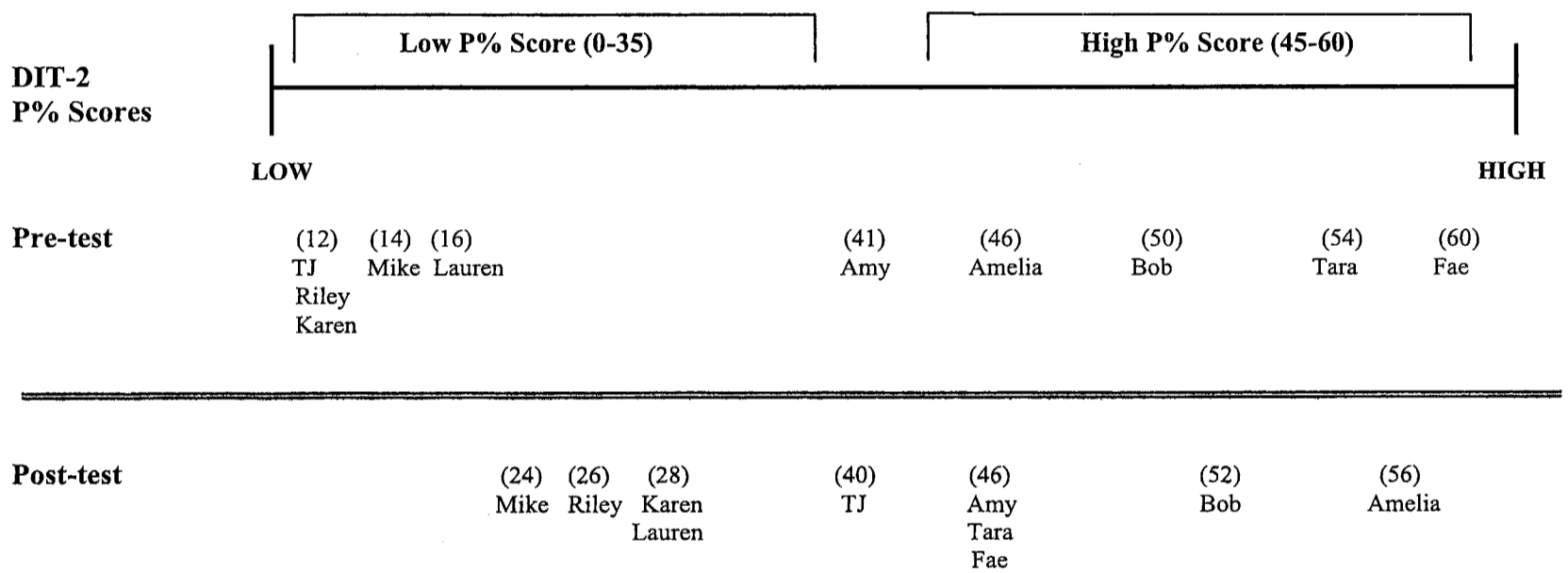
*Assuming a Helping Role is Crucial for Moral Development Among Interns*

Results of research question #1 showed that there were statistically significant moral judgment changes in the Personal Interest schema and Post-Conventional schema and N-2 scores among 33 recreation management interns who completed a 14-week internship experience. These results indicated that for this particular group of recreation management interns, a 14-week internship can produce significant changes in moral judgment and that an important decline in personal interest scores and significant increases in post-conventional and N-2 scores can be expected.

While statistical significance is not sought for the case study method, a visual review of the pre and post-test Post-Conventional schema scores for the 10 intern cases reveals some interesting trends. The quantitative findings for the 10 intern cases, represented in Figure 5.1, *Shifting Distributions of Post-Conventional Scores for 10 Intern Cases*, revealed that eight out of the 10 interns demonstrated growth in post-conventional reasoning at post-test, while two showed decreases in post-conventional reasoning at

Figure 5.1

*Shifting Distributions of Post-Conventional Scores for 10 Intern Cases*



post-test. While all five of the interns from the “low” subgroup demonstrated growth, four of them (Mike, Riley, Lauren, Karen) remained within the predetermined “low” subgroup at post-test. Although these four interns demonstrated growth, their post-test Post-Conventional schema scores were still low based on the threshold set for this study and when compared to Rest’s typology of scores based on age. According to Rest (1994), college students typically earn P% scores in the 40’s. A review of the P% post-test scores for these four interns shows that they still fell below this threshold as their scores were in the mid to high 20’s. TJ was the one exception to this pattern as he demonstrated considerable gains in post-conventional reasoning at post-test (pre P% = 12, post P% = 40). These gains moved TJ beyond the “low” subgroup and into a middle schema level, however his post-test score still did not meet the predetermined P% threshold for the “high” subgroup. Three (Amy, Amelia, Bob) of the five interns from the “high” subgroup demonstrated growth in post-conventional reasoning at post-test, while two interns (Tara, Fae) from this subgroup did not. Like TJ, Amy was an exception in her subgroup as her P% pre-test score (P = 41) did not meet the threshold originally set for the “high” subgroup but her P% post-test score (P = 46) ultimately moved her into this “high” subgroup. Recall that Amy was selected as a case in the “high” subgroup because she had the fifth highest P% score on the DIT-2 pre-test. Although Amy did move from a middle level to a high level schema, her moral reasoning growth did not appear as substantial as the movement that TJ experienced.

Research question #4 attempts to offer possible explanations for the moral reasoning shifts experienced by the 10 intern cases. This discussion is presented in a later section in this chapter. The movement that all 10 interns experienced reflects a “shifting distribution

of schemas” and aptly captures Rest et al.’s (1999) notion of “soft stages” of moral development. This pattern reinforces Rest et al.’s claim that individuals can demonstrate thinking and action in all three schemas, but one is typically predominant. Although interns in both subgroups demonstrated mixed judgment and action patterns throughout the internship experience as illustrated in the case study narratives, as a subgroup they tended to demonstrate a predominant pattern of thinking. For example, while Riley, Karen, Lauren, and Mike exhibited judgment and actions that were mixed among the Personal Interest and Maintaining Norms schemas, they all showed a propensity for low post-conventional reasoning as evidenced by their pre and post-test scores on the DIT-2. Similarly, Amelia, Bob, Tara, and Fae demonstrated mixed judgments and actions as they encountered ethical situations in their internships, yet they all showed a propensity for high post-conventional reasoning as evidenced by their pre and post-test scores on the DIT-2.

These quantitative and qualitative findings suggest that interns engaged in a 14-week internship experience have the potential to move towards higher levels of moral reasoning. Although these findings cannot be generalized to the greater population, they are consistent with the literature, which suggests that fieldwork experiences have the potential to promote student cognitive growth in the moral domain (Boss, 1998; Cannon, 2008; Porco, 2003; Reiman & Peace, 1993; Sprinthall & Thies-Sprinthall, 1983; Watson, 1995). These results suggest that when students are placed in social role-taking positions such as the professional internship experience, they can move toward more complex levels of ethical reasoning. This is consistent with Kohlberg’s (1976) description of moral growth as taking place through the experience of expanded role-taking and cognitive

accommodation. The increased responsibility and subsequent challenge of the helping role has the potential to create disequilibrium for students. The new helping role exposes students to situations that pose problems and contradictions for their current understanding and requires them to stretch their understandings beyond what is currently comfortable. As students attempt to make sense of the new information presented by the internship experience and begin to make meaning through discourse with others, they engage in self-regulation. As these findings suggest, the recreation management internship appears to be an effective means of creating this disequilibrium for students as evidenced by their movement into more complex levels of moral judgment. This finding supports Rest's (1986) claim that "cognitive disequilibrium" is a critical condition for the development of moral reasoning.

This is an important finding for the profession because students who demonstrate more complex levels of moral judgment are said to have access to better conceptual tools to help them to make sense of their world and derive guides for decision-making (Rest & Narvaez, 1994). More complex levels of moral judgment enable students to conceptualize and reason at higher levels about the complex ethical issues of practice. This is significant because recreation management interns assume a considerable helping role where success or failure can result in significant consequences for their consumers and clients. We want interns to act in the best interest of others, and to treat everyone fairly and with respect. In the stressful practice environment, it is not easy to identify a specific ethical issue and decide on the best course of action, but interns who demonstrate higher levels of moral judgment should be at a distinct advantage in this process (Rest et al., 1999). This theoretical claim was observed in the case study findings as the five interns

from the “high” post-conventional subgroup tended to make decisions that took others’ perspectives into consideration, while the five interns from the “low” post-conventional subgroup tended to make decisions from a personal stake orientation. The process of identifying ethical issues, reasoning and deciding on the best course of action, and having the ability to act requires knowledge and skills that need to be learned and developed. As demonstrated by these quantitative and qualitative results, the recreation management internship appears to be a fertile training ground for this development.

These findings show points of connection between the internship program under study and the Integrated Learning Framework (ILF) (Reiman & Oja, 2006). Design principle two of the ILF suggests that assuming a complex new helping role is integral to fostering moral growth among students. As shown in this study, this new role required interns to learn and apply their helping skills in real-world settings. Although the 14-week internship timeframe did not meet the four to six month suggested timeframe reflected in the continuity design principle of the ILF (Reiman & Oja), it appeared to be an adequate amount of time to foster significant development for this particular group of interns.

#### *Understanding the Relationship Between Moral Reasoning and Performance*

Understanding the relationship between intern moral reasoning and behavior in the field is important in designing recreation management curricula and promoting student development. If we have knowledge about our students’ levels of moral reasoning then we may be able to understand and possibly predict how they might behave in various practice contexts. Based on this relationship, we would expect interns with lower Post-Conventional scores on the DIT-2 to demonstrate less “other-oriented” behavior, which,



in turn, would lead to lower performance ratings. Conversely, we would expect interns with higher Post-Conventional scores on the DIT-2 to show more “other-oriented” behavior that would, in turn, lead to higher performance ratings. These expected patterns are important to consider in relation to the internship experience because we want our interns to succeed in practice, however not all internship environments can equally support or challenge interns who are utilizing different levels of moral reasoning.

Research question #2 quantitatively tested the relationship between moral reasoning, as measured by the DIT-2, and performance (behavior) among 31 program administration (PA) interns engaged in the 14-week internship experience. The Spearman rho test showed an insignificant correlation between P% post-test scores on the DIT-2 and final performance scores for PA interns. This result suggests that moral judgment and performance in the field were not related for these 31 PA interns. The results of the Kendall tau-b test showed an insignificant difference from expected frequency for the defined levels of moral reasoning and performance for PA interns. This finding suggests that there was no predominant pattern between P% post-test scores and final performance among these 31 PA interns.

These quantitative results are inconsistent with findings from previous studies demonstrating that the DIT-2 is a significant and moderate predictor of performance in the field (Bebeau, 1994; Blasi, 1980; Bredemeirer & Shields, 1994; Chang, 1994; Duckett & Ryden, 1994; Latif & Berger, 1999; Ponemon & Goabhart, 1994; Porco, 2003; Sisola, 2000; Self & Baldwin, 1994). Although the relationship between moral reasoning and performance is viewed cautiously, the conclusion thus far suggests that it is a consistent and statistically significant link. Unfortunately, the quantitative findings of this

study do not provide evidence of this relationship. The lack of a standardized performance evaluation and inconsistent ratings among site supervisors surfaced as significant limitations in this area. The inconsistent supervisor ratings were characterized by unusually high performance evaluation scores at both the mid-term and final evaluation period. This particular supervisor rating issue is consistent with the recreation management literature. Busser (2005) argued that “leniency” is one of the most prominent performance appraisal errors among recreation management supervisors. According to Busser, when managers are lenient, their ratings for employees (interns) tend to “be grouped exclusively at the positive end of the scale rather than spread throughout the scale” (p. 452). This leniency factor may have played a part in the inconclusive results of this research question. To guard against this error, it is evident that internship site supervisors should be provided with more sufficient training in the performance evaluation system used during the internship experience.

Research question #2 was further limited by the small therapeutic recreation (TR) sample and the fact that the performance measures for the PA and TR interns were different. Although the quantitative results did not show a statistical link, the case study report revealed a contrasting finding as it demonstrated a rich connection between moral reasoning and action, which was illustrated in the narratives of the 10 intern cases. The resulting typology is presented in the next section.

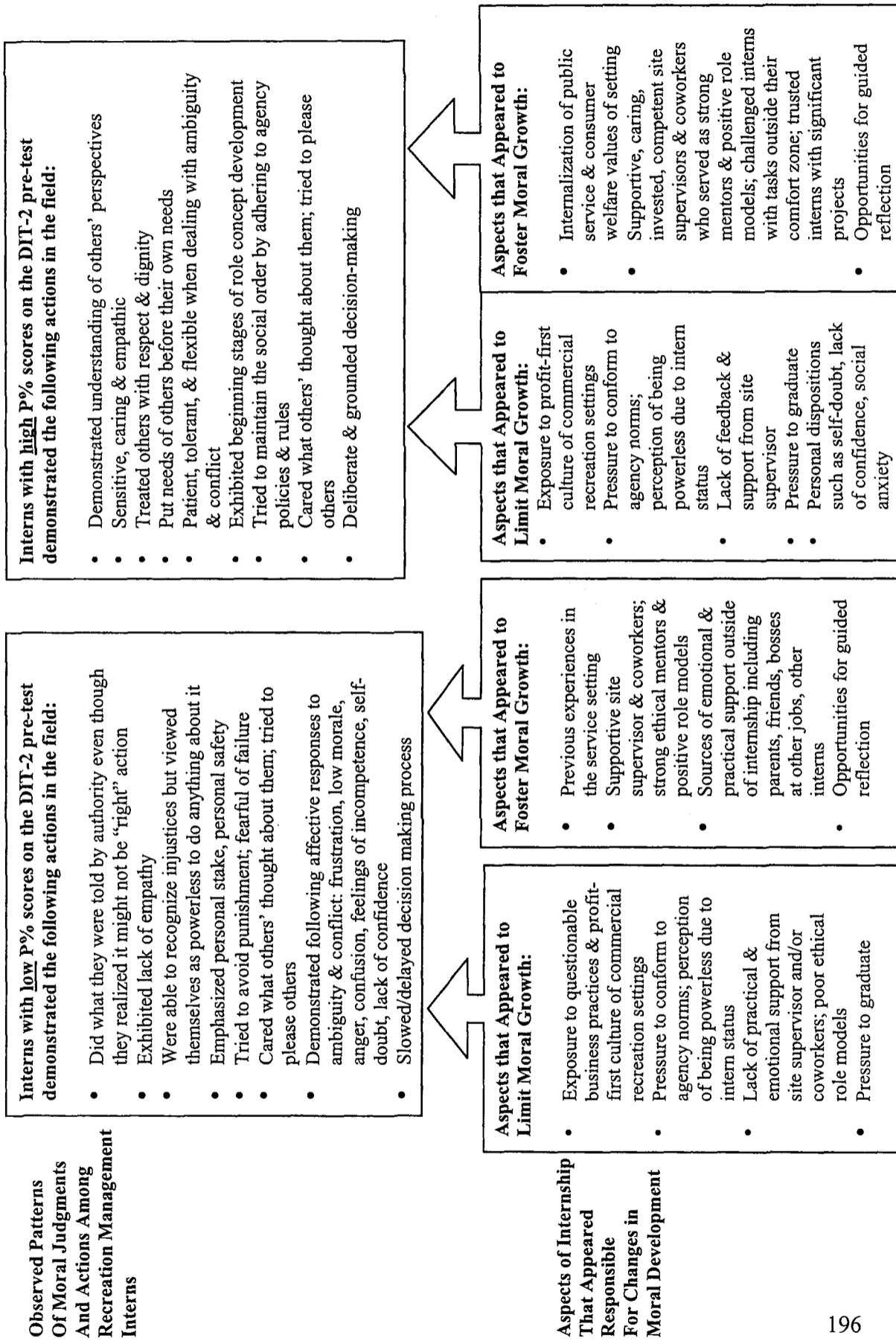
#### Typology of Intern Moral Judgments and Actions and the Factors That Appear Responsible for Changes in Moral Development

Findings from the case study method resulted in a proposed typology, which is presented in Figure 5.2, Typology of Intern Moral Judgment and Actions and Aspects of

the Internship that Appear Responsible for Changes in Moral Development. The top half of Figure 5.2 details the observed patterns of judgments and actions among the 10 intern cases within the “low” and “high” subgroups. While these findings cannot be generalized, they did show congruence with the theoretical propositions of Rest et al.’s (1999) Neokohlbergian theory of moral development, and can be used to discuss potential judgment and action trends among recreation management interns at disparate moral reasoning levels.

