Dear Potential HDFS 286 Practicum Student,

HDFS 286 Practicum is a hands-on class where students work within a community organization for one semester and receive 3 credits. HDFS 286 Practicum is an exciting opportunity where students apply the knowledge they have gained in academic classes to real life settings. In these placements students begin to shape their career paths outside of the classroom. The practicum course is an introduction to experiential learning that combines participation in the coursework through RamCT with a placement at a practicum site (working 90 hours across the semester which is roughly 6 hours per week in a traditional 15 week semester).

Because this is an experiential learning course there are several important steps that are required of you prior to the beginning of the term. These steps include filling out required forms, reviewing site descriptions and selecting your top 3 choices, submitting required paperwork to the instructor and the CSU Police Department, and following up with your site supervisor as he or she requests of you. Please review the following pages to fully understand the Practicum placement process.
Registration Process:

Students who live within 30 miles of CSU and register for HDFS 286 through RamWeb will choose 1 site to work at from these options:

- Boys and Girls Club (Loveland or Fort Collins; working with at risk youth)
- Early Childhood Center (Fort Collins; CSU’s early childhood program servicing infants through 5-year olds)
- Elderhaus (Fort Collins; working with mentally disabled people and aging adults)
- National Jewish Hospital (Denver; Child Life ONLY)
- Denver Health Medical Center (Denver; Child Life ONLY)

Students who live within 30 miles of CSU and decide to take the online version of HDFS 286, registering through CSU OnlinePlus will also choose from the options above. However, you must contact: day.halsey@colostate.edu for questions and instructions on how to register. Instructor approval must be given prior to enrollment in the online HDFS 286 Practicum.

Students who live 30 miles away from CSU and take their classes through CSU OnlinePlus, you will work with the Day Halsey to set up an appropriate practicum site. This process is lengthy and requires legal contracts to be approved by both the proposed site and CSU. You must begin the process 2-3 months before the start of the semester in which you plan to complete your program (roughly May 1 for fall semester, October 1 for spring semester, and February 1 for summer semester). If you are a distance student seeking a practicum placement please read the appropriate section below (HDFS Online Practicum: General Placement Process).

- Note that additional steps may be necessary for students seeking a child life placement with a new site that is not presently Affiliated with CSU.
- Participating in a distance practicum takes dedication and persistence, but it has great benefits! You will be able to seek a site in your targeted geographic location and one that provides services to a population that is in line with your personal career goals. In addition, as an online student in HDFS 286, you will have the opportunity to interact with students all across the nation and perhaps in international locations!
GENERAL PRACTICUM STEPS FOR STUDENTS COMPLETING THEIR PLACEMENT AT ONE OF THE LOCAL (within 30 miles of CSU) SITES

☐ Register for HFDS 286 class and lab sections through RamWeb. Or if you are an online student, email the instructor Day Halsey at day.halsey@colostate.edu to be able to register for HDFS 286 through OnlinePlus.

☐ Watch for an email to your rams email account from the instructor and READ the email and all attached documents thoroughly!!

☐ Review the Practicum Sites Descriptions in this document prior to completing the 3 forms required. These sites are listed and described on pages 4-10 of this Guide. You are also strongly encouraged to come to the HDFS Advising Office (Behavioral Science Building, room 301) and review the current students' site evaluations in the "purple binder." This will offer you the perspectives of students who are participating at that site.

☐ Select and rank your top 3 choices of practicum sites. Consider your professional interests and career goals when making this decision.

☐ Complete the 3 forms required to participate in practicum. Submission of the completed forms is required and if the deadline is not met you will not be able to complete the practicum in the upcoming semester. These forms are (1) Ethical Conduct, (2) Release Form, and (3) Background Check.

☐ Email completed forms to Day.Halsey@colostate.edu to ensure your place in the practicum class. You must email the required forms to Day.Halsey@colostate.edu by the deadline to participate in the practicum class.

☐ Complete the required Background Check process online through the link provided. Payment is submitted through the online process as well. **If you have an issue that will be reported on your background check please talk to the instructor immediately. It is much better to discuss these issues with the instructor ahead of time!**

☐ Once the deadline has passed and all students have submitted the paperwork, the instructor will email all students to inform them of their placement for the practicum.

☐ Contact your site to set up your hours for practicum. You will work directly with your site supervisor to establish your schedule and any additional paperwork or orientation.

☐ Approximately one week before the start of your practicum you will receive a reminder email about the start of your practicum. However you will be responsible for communicating with your site to set up your hours before the start of the semester.

**Failure to fulfill any of the above mentioned requirements will result in the student being asked to drop the course and will not be able to complete their practicum in the desired semester.**
Any questions?? Please contact the course instructor listed on RamWeb or the CSU OnlinePlus website.

