



## Portfolio & Program Overview

ISA's Service-Learning and Internship division, ELAP, has created lasting partnerships with hundreds of local organizations in Africa, Asia, Europe, Latin America and the Middle East to provide structured service-learning, internship and volunteer group projects. ELAP-facilitated programs are available independently or may be combined with an ISA academic program. All ISA-ELAP programs are designed to encourage personal and professional growth, develop language proficiency and facilitate meaningful community engagement.

Participants will develop an ELAP Portfolio throughout the program which includes critical reflections, group discussions, logs of hours, supervisor evaluation and a certificate of completion. The portfolio serves as a tangible representation of their time abroad and demonstrates the professional and cultural competencies achieved throughout program.

# PROGRAM OVERVIEW:

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## **Pre-Departure Reflective Essay**

Prior to departure, participants detail their goals and expectations for the program.



Joshua George, outlining his goals and expectations for his ELAP program.  
University of South Carolina  
Valparaíso, Chile, Spring 2012 | Hippotherapy Center for Children

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## **Site-Specific & Social Realities Handbook**

These handbooks provide in-depth information highlighting the host-country cultural, education, political, socioeconomic and social factors.

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## **On-Site Support**

ISA-ELAP resident staff is available 24/7 to assist participants with all aspects of their experience abroad while maintaining close contact with the host organization to providing oversight and support.

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## **On-Site Orientation**

Upon arrival, on-site staff hosts an in-depth orientation detailing placement information, itineraries, and professional and cultural information related to the host country.

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## **ELAP Schedule**

Depending on program option, participants spend between 5 - 35 hours/week at a local organization. During the placement introduction the supervisor will confirm the participant's schedule.

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## **Placement Introduction**

On-site staff will demonstrate how to use the public transportation, introduce the participant to the supervisor, finalize the participant's schedule and responsibilities, and sign the Commitment Agreement.

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## **Commitment Agreement**

This form outlines the agreed upon responsibilities, weekly schedule and is signed by the student, host organization supervisor and ELAP On-Site Coordinator.

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## **Log of Hours**

Participants maintain a log of hours tracking their projects and contact hours at the host organization. It is submitted weekly and reviewed by ISA-ELAP Austin Program Managers.

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## **Critical Reflections**

Students will complete critical reflections through their on-line portal every two weeks. The reflections assist students in identifying key cultural differences while encouraging them to step outside their comfort zone, understand the importance of seemingly insignificant daily events within a cultural context, and highlight the relationship between international issues and those faced by the student's home community.



Lauren Mosca reflecting on her overall experience  
Simmons College | Valparaíso, Chile, Fall 2011 | English Language Institute

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*Joshua  
writes...*

*"I believe that setting goals is a critical point in achieving success. The [first] goal for myself during this experience is to increase my functional use of Spanish. My [second] goal is to make a difference in at least one person's life."*

*Lauren  
writes...*

*"My experience at the English Language Institute has pushed me to perform at a professional and intellectual capacity I never knew I could have! I developed invaluable classroom management, language, interpersonal, communication, organizational, and even business skills in a mere 10 weeks! The thing I am most grateful for is the fact that I was able to experience firsthand the nature and the strength of the relationships between a teacher and a student, a teacher and her colleagues, and a teacher and the community, and now I have perfect Spanish, and I am better able to connect with and serve a wider range of language learners back home in Boston!"*

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**Group  
Discussions**

On weeks without critical reflections, On-Site staff guides group discussions about the social and professional implications of their experience. The discussions will typically last an hour and may take multiple forms including visits to local businesses, discussing the week's events or leading a workshop on professional development..

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**Supervisor  
Evaluation**

The supervisor will complete an evaluation providing feedback regarding the participant's contribution to the organization. The evaluation will highlight goals achieved, evidence of professionalism, and identify successful completion of projects and initiative as established by the Commitment Agreement.

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**Certificate of  
Completion**

Each ELAP participant receives a certificate demonstrating the successful completion of their program and compliance with the Commitment Agreement. The certificate indicates the location of the program and the total number of hours completed.

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**ELAP Portfolio**

The ELAP Portfolio includes the critical reflections, group discussions, log of hours, supervisor evaluation and certificate of completion. The portfolio documents the experience in an integrated and comprehensive product and format which can be used to provide a representation the student's experience.