The first point of convergence with Rest et al.’s theory was evidenced by the different judgments and actions demonstrated by interns from each subgroup. Rest et al. proposed that individuals operating from different primary moral judgment schema demonstrate different moral actions as they encounter ethical situations. When facing ethical dilemmas, individuals utilizing lower levels of post-conventional reasoning tend to demonstrate self-preserving behaviors, while those who are higher levels are more apt to show more “other-oriented” behaviors that take moral principles into account (Rest et al.). The case study findings are consistent with this proposition. As noted in Figure 5.2, interns from the “low” post-conventional reasoning subgroup tended to demonstrate judgments and actions that emphasized personal interests and self-preservation. They were primarily focused on their own needs, unable to show empathy for others, fearful of punishment or retribution from those in positions of authority and, in their attempts to uphold the established rules of the agency, did what they were told regardless of the ethical consequences of their actions. Even when these interns were able to recognize when ethical issues existed, they perceived themselves as powerless to do anything about

Figure 5.2  
*Typology of Intern Moral Judgment and Actions and Aspects of Internship That Appear Responsible for Changes in Moral Development*



the situation and felt pressured to comply with agency cultural norms, which ultimately led to a failure of moral action. Interns from this subgroup often appeared confused and frustrated as they attempted to work through ethical dilemmas, especially if their site supervisors or co-workers were promoting behavior that was contrary to what they perceived as “right” behavior in those situations. These interns showed signs of self-doubt and lacked confidence in their abilities, which resulted in delayed decision-making. In addition to demonstrating predicted patterns of judgments and actions, interns from the “low” subgroup tended to show breakdowns in moral behavior across all four components of Rest et al.’s model of moral behavior. At various times throughout the internship experience, these five interns failed to recognize when an ethical situation existed, made judgments that emphasized their personal stake, allowed competing values to take priority over moral values, and gave in to the pressures of the situation.

As indicated in Figure 5.2, interns from the “high” post-conventional reasoning subgroup exhibited judgments and actions that varied from those of the “low” subgroup. As interns in the “high” subgroup encountered ethical situations in practice, they were more apt to consider others’ perspectives, remained open to conflicted viewpoints, showed patience and tolerance during times of ambiguity and conflict, put the needs of others before their own, and took a caring, empathic, and sensitive approach with others. These were behaviors that emerged from the Post-Conventional schema. Four (Amy, Amelia, Bob, Tara) of the five interns from this subgroup made deliberate and grounded ethical decisions. Although these interns exhibited more Post-Conventional behaviors than their peers from the “low” subgroup, they were not immune to breakdowns in moral behavior. Unlike their peers from the “low” group, however, their failures did not appear

across all four components of Rest et al.'s model, rather tended to occur more frequently in the areas of moral motivation and moral character. These interns were able to recognize ethical situations when they arose, and primarily made judgments that considered others' rights. However, on occasion, they would allow competing values to overshadow their own values, or would give in to the pressures associated with the situation. Factors that may have influenced these behaviors are discussed in the section that follows.

Although the quantitative results of research question #2 did not show an empirical connection between moral reasoning and behavior/performance, the qualitative findings of research question #3 produced contrasting findings. It is important to reiterate that, although the moral development literature provides evidence of a statistical connection between moral reasoning and behavior, it must be viewed cautiously because this is not an exact one-to-one relationship (Sprinthall, Sprinthall, & Oja, 1998). In order to strengthen this claim, it is suggested to look at trends over time, rather than just one-time measurements. The case study method attempted to address this recommendation, as it reported trends for 10 recreation management interns over the course of a 14-week internship experience.

*Aspects of the Internship Experience that Appeared Responsible for Changes in  
Moral Development Among Interns*

As evolving service professionals, we want our interns to move towards higher levels of moral reasoning so that they are more likely to place the interest of others above competing interests. The well being of others, after all, is central to our work and remains a key principle of our ethical codes. However as evidenced in these case study findings,

internship experiences differ in the constraints and opportunities they present to interns. Some elements of the internship experience have the potential to foster intern moral growth while others may limit this growth. Research question #4 attempted to uncover aspects of the internship experience that appeared responsible for changes in moral development among the 10 intern cases. The internship is a complex experience and it is not realistic to capture one single factor as *the* pivotal element in the moral development of interns. As such, the findings are multi-faceted and show similarities and differences between the two subgroups. These factors are represented in the bottom half of the typology in Figure 5.2. Throughout this section, I discuss points of connection with the seven design principles of the ILF (Reiman & Oja, 2006). This discussion helps us begin to understand elements of the internship experience that are important for intern success in the field.

#### *Service Setting Values and Pressure to Conform to Agency Norms*

The internship is one of the first “real” opportunities for students to get exposed to context-specific values and behaviors. The manner in which interns learn to act as professionals, is determined by their relationships and interactions with people (Triezenberg & Davis, 2000). As seen in the case study report, the 10 interns were consistently engaged in a variety of relationships with consumers, clients, patients, family members, site supervisors, co-workers, academic supervisors, and other interns. These diverse relationships brought interns face to face with ethical dilemmas that challenged them to reflect on their own values and understand how their values coincided with or differed from the values of others. The new patterns of interaction that interns experienced during the internship required them to come to terms with the “moral

dimensions of their new role” (Triezenberg & Davis, 2000). Throughout the experience, interns bumped up against diverse values, beliefs, and attitudes of the people they interacted with and were challenged to assimilate their agency’s cultural values and norms. As depicted in the narrative case examples, the values promoted in some service sectors challenged interns on the ethical front. Ethical dilemmas associated with the commercial recreation service sector, for instance, emerged as potential constraints to moral growth for three of the seven interns working in this type of setting. These three interns perceived their agencies’ business practices to be at odds with what was “right.” These interns were exposed to questionable situations such as fraud, conflict of interest, dishonesty, unfair work practices, and an emphasis on profits at all costs. As noted in Chapter I, these are common ethical pitfalls associated with the commercial recreation service sector (McLean & Yoder, 2005). These findings appear to connect to the growing business literature that explores the paradoxical relationship between a company’s profit-driven motive and core ideology. Collins and Porras (1997) suggest that highly successful “visionary companies” differ from comparison companies because they have a core ideology--core values and a sense of purpose beyond just making money. Such core values may include a genuine care for their customers, employees, products/services, and a culture of support and innovation (Collins & Porras). These companies are successful because they don’t just declare their core ideology but actually take steps to make it pervasive throughout the company. While “profit maximization” is still important to these companies, it is not the driving force or primary objective of the business. According to Collins and Porras, businesses succeed because they can effectively balance their core values with their profit motive. Unfortunately, this paradox presented three of



the seven commercial recreation interns with significant challenges throughout their internship experiences. Rather than observing a business culture that was effectively balanced between profit motive and core ideology, these three interns consistently perceived profit maximization as the driving force at their agencies. These three interns seemed unprepared for these situations and tended to respond in a similar fashion, with affective responses that included anxiety, frustration, confusion, anger, and self-doubt. These affective responses translated into judgments and actions that tended to emphasize the personal interests of the interns, rather than the well being of their clients.

The opposite trend emerged for two of the three interns working in public and non-profit service sectors. These interns encountered values and behaviors that seemed to enhance their moral growth. The message these interns received was one of genuine care and concern for others, a value more consistently aligned with moral ideals. These interns appeared to be positively influenced by the consistent delivery of this message, which was often relayed to them through responsible site supervisors and coworkers who served as strong ethical role models. Interns from public and non-profit settings seemed more at ease as they worked through ethical situations, and if they were challenged by a particular situation, they looked to their supervisor and/or coworkers to model professional behaviors or offer guidance in the resolution of the dilemma.

These findings are important for recreation management educators because we are responsible for preparing students to recognize and handle diverse types of *setting-specific* ethical dilemmas. Many educators utilize a variety of classroom strategies to foster this understanding such as case study discussion, role-playing activities, debates on ethical issues, discussion and application activities using ethical codes of practice, and a

variety of reflective written exercises. Requiring students to complete additional fieldwork hours in their setting of interest *prior* to the formal internship is also an effective way to enhance students' understanding of these setting-specific ethical situations. This aspect seemed particularly beneficial to Mike and TJ, as they used their prior work experiences with their specific agency to help them work through the ethical situations they encountered during the internship. They both articulated that their previous exposure to conflict and ambiguity in their settings provided them with a better vantage point to work through these situations. Their previous experiences enabled them to anticipate potentially adverse situations, and helped them develop problem-solving strategies to work through the situations. Overall, their prior experiences contributed to a greater sense of preparation on the ethical front.

Another aspect of the internship experience that emerged as a potential constraint to moral development for both subgroups was the pressure to conform to the cultural norms of the agency. According to Zeichner and Tabachnick (1985), this is a common phenomenon for individuals who are being inducted into a profession. They studied the impact of institutional control in the socialization of beginning teachers, and found that many novice teachers tended to comply with institutional norms, despite the fact that these values and behaviors were at odds with their own beliefs. Like these beginning teachers, the interns in this study tended to adopt the existing cultural norms of their settings, rather than express independent judgment as they encountered ethical situations in practice. They often perceived themselves as "powerless" due to their lowly intern status and showed a pattern of conformity, despite the fact that their value commitments may have been different than the values reflected in the agency norms. Some of them

passively conformed, while others were a bit more strategic, maintaining strong private reservations about doing so. TJ was an example of an intern who took a “strategic compliance approach” (Zeichner & Tababchnick, 1985) at his commercial recreation agency. He questioned the ethos of his work environment, kept his feelings of discontent to himself, but ultimately made a conscious decision to comply with their norms so that he could finish the internship and graduate on time. While his actions represented behavioral conformity, he did not demonstrate an underlying value commitment. He believed the work expectations were “unfair” and did not agree with management’s “uncaring” approach to employee well being. His concerns were not shared with his site supervisor, however he did express his feelings in his reflective journal, papers, and during his research interview.

Educators must be sensitive to the possibility of this social conformity phenomenon during the internship because it appears that what we teach our students in the curriculum might not always be sustained in their fieldwork experience and/or during their first job in the field. We teach our students to uphold the ethical codes of practice, and to act in ways that are consistent with their beliefs, but it is important to recognize that they may be up against institutional control mechanisms that work to ensure that they are following accepted procedures and cultural norms. Unfortunately, as noted in a number of the commercial recreation intern narratives, these accepted procedures are not always based on moral ideals.

As educators, we must continue to help students develop awareness and understanding of the potential ethical pitfalls associated with diverse service sectors of the field. We can achieve this through traditional instructional strategies in the classroom,

but can also meet this outcome by remaining attuned to the values and behaviors presented to our students during the internship experience. If we commit to contextualized learning and instruction, as described in design principle one of the ILF (Reiman & Oja, 2006), we should be able to effectively match students to internship agencies based on more than just their practical knowledge and experiences. As seen in this study, we may need to consider students' levels of ethical reasoning and decision-making skills in this matching process. The results of this study suggest, for example, that a student who utilizes a less complex judgment schema may be a poor fit for a commercial recreation internship agency known for its profit-driven culture. As suggested by the literature and confirmed through these findings, this type of student is more likely to stay focused on their own their own interests, do what they're told by authority, and passively conform to potentially questionable practices of their internship agency. On the other hand, a student who utilizes a Post-Conventional schema is more equipped to withstand the pressures of such an environment and has a better chance of demonstrating moral behavior in practice. Furthermore, when values other than professional values are at the center of the internship experience, educators should be prepared to proactively address these shortcomings through pedagogical strategies such as the guided inquiry and reflective coaching design principles of the ILF (Reiman & Oja). The pedagogical implications of these two principles will be discussed further in a section that follows. If educators can succeed in these efforts, we might be able to lessen the "reality shock" experienced by interns who encounter setting-specific ethical dilemmas in practice for the first time. Through ethics education in the classroom, and carefully designed fieldwork experiences, we can help prepare interns for the potential

“loss of idealism” during their induction into practice through the internship (Zeichner & Tabachnick, 1985).