GENERAL PRACTICUM STEPS FOR STUDENTS COMPLETING THEIR PLACEMENT AT A DISTANCE (outside of 30 miles of CSU) SITE

AT LEAST two months prior to and preferably three months prior to the start of your desired Practicum semester, you will . . .

➢ EMAIL the instructor Day Halsey at Day.Halsey@colostate.edu.

➢ RESEARCH possible sites
  • Browse Affiliated sites lists, especially if you are in Colorado. The instructor will provide these for you
  • If you are beyond Colorado, you may research other possibilities with help from the instructor

➢ LIST preferred sites in an email to Day.Halsey@colostate.edu for approval to contact

➢ Only after Instructor approval, make Initial CALLS to your approved sites & schedule INTERVIEWS

➢ SELECT a site from positions offered to you after the interviews.
  • Submit the Petition for a Previously Unauthorized Site if the site is new
  • The Instructor will initiate an Affiliation Agreement if needed

➢ Complete PAPERWORK, including:
  1) Ethical Conduct (to Instructor)
  2) Background Check Authorization & Release (to Instructor)
  3) Basic Background Check (to the CSU Police Department)

➢ REGISTER for HDFS 286 when you receive the registration link and instructions from the Instructor

➢ PARTICIPATE in your Practicum! You will interact in the HDFS 286 online course, and complete field hours in your site.
Local Placement Sites  
(Detailed descriptions of sites found on pages 4-5)

Boys and Girls’ Club – Fort Collins  
Gus Mircos  
970-372-6045 (main office)  
fcdirector@bgclarimer.org

Boys and Girls’ Club -Loveland  
Christy Doyon  
970-663-5450  
lveducation@bgclarimer.org

Denver Health Medical Center  
Erika Croswhite  
303-602-9493  
Erika.croswhite@dhha.org

Early Childhood Center  
Priscilla Patti  
491-7392  
patti@cahs.colostate.edu

Elderhaus  
Sandie Cogswell  
221-0406  
ehvolunteer@gmail.com

National Jewish Hospital in Denver  
Destiny Jara, Child Life Specialist  
Pediatric Care Unit & Pediatric Clinic  
303-398-1361 / pgr. 303-851-0055  
jrad@njc.org
Boys & Girls Clubs of Larimer County
1608 Lancer Drive
Fort Collins, CO 80524
(970) 484-5198
Just next door to Poudre High School
(K-12 students)

Boys & Girls Club - Loveland
970-663-5450
2500 1st Street
Loveland, CO 80537

The Boys and Girls Club is a unique organization designed to provide every child (from 6-18) with the essential tools needed for a successful and bright future. Every day, Boys & Girls Clubs of Larimer County strive to improve each child's life by implementing self-esteem, courage, and positive values through all of our youth development programs. Youth go to the Boys & Girls Clubs to have FUN!!!

The Boy’s and Girl’s Club also offers homework help, computer training, sports education, and arts programs. Youth gain confidence by developing a sense of usefulness and belonging, as well as a sense of competence and influence.

The purpose of the Boys & Girls Clubs of Larimer County is to promote the social, educational, health, leadership, and character development of boys and girls during critical periods of their growth.

The Boys and Girls Clubs of Larimer County provides young people with a safe and positive place to spend their free time after school, and during the summer. It also provides after school and summer youth development programs in the areas of character and leadership, education and careers, health and life skills, the arts, sports, fitness and recreation.

**Practicum Students Experience**
Practicum Students assist the club members with home work, group activities, sports, music, arts & crafts, etc. The practicum students are valuable members of the team and spend time mentoring and talking with the club members about their lives. There are many opportunities to develop your ideas and passion into meaningful experiences for the young people who attend the club.
During your time here you would be working with pediatric patients and their families to better understand the Child Life Specialist’s role in the hospital. Child life specialists focus on the psychosocial needs of children, collaborating with parents and other members of the team to:

- **Ease a child’s fear and anxiety** with therapeutic and recreational play activities
- **Foster** an environment that incorporates emotional support
- **Encourage understanding and cooperation** by providing non-medical preparation and support for children undergoing tests, surgeries, and other medical procedures
- **Advocate** for family-centered care
- **Engage and energize** children and families by coordinating special events, entertainment, and activities
- **Consider** the needs of siblings or other children who may also affected by a child’s illness or trauma
- **Direct** pre-admission hospital tours and resources, and consultations with outpatient families
- **Support** families confronting grief and bereavement issues
- **Provide information and resources** for parents and members of the interdisciplinary team

Your main responsibilities would be facilitating activities with patients in their rooms and in the playrooms. You will also meet with Child Life Specialists regularly to learn about the career of Child Life.