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*Sarah writes...*

"I FIND THAT ANYTIME A TRAVELER GROWS CONFUSED, UN-COMFORTABLE OR EVEN FRUSTRATED BY THE BEHAVIORAL DIFFERENCES IN ANOTHER SOCIETY IT IS BEST TO REMIND THEMSELVES OF A SIMPLE SENTENCE: IT IS A DIFFERENT CULTURE. THERE IS NO CORRECT OR INCORRECT CULTURAL BEHAVIOR. EACH THOUGHT PROCESS AND CUSTOM IS DIFFERENT BUT THEY ARE BY NO MEANS UNEQUAL."

"I believe it is a matter of utmost importance that our schools equip their young people better in the field of language learning. To build a relationship, we ought to stretch ourselves to learn to communicate on someone else's level. Nothing is forcing us to learn another language, except the urgency to live in peace with our neighbors. When we challenge ourselves to do so, we reject self-serving complacency... and the world benefits."

*Lisa writes...*



Lisa Gibson in a letter to the school board in her home community  
San José, Costa Rica, Spring 2012  
Non-Profit Christian Organization

Sarah Villasenor on cultural differences  
Lima, Peru, Spring 2012  
Non-Profit Education Organization at Clinics



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& INTERNSHIPS

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# ELAP PROGRAM OVERVIEW

## PRE-DEPARTURE REFLECTIVE ESSAY

One to two weeks prior to departure for the host country, participants are required to complete the Pre-Departure Reflective Essay, which is available on the ELAP Online Portal.

## ELAP ORIENTATION

Upon arrival, our on-site staff will host an in-depth ELAP orientation detailing placement information, itineraries, and culturally relevant information, as well as answer any questions participants may have.

## ELAP SCHEDULE

ELAP participants generally spend between 20 and 30 hours at the organization each week, depending on the hours available at the organization and the participant's preferences. Participants should keep this in mind when calculating the total number of hours they would like to complete.

## PLACEMENT INTRODUCTION

Within two days of arrival, the on-site staff will accompany each participant to the host organization for the introductory meeting. The on-site staff will demonstrate how to use the public transportation system to arrive at the organization, introduce the participant to the supervisor, finalize the participant's schedule and responsibilities, and sign the Commitment Agreement.

## COMMITMENT AGREEMENT

This form, which is signed by both the host organization and participant during the Placement Introduction, outlines the schedule and responsibilities that are agreed to by both the organization and the participant. The signing of the agreement clarifies the expectations of both parties in order to avoid miscommunication.

## LOG OF HOURS

To ensure that both parties comply with the Commitment Agreement, a Log of Hours is kept with a record of the participant's hours and activities. The Log of Hours is initialed by both the participant and the supervisor, and then submitted to the ELAP On-Site Coordinator for review every two weeks.

## INDIVIDUAL REFLECTIVE ESSAYS

ELAP has developed a series of individual reflections which participants complete through their online portal every two weeks. The reflections assist participants in identifying key cultural differences while encouraging them to step outside their comfort zone to understand the importance of seemingly insignificant daily events. In addition, these reflections highlight the relationship between international issues and those faced by the participant's home community.

## GROUP DISCUSSION ACTIVITIES

On the weeks without Individual Reflective Essays, ELAP On-Site Coordinators facilitate group discussions to encourage participants to ponder the social implications of their experience abroad. The discussions last a minimum of one hour and can take many forms - such as visits to local businesses, organizations or historical sites; hosting or attending local speaking events; or discussing topics relevant to gaining a better understanding of the host country or global community.

## SUPERVISOR EVALUATION

In an effort to maintain quality and assess all facets of the ELAP experience, the supervisor will complete an evaluation providing professional feedback regarding the participant's contribution to the organization. The evaluation highlights goals achieved, professionalism demonstrated, and successful completion of projects and/or initiatives as established by the supervisor.

## CERTIFICATE OF COMPLETION

Each ELAP participant receives a certificate demonstrating the successful completion of their program and compliance with the Commitment Agreement. The participant receives this certificate indicating the location of the program and the number of hours completed.

## ELAP PORTFOLIO

After the completion of the ELAP experience, the ELAP Portfolio is mailed to the participant's permanent address. The purpose of this portfolio is to present a comprehensive view of one's experience abroad as well as provide a tangible representation of the ELAP experience.

# Placement Description – Valparaíso, Chile

*Upon acceptance to ELAP, participants receive a detailed placement description which includes the name of their placement, information about the host organization, and a list of the participant's suggested duties. Placement descriptions are updated frequently to reflect all projects completed by recent participants.*

**Student Profile:** This placement is best for students majoring in Pre-Med, Pre-Nursing and Social Work. This is ideal for students interested in working with children with disabilities.