*Significance of Mentors, Ethical Role Models, and Personal Supports*

As noted in Table 5.2, supervision, mentoring, and emotional support emerged as influential aspects of the internship experience in the moral development of interns. As described in the case narratives, those interns who had access to site supervisors and/or coworkers who served as strong ethical role models were more likely to show moral growth, while those interns who did not have access to such mentors tended to show less significant shifts in moral growth. This finding is consistent with the support and challenge, and reflective coaching design principles of the ILF (Reiman & Oja, 2006). Findings from this study showed that effective site supervisors appeared to be more attuned to interns’ needs and were more committed to providing them with practical and emotional support as they struggled to accommodate new and ambiguous experiences in practice. They assumed a caring and empathic stance with interns, were genuinely invested in fostering intern development, and were committed to providing regular feedback that was at times both positive *and* constructive in nature. Effective supervisors not only supported interns in their adaptation to the new practice environment, they also challenged interns by providing them with tasks and responsibilities outside of their comfort zone. They achieved a good balance between support and challenge, and modeled responsible professional behaviors throughout the experience.

Conversely, ineffective site supervisors were less aware of interns’ practical and emotional needs. They were characterized by interns as being poorly organized, intimidating and unapproachable, punitive in their approach, and/or too busy to provide

interns with an adequate level of support and guidance. These types of supervisors were often unavailable during times of crisis, which required interns to look to their coworkers for advice. Unfortunately, these coworkers were not always willing to nurture interns or help them problem solve solutions to dilemmas, and some even participated in unprofessional work behaviors that proved to be the original source of ethical conflict for the intern. Overall, these types of supervisors and coworkers failed to create a supportive and nurturing environment, which subsequently led to anxiety for interns as they began to negotiate their new role.

As reflected in the case narratives, when supervisors and/or coworkers failed to demonstrate moral behavior themselves, or were unavailable to provide interns with an appropriate level of ethical guidance, interns turned to personal resources for emotional support as they negotiated difficult situations in practice. For some interns, these supports were parents or bosses in other jobs, while others leaned on friends at work or their intern peers. The Blackboard discussion thread assignment emerged as an important tool for interns who used their intern peers for this emotional support. This tool was beneficial because it fostered a sense of community for interns who felt isolated in their experience. Through the Blackboard mechanism, interns actively sought their peers' opinions and advice, or simply used them as a sounding board as they vented their frustrations. Interestingly, interns rarely sought assistance from academic supervisors as they worked through ethical situations in practice. Perhaps interns were unwilling to seek this guidance because they were fearful of appearing vulnerable, which might have had a negative impact on their ability to pass the internship. Or maybe the interns felt that they would be "pulled from their site" had they shared some of their agency's suspect business

practices. This would result in having to start over by finding a new site, potentially further delaying their graduation date. This is an area that for future research. It would be important to examine how educators can adequately respond to interns who are struggling with ethical dilemmas in practice, even when those interns don't seek out academic support.

This study showed that site supervisors and coworkers are critical role models and their ethical judgments and behaviors leave a lasting impression on interns. This is not a ground breaking finding, since educators have long valued the need for effective supervision and mentoring during the internship experience. However, as reflected in the case study findings, a supervisor's influence reaches well beyond teaching interns requisite skills for successful practice—they must also teach interns *how* to practice with moral character and integrity. Although we expect site supervisors to be competent and ethical in practice, we tend to assume that because they hold a credential to practice, or have a minimum number of years of experience in the field, that they are in fact ethical practitioners and are willing and able to model professional behaviors for our students. These findings suggest that we may need to adjust our assumptions and seek evidence of supervisor *ethical competence* during our site approval process. We need to make a conscious effort to ensure that appropriate values are being presented to our students during this experience in order to facilitate their growth. This should be completed during the matching and site approval process. If interns are to elevate to a level of professional autonomy, they not only need setting-specific knowledge and skills, but must also demonstrate moral behavior as they encounter ethical dilemmas in their practice. These

findings indicate that it is important to consider *how* and *from whom* interns learn about the moral dimensions of practice.

*Curriculum Aspects: Pressure to Graduate and Opportunities for Guided Reflection*

Aspects related to the internship curriculum emerged as positive and negative influences on the moral development of interns from both subgroups. One surprising curriculum element that appeared to constrain moral development for both subgroups was related to the interns' need to succeed during the internship in order to receive a passing grade and graduate on time. Interns almost seemed "handcuffed" by the fact that their grade, and ultimately their graduation, hinged upon their successful performance during the internship. As a result, these interns emphasized a need to please others, which often meant that they would not speak up when they observed an apparent injustice. They did not want to be perceived as "rocking the boat" for fear of the consequence this behavior might have on their performance and ultimately their grade. Instead, they were content with behavioral conformity despite the recognition that the values reflected in agency practices were not always consistent with their own. They were determined to show others they could do the job and be a team player, but preferred to "fly under the radar screen" when they observed unethical behaviors at their agency. These findings suggest that educators might need to provide interns with assurances that their attempts to uphold ethical principles in practice, even when these attempts are at odds with the agency's norms, will *not* result in failure of the internship experience.

If educators are to appreciate the moral decisions our students make during the internship experience, we need to understand the ethical perspective those decisions are based on *and* recognize the factors that may influence those decisions. The need to pass



the internship and graduate on time emerged as one of those influencing factors for some interns in this study. One aspect of the internship program under study that appeared to foster an awareness of this constraint was the mid-term site visit. During the site visit, the academic supervisor meets face-to-face with the intern, site supervisor, and coworkers, and observes the intern at work. This opportunity provides the academic supervisor with a sense of the potential strengths and challenges associated with the site. The site visit not only enables the academic supervisor to gain a sense of the intern's progress with regard to the attainment of entry-level competencies, it also offers an opportunity to understand the *context* of the experience. For example, during my mid-term research visit with Karen, I was able to observe her agency's culture at work—the office pace was rushed and frenetic, her site supervisor had a limited amount of time to meet with me, her coworkers were unavailable, and the office environment appeared cluttered and disorganized. Additionally, Karen preferred to meet with me behind closed doors where she could speak candidly, albeit quietly, about the practical challenges she encountered during her experience. This suggested that she was uncomfortable speaking to me in the presence of others who might have perceived her to be “telling on” the agency. This showed her lack of trust for her coworkers and demonstrated her insecurities about being labeled “a snitch.” Although she did share feelings of frustration and anxiety with me at this time, she did not alert me to the questionable business practices she observed at her agency. As a result of the site visit, I was left with the impression that Karen was constrained by a very challenging work environment but that she was willing to concede her “happiness” in order to finish the experience and graduate on time. This impression was confirmed at the end of the internship during her research interview when she

acknowledged that, if presented with the opportunity to do the internship over, she would have chosen a different site. Had I conducted the mid-term check-in meeting over the telephone, a practice utilized by many internship programs throughout the country, I would have potentially lost this rich, setting-specific information. The face-to-face site visit allowed me to understand the context of Karen's environment and helped me customize an appropriate level of support and guidance throughout her internship experience. The mid-term site visit appears to be a viable strategy for helping academic supervisors meet the reflective coaching design principle of the ILF (Reiman & Oja, 2006). The site visit provides the academic supervisor with valuable information about the intern's performance in a practice context, fosters opportunities for observation of the intern in action, and triggers a feedback process that can address potential performance limitations or enhance strengths. If the academic supervisor and site supervisor work in tandem to provide this instructional coaching/mentoring, over time, the intern should acquire "executive control" of the new role. If done correctly, "the reflective coaching process should support the intern as she/he attempts new skills that are situated in practice (Reiman & Oja, 2006, p. 135). Unfortunately, as evidenced in this study, site supervisors did not always commit to this process, which appeared to have a negative impact on the moral development of interns.

In addition to the benefits derived for the academic supervisor, the site visit also proved to be a significant moment for the intern. Interns from both subgroups indicated that it was comforting to see a familiar face and expressed genuine excitement about the opportunity to share their progress with the academic supervisor. Interns took pride in showing the academic supervisor that they were, in fact, contributing members of their

agency. Some interns even suggested that they enjoyed the opportunity to “show off” their newfound skills and knowledge. Many of the interns viewed the site visit as a time to demonstrate their mastery of the skills needed to practice in their specific service setting. The visit proved to be a positive influence for interns in this regard.

Another aspect of the internship curriculum that appeared to positively impact intern moral growth was the opportunity for regular reflection through the academic assignments. This feature of the internship curriculum is a strong point of connection to the balance, and guided inquiry design principles of the ILF (Reiman & Oja, 2006). According to Reiman and Oja, the intent of the balance design principle is to make sure there is an appropriate and even distribution of action with reflection. If there is too much time in between the action and reflection cycle, growth may be limited. The balance principle was fully met in this internship curriculum as the written assignments were staggered throughout the internship in order to provide interns with regular guided inquiry opportunities to reflect on their experience. Interns from both subgroups utilized different assignments to express their concerns and frustrations, acknowledge what they were learning, and help them make sense of the experience. For instance, Tara and TJ appeared to use the journal assignment to reconcile the conflicting values of their agencies, while Riley and Lauren found the final reflection paper and summative portfolio assignments most beneficial to their overall understanding of the experience. One element that appeared to be missing from these activities, however, was an intentional focus on eliciting *ethical reflection* from the interns. In discussing the value of ethical reflection in service-based business internships, Smith (1996) notes, “When well-crafted classroom ‘reflection on experience’ is added to service, it can help students

achieve greater explicit recognition of ethical issues and develop careful analytical skills” (p.60). With the exception of one Blackboard discussion thread, the reflective activities in this internship program did not request a more formal ethical analysis of the specific issues in which interns were involved. Educators may need to consider the inclusion of more formal strategies designed to *elicit* ethical reflection about various ethical issues encountered during the internship experience. Despite this limitation, interns in this study appeared to utilize these reflective activities to advance their thinking around difficult issues—they used the assignments to “talk through” and, in some instances, simply vent about the intense problems or issues they encountered at their agency. These reflective activities appeared to challenge interns to systematically think about their own values and beliefs in relation to those of others. Overall, these reflective assignments appeared to be useful tools for helping interns begin to develop a systematic understanding of ethical issues and the consequences of their behaviors in practice. Therefore, it is essential that internship programs in general, provide ample opportunities for engaging in these types of reflective activities and remain attentive to the need for strategies that foster ethical reflection.

An important element of the guided inquiry principle of the ILF is the involvement of a “more capable other” who can provide timely and on-going feedback, probe for more detail, and offer advice or suggestions as interns grapple with certain elements of practice (Reiman & Oja, 2006). This element of the guided inquiry principle was partially met as academic supervisors from this internship program varied in the amount, quality, and timing of their feedback. I was unable to assess the site supervisor’s efforts at guided inquiry so this analysis is in relation to the academic supervisor’s role only. According to

Reiman and Oja, guided inquiry should ideally take place *during* the course of intern action, however academic supervisors in this study were restricted in providing timely feedback by their lack of proximity to interns who were scattered throughout the country and by the assignment submission method. At the time of this study, interns were processing their written work via a traditional postal service method. This produced a significant delay in receiving formative feedback from academic supervisors. As a result of this realization, and the recognition of the benefits of using technology in instruction, this internship program has since shifted its assignments to an electronic submission and feedback process. This simple shift in assignment submission method has enabled academic supervisors to provide interns with “real time” feedback that more effectively addresses the guided inquiry design principle of the ILF. Although this adjustment has improved the internship program under study, it is evident that academic supervisors still need more training in guided inquiry strategies. I have observed that academic supervisors too often view themselves as “peripherally involved” in the internship experience and fail to recognize the significant role they actually play in guiding interns toward higher levels of professional competence and cognitive development.

In summary, a number of elements of the internship curriculum appeared to be significant in the moral development of interns. The influence of the internship grade on a student’s graduation date appears to be an element that has the potential to constrain intern moral growth. Educators can address this issue by remaining sensitive to the anxiety it produces for students, and be prepared to head off the social conformity response by assuring students that their internship grade will *not* be adversely impacted by their decisions to diverge from questionable agency practices. In fact, interns need to

be reminded that they are morally obligated to address ethical issues in practice when they arise, and if their moral actions are viewed as troubling to their specific agency, then the agency should no longer be a viable internship site for the university's program. The reflective assignments emerged as curriculum elements that have the potential to advance intern moral development. However, as evidenced in this study, these reflective activities must include intentional efforts at eliciting ethical reflection from interns, and academic supervisors need to be willing and able to respond in a timely fashion with formative feedback. While many of the design principles of the ILF were realized in this internship curriculum, there is still some work to be done to assure that the curriculum optimizes moral growth opportunities for interns.

#### Summary of Discussion

The quantitative and qualitative results of this study showed many points of convergence with the theoretical propositions of Rest et al.'s (1999) NeoKohlbergian moral development theory--namely that moral growth is driven by role taking in real-world activity, sustained interactive discourse that encourages shared meaning, and on-going reflection. These points of consistency contributed to the external validity of the study. As demonstrated through these findings, the recreation management internship appears not only to be an important way for students to obtain entry-level competencies for practice, but appears to be a viable pedagogical strategy to advance student moral development as well. The 14-week timeframe was shown to be an adequate amount of time to foster moral reasoning gains amongst the larger intern cohort ( $N = 33$ ) as well as across the 10 intern cases. Although the relationship between moral reasoning and performance was not proven to be statistically significant, the case study findings

demonstrated consistent patterns of judgment and behavior for interns at disparate levels of moral reasoning. Until educators are able to reach consensus about the use of standardized fieldwork performance evaluations, and include evaluator training for consistent use of these evaluations, this relationship may never be fully realized for the field.

As evidenced by the qualitative findings, educators need to be attentive to a number of curricular aspects that have the potential to impact intern moral development. First, educators must be aware that the values associated with certain service settings may be at odds with the principles of ethical practice. Furthermore, educators cannot assume that a site supervisor who holds a credential to practice or meets a minimum number of years of experience is, in fact, an ethical practitioner. These considerations can be addressed through a more stringent site approval process that takes the agency's track record into account. Agencies that show evidence of unethical business practices should not be approved for internship and should be eliminated from departmental resources that students use during their internship search process. Educators need to further recognize the pressures interns encounter during the internship experience. Interns may be constrained by institutional pressures to conform to agency norms and might see themselves as "powerless" to act in ways that go against the grain because of their desire to please others so that they may pass the internship and graduate on time. By providing interns with regular opportunities for reflection, including intentional emphasis on ethical reflection, academic supervisors may be alerted to these constraints and can provide feedback and guidance to help interns think critically about these issues.

These findings further suggest that the Integrated Learning Framework is a promising practice-based framework for the professional preparation of recreation management students, specifically around fieldwork experiences. The framework is based on sound theoretical principles grounded in the constructivist-developmental tradition as defined in this study and, as demonstrated through the qualitative findings of this study, appears to be an effective model of deliberate psychological education that promotes moral development among college students. If used in the right way, the ILF can guide curriculum and pedagogy within professional preparation programs such as recreation management.



## CHAPTER VI

### LIMITATIONS, IMPLICATIONS, CONCLUSION

#### Limitations

There were several limitations to this study, beginning with the threats to validity and reliability presented in Chapter III. The major limitations for the quantitative phase were the small sample size, lack of therapeutic recreation (TR) intern representation among the sample, and the lack of a control group. Although these factors impacted external validity and made generalization of the results difficult, the findings from this study do have utility for educators who are more interested in application of the results rather than generalization to a variety of settings. Implementation threats also became evident during the quantitative phase of the study. There was no way to control for consistency across internship sites with regard to intern tasks and supervision, which may have affected intern DIT-2 scores and performance ratings. The lack of standardized and validated intern performance measures and inconsistent ratings among site supervisors emerged as implementation threats as well. While the evaluations used in this study are based on some standardization as they reflect NRPA and NCTRC fieldwork placement competencies, the findings suggest that these tools need to be more adequately tested for reliability and validity. Future research in this area will be enhanced by the availability of more extensively tested evaluation tools and the development of a rigorous training

program that promotes consistency among raters. Although the TR interns were not included in the quantitative analysis of the relationship between moral reasoning and performance due to the small sample size ( $N = 2$ ), the emergence of these two implementation threats are timely for the TR sector of the field as they provide a rationale for the recent call for consistency in TR curriculum preparation. The American Therapeutic Recreation Association (ATRA) has formed a Higher Education Committee, which is charged with gathering evidence of best practices within TR curricula throughout the country. ATRA recognizes the need for curricular consistency and has been proactive in gathering outcomes data and assessment protocols from TR educational programs in an effort to determine pedagogical strategies that contribute to consistent professional preparation. The committee has identified the TR *internship* as one promising curricular component in this review and has recently sought student outcome data and assessment procedures from a handful of educational programs. At this early juncture, there seems to be consensus that the TR fieldwork performance evaluation needs to be standardized and that TR site supervisors should be adequately trained in its use so that consistent intern evaluation can be attained. The emergence of the performance evaluation limitation in this study further illustrates the need for consistency in TR *and* general recreation professional preparation.

Threats to authenticity and trustworthiness also emerged in the qualitative phase of the study. Although service settings were not included in the criteria for the sampling method employed in the case study method, it may have been helpful to see a more diverse representation of service settings among the 10 intern cases. Because the criteria for the case study sample selection was the pre-test P% scores on the DIT-2, the case

study sample was less representative of the diverse service sectors in the recreation management field. Although this aspect provided the case report with much needed depth, it concurrently resulted in a lack of breath as seven of the 10 intern cases worked in the same type of service setting. Despite this apparent limitation, the case report provided evidence of the “epistemology of the particular” (Gay et al., 2009, p. 426)—what we learned from a single case was dependent on ways in which the case was similar to other cases. As evidenced in the comparative case analysis, the trends that emerged for the commercial recreation interns were very similar, shedding some light on the ethical challenges associated with this particular sector of the field.

#### Educational Implications

As suggested by the findings of this study, recreation management educators need to understand and develop strategies for preparing students for their roles as “moral agents” in the field (Triezenberg & Davis, 2000). Effective models of ethics education within professional curricula have been developed in various helping professions such as nursing (Duckett & Ryden, 1994) and dentistry (Bebeau, 1985), however the recreation management profession appears to fall short as we tend to limit our ethics training to traditional instructional approaches in the classroom. There is no doubt that an understanding of ethics is crucial to student professional development, but research suggests that the greatest gains in moral reasoning are achieved by educational interventions that are of an *extended duration* and include *active engagement* of students in ethical problem solving (Sisola, 2000). The recreation management internship is an educational strategy that appears to be effective in fostering students’ abilities to solve complex practice issues. The internship provides the training ground for students to

practice the skills and perspectives necessary for resolving the increasing number of ethical dilemmas in practice. As seen in this study, this fieldwork experience is an ideal opportunity for students to bump up against moral issues in the field and begin developing their ethical decision-making skills. Recreation management educators need to recognize the critical role of the professional internship experience *beyond* the entry-level competency outcomes it provides, and begin to view this fieldwork experience as a pivotal element of ethics education for our students. Considering that today's practice environment is growing in diversity, students need to be prepared to deal with issues regarding money, fairness, and equity of service, therefore ethics education needs to remain a significant focus in recreation management curricula. This study demonstrates that, when structured correctly, the recreation management internship experience is a pedagogical strategy that has a far greater impact on the moral development of interns than previously realized.

#### Future Research

To address the limitations of this study, future research might consider employing a control group where interns from similar programs participate in a similar study that takes the same constructivist-developmental approach to intern moral development. Using a larger sample with a control group would allow generalization of the results to the field. Conducting a similar study with a larger group might also enable researchers to quantitatively examine whether different service sectors have an impact on the moral development of interns, an issue that this study did not address.

A longitudinal study of interns spanning the full period of time that they are in the recreation management program would potentially provide more information about the

effects of the internship experience on student moral development. For example, gathering DIT-2 data on newly admitted students could serve as a baseline of their moral reasoning levels, which could then be systematically assessed at numerous points in time throughout their curriculum sequence. In addition to seeing how the internship or other fieldwork experiences might impact these scores, multiple data points may show how traditional ethics instructional strategies in the classroom impact student moral reasoning scores.

Future research studies might consider addressing some of the gaps of this research. For instance, the recreation management field may benefit from a study examining why commercial recreation internship settings appear to do a less adequate job of promoting moral development among interns. What factors come into play in the commercial recreation sector—is it the type of setting, the background of the site supervisor, or the lack of accreditation in these types of settings that results in this short coming? Another study might examine whether the recreation management fieldwork standards are of an adequate duration—should COA extend the internship standard beyond their current 10-week timeframe, and/or should NCTRC extend their internship standard beyond their current 14-week timeframe? Another fruitful study might include an examination of the background, traits, and characteristics of the internship site supervisor—what is their age, do they have an educational background in the field, and have they conducted an internship themselves?

On a practical level, this study suggests that educators may want to consider the design principles of the Integrated Learning Framework in fieldwork requirements other than the internship experience, such as the practicum, service-learning courses, and

required lab experiences. As reflected in the case study report, without adequate skills, practice, feedback, coaching, and reflection, students remain uncertain and ineffective in their new practice role. The seven design principles of the ILF must be present if we are to expect growth in professional competencies and cognitive development among our students. Bringing attention to the need for a supportive and pedagogically sound practice-based framework for all of our fieldwork experiences is a significant practical outcome of this study.

#### Conclusion

A combination of quantitative and qualitative methods in this study enabled me to gain a better understanding of how recreation management interns experience the professional internship requirement. I gained insights into ways educators and supervisors of undergraduate recreation management interns might design our fieldwork programs to enhance intern moral development. This study demonstrated that there is value in looking at the internship experience beyond the traditional entry-level competency perspective. The recreation management internship provides students with ample opportunities to not only practice the requisite skills needed for competent practice, it also is a fertile training ground for student moral development. This study confirmed my belief that there are both practical and ethical reasons to attend to our students' cognitive development during fieldwork experiences.

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## APPENDICES

## APPENDIX A

### INTERNSHIP PLACEMENT CRITERIA

Students are required to secure an internship placement with a leisure, recreation, health care, hospitality, or tourism agency that is approved by the student's academic advisor and the internship coordinator.

#### The Agency

The following criteria will be considered when approving an agency as an appropriate placement for the student:

1. The placement site must be compatible with the student's career goals and academic preparation. The agency must be willing to make a commitment to the internship as an educational experience for the student.
2. The placement should provide the student with a broad and varied exposure to the overall agency/program operation. The internship experience areas are outlined for each option in the manual. The TR experience areas are designed after the NCTRC Job Analysis (1997) categories and the PA experience areas are designed on entry-level competencies as identified by the Certified Park and Recreation Professional (CPRP) exam (Rossman & McKinney, 2001).
3. The student's professional and personal internship objectives, developed in cooperation with the internship coordinator and shared with the agency site supervisor, should be compatible with the internship position.
4. The agency must be willing to collaborate with the designated internship coordinator from the department during the internship experience.

#### The Site Supervisor

The following supervisor criteria will be considered in determining an acceptable site supervisor:

1. The supervisor has at least one degree in leisure services (recreation, parks, therapeutic recreation, hospitality, tourism), and a minimum of two years full-time experience in a supervisory and/or administrative position.

**OR**

2. The supervisor has a minimum of four years of full-time supervisory and/or administrative experience in the specific area(s) in which the student plans to study and work.
3. For students in the Program Administration option, it is highly desirable, but not yet mandatory, for the supervisor to be professionally certified at the state or national level through an NRPA/NCB approved plan as a Certified Park and Recreation Professional (CPRP).
4. For Therapeutic Recreation placements, the supervisor **must** be a Certified Therapeutic Recreation Specialist (CTRS) recognized at the professional level by the National Council for Therapeutic Recreation Certification (NCTRC). The CTRS must be employed **full time** at the agency. If a TR student is interning in a state that requires licensure, the site supervisor must hold a current state license.
5. Therapeutic Recreation placements **must** also have a minimum of two CTRS' on staff. A rare exception to this standard may be granted with the permission of the student's academic advisor and the completion of a written waiver.
6. The site supervisor can and is willing to work with the student in order to make the internship a learning experience and will work with the student to precisely define the student's work assignments based upon mutually determined goals and objectives. The site supervisor will assist the student in gaining exposure to the total operation of the organization through appropriate means (i.e., meetings, discussion, readings, work assignments).
7. The site supervisor can meet with the student a minimum of once a week, for at least one hour, to answer questions, provide feedback and supervision, and analyze strengths and weaknesses.
8. The site supervisor can assist the student with identifying resources and learning opportunities to address the internship objectives. The supervisor can assist the student in gathering information and developing a broad perspective of the organization (via discussion sessions, agency meetings, review of agency materials/files).
9. The site supervisor will meet with the academic advisor during the scheduled site/phone visitation to discuss the student's responsibilities and performance and will provide the academic supervisor with a written mid-term and final evaluation of the student's performance (forms are provided). The supervisor will communicate immediately with the academic advisor in the event of any emergency or failure of the student to perform adequately.

#### The University Department

The department has three general roles: 1) as administrator of the program; 2) as a mediator for the student and agency; and 3) as final evaluator of the student's performance. Responsibilities of the university department include:

1. To verify that the student has met all academic pre-requisites described in the

internship manual prior to engaging in the internship experience.

2. To prepare students for the internship experience through academic advising, and a pre-internship course.
3. To review and approve the internship setting chosen by the student.
4. To assure that the student and agency receive information necessary to successfully complete the internship experience.
5. To schedule one site or phone visitation with each student and site supervisor. Each visitation will result in a report concerning the student's experience and progress including suggestions for improvement. There will be additional follow-up when necessary. To keep appropriate administrative records, including a file on each individual student, which will be accessible to them throughout the Internship experience.
6. To conduct a final evaluation concerning the student's internship experience, including a recommendation/determination as to whether academic credit should be granted or not.

#### The Student

To a large extent, students will receive benefits in direct proportion to what they put into the experience. All of these requirements must be met if students are to receive academic credit for the internship experience. Before the internship begins:

1. Talk with your advisor early in the planning stage. Start considering what you want to do at least two semesters preceding the internship (e.g., in the fall preceding your summer experience). Review the pre-internship checklist to determine your eligibility for the internship and to identify related requirements.
2. Begin your placement search early! It is important to apply to many places; getting a good placement is not always easy. If you should get several offers, you can always pick the best placement opportunity.
3. Successfully complete the pre-internship course with a grade of C or better prior to enrolling in the internship.
4. Utilize all department resources, including your advisor, the internship coordinator, and seniors within the major who have completed internships, for placement leads. The department maintains internship placement files and a database to assist students in the process of locating a quality internship site.
5. Complete the Site Approval Form by getting the signatures of the internship coordinator and your academic advisor.
6. Develop a learning contract of personal and professional internship objectives.



9. Work with your agency site supervisor to complete the department's Internship Agreement and for TR students, the clinical affiliation agreement if required.
10. Attend an individual exit interview session with the internship coordinator to receive final instructions. You will be asked to sign a Final Review of Requirements Form acknowledging that you understand all internship requirements and the consequences of failure to complete the internship requirements.

APPENDIX B

IRB APPROVAL AND LETTER OF CONSENT

University of New Hampshire

Research Conduct and Compliance Services, Office of Sponsored Research  
Service Building, 51 College Road, Durham, NH 03824-3585  
Fax: 603-862-3564

19-Apr-2007

Craig, Patti  
Recreation Mgt & Policy, Hewitt  
334 Groveland Street  
Haverhill, MA 01830

IRB #: 3989

Study: Promoting Better Performances in the Field: An Exploration of the Recreation  
Management Internship from a Constructivist-Developmental Perspective  
Approval Date: 19-Apr-2007

The Institutional Review Board for the Protection of Human Subjects in Research (IRB) has reviewed and approved the protocol for your study as Exempt as described in Title 45, Code of Federal Regulations (CFR), Part 46, Subsection 101(b). Approval is granted to conduct your study as described in your protocol.

Researchers who conduct studies involving human subjects have responsibilities as outlined in the attached document, *Responsibilities of Directors of Research Studies Involving Human Subjects*. (This document is also available at <http://www.unh.edu/osr/compliance/irb.html>.) Please read this document carefully before commencing your work involving human subjects.

Upon completion of your study, please complete the enclosed pink Exempt Study Final Report form and return it to this office along with a report of your findings.

If you have questions or concerns about your study or this approval, please feel free to contact me at 603-862-2003 or [julie.simpson@unh.edu](mailto:julie.simpson@unh.edu). Please refer to the IRB # above in all correspondence related to this study. The IRB wishes you success with your research.

For the IRB,

  
Julie F. Simpson  
Manager

cc: File  
Oja, Sharon

## CONSENT FORM FOR PARTICIPATION IN A RESEARCH STUDY

Dear Student,

I am inviting you to participate in a study of the experiences of recreation management interns. Although a small base of research has examined the internship experience from a variety of curricular perspectives, very little research has been done on the growth outcomes of the internship experience on student interns in a recreation management discipline. I am interested in ways in which interns change or grow during their internship experience. For example, I am curious whether you experience changes in your thinking, particularly your moral judgment, and consequently experience changes in your performance in the field as a result of the internship experience. It is my goal to gain an understanding of the internship experience from the interns' point of view and identify aspects of the internship experience that are responsible for growth among student interns.

If you participate in this study, you will be asked to complete a standardized measure of moral judgment called the Defining Issues Test-2 in May and August of 2007. The time commitment for each measure will be approximately 45-50 minutes. You will complete the first measure at the university and, depending on your living situation post-internship, you will complete the second measure either at the university, or at your internship site, or in a place to be agreed upon by the researcher and yourself. At the conclusion of your internship experience, you may be asked to participate in a one-hour interview. The interview is designed to gather data from you about the "meaning" of your internship experience. These interviews will be audio taped and transcribed at a later date. The interviews will take place in a setting that is convenient for you. In order to obtain representative data, purposeful sampling will be employed for the interviewing phase, therefore you may or may not be selected to participate in the interview. I will make the transcripts and thematic findings of the interview available to you to check my understanding and perceptions against your own prior to including the results in my study.

If you participate in this study, I will qualitatively analyze all of the internship work that you complete during the experience. This includes your weekly journals, formative and summative papers, blackboard discussion threads, portfolio, mid-term site visit notes, and mid-term and final evaluations completed by your site supervisor. You will be assigned a number so your identity will be kept confidential; if any part of this study is published, neither you nor the internship agency will be identified.

There are no foreseeable risks associated with this project. While you will not receive any compensation to participate in this project, the anticipated benefits are that the information you provide will be used to further advance professional practice around the area of fieldwork standards and student outcomes.

Participation in this study is strictly voluntary; it is not a requirement of the internship experience. It does involve a time commitment over and above your internship responsibilities. If you agree to participate in the first phase of this study, the Defining

Issues Test-2, you will need to plan on committing 45-50 minutes in May and 45-50 minutes in August of 2007. If you are selected for the interviewing methodology, you will need to plan on an additional one hour for an interview at the conclusion of the internship (August-September 2007). Refusal to participate will involve no prejudice, penalty, or loss of benefits to which you would otherwise be entitled. If you agree to participate and then change your mind, you may withdraw at any time during the study without penalty. The investigator will assure that your responses will not negatively or positively affect your internship grade or your relationship with your internship agency and/or supervisor.

I will maintain the confidentiality of all data, records, and audiotapes associated with your participation in this research. You should understand, however, there are rare instances when I am required to share personally identifiable information (e.g., according to policy, contract, regulation). For example, in response to a complaint about the research, officials at the University of New Hampshire, designees of the sponsor, and/or regulatory and oversight government agencies may access research data. You should also understand that I am required by law to report certain information to government and/or law enforcement officials (e.g., child abuse, threatened violence against self or others, communicable diseases). Data will be kept in a locked file cabinet in my office; only I will have access to the data.

I am conducting this research study. I am a Clinical Assistant Professor in the Department of Recreation Management and Policy at the University of New Hampshire and a doctoral candidate in the PhD in Education program at the University of New Hampshire.

If you have any questions about this research project or would like more information before, during, or after the study, you may contact me at (603) 862-0140 or via email: [pjcraig@cisunix.unh.edu](mailto:pjcraig@cisunix.unh.edu). If you have questions about your rights as a research subject, you may contact Julie Simpson in the Office of Sponsored Research at (603) 862-2003 to discuss them.

To indicate that you have read and understand this letter, please check the appropriate statement below and initial it, whether or not you agree to participate. If you are willing to participate in my study of interns' growth during the internship experience, please sign below.

\_\_\_\_\_ I have read this letter and understand the purpose of the study. I decline participation in the study.

\_\_\_\_\_ I have read this letter and understand the purpose of the study. I agree to participate in the study.

By signing below, you agree to participate in this four-month study of how undergraduate interns' change over the course of the internship experience.

\_\_\_\_\_  
Signature of participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of researcher

\_\_\_\_\_  
Date

APPENDIX C

MEASURES OF PERFORMANCE FOR PROGRAM ADMINISTRATION AND  
THERAPEUTIC RECREATION INTERNS

**MID-TERM EVALUATION PROGRAM ADMINISTRATION**

Intern: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Agency: \_\_\_\_\_

The department requests a formative assessment of your intern's performance so that we can more effectively provide guidance or encouragement during the remainder of the internship. The same response categories are used on the Final Evaluation form that we will be asking you to complete at the conclusion of the internship. A comparison of the mid-term and final assessments then can reflect the student's improvement or growth as applicable. Please attach an additional sheet if necessary; we would appreciate your specific comments.

**RATING SCALE**

- 5 Excellent Demonstrates outstanding performance, exceeds expectations, able to work independently.
- 4 Above Average Able to perform above the agency's expected level.
- 3 Average Able to consistently meet expectations of the agency's performance standards.
- 2 Below Average Requires assistance and/or monitoring, needs improvement to meet agency performance standards
- 1 Unacceptable Rarely or unable to perform at an acceptable level, requires supervision and considerable improvement to meet performance standards.

N/A Not Applicable

**(Note: Please add any agency specific evaluation criteria in the blank spaces provided within each category)**

	<b>Communication Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Interpersonal communication (staff, clients, families)						
2.	Effectiveness of writing skills (spelling, grammar, content, quality)						
	Effectiveness of verbal skills						
3.	Presentation/leadership skills (organization, clarity, able to generate listeners interest, poise, self-confidence)						
4.							

Comments/Observations:

(Note: Please add any agency specific evaluation criteria in the blank spaces provided within each category)

	<b>Programming</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Initiative and creativity						
2.	Understands goal/objective development						
3.	Ability to plan programs						
4.	Ability to implement programs						
5.	Ability to evaluate programs						
6.							
7.							

Comments/Observations:

(Note: Please add any agency specific evaluation criteria in the blank spaces provided within each category)

	<b>Public Relations</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Handles customer concerns/complaints in responsible manner						
2.	Ability to interact with consumers in a positive manner						
3.	Ability to promote programs/events						
4.	Ability to implement marketing principles						
5.							
6.							

Comments/Observations:

(Note: Please add any agency specific evaluation criteria in the blank spaces provided within each category)

	<b>Technical Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Overall assessment of the student's technical knowledge and skills as they would compare to those of an entry-level professional						
2.	Computer literacy						
3.	Scheduling programs/facilities						
4.	Knowledge of activity areas						
5.							
6.							

Comments/Observations:

(Note: Please add any agency specific evaluation criteria in the blank spaces provided within each category)

	<b>Evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Knowledge of evaluation methods and procedures						
2.							
3.							

Comments/Observations:

(Note: Please add any agency specific evaluation criteria in the blank spaces provided within each category)

	<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Ability to understand and work within agency's role, policies, and structure						
2.	Professional dress consistent with agency policy						
3.	Demonstrates progress toward stated internship objectives						
4.	Ability to maintain professional boundaries						
5.							
6.							

Comments/Observations:

(Note: Please add any agency specific evaluation criteria in the blank spaces provided within each category)

	<b>Personal Qualities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	General attitude (is pleasant, positive, courteous, enthusiastic)						
2.	Initiative (assumes responsibilities, productive)						
3.	Responsibility & Dependability (ability to follow through with instructions, can be relied upon for quality work, can work with minimal supervision)						
4.	Utilization of time (attendance, punctuality, preparedness, able to set priorities)						
5.	Judgment and decision making						
6.	Response to supervision (ability to accept and utilize feedback)						
7.	Cooperation (ability to work as a team member, respectful, collaborates with others)						
8.	Quality of work and contributions						

9.	Insight into own professional and personal strengths and weaknesses						
10.							

Comments/Observations:

**Qualitative Commentary:**

**Special Project status and progress to date:**

What accomplishments have been made on the project?

What needs to be done to complete the project?

What is the quality of the work thus far on the project?

**Intern's primary areas of strength:**

**Recommendations for further growth and development?**

This evaluation  has  has not been shared with the Intern.

\_\_\_\_\_  
Agency Supervisor

\_\_\_\_\_  
Date



**FINAL EVALUATION PROGRAM ADMINISTRATION**

Intern: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
 Agency: \_\_\_\_\_

The Department requests a summative assessment of your intern's performance. The same response categories were used on the Mid-Term Evaluation form. A comparison of the mid-term and final evaluations can then reflect the student's improvement or growth as applicable. Please attach an additional sheet if necessary; we would appreciate your specific comments.

**RATING SCALE**

- 5 Excellent Demonstrates outstanding performance, exceeds expectations, able to work independently.
- 4 Above Average Able to perform above the agency's expected level.
- 3 Average Able to consistently meet expectations of the agency's performance standards.
- 2 Below Average Requires assistance and/or monitoring, needs improvement to meet agency performance standards
- 1 Unacceptable Rarely or unable to perform at an acceptable level, requires supervision and considerable improvement to meet performance standards.

N/A Not Applicable

**(Note: Please add any agency specific evaluation criteria in the blank spaces provided within each category)**

	<b>Communication Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Interpersonal communication (staff, clients, families)						
2.	Effectiveness of writing skills (spelling, grammar, content, quality)						
	Effectiveness of verbal skills						
3.	Presentation/leadership skills (organization, clarity, able to generate listeners interest, poise, self-confidence)						
4.							

Comments/Observations:

(Note: Please add any agency specific evaluation criteria in the blank spaces provided within each category)

	<b>Programming</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Initiative and creativity						
2.	Understands goal/objective development						
3.	Ability to plan programs						
4.	Ability to implement programs						
5.	Ability to evaluate programs						
6.							
7.							

Comments/Observations:

(Note: Please add any agency specific evaluation criteria in the blank spaces provided within each category)

	<b>Public Relations</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Handles customer concerns/complaints in responsible manner						
2.	Ability to interact with consumers in a positive manner						
3.	Ability to promote programs/events						
4.	Ability to implement marketing principles						
5.							
6.							

Comments/Observations:

(Note: Please add any agency specific evaluation criteria in the blank spaces provided within each category)

	<b>Technical Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Overall assessment of the student's technical knowledge and skills as they would compare to those of an entry-level professional						
2.	Computer literacy						
3.	Scheduling programs/facilities						
4.	Knowledge of activity areas						
5.							
6.							

(Note: Please add any agency specific evaluation criteria in the blank spaces provided within each category)

	<b>Evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Knowledge of evaluation methods and procedures						
2.							
3.							

Comments/Observations:

(Note: Please add any agency specific evaluation criteria in the blank spaces provided within each category)

	<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Ability to understand and work within agency's role, policies, and structure						
2.	Professional dress consistent with agency policy						
3.	Demonstrates progress toward stated internship objectives						
4.	Ability to maintain professional boundaries						
5.							
6.							

Comments/Observations:

(Note: Please add any agency specific evaluation criteria in the blank spaces provided within each category)

	<b>Personal Qualities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	General attitude (is pleasant, positive, courteous, enthusiastic)						
2.	Initiative (assumes responsibilities, productive)						
3.	Responsibility & Dependability (ability to follow through with instructions, can be relied upon for quality work, can work with minimal supervision)						
4.	Utilization of time (attendance, punctuality, preparedness, able to set priorities)						
5.	Judgment and decision making						
6.	Response to supervision (ability to accept and utilize feedback)						
7.	Cooperation (ability to work as a team member, respectful, collaborates with others)						
8.	Quality of work and contributions						
9.	Insight into own professional and personal strengths and weaknesses						
10.							

Comments/Observations:

**Qualitative Commentary:**

**Special Project status and progress to date:**

What outcomes were achieved with the special project?

How did the project benefit your agency?

Describe the quality of work on the project.

What would your recommendation be to improve or enhance this project?

**Intern's primary areas of strength:**

**Recommendations for further growth and development?**

**This evaluation  has  has not been shared with the Intern.**

\_\_\_\_\_  
Agency Supervisor

\_\_\_\_\_  
Date

**MID-TERM EVALUATION THERAPEUTIC RECREATION**

Intern: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
 Agency: \_\_\_\_\_  
 Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_ Hours completed to date of evaluation: \_\_\_\_\_

The Department requests a formative assessment of your intern's performance so that we can more effectively provide guidance or encouragement during the remainder of the internship. The same response categories are used on the Final Evaluation form that we will be asking you to complete at the conclusion of the internship. A comparison of the mid-term and final assessments then can reflect the student's improvement or growth as applicable. Please attach an additional sheet if necessary; we would appreciate your specific comments.

**RATING SCALE**

- 5 Excellent Demonstrates outstanding performance, exceeds expectations, able to work independently.
- 4 Above Average Able to perform above the agency's expected level.
- 3 Average Able to consistently meet expectations of the agency's performance standards.
- 2 Below Average Requires assistance and/or monitoring, needs improvement to meet agency performance standards
- 1 Unacceptable Rarely or unable to perform at an acceptable level, requires supervision and considerable improvement to meet performance standards.

N/A Not Applicable

	<b>Communication Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Interpersonal communication (staff, clients, families)						
2.	Effectiveness of writing skills (spelling, grammar, content, quality)						
3.	Effectiveness of verbal skills						
4.	Presentation/leadership skills (organization, clarity, able to generate listeners interest, poise, self-confidence)						

Comments/Observations:

	<b>Assessment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Ability to assess physical, cognitive, social, affective needs, & leisure and lifestyle functioning						
2.	Skills in interviewing techniques						
3.	Accurate behavioral observations						
4.	Ability to select, implement, and analyze assessment						
5.	Verbal and written communication of assessment findings and recommendations						

6.	Skill in the use of relevant information from records, charts, other professionals & family						
----	---	--	--	--	--	--	--

Comments/Observations:

	<b>Individualized Intervention Planning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Ability to follow agency policy & procedures for documenting the treatment plan content.						
2.	Ability to involve person served and/or significant parties in development of plan.						
3.	Skills in identifying specific problems, needs and/or strengths related to diagnosis, age, cultural & socioeconomic factors.						
4.	Skill in using assessment data to formulate treatment plan.						
5.	Skill in writing measurable, behavioral goals related to diagnosis, age, cultural & socioeconomic factors						
6.	Skill in identifying appropriate interventions to achieve desired outcomes						
7.	Ability to collaborate in providing interdisciplinary interventions and programs.						

Comments/Observations:

	<b>Implementation of TR Service</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Ability to conduct activity analysis for the purpose of selecting treatment interventions						
2.	Skill in therapeutic relationship (trust, motivation)						
3.	Ability to use variety of modalities/programs to reach treatment outcomes.						
4.	Group facilitation and leadership skills						
5.	Ability to use assistive techniques, devices & equipment to meet client goals.						