**Important:**
- Because **this site is located in Denver**, practicum students typically spend one full day (6 hours) per week at Denver Health instead of scheduling several shorter shifts.
- Also, be sure that transportation will not be a problem for you prior to signing up for this site.

**SPECIAL REQUIREMENTS!!**

**READ IMPORTANT INFORMATION PRIOR TO CHOOSING DHHA:**

1. Please email a resume to the site supervisor(s)
2. **IF you sign up for Denver Health, please respond to these three questions by email to the site supervisor within 48 hours of signing up:**
   - a) Why did you choose Denver Health as your site?
   - b) What ages of children have you worked with, in what setting, and for how long?
   - c) Why are you interested in becoming a child life specialist?

Final decisions will be made after all candidates have submitted their paperwork and then you will be contacted about final placement.
Early Childhood Center
Located in the Washington School 223 South Shields Street
Open M-F 7:30-5:30
(Serving children 6 weeks to 6 years)

Description of The Early Childhood Center
The Early Childhood Center’s mission is threefold: 1) **Teaching**: to involve graduate and undergraduate students in observation and participation experiences with young children and their families. 2) **Service**: to serve the needs of children and their families by providing a NAEYC nationally accredited high quality preschool program - Meaningful educational experiences are planned in a caring atmosphere to promote the physical, social-emotional and intellectual growth of children. The positive worth of each individual is considered to be of paramount importance and children are encouraged to relate positively to their physical and social environment. 3) **Research**: to provide available children for research/investigations conducted by teachers, students and faculty members.

Curriculum
Curriculum planning will be an on-going process throughout the semester. Ideas for classroom provocations often come from interests of the children or teacher observation.

Description of population (clientele) served:
The Early Childhood Center serves families from both the campus community and the community at large. The ECC has children ranging in age from infants to 6 years old.

Opportunities in the Early Childhood Center
Working with children in a Reggio Emilia inspired school
Teachers – like children and everyone else – feel the need to grow in their competences; they want to transform experiences into thoughts, thoughts into reflections, and reflections into new thoughts and new actions. They also feel a need to make predictions, to try things out, and to interpret them… Teachers must learn to interpret ongoing processes rather than wait to evaluate results.

-Loris Malaguzzi

- The ECC is a Reggio inspired school, as a center we have been exploring the philosophy of Reggio Emilia. Here are some of the reasons we find it so appealing. 1) ‘Image of the child’ as defined by Loris Malaguzzi, founder of the Reggio Emilia philosophy of early childhood education – The image is of a ‘rich’ child. But not ‘rich’ materially. Rather ‘rich in potential, strong, powerful, competent and, most of all, connected to adults and other children’. It is a contrast to some other common images of the child as lacking, passive, acted upon, or following a predetermined path set out by adults and /or innate ‘development’. The ‘rich’ child is an active learner, ‘seeking the meaning of the world from birth, a co-creator of knowledge, identity, culture and values’; a citizen, the subject of rights not needs; and born with ‘a hundred languages’. The theory of the hundred languages’ of childhood refers ‘to the different ways children (human beings) represent, communicate and express their thinking.’*
  2) Environment as 3rd Teacher – “in order to act as an educator for the child, the environment has to be flexible: it must undergo frequent modification by the children and the teacher in
order to remain up-to-date and responsive to their needs to be protagonists in constructing their knowledge.”** 3) Image of the Educator – The image of the ‘rich child’ requires a transformation in the role of the early childhood educator: from a technician applying prescribed methods to produce predefined outcomes, to a reflective, democratic and ‘rich’ professional. She or he needs to be attentive to ‘creating possibilities rather than pursuing predefined goals’, assuming ‘responsibility to choose, experiment, discuss, reflect and change, focusing on the organization of opportunities rather than the anxiety of pursuing outcomes, and maintaining in her work the pleasure of amazement and wonder’. * Resources – What is Your Image of the Child? [http://unesdoc.unesco.org/images/0018/001871/187140e.pdf](http://unesdoc.unesco.org/images/0018/001871/187140e.pdf) Making Your Environment “The 3rd Teacher” by Margie Carter [https://secure.ccie.com/library/5017622.pdf](https://secure.ccie.com/library/5017622.pdf)

- **Post-labs** – Interns will attend a 30 minute post-lab meeting once a week. This is a time to reflect on what is happening in the classroom and look at the whole day with suggestions for future improvements, a time for teachers to look at their effectiveness in responding to children’s continually changing needs, a time to look at the environment and materials provided to children to support their growth, a time to look at relationships reflecting on interactions and observations made, and a time to reflect on internal processes and feelings.

- **Involvement in our Literacy program** – The funding for this program is provided through a Federal initiative stating that all children will read by grade three. The grant provides us with work-study students who implement reading readiness throughout our curriculum.

- **Pyramid Research:** ECC is a research site for the pyramid model, which includes The Center on the Social and Emotional Foundations for Early Learning (CSEFEL), a national center focused on strengthening the capacity of child care programs to improve the social and emotional outcomes of young children.

**Requirements:**

- Background Checks – FBI fingerprint check and Colorado Department of Human Services (cdhs) background check.
Elderhaus Adult Day Programs
(Adults 18+ with special needs)

Elderhaus’ Mission Statement is to provide quality, affordable day programs and services to adults with special needs in a safe, pleasant environment through qualified staff and to provide relief and support to caregivers. Our clients are called “participants” since they participate in a total program. Elderhaus services adults 18 and older with special needs.

Elderhaus does not duplicate services offered by other community agencies. Elderhaus is more than a “baby sitting” service. Our program consists of therapeutic activities, health monitoring, and rehabilitations services as well as nutritious breakfast, lunch and snacks.

Elderhaus is open Monday- Friday 7:00am-5:30pm. The Rec Center is open from 9:00am- 5:30pm Monday- Friday. Wednesdays we close early at 4:30pm for meetings. We are a non-profit, tax-exempt community service outreach. Elderhaus makes effective use of many volunteers and community services. A fee is charged for participation to cover operating costs.

Who should attend an Adult Day Care Center?
Participants whose needs can be met and who can be served by Adult Day Care include:

- Adults with physical, emotional, or mental impairment who need assistance with activities of daily living.
- Adults in a period of recovery who need restorative or rehabilitation services such as those recently discharged from the hospital or after a stroke, paralysis or fracture.
- Stroke victims who need socialization and some retraining and supervision.
- Adults who are blind, deaf or who have severe speech problems.
- Adults who have significant memory loss and cognitive impairment.
- Adults with a chronic disability who need therapy to adjust and help to learn new adaptive skills, how to use ambulatory devices, or how to live with special diets.
- Adults whose families or caregivers need some respite during the week.
- Adults who are victims of Alzheimer’s disease or other related Dementia problems.

Adult Day Care can serve as the transition from independent living to group care and the intermediate step between living alone, with family and moving to a long-term care facility. Adult Day Care makes it possible for adults with special needs to live with adult children or a spouse and allows the family to be away from home during the day.

Volunteer Daily Responsibilities Include:

- Assist participants with transitions into Elderhaus in the morning and departing in the evening.
- Visit informally with participants
- Assist staff with scheduled activities
- Help prepare and serve meals/snacks
During your time here you would be working and shadowing with a Child Life Specialist. Child life specialists focus on the psychosocial needs of children, collaborating with parents and other members of the team:

- **Ease a child’s fear and anxiety** with therapeutic and recreational play activities
- **Foster** an environment that incorporates emotional support
- **Encourage understanding and cooperation** by providing non-medical preparation and support for children undergoing tests, surgeries, and other medical procedures
- **Advocate** for family-centered care
- **Engage and energize** children and families by coordinating special events, entertainment, and activities
- **Consider** the needs of siblings or other children who may also affected by a child’s illness or trauma
- **Direct** pre-admission hospital tours and resources, and consultations with outpatient families
- **Support** families confronting grief and bereavement issues
- **Provide information and resources** for parents and members of the interdisciplinary team

Your main responsibility during your time at our site would be running the playroom, open art activities on the unit, and planning weekly activities for the patients who come into the playroom. You will also have the opportunity to shadow a Child Life Specialists during some procedures. A few of the procedures you may see are a bronchoscopy, blood draws, skin testing, and/or PH Probe.

**Important:**
- Because **this site is located in Denver**, practicum students typically spend one full day (6 hours) per week at National Jewish instead of scheduling several shorter shifts.
- Also, be sure that transportation will not be a problem for you prior to signing up for this site.

**SPECIAL REQUIREMENTS!!**

**READ IMPORTANT INFORMATION PRIOR TO THE PRACTICUM FAIR:**

3. **Please bring a resume to the Practicum Fair and give the site supervisor(s)**

4. **IF you sign up for National Jewish, please respond to these three questions by email to the site supervisor within 48 hours of the Practicum Fair:**
   - d) Why did you choose National Jewish Health as your site?
   - e) What ages of children have you worked with, in what setting, and for how long?
   - f) Why are you interested in becoming a child life specialist?

Final decisions will be made after the Fair and then you will be contacted about final placement.