**Placement:** Center for Malnourished Infants

**Program type:** Health / Social Work

**Language Level:** Intermediate – Advanced Spanish

**Organization description:** In 1975, Chile had the highest rate of infant mortality in Latin America, and it continues to be a serious issue in the country today. For this reason, the Center for Malnourished Infants was created to comprehensively address not only malnutrition, but also related diseases, such as secondary malnutrition, malformations, metabolic disorders, heart disease, and the like. The center currently serves about 40 children from 0 to 3 years old, and the majority of the children are suffering from secondary malnutrition, which occurs when the food that is available is not properly used, or not used at all, by the body due to problems developed from malnutrition during pregnancy.

**Suggested duties:** The majority of the tasks at this placement will involve working with children, as many of the children who are being treated in the center are not visited frequently by their families. The children often have psychomotor retardation, breathing problems (due to undeveloped lungs), congenital malformations, gastroesophageal reflux, cerebral palsy, etc. ELAP participants' duties may include playing with the children during therapy, helping to stimulate the senses (hearing, smell, taste, sight and touch) and motor areas, collaborating with the pediatrician and the physiotherapist for the children's psychomotor development through physical therapy, and assisting the center's staff in other administrative tasks.

**Tentative hours/schedule:** ELAP participants will be able to work at the organization between 10:00 AM and 5:00 PM, Monday through Friday. The Center is accessible by public transportation with at least 30 minutes per ride. ELAP participants are advised to bring something to keep themselves busy during the ride such as a book.

**Important Information:** *Each placement experience is unique and requires personal initiative and self-motivation. Each participant's duties may change based on the duties assigned them by their on-site supervisor. By participating in this program, participants make a commitment to their host organization. Non-committal behavior such as frequent tardiness or acting irresponsible in any way may affect a hosting organization's willingness to continue working with ELAP participants in the future. Key characteristics of a successful participant include flexibility, open-mindedness, and a desire to participate and learn. Participants must also be willing to work in an unstructured environment.*

## ELAP Commitment Agreement

By agreeing to participate in ELAP you are taking on a great responsibility and the ELAP Team, the ELAP On-Site Coordinator, Placement Supervisor, Host Organization and myriad others associated with your ELAP experience are depending on you.

The ELAP Commitment Agreement will outline the following:

- ELAP Participant's set schedule (begin and end date)
- Number of hours to be completed each week
- General description of duties and responsibilities

By signing this agreement the ELAP Participant promises to abide by all ELAP policies, represent themselves and ELAP professionally at all times and adhere to their established schedule, successfully complete the number of hours per week and fulfill the general responsibilities as agreed upon by the ELAP Participant, ELAP On-Site Coordinator and Placement Supervisor.

Should the ELAP participant deviate from ELAP Commitment Agreement without properly notifying their Placement Supervisor and/or ELAP On-Site Coordinator the ELAP participant will be subject to the consequences outlined in the ELAP Code of Conduct, with potential of being dismissed from the program and forfeiting their Certificate of Completion.

**By signing this agreement I understand my commitment to ELAP and my placement, and any deviation from that may result in consequences as outlined above and in the ELAP Code of Conduct.**

Organization: \_\_\_\_\_

Begin date: \_\_\_\_\_ End date: \_\_\_\_\_

Weekly Schedule: \_\_\_\_\_ Number of hrs/week: \_\_\_\_\_

ELAP On-Site Coordinator: \_\_\_\_\_

Placement Supervisor: \_\_\_\_\_

ELAP Participant: \_\_\_\_\_

Please list 3-5 possible tasks for the participant:

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## Individual Reflective Essay Learning Objectives

*Participants complete Individual Reflective Essays twice per month on the online student portal. Each essay should be at least 300 words and will address one of the prompts listed below. The pre-determined order and total number of Individual Reflective Essays completed by each participant depends on the length of their ELAP program.*

### Pre-Departure Goals

The objectives of this essay are threefold: Participants will 1) enumerate their personal goals 2) identify potential challenges they may face on-site 3) suggest potential solutions/coping mechanisms to overcome those challenges.

### Initial Impressions

Participants will detail their initial impressions of the host country utilizing all 5 senses. Participants will also refer back to their pre-departure goals and address whether or not these goals seem feasible based on their lived reality in the host country.

### What? So What? Now What?

Participants will make reference to Kolb's Experiential Learning Cycle and the "What? So What? Now What?" model of reflection as they describe a specific moment in their experience.

### Culture as a Lens

Participants will begin by defining ethnorelativism and ethnocentrism, identifying the inherent cultural biases present in a written example of cross-cultural observation. Participants will then identify the cultural features most important to them and describe a cultural difference they have encountered on-site.

### Critical Consciousness

Participants will attempt to understand the implications of their experience by writing about their work from the perspective of someone whom they serve at their placement.

### Reciprocity

Participants will examine the benefits of all stakeholders in community engagement activities, making reference to specific ways that they can both benefit from and contribute to the community, and vice versa.

### Lens Shifting

Participants will revisit the theories of ethnorelativism and ethnocentrism; participants will then describe an element of their host culture in comparison to their own using an ethnorelative rather than an ethnocentric approach.



### Addressing Needs in Culturally Relevant Ways

Participants will elaborate upon the importance of addressing host community needs in culturally relevant ways.

### Passion and Creativity

Participants will use their talent to produce a creative project addressing an important issue raised by their host organization.

### Activism

Participants will write a comprehensive letter to an elected official or international organization detailing an issue addressed by the host organization and recommendations as to how the issue can be ameliorated.

### Preparing for Re-Entry

Participants will reflect upon their experience abroad, the ways it has changed them and the things they want to remember..

### Overall Goal Reflection

Participants will revisit their pre-departure goals and enumerate new skills and knowledge.

Participants will also write a letter to self about how they will incorporate this experience into their life in the United States.

## Group Discussion Learning Objectives

*Group Discussions are arranged twice monthly by the ELAP On-Site Coordinator. At these meetings, participants will share successes and challenges faced at their respective placements and collectively strategize ways to overcome cultural differences in the workplace. In addition, the ELAP On-Site Coordinator will facilitate an activity and discussion at each meeting, based on the learning objectives enumerated below. Due to the fact that discussions are facilitated twice monthly, a participant may or may not work their way through all discussion topics listed.*

### Privilege Walk

Participants will examine ideas of privilege and oppression as related to race, nationality, ethnicity, class, ability, religion and sexual orientation.

### A Good Use of Time

Participants will explore cultural values relating to the concept of time in their home and host country, respectively.

### Brief Encounters

Participants will develop an understanding of how their own cultural values influence the way they view and interpret other cultures.

### Celebrity Party

Participants will address issues of stereotypes in their own culture and others. Participants will then discuss the negative impact that pre-conceived notions can have on intercultural understanding and relationships.

### Personal Map

Participants will create a map showing the relationship of their past experiences to their time abroad with ELAP and their future goals. Participants will also be challenged to view their ELAP experience as a lifetime learning experience, rather than an isolated moment.

### Poverty and Inequality Discussion

Participants will define poverty and discuss its causes through reading and interpreting real-life scenarios of individuals who have fallen into poverty.

### Putting it into Perspective

Participants will reflect upon their expectations and perspectives prior to going abroad and identify changes, challenges and observations in personal, social and cultural contexts.

### Service, Politics, Activism

Participants will examine the comparative effectiveness of community service, political engagement, and activism to the end of appreciating the complementary and valuable work that each strategy utilizes to affect social change.

### The Gulf Oil Spill: An Environmental Justice Disaster

Participants will define environmental justice in response to an article about the Gulf Oil Spill. Participants will then discuss instances of environmental racism and strategize solutions to the issue.

### Understanding Demographics

Participants will draw conclusions about their host country using demographic data and discuss the strengths and weaknesses of using demographic data when comparing countries.

### Where We Live Influences How We Live

Participants will examine ideas of privilege and oppression by discussing how *where* one lives influences *how* one lives.

### Poverty Quotes

Participants will respond to a series of quotes about service, civic engagement and poverty, relating the quotes to issues on-site versus in their home communities.

### Corporatization and Poverty

The goals of this discussion are twofold: Participants will 1) respond to statistics about poverty, inequality and corporatization in the United States 2) discuss current political movements related to workers' rights.

### "Development" and Indigenous Peoples

Participants will define "development" and discuss its positive and negative implications for indigenous peoples.

### Multiple Identities

Participants will identify the multifarious aspects that compose their identities. Participants will also discuss how self-identification impacts an individual's relationship to community.

### Packing Your Bags: Bringing Home New Skills, Experiences, and Insights

Participants will identify skills and qualities they have developed during their program and learn how to highlight their experiences on a résumé and during a job interview.

### Individual Reflection Overview

Participants will discuss their individual reflection responses with their peers to gain insight into the sociopolitical and economic issues addressed by various partner organizations. Participants will also share strategies for overcoming challenges on-site.