Comments/Observations:

	<b>Evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Ability to conduct & document on-going, timely, measurable & appropriate evaluation process.						
2.	Ability to monitor and evaluate effectiveness of treatment plan & interventions						
3.	Ability to revise treatment plan as necessary with input from person served, treatment team, &						

	relevant others.						
4.	Ability to communicate evaluation of progress to treatment team and/or appropriate individuals.						

Comments/Observations:

	<b>Discharge Planning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Ability to summarize the person's responses to treatment including current functional level and treatment outcomes.						
2.	Ability to develop discharge recommendations in accordance with person's needs & interests						
3.	Ability to document discharge plan in timely manner in accordance with policy & procedure						
4.	Ability to collaborate with person served, family/s.o., & treatment team in developing comprehensive discharge plans.						
5.	Ability to contact and/or refer persons served to community resources.						

Comments/Observations:

	<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Ability to understand and work within agency's role, policies, standards of conduct, and structure						
2.	Professional dress consistent with agency policy						
3.	Demonstrates progress toward stated internship objectives						
4.	Ability to maintain professional boundaries						
5.	Ability to maintain recreational facilities & equipment in a clean and safe manner in accordance with health, fire, and safety codes.						
6.	Ability to schedule therapeutic recreation services.						

Comments/Observations:

	<b>Personal Qualities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	General attitude (is pleasant, positive, courteous, enthusiastic, respectful)						
2.	Initiative (assumes responsibilities, productive)						
3.	Responsibility & Dependability (ability to follow through with instructions, can be relied upon for quality work)						
4.	Utilization of time (attendance, punctuality, preparedness, able to set priorities)						

5.	Judgment and decision making						
6.	Response to supervision (ability to seek and accept feedback, constructive criticism)						
7.	Cooperation (ability to work as a team member, respectful, collaborates with others)						
8.	Quality of work and contributions						
9.	Insight into own professional and personal strengths and weaknesses						

Comments/Observations:

**Qualitative Commentary:**

**Special Project status and progress to date:**

What accomplishments have been made on the project?

What needs to be done to complete the project?

What is the quality of the work thus far on the project?

**Intern's primary areas of strength (in what areas does intern excel?):**

**Recommendations for further growth and development?**

**This evaluation p has      p has not been shared with the Intern.**

\_\_\_\_\_  
Agency Supervisor

\_\_\_\_\_  
Date



**FINAL EVALUATION THERAPEUTIC RECREATION**

Intern: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Agency: \_\_\_\_\_

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_ Total Hours Completed: \_\_\_\_\_

The Department requests a summative assessment of your intern's performance. The same response categories were used on the Mid-Term Evaluation form. A comparison of the mid-term and final evaluations can then reflect the student's improvement or growth as applicable. Please attach an additional sheet if necessary; we would appreciate your specific comments.

**RATING SCALE**

- 5 Excellent Demonstrates outstanding performance, exceeds expectations, able to work independently.
- 4 Above Average Able to perform above the agency's expected level.
- 3 Average Able to consistently meet expectations of the agency's performance standards.
- 2 Below Average Requires assistance and/or monitoring, needs improvement to meet agency performance standards
- 1 Unacceptable Rarely or unable to perform at an acceptable level, requires supervision and considerable improvement to meet performance standards.

N/A Not Applicable

	<b>Communication Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Interpersonal communication (staff, clients, families)						
2.	Effectiveness of writing skills (spelling, grammar, content, quality)						
	Effectiveness of verbal skills						
3.	Presentation/leadership skills (organization, clarity, able to generate listeners interest, poise, self-confidence)						

**Comments/Observations**

	<b>Assessment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Ability to assess physical, cognitive, social, affective needs, & leisure and lifestyle functioning						
2.	Skills in interviewing techniques						
3.	Accurate behavioral observations						
4.	Ability to select, implement, and analyze assessment.						
5.	Verbal and written communication of assessment findings and recommendations						
6.	Skill in the use of relevant information from records, charts, other professionals & family/s.o.'s						

	<b>Individualized Intervention Planning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Ability to follow agency policy & procedures for documenting the treatment plan content.						
2.	Ability to involve person served and/or significant parties in development of plan.						
3.	Skill in identifying specific problems, needs, and/or strengths related to diagnosis, age, cultural & socioeconomic factors.						
4.	Skill in using assessment data to formulate treatment plan.						
5.	Skill in writing measurable, behavioral goals related to diagnosis, age, cultural & socioeconomic factors						
6.	Skill in identifying appropriate interventions to achieve desired outcomes.						

Comments/Observations:

	<b>Implementation of TR Service</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Ability to conduct activity analysis for the purpose of selecting treatment interventions						
2.	Skill in therapeutic relationship (trust, motivation)						
3.	Ability to use variety of modalities/programs to reach treatment outcomes.						
4.	Group facilitation and leadership skills						
5.	Ability to use assistive techniques, devices & equipment to meet client goals.						

Comments/Observations:

	<b>Evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Ability to conduct & document on-going, timely, measurable & appropriate evaluation process.						
2.	Ability to monitor and evaluate effectiveness of treatment plan and interventions.						
3.	Ability to revise treatment plan as necessary with input from person served, treatment team, & relevant others.						
4.	Ability to communicate evaluation of progress to treatment team and/or appropriate individuals.						

Comments/Observations:

	<b>Discharge Planning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Ability to summarize the person's responses to treatment including current functional level and treatment outcomes.						
2.	Ability to develop discharge recommendations in accordance with person's needs & interests						
3.	Ability to document discharge plan in timely manner in accordance with policy & procedure						
4.	Ability to collaborate with person served, family/s.o., & treatment team in developing comprehensive discharge plans.						
5.	Ability to contact and/or refer persons served to community resources.						

Comments/Observations:

	<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	Ability to understand and work within agency's role, policies, standards of conduct, and structure						
2.	Professional dress consistent with agency policy						
3.	Demonstrates progress toward stated internship objectives						
4.	Ability to maintain professional boundaries						
5.	Ability to maintain recreational facilities & equipment in a clean and safe manner in accordance with health, fire, and safety codes.						
6.	Ability to schedule therapeutic recreation services						

Comments/Observations:

	<b>Personal Qualities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1.	General attitude (is pleasant, positive, courteous, enthusiastic, respectful)						
2.	Initiative (assumes responsibilities, productive)						
3.	Responsibility & Dependability (ability to follow through with instructions, can be relied upon for quality work)						
4.	Utilization of time (attendance, punctuality, preparedness, able to set priorities)						
5.	Judgment and decision making						
6.	Response to supervision (ability to seek and accept						

	feedback, constructive criticism)						
7.	Cooperation (ability to work as a team member, respectful, collaborates with others)						
8.	Quality of work and contributions						
9.	Insight into own professional and personal strengths and weaknesses						

Comments/Observations:

**Qualitative Commentary:**

**Special Project:**

What outcomes were achieved with the special project?

How did the project benefit your agency?

Describe the quality of work on the project?

What would your recommendation be to improve or enhance this project?

**Intern's primary areas of strength:**

**Recommendations for further growth and development?**

**This evaluation p has      p has not been shared with the Intern.**

\_\_\_\_\_  
Agency Supervisor

\_\_\_\_\_  
Date

APPENDIX D

INTERVIEW GUIDE

**Participant Demographics**

Pseudonym: \_\_\_\_\_  
Option/Minor/Emphasis: \_\_\_\_\_  
Class Standing: \_\_\_\_\_  
Internship Site: \_\_\_\_\_  
Start/End Dates of Internship: \_\_\_\_\_  
Completed Internship at this phase in curriculum sequence: \_\_\_\_\_

1. Briefly tell me about your recreation management or TR field experiences before the internship. How did these experiences influence your decision to intern with your site?
  - a. Practicum?
  - b. Service-learning experiences?
  - c. Course lab experiences?
  - d. Volunteer/work related experiences?
  - e. Other
  
2. Can you tell me how you became an intern with \_\_\_\_\_?
  - a. What factors were important to you in selecting the site (probe: what about the site appealed to you)?
  - b. What were your concerns upon beginning the internship?
  - c. Generally, what were your goals for the internship?
  
3. Tell me about your living arrangements while on the internship?
  - a. Did you live at home? Away from home? Out of the region? If out of the region, was this the first time you lived away from home? How did you handle the adjustment to a new living situation?
  - b. Did you receive a stipend, salary, or any other type of compensation during your internship?
  - c. Did you work another job while conducting the internship?
  - d. Transportation? Commute?

- e. Was there anything about your living arrangements that affected your performance on the job?
4. Describe for me what you see as the main components of your internship.
- a. Characterize the type of work that you were given (probe: routine, mundane, challenging, meaningful; direct/indirect, hands-on/background or behind the scenes).
  - b. How did this type of work make you feel?
  - c. How did others perceive you based on the type of work that you were given (probe: did others view you differently based on the type of work that you were doing)?
  - d. Did you feel prepared from a competency perspective to do the tasks that were being asked of you? If not, then what would have helped you to feel more prepared?
5. Talk about your performance on the job.
- a. How would you rate your performance (poor, below average, average, above average, exceptional)? Is this consistent with how your supervisor viewed your performance?
  - b. What factors came into play for you in terms of a successful performance (probe: clear expectations, communication, appropriate mentoring, working with others)?
  - c. What factors presented you with barriers to a successful performance (probe: unclear expectations, unrealistic standards, poor communication, isolation, mundane and unchallenging work)?
  - d. Characterize your motivation during this experience. What motivated you to perform? Do you sense this motivation being similar or different from your motivation in the classroom?
  - e. Did you experience any “light-bulb moments” where things just suddenly clicked for you? Explain. What factor(s) precipitated this/these moments for you?
  - f. What are some accomplishments that you are proud of?
  - g. What do you see as the major challenges of being an intern at your site?
  - h. Did anything confuse you during the experience?

6. Talk about what it was like to negotiate the social part of your internship (probe: getting along with co-workers/other interns, working on interdependent tasks with staff from other departments, office gossip, group dynamics, organizational culture).
7. Who did you “lean on” for support during this internship to help you make sense of the whole experience (probe: other interns at the site, site supervisor, co-workers, other managers/staff at the site, peers from the major, faculty supervisor, internship coordinator, family, friends from home/school)?
  - a. What type of support did these sources provide to you?
  - b. When did you need the support?
  - c. Did you actively seek the help or was it provided spontaneously? Was it timely? Was it in a format or structure that was beneficial to you?
8. Talk about your relationship with your site supervisor.
9. Talk about your relationship with your fellow interns or co-workers.
10. Talk about your relationship with your customers/clients/consumers/patients.
11. Talk about your relationship with your faculty supervisor.
  - a. Talk about the faculty site visit. What stands out for you about the site visit?
12. Comment on the required academic assignments.
  - a. What assignments proved most beneficial to you and why?
  - b. What assignments were less critical for you and why?
  - c. Do you view your reflective work any differently now that the internship is over than you did when you were actually engaged in the experience?
13. During the internship you faced a variety of new situations. Some of these experiences may have challenged your sense of “right and wrong” or challenged your values and principles. You may have had to step up and manage conflicts or you may have found yourself in the middle of adverse or uncomfortable situations.
  - a. Were you ever in situations where you had to make a decision about what was right but you weren’t sure what to do? (probe: typical matters of interpersonal relations in the workplace; ethical questions about the nature

of responsibility, confidentiality, ethics of supervisory styles, fairness, honesty, loyalty, intent) (personal probe: uneasy feeling in pit of stomach)

- b. Why was this a conflict for you? What makes this a moral/ethical problem for you?
  - c. How did you think through the problem?
  - d. Describe the consequences you considered when making the decision.
  - e. How did you think about the choice(s)?
  - f. What was the major consideration in making the decision?
  - g. Did you alert others' to the conflict and/or seek their advice? Can you explain why you sought outside help? Did it help you to make the decision or complicate the decision?
  - h. How did you resolve the moral/ethical conflict?
  - i. How do you know what you should do? How did you know it was the right decision?
  - j. Talk about the emotional aspect of having to carry out an action that you thought was "right" but may have been construed differently by others (probe: How did these situations make you feel; was this difficult, easy and why)?
14. To what extent was the internship what you expected it would be?
- a. How was it different from what you expected?
  - b. To what extent did the things that you were concerned about before the internship come true?
15. Given the past three and a half months' experience as an intern, how do you understand the internship experience?
- a. What does it mean to be an intern with \_\_\_\_\_?
16. How has the internship impacted you professionally? Personally?
- a. What happens during the course of the internship that makes a difference?



17. What is the most important thing you have learned from your internship experience?
18. How do you understand the recreation management or therapeutic recreation profession?
  - a. Has anything helped clarify the profession for you? If yes, what?
  - b. Has anything confused your sense of the profession? If yes, what?
19. Given what you have reconstructed in this interview, where do you see yourself going in the future?
20. Is there anything else you would like to share about what the internship experience has meant to you?

Thank you for your time. You have been very helpful. I'd be very interested in any other feelings or thoughts you'd like to share with me to help me understand your experience of the internship and how it affected you.

## APPENDIX E

### QUALITATIVE ARTIFACTS

#### **Procedures for Blackboard Discussion Treads**

Online blackboard discussion threads should be completed bi-weekly for the duration of the internship. Students will respond to seven discussion threads by posting their own response to the thread as well as responding to peer postings. The intern's academic advisor will monitor responses, provide feedback and guidance on an on-going basis. All of recreation management faculty are added to the blackboard site and are welcome to join in on the discussion as they see fit.

#### Weeks 1 & 2

Let us know where you are doing your internship (agency, location, population) and how things are going as you settle into your new role.

Also, complete the following sentences:

"During my first 2 weeks as an intern, I was surprised by..."

"During my next 2 weeks, I anticipate..."

"I've received the following types of orientation so far..."

#### Weeks 3 & 4

What have you learned about one organizational policy?

What is one thing you have learned about YOUR interpersonal skills with your clients/customers/consumers/patients?

Also, complete the following sentences:

"In relation to this setting I think..."

"In relation to communication with staff, I feel..."

TR Students Only: Which NCTRC job analysis categories captured your energy up to this point in your internship? Which categories will you focus on during the next several weeks?

### Weeks 5 & 6

Share information about two client/customer/consumer/patient interactions that have meaning for you (use fictitious names).

Also, complete these sentences:

"I enjoy interacting with the clients/customers/consumers/patients because..."

"I enjoy interacting with the following staff because..."

Reflect on your self-care during your internship by completing the following:

What are you doing for cognitive self-care (ie, handling self doubt, uncertainty, homesickness)?

What are you doing for physical self-care (ie. working out, hiking, yoga, biking, etc)?

What are you doing for emotional self-care (ie. coping strategies)?

### Weeks 7 & 8

Share two programming skills that you have learned or used so far.

Talk about intern accountability by identifying at least two potentially negative consequences associated with your inability to meet agency expectations (i.e., what are the consequences of below average performance on your part)?

How have you handled pressure in your role as intern?

Does your internship site use any specific software applications or technology-related programs that assist you in your daily job? If so, please share the name of the software and describe its basic function(s).

Identify one area of professional growth for your second half of the internship.

Also, complete the following sentences:

"My preferences at work include..."

"Two of my professional strengths include..."

"My relationship with my site supervisor..."

### Weeks 9 & 10

Describe something that you did that actually helped a client/customer/consumer/patient this week (use fictitious names).

Describe something that you did that helped the department or agency.

Describe something that helped your own learning.

Comment on how one staff member (no names please) has been a positive role model for you. Complete this sentence: "This person helped create change in me by..."

Describe a situation and/or event that produced conflict for you. Explain the situation and discuss how you handled this adversity.

### Weeks 11 & 12

Describe what traits an intern needs to be successful at your agency. What attitude and skills does a successful intern need?

Also, complete these sentences for today:

"I think..."

"I feel...(use actual emotional words; do not say "I feel like" because this is a thought not an emotion).

"I want..."

If you know of any job openings, please inform your classmates via blackboard.

### Weeks 13 & 14

TR Students: Describe how you established a therapeutic relationship with a particular client/consumer/customer/patient. What interpersonal skills did you use? What activities or interventions did you use? How do you know that a therapeutic relationship existed?

PA Students: Comment on a memorable client/customer/consumer. Who has influenced you or had a great effect on you? Explain.

Completing an internship involves more than saying good-bye and writing thank you cards. When will you inform your clients/customers/consumers/patients that you are leaving? When and how will you give your supervisor honest feedback about your internship? Please provide us with feedback about the curriculum: Were there any particular courses that proved timely/applicable for you during your internship? Please remind us what you will be doing after your internship. Best wishes and keep in touch.

**Formative and Summative Paper Guidelines** (Initial Analysis Report, Mid-term Update, Special Project Report, Final Review of Experience Report, Guidelines for Summative Internship Portfolio)

**Initial Analysis Report**

Each student will prepare an Initial Analysis Report briefly describing the agency and program they are working for and the community or region in which the organization is located. The paper's primary focus should be on defining your placement responsibilities as they have evolved (refining the description of your position presented with the Internship Agreement), outlining what you hope to accomplish (measurable, behavioral objectives) during the remaining weeks of your experience and identifying how you will meet your objectives. The primary purpose of the Initial Analysis is to provide a clear direction and focus for the remainder of your Internship. Consider the following:

1. Briefly describe the agency where you are doing your Internship.
  - Services, programs, resources, and facilities offered
  - Size (personnel, budget, etc.)
  - Consumers/clients the agency serves (Identify primary clientele or population)
2. What are two or three major variables within the community or region which affect the agency that you are working for and its delivery of service—i.e., physical features, socio-economic characteristics, support services, transportation network, land-use patterns, or natural, historical and cultural resources.
3. Elaborate on your placement responsibilities with the agency— specifically what are you doing? This section should update and elaborate on your position description included with the Internship Agreement.
4. Based on your work experience to date, review and revise (as needed), the professional and personal internship objectives you established for your internship experience. In your objectives, consider what you hope to accomplish during your internship experience for the agency, others (people being served, other organizations) and yourself (including specific competencies to be developed or improved). Identify how you intend to meet your objectives—particularly those for which it is not self-evident from the outline of position responsibilities.
5. Describe the special project you intend to complete for your internship. Identify resources you will use to accomplish the project and time frames for achievement.
  - Describe project ideas
  - Describe purpose of project
  - What will you learn and be able to do as a result of this project?
  - Projected timetable and procedures

### **Mid-term Update Paper**

1. In a brief paragraph or outline, provide an update on the internship activities and responsibilities you have finished or are you currently working on.
2. Identify the projects/activities/responsibilities will you most likely engage in between now and the end of the internship?
3. Describe how the activities/projects and responsibilities thus far of your internship relate to the learning objectives specified in your Initial Analysis Report.
4. Describe the type and frequency of supervision/guidance you are receiving from the agency. Is this an appropriate amount and type of supervision for you? What suggestions would you make to adjust the amount and type of supervision that you are receiving?
5. Comment on insights you have made regarding your “place” in the field of recreation or therapeutic recreation. Do you think/feel that the sector of recreation or therapeutic recreation that you are experiencing during your internship is “where you want to be?” For example, if you are interning in public recreation/municipal recreation—do you think that this sector of the field is where you want to be as a professional? TR example: You are interning in a physical rehabilitation hospital—is this the setting that you wish to pursue as a professional?
6. Are there any issues or questions you'd like to raise?
7. Describe the progress on your special project. What additional actions or activities do you need in order to accomplish this project?

---

Student Signature

---

Date

### **Special Project Report**

You will have identified and completed a special project during your internship. The purpose of this report is to describe what you accomplished (project outcomes), to review the process for completing your project and the benefits of the project to your professional development and to your agency. You must include the following information in your report:

- a statement of need for the special project - why did you complete this particular project?
- describe the project - what did you accomplish?
- describe the process for completing the project - how did you accomplish the project and what resources did you use?
- describe the benefits of the project for the agency.
- identify the skills and competencies you acquired through the completion of this project.
- provide an evaluation of the project - identify what was done well and what you might do differently if you could do the project over again.

In addition to the narrative portion of this paper, provide any other documentation or evidence of your project. For example, provide pictures of the project, a copy of a brochure, a copy of a nonverbal assessment tool, a videotape or staff evaluation of an in-service etc. Include any evidence that appears relevant for your particular project.

## **Final Review of Experience Report**

Each student will prepare a Final Review of the Internship Experience Report. This is the place for you to be reflective and evaluate your internship experience. Your final review should contain the following two components.

### **Part 1 Evaluation of Internship Objectives:**

Evaluate the degree to which you met each objective identified in the Initial Analysis Report. Discuss the primary reason for success or failure in meeting objectives. Refer to the criteria you identified within your objectives.

### **Part 2 Internship Experience:**

Evaluate your overall Internship experience. What were its major strengths? Weaknesses? What would you do differently, if given the chance to start over? Would your objectives be the same?

Do you see yourself as an entry-level professional in this sector of recreation or therapeutic recreation? Why or why not?

As a final note, keep in mind that this report is one of the last opportunities to provide us with information that may be helpful in evaluating your Internship experience. Thus, please include anything else that you feel may be relevant.



## Summative Portfolio Guidelines

The following outline should be followed as you prepare your Internship Portfolio.

### PART 1: Description of the Agency

- A. **History of Agency:** The history should include how and when the agency began, major events or trends throughout its history, and its current status.
- B. **Mission and Purpose:** Overall mission of agency and/or mission of specific department.
- C. **Administrative Organization:** Organizational chart, describe positions within your department
- D. **Programs:** List, describe, and/or include brochures/calendars of major programs offered. Describe how the agency informs the public or specific groups about programs that are available. Obtain samples of program materials: press releases, newsletters, brochures, website materials. Include photographs of programs that you attended, assisted with, or led yourself. Describe each photo with a caption.
- E. **Facilities:** Include a description of facilities. Are these facilities accessible to people with disabilities? Include photos of facilities where appropriate.
- F. **Personnel:** Include official job descriptions for at least two positions within the department.
- G. **Finances:** Include a copy of the department's budget and explain sources of income (fees, charges, donations, grants, taxes); primary areas of expenditures (personnel, maintenance, supplies); describe the budget process that the department/agency uses.

### PART II: Analysis of the Agency and Department

- A. **Areas of Improvement:** Indicate those areas that agency personnel consider to be problem areas (i.e., short length of stay, shrinking budgets)
- B. **Personal Critique:** Your perspective on what you learned about the agency/dept during the internship:
  - What occurred in staff meetings that you attended?
  - Do you feel the programs that you observed were handled effectively? Why, or why not? What would you do differently?
  - Do you feel the agency/dept materials were well written (i.e., newsletters, brochures, website)? Suggestions for improvements?
  - In your opinion, were the facilities designed well and maintained well? What do you think would improve the agency's/dept's existing facilities?

## **Journal Guidelines**

Fieldwork, in itself, can be meaningful, pointless, or harmful. Reflection is the key to getting meaning from your experience. Reflection is a process by which students think critically about their experiences. Reflection can happen through writing, speaking, listening, and reading about the service experiences. Learning happens through a mix of theory and practice, thought and action, observation and interaction.

### **What Should I Write in My Journal?**

Here are a few ingredients that go into keeping a great journal:

- Journals should be snapshots filled with sights, sounds, smells, concerns, insights, doubts, fears, and critical questions about issues, people, and most importantly, yourself.
- Honesty is the most important ingredient to successful journals.
- A journal is not a work log of tasks, events, times and dates.
- Write freely. Grammar/spelling should not be stressed in your writing until the final draft.
- Write an entry after **each week**. If you can't write a full entry, jot down random thoughts or images that you can come back to later and expand into a colorful verbal picture. A minimum of 1 entry is expected each week.
- Use the journal as a time to meditate on what you've seen, felt, and experienced, and which aspects of your internship continues to excite, trouble, impress, or unnerve you.

### **Structure your writing using the "What Model of Reflection"**

#### **THE WHAT?**

- What did you just do? What did you just see/hear?
- This should be a discussion of the facts and specifics—feelings and impacts will come in the next stage.
- This stage is a review of the tangible aspects of the experience
- This is necessary because feelings/impacts cannot be discussed until you have an understanding of what has been done.

#### **SO WHAT?**

- What did this experience mean to you?
- What did/do you feel?
- What did you learn?
- How did this experience impact you?
- Focus here is on feelings, emotions, lessons and connections
- The goal in this stage is for you to get at the impact of the experience.

#### **NOW WHAT?**

- Now that the experience is over, where do you go next?
- What will you take from this experience?
- How, if at all, has this experience affected your views about yourself or about the world around you?

### **Structure of Mid-Term Site Visit**

The academic supervisor will schedule either a phone or site visitation with each student and his/her site supervisor. The purpose of the visitation is to evaluate the progress of the internship experience to date, to confirm topics for the special project, review progress toward other university requirements, and to advocate for changes in the overall experience if such changes are warranted.

The academic supervisor will make every effort to schedule phone and site visitations no later than the 8th week of the internship. It would be most beneficial if your academic supervisor has received your mid-term evaluation prior to the scheduled visitation. Additional follow up phone calls will occur if needs are identified as a result of discussions during the visitations. A written summary of each phone and site visitation will be placed in your internship file.

The process of each visitation will have some flexibility to best meet the student and site supervisor's needs. However, the general structure and content of the phone and site visitations will include the following:

#### **Discussion with the student**

- general responsibilities
- progress toward objectives
- confirmation of special project
- review of resource notebook & journal
- mid-term evaluation
- supervision
- internship related issues

#### **Discussion with the site supervisor**

- performance to date with responsibilities
- progress toward objectives
- progress toward special project
- internship related issues

#### **Summary and wrap-up with both the student and site supervisor**

- summary of experience to date and direction for remainder of internship
- problem-solving of internship related issues
- student preparation
- identify need(s) for follow up with academic supervisor and establish time frames as necessary

APPENDIX F

SUMMARY OF QUALITATIVE FINDINGS FOR EACH INTERN CASE

*Summary of Qualitative Findings for TJ: Low Level of Post-Conventional Thinking at Pre-test*

Case	Changes in DIT-2 Schema Distribution Pre to Post-test	Sources of Ethical Conflict	Judgments (Moral Judgment)	Actions (Moral Sensitivity, Motivation, Character)	Match Between Theoretical & Observed Patterns
TJ	<ul style="list-style-type: none"> <li>PI: went down</li> <li>MN: went up</li> <li>PC: went up</li> <li>Performance: went down</li> </ul>	<ul style="list-style-type: none"> <li>Perception of unfair work practices</li> <li>Non-supportive supervisor who motivated out of fear</li> <li>Consumer safety issues</li> </ul>	<ul style="list-style-type: none"> <li>Mixed schema: PI &amp; PC</li> <li>Emphasized personal stake in reference to actions with exception of safety issue where he adhered to moral ideal</li> </ul>	<ul style="list-style-type: none"> <li>Aware of inequities but did not take action due to potentially negative personal consequences</li> <li>Did what he was told</li> <li>Fearful of retribution</li> <li>Actions motivated by self-serving interests</li> <li>Demonstrated frustration, anger, &amp; low tolerance for conflict = low morale</li> <li>Upheld moral ideal in relation to consumer safety issue due to magnitude of consequences</li> <li>Evidence of burnout during mid-term visit</li> <li>Performance went down on final evaluation</li> <li>Gave notice at end of internship even though originally committed to work beyond end date</li> </ul>	<ul style="list-style-type: none"> <li>Congruence</li> <li>Actions mixed between PI &amp; PC schema</li> <li>Understood &amp; articulated ethical issues but did not act due to potentially negative personal consequences</li> <li>Demonstrated less adaptive behaviors as evidenced by poor ratings on final performance evaluation</li> </ul>

*Summary of Qualitative Findings for Riley: Low Level of Post-Conventional Thinking at Pre-test*

Case	Changes in DIT-2 Schema Distribution Pre to Post-test	Sources of Ethical Conflict	Judgments (Moral Judgment)	Actions (Moral Sensitivity, Motivation, Character)	Match Between Theoretical & Observed Patterns
Riley	<p>PI: went up                      MN: went down                      PC: went up                      Performance: went up</p>	<ul style="list-style-type: none"> <li>Nature of commercial recreation setting (disrespectful client-base, money, politics)</li> <li>Unprofessional image of supervisor &amp; office</li> </ul>	<ul style="list-style-type: none"> <li>Articulated PC thinking as verbally described ethical issues, but judgments were predominantly PI schema oriented</li> <li>Emphasized personal interests such as need for positive feedback</li> <li>Wanted to impress others (supervisor, coworkers, clients) by demonstrating strong work ethic</li> </ul>	<ul style="list-style-type: none"> <li>High awareness of ethical issues; empathic, "compassionate"</li> <li>Observed inequities in business practices but did not speak up because she viewed herself as not having authority to speak up; "I am just the intern"</li> <li>Leaned towards MN in instances that had to do with business contracts</li> <li>Deliberate decision-making</li> <li>Considered others' perspectives when verbally describing issues in interview, but actions were most often motivated by personal consequences</li> <li>Able to persevere with office "intervention" that was hurtful toward her supervisor although indicated she would not have acted without the help of coworker</li> <li>Very resilient; bounced back from challenges easily; remained positive throughout experience</li> </ul>	<ul style="list-style-type: none"> <li>Congruence</li> <li>Unique case in that she was able to demonstrate high levels of moral sensitivity as she talked about situations, yet her actions were motivated by personal interests</li> <li>Resiliency might be explained by internal motivation</li> </ul>

*Summary of Qualitative Findings for Karen: Low Level of Post-Conventional Thinking at Pre-test*

Case	Changes in DIT-2 Schema Distribution Pre to Post-test	Sources of Ethical Conflict	Judgments (Moral Judgment)	Actions (Moral Sensitivity, Motivation, Character)	Match Between Theoretical & Observed Patterns
Karen	<p>PI: went up                      MN: went down                      PC: went up                      Performance: went up</p>	<ul style="list-style-type: none"> <li>• Questionable billing practices</li> <li>• Lack of adequate supervision &amp; support</li> <li>• Tension between office staff</li> </ul>	<ul style="list-style-type: none"> <li>• Predominant Schema: PI</li> <li>• Emphasized personal stake in reference to actions</li> <li>• Felt pressure to impress owners of company &amp; high-profile clients</li> </ul>	<ul style="list-style-type: none"> <li>• Recognized clients' perspective in relation to questionable billing practices but did not speak up</li> <li>• Did what she was told by authority most of the time</li> <li>• Struggled with her role in fraudulent billing issue; realized it was "wrong" but participated in it for a short time because told to do so by authority. Thought about it a lot &amp; tried to rationalize it as correct behavior but recognized that it didn't "feel right."</li> <li>• Deliberated about it with fellow intern &amp; coworker in position of authority who ultimately put stop to her participation in it.</li> <li>• Did not view self as empowered to make change happen due to "intern status"</li> <li>• Wasn't afraid to ask questions, but articulated feeling like a "burden" to her coworkers when she did</li> <li>• Lack of instructional support led to frustration, anger, low morale, "feeling dumb"</li> <li>• Independently developed a lot of strategies to figure things out that were "over my head"</li> <li>• Recognized need to be a quick thinker</li> </ul>	<ul style="list-style-type: none"> <li>• Congruence</li> <li>• Actions reflective of mix between MN &amp; PI schema</li> <li>• Understood &amp; articulated ethical issues but did not act due to potentially negative personal consequences</li> </ul>

*Summary of Qualitative Findings for Mike: Low Level of Post-Conventional Thinking at Pre-test*

Case	Changes in DIT-2 Schema Distribution Pre to Post-test	Sources of Ethical Conflict	Judgments (Moral Judgment)	Actions (Moral Sensitivity, Motivation, Character)	Match Between Theoretical & Observed Patterns
Mike	<p>PI: went down                      MN: went up                      PC: went up                      Performance: went up</p>	<ul style="list-style-type: none"> <li>• Perception of inequality due to his age</li> <li>• Blurred professional &amp; friendship lines</li> <li>• Staff member stealing alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Predominant Schema: MN</li> <li>• Need for social order</li> </ul>	<ul style="list-style-type: none"> <li>• Actions not totally reflective of MN schema rather demonstrated split between PI &amp; MN schemas favoring PI</li> <li>• Concerned with how others perceived him (coworkers, supervisors, club members)</li> <li>• Age issue: didn't think it was fair to be thought of as "young" because saw himself as competent</li> <li>• Reputation was on the line, protect reputation of his family</li> <li>• Struggled with blurred professional &amp; friendship lines: even though he socialized as "friend" with subordinates outside of work, he expected them to respect him at work; showed need for social order</li> <li>• Stealing issue: culture of industry allowed for managers to reap "perks" but not other staff; rationalized it as "the way things are done in this industry"</li> <li>• Recognized rules &amp; policies as important but willing to bend them for members who might reward him (free golf, job, \$, positive feedback). He noted, "kissing up has its payoffs"</li> </ul>	<ul style="list-style-type: none"> <li>• Congruence but actions often mixed between MN &amp; PI</li> <li>• Saw evidence of MN but most actions seemed reflective of PI schema; very invested in personal interests (reputation, respect, \$, status, job potential)</li> </ul>

*Summary of Qualitative Findings for Lauren: Low Level of Post-Conventional Thinking at Pre-test*

Case	Changes in DIT-2 Schema Distribution Pre to Post-test	Sources of Ethical Conflict	Judgments (Moral Judgment)	Actions (Moral Sensitivity, Motivation, Character)	Match Between Theoretical & Observed Patterns
Lauren	<p>PI: went up                      MN: went down                      PC: went up                      Performance: went up</p>	<ul style="list-style-type: none"> <li>Perception of high work expectations &amp; pressure to succeed</li> <li>Special event for low-income families that went awry</li> <li>Contract staff used company's equipment for their own business without the company's knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Predominant Schema: PI</li> <li>Emphasized self-preservation &amp; protection in reference to majority of actions</li> </ul>	<ul style="list-style-type: none"> <li>Pressure to succeed was motivated by job offer at end of internship which was presented at beginning of the internship</li> <li>Showed strong desire to uphold image of company &amp; help them make money, gain business clients, maintain current clients</li> <li>Actions motivated by receiving positive feedback &amp; proving herself for job after internship</li> <li>Actions at event for low-income families were motivated by perceived threats to personal safety</li> <li>Did not demonstrate awareness of families' perspective; not empathic</li> <li>Aware that contract staff should not be using company's equipment, but perceived self as not in a position to do anything about it because she was "just the intern"</li> </ul>	<ul style="list-style-type: none"> <li>Congruence</li> <li>Actions reflective of predominant PI schema</li> <li>Demonstrated less adaptive behaviors</li> <li>Performance went up from mid to final evaluation</li> <li>Gains in P% might be explained by supportive supervisor who provided a lot of support and challenge</li> </ul>



*Summary of Qualitative Findings for Amy: High Level of Post-Conventional Thinking at Pre-test*

Case	Changes in DIT-2 Schema Distribution Pre to Post-test	Sources of Ethical Conflict	Judgments (Moral Judgment)	Actions (Moral Sensitivity, Motivation, Character)	Match Between Theoretical & Observed Patterns
Amy	<p>PI: went down                      MN: went up                      PC: went up                      Performance: went up</p>	<ul style="list-style-type: none"> <li>Office dynamics such as gossip, miscommunication, high levels of stress &amp; tension between staff</li> <li>Nature of public recreation: politics, power, money</li> </ul>	<ul style="list-style-type: none"> <li>Primarily made decisions based on the good of the office &amp; others; occasionally made decisions based on personal interests</li> <li>Desire to adhere to dept policies/rules; "don't rock the boat"</li> </ul>	<ul style="list-style-type: none"> <li>Strong caring for coworkers, staff, consumers</li> <li>Remained open to other sides of the story; considered others' perspectives</li> <li>Understood others' perspectives/views</li> <li>Relied on department policies when faced with ambiguity &amp; conflict; relied on policies to control chaos</li> <li>Did what she was told because she did not view herself as being in position to do anything about it</li> <li>Demonstrated persistence in tasks but reasons tended to side with MN; "don't want others to be mad at me"</li> <li>Was grounded &amp; deliberate in decision-making; felt secure falling back on dept policies</li> <li>Seemed hesitant to act on moral ideals, but was able to observe supervisor act in such a way &amp; used him as a role model in this regard</li> </ul>	<ul style="list-style-type: none"> <li>Congruence</li> <li>Actions mixed between MN &amp; PC tending toward MN</li> <li>Could verbally articulate what should be done based on the good of consumers, staff, dept, but seemed to rely on dept policies &amp; rules to resolve conflicts</li> </ul>

*Summary of Qualitative Findings for Amelia: High Level of Post-Conventional Thinking at Pre-test*

Case	Changes in DIT-2 Schema Distribution Pre to Post-test	Sources of Ethical Conflict	Judgments (Moral Judgment)	Actions (Moral Sensitivity, Motivation, Character)	Match Between Theoretical & Observed Patterns
Amelia	<p>PI: went down                      MN: went up                      PC: went up                      Performance: went up</p>	<ul style="list-style-type: none"> <li>Perception of unfair work tasks</li> <li>Safety issues with participants with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Primary Schema: PC</li> </ul>	<ul style="list-style-type: none"> <li>Caring &amp; concern for participants</li> <li>Often described work as “rewarding,” enjoyed seeing participants with “smile on face,” thought about benefits of her work often &amp; realized she was in right field</li> <li>Frustrated &amp; angry with unfair work task but thought through situation &amp; came to realization that it was a part of non-profit work environment; did not speak up but showed that she was angry by non-verbal behaviors &amp; by not going to dinner with staff</li> <li>Observed safety issue on site visit to another facility but did not speak up because did not want to offend therapist</li> <li>Wanted to impress coworkers &amp; supervisor</li> <li>Did not want to be seen as “lazy”</li> <li>Occasionally fearful of making mistakes</li> <li>Identified burn-out around mid-term due to physical nature of internship; worked another job outside of internship</li> <li>Felt pressure to do well</li> </ul>	<ul style="list-style-type: none"> <li>Congruence</li> <li>Actions mixed between MN &amp; PC</li> <li>Did not speak up or act due to fear of offending others &amp; wanting to make a good impression</li> </ul>

*Summary of Qualitative Findings for Bob: High Level of Post-Conventional Thinking at Pre-test*

Case	Changes in DIT-2 Schema Distribution Pre to Post-test	Sources of Ethical Conflict	Judgments (Moral Judgment)	Actions (Moral Sensitivity, Motivation, Character)	Match Between Theoretical & Observed Patterns
Bob	PI: went down MN: went up PC: went up Performance: went down slightly	<ul style="list-style-type: none"> <li>• Questionable recruitment effort by youth soccer coach</li> <li>• Team coach broke the rules &amp; team was penalized; coach left the team</li> <li>• Occasional foul language &amp; fighting by teams</li> <li>• Disorderly fans who were drinking &amp; being belligerent</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Schema: PC</li> </ul>	<ul style="list-style-type: none"> <li>• Very independent worker</li> <li>• Quick learner, good problem-solver</li> <li>• Good listener</li> <li>• Demonstrated genuine care for youth athletes</li> <li>• Articulated concern about recruitment violation but did not speak up because "it wasn't my place to say anything"</li> <li>• Showed desire to please others, make a good impression</li> <li>• Felt pressure to graduate</li> <li>• Saw self as a "bother" to coworkers when needed help</li> <li>• Questioned black &amp; white nature of soccer rules violation</li> </ul>	<ul style="list-style-type: none"> <li>• Congruence, but actions often mixed between MN &amp; PI</li> <li>• Able to articulate right &amp; wrong but did not act on principle due to personal interests such as desire to please others, make good impression, &amp; graduate.</li> </ul>

*Summary of Qualitative Findings for Tara: High Level of Post-Conventional Thinking at Pre-test*

Case	Changes in DIT-2 Schema Distribution Pre to Post-test	Sources of Ethical Conflict	Judgments (Moral Judgment)	Actions (Moral Sensitivity, Motivation, Character)	Match Between Theoretical & Observed Patterns
Tara	<p>PI: remained the same                      MN: went up                      PC: went down                      Performance: went up</p>	<ul style="list-style-type: none"> <li>• Nepotism in work place</li> <li>• Co-workers made fun of people with Down Syndrome by playing inappropriate song at work</li> <li>• Woman jeopardized safety of child on board the ship</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Schema: PC</li> </ul>	<ul style="list-style-type: none"> <li>• Genuine caring for customers &amp; staff; sensitive to others' feelings</li> <li>• Listened</li> <li>• Open minded</li> <li>• Concern for others' perspectives</li> <li>• Strong connections with customers</li> <li>• Emotionally upset by coworkers making fun of disability; didn't say anything but left the scene.</li> <li>• Leaned on coworker in office to process it; coworker reported to boss</li> <li>• Characterized approach to conflict as "passive-aggressive"</li> <li>• Articulated concern about nepotism but did not speak up because "it is not my place to say anything"</li> <li>• Observed that something was wrong with woman &amp; child. Didn't act to stop it but kept her eye on them during cruise; followed them off boat and to restaurant where police were called to deal with incident; didn't want to offend woman in public</li> </ul>	<ul style="list-style-type: none"> <li>• Congruence</li> <li>• Actions mixed between MN &amp; PC</li> <li>• Demonstrated a lot of empathy, sensitivity, caring, but did not act or speak up for fear of offending others</li> <li>• Of all the "high" PC cases, she was most consistent with PC thinking although her inability to act was inconsistent with theory</li> </ul>

*Summary of Qualitative Findings for Fae: High Level of Post-Conventional Thinking at Pre-test*

Case	Changes in DIT-2 Schema Distribution Pre to Post-test	Sources of Ethical Conflict	Judgments (Moral Judgment)	Actions (Moral Sensitivity, Motivation, Character)	Match Between Theoretical & Observed Patterns
Fae	PI: went up MN: remained the same PC: went down Performance: went up	<ul style="list-style-type: none"> <li>• Low income family applications for financial assistance to attend camp</li> <li>• Had to discipline disrespectful child with consequence of suspension from day camp</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Schema: PC</li> </ul>	<ul style="list-style-type: none"> <li>• Caring approach</li> <li>• Empathy</li> <li>• Aware of inequity of financial assistance applications; worked with the whole staff to make decisions about who should get free ride</li> <li>• Thought about both sides of the discipline situation &amp; asked for assistance from other staff member before acting</li> <li>• Needed to make people happy; make good impression</li> <li>• Needed to feel appreciated &amp; wanted</li> <li>• Self described as "shy" &amp; lacking in confidence; a lot of self doubt</li> <li>• Fear of unknown</li> <li>• Nervous about role ambiguity; wanted to be contributor to the department but often saw self as not contributing</li> <li>• Fear of making mistakes because internship was "graded"</li> <li>• Nervous when felt like she was being "judged"</li> </ul>	<ul style="list-style-type: none"> <li>• Congruent, but actions often mixed between PI, MN &amp; PC</li> <li>• Self-doubt &amp; lack of confidence was very obvious</li> <li>• She tended to think about both sides of situations, but did not act because of self-doubt &amp; lack of confidence</li> </ul>