

INTRODUCTORY EXPERIENTIAL LEARNING COMPONENT

(IELC)

PURPOSE

The purpose of this introductory experience is to provide Child Development and Family Studies students with the opportunity to observe and to gain initial experience with children, adolescents or adults through programs that provide social, medical, recreational, or educational services. Through these experiences, the students will be introduced to the field of human services. The students' contributions can be expected to be the equivalent of other volunteers. These experiences are an important part of the foundation for the professional semester (student teaching/internship) that will be the culmination of their educational experiences in the CDFS department. *Students desiring a Child Life Specialist internship, must complete one IELC in a hospital Child Life Program. Students specializing in Early Intervention must complete one IELC in an early intervention program such as Early Head Start, First Steps, or Healthy Families.*

DESCRIPTION

Each CDFS student will complete a minimum of forty hours of hands-on experience in each of two sites. Students will be responsible for identifying an appropriate site. Students will discuss the requirements of the Introductory Experiential Learning Component with the site contact. This experience **must**:

- 1) be pre-approved by the site contact and the student's academic advisor,
- 2) be supervised by site personnel, and
- 3) include observations by the site personnel regarding the student's interactions with site clientele.

Approvable sites provide at least one of the following services:

- 1) *social services* (e.g. child abuse prevention programs, homeless shelters, health care centers or Head Start),
- 2) *medical services* (e.g. child life programs or hospices),
- 3) *recreational services* (e.g. YMCA's, YWCA's, Boys/Girls Clubs, community centers, camps or retirement communities), or
- 4) *educational programs* (e.g. child care programs, nursery schools, religious education programs, or Head Start).

Approvable experiences consist of any of the following:

- 1) **assisting** in implementing educational activities,
- 2) actively **participating** in implementing recreational activities, or
- 3) actively **participating** in implementing therapeutic activities.

(Complete prior to beginning IELC experience.)

SELECTION OF INTRODUCTORY EXPERIENTIAL LEARNING SITE

Student:	Site:
Student's I.D. #:	Site Address:
Student's Address:	
Student's Phone Number:	Site Phone Number:
Student's e-mail Address :	Date:

Description of services provided at this site:

Description of population served at this site (i.e. age, ethnicity, etc.):

I chose this site because:

I expect my activities/responsibilities to include:

From this experience I expect to gain:

I will be supervised at this site by:	(Supervisor)
<i>The student's expectations regarding activities and responsibilities at this site (as written above) are accurate and consist primarily of participating in implementing one or more of the following: 1) educational activities; 2) recreational activities; 3) therapeutic activities.</i>	
Site Contact:	(Signature)
5-9 completed Reflection Sheets will be turned in at the following times:	
Academic Advisor:	(Signature)
Advisor's Address:	<u>Undergraduate Receptionist</u> <u>Purdue University</u> <u>Fowler Memorial House</u> <u>1200 W. State Street</u> <u>West Lafayette, IN 47907-2055</u>
	<input type="checkbox"/> Limited Criminal History Check Completed
Advisor's Phone Number:	

GUIDE SHEET CHECK LIST
The Introductory Experiential Learning Component (IELC)

- _____ 1. Complete 5 credit hours of CDFS courses including CDFS 210.
- _____ 2. Carefully review the description of the IELC, page 1 of this packet.
- _____ 3. Identify possible sites. Description of approvable sites and approvable experiences are listed on the preceding page. Your position at the site may be either a volunteer or a paid position. You are **not** restricted to the Lafayette area.
Your search might include checking the following resources:
 - a. the Community Services section of phone books,
 - b. the IELC Opportunity Bulletin Boards located outside FWLR 125,
 - c. the CDFS faculty, and
 - d. other CDFS students.
- _____ 4. Discuss possible choices with your Academic Advisor.
- _____ 5. Contact the sites and discuss the IELC.
- _____ 6. Submit request for Limited Criminal History Check (Website:
<http://www.doe.state.in.us/dps/licensing/checklists/criminalhistory.html>)
- _____ 7. Complete the Site Selection form in this packet, and obtain the Site Contact's signature. Make sure all information is neatly written or typewritten. Check for spelling and grammatical errors.
- _____ 8. Contact your Academic Advisor to discuss the IELC and secure your Academic Advisor's final approval.
- _____ 9. Send or give your Site Contact a copy of the Selection Form, signed by your Academic Advisor, and the Information for Site Contact and the Site Contact Summary, pages 9 &10, of this packet. Note: Enter your Academic Advisor's name on the appropriate blank on the Site Contact Summary.
- _____ 10. Complete your IELC, remembering to do the following:
 - a. Appear at site promptly and notify your Site Contact if you are unable to attend.
 - b. Complete at least 5 reflection sheets, spaced evenly throughout your IELC hours. The purpose of the reflection sheets is to help you think about the experience, your ability to work in this type of setting and how you feel about this type of work. (For example: if you volunteered at a senior center for a 2-hour block of time, twice each week for 12 weeks, your reflection sheets might be done after the first 2-hour experience, and then at the end of 8, 16, 24, 32, and 40 hours.)
- _____ 11. Once you have finished your IELC, fill out the Student Summary Form.
- _____ 12. Ask your Site Contact to complete and mail the Site Contact Summary to your Academic Advisor or bring the completed site contact form to your Academic Advisor.
- _____ 13. Take your completed Reflection Sheets and Student Summary Sheet to your Academic Advisor.
- _____ 14. **This IELC must be completed prior to taking CDFS 406 by ECEEN students or CDFS 454 by YAFS students, if planning an internship. YAFS students not completing an internship must complete both IELC's by graduation.**

(Complete five (5) throughout the experience.)

**STUDENT'S REFLECTION
on the
INTRODUCTORY EXPERIENTIAL LEARNING COMPONENT**

Student:	Site:
Date:	Number of Hours Completed To Date:

Brief description of today's experience:

What did I learn about the program?

What did I learn about the site clientele (those served at the site)?

What did I learn about myself?

Based on today's experience, one of my strengths is:

Based on today's experience, I need to work on:

Other comments? *(Please use reverse side.)*

Student: _____
Signature

(Turn in to your advisor following completion of IELC.)

STUDENT SUMMARY OF THE INTRODUCTORY EXPERIENTIAL LEARNING COMPONENT

Student:	Site:
Student ID Number:	Site Contact:
Total Number of hours completed:	Date:

BEFORE answering the following questions, **review your stated expectations and each of your Reflections Sheets.**

Did this experience meet your expectations? If so, how? If not, why?

What did you learn about the program and site clientele?

What did you gain from this experience?

What did you perceive were your strengths in this setting?

What areas in need of self-improvement have you identified through this experience?

Other comments? (Please use reverse side.)

Once you have completed this form, secure your Academic Advisor's signature below. This signature indicates that your Academic Advisor has read your Reflection Sheets and Summary Form and that you have successfully completed the IELC at this site.

Academic Advisor's Signature

INFORMATION FOR SITE CONTACT

When reflecting on the quality of the student's participation in your program, we believe it would be helpful for you to be aware of how this participation contributes to the student's overall professional development.

Before beginning their Introductory Experiential Learning Component (IELC), each student is required to complete CDFS 210, Introduction to Human Development and at least a minimum of two other CDFS credits. It is recommended that these credits include CDFS 100, Orientation to Current Issues in Child Development and Family Studies and CDFS 201, Introduction to Family Processes. These courses provide our students with a basic introduction to Child Development and Family Studies.

The IELC is our students' introduction to the field of human services in the context of various community agencies. During their IELC, students will observe and assist in the implementation of activities, but are not expected to provide leadership at this time.

After completing their IELC, the students will be enrolling in methods classes that will enhance their understanding of children and families and further develop their professional skills.

As you complete the attached Site Contact Summary, please keep in mind that for many of our students the IELC is their first experience in an applied setting in the community. If you have any questions regarding the student's plan of study or previous experiences, please discuss it with them or feel free to contact their academic advisor.

SITE CONTACT SUMMARY

(To be completed by Site Supervisor at the end of the Introductory Experiential Learning Component)

Student:	Site:
Student ID #:	Site Contact:

Before completing this form, please read the attached cover sheet.

Remembering that this is the student's introduction to the field of human services and may be the student's first experience in an applied setting in the community, we would appreciate your feedback regarding her or his performance in your setting. Please place a check in the column that best describes the student and include any comments you believe she or he might find helpful.

	Almost Always	Sometimes	Rarely	Does Not Apply
Arrived on time and ready for responsibilities				
Completed requests in a timely manner				
Accepted guidance & interacted with staff in a mature and appropriate manner				
Treated all clientele with respect and consideration				
Used appropriate non-verbal communication strategies with clientele (e.g. eye contact, physical contact)				
Used appropriate voice and language				
Spoke with individual clientele often; calling them by name				

COMMENTS: (Please feel free to use the reverse side for additional comments.)

Site Contact:	Date:
<i>signature</i>	
Note: Please send this form to:	
<i>Student's Academic Advisor</i> FWLR Memorial House 1200 W. State St. Purdue University West Lafayette, IN 47907	