## Group Discussion Summary

*The ELAP Group Discussions help facilitate student reflection about the social implications of their experience abroad. The ELAP On-Site Coordinator will provide a written summary of the discussion highlighting the topics covered, student feedback and details about the overall conversation. The discussions will typically last an hour and may take multiple forms including visits to local businesses, organizations or historical sites, a discussion of the week's events and other topics relevant to gaining a better of the host country and community. Discussion topics will vary depending on program length and each completed Group Discussion Summary will be included in the ELAP Portfolio.*

**ELAP Site:** Meknes, Morocco

**Topic:** Culture as a Lens

### Summary:

Studying abroad can be a challenging experience for any student. Choosing to study abroad in Morocco has its own set of difficulties- the cultural norms and customs that students come in contact with are often very different from those they are used to. A successful and rewarding study abroad experience can often depend on a student's ability to reflect on their experience throughout their program. The goal of this discussion was to start this reflection process, focusing specifically on student's expectations and how those expectations have been met, challenged or changed during their first several days in the country.

In this group discussion, students were first asked a series of questions based around their experience in their hometown before their trip, and during their first day in Morocco. Students reflected upon their perceptions of Morocco, and their parents and friends reactions to their decision to study abroad in the country. After, students shared their initial impression of Morocco on their first day in the country, and compared it to the perceptions they had had before arriving. Finally, students reflected on their first two weeks in the country, focusing specifically on their individually adjustment process and what has been challenging or easy for them

The majority of participants agreed that their family and friends had initially been shocked and hesitant towards their choice of Morocco for their study abroad experience. When asked about their response to this, many agreed that they had ignored it, or tried to reassure their friends and family. Student's perceptions of Morocco before arriving varied from mentions of the movie Casablanca, to expectations of more deserts. On their first day in the country many students were surprised at how green and ecologically diverse the country was. One of the biggest shocks to the students had been the mixture of languages that are commonly used in Morocco- as you can easily hear up to four languages spoken in daily conversation. Communication continues to be the biggest challenge for students as they continue their adjustment process, yet all participants agreed that they were surprised at how well they are adjusting. Overall, students enjoyed sharing their feelings and experiences, and often found commonalities between their perceptions, impressions, and expectations of Morocco and their study abroad experience.



## Log of Hours

Participants enumerate responsibilities and completed tasks each day on their Log of Hours, which includes a tally of the total number of hours worked per day and week. Participants will update this information via their online student portal weekly. The logs are reviewed and approved by ELAP Austin Program Managers to ensure the participant is complying with the established responsibilities and hours agreed upon in the Commitment Agreement. The information provided on this form will be included in the ELAP Portfolio.

<b>Date:</b> 2013-03-04	<b>Time In:</b> 8 am-12:30pm	<b>Time Out:</b> 1 pm-2:30 pm	<b>Total Hours:</b> 6 hours
<b>Daily Responsibilities (minimum 4 tasks):</b> 1. Learned about good and bad levels of cholesterol, sugar, etc. 2. Gentleman with stomach problems came in. Watched examination of stomach 3. Watched examination of the neck on a woman who was having a lot of pain and was unable to move it. 4. Witnessed breast examination of patient. Doctor wanted to prescribe a mammogram but the woman refused to have it done.			

<b>Date:</b> 2013-03-05	<b>Time In:</b> 8 am-12:30 pm	<b>Time Out:</b> 1 pm-3:30 pm	<b>Total Hours:</b> 7 hours
<b>Daily Responsibilities (minimum 4 tasks):</b> 1. Consultation with a young girl who was pregnant. Watched examination of breasts and stomach. 2. Patient, who was expecting and lost her first baby, had appointment with doctor. Watched exam of breast and vaginal area. 3. Looked at x-rays of leg and knees and found reason patient was having so much pain. 4. Watched doctor consultation with patient who had an amputated foot and ulcers on the other foot from diabetes.			

<b>Date:</b> 2013-03-06	<b>Time In:</b> 8 am-12:30pm	<b>Time Out:</b> 1 pm-2:30 pm	<b>Total Hours:</b> 6 hours
<b>Daily Responsibilities (minimum 4 tasks):</b> 1. Watched consultation between doctor and patient who was 28 weeks pregnant. Patient was having pain in back, bloody noses, increase in blood pressure. Doctor put woman on bed-rest. Also heard baby heartbeat. 2. Witnessed patient consultation of woman with two fractured vertebrates. 3. Young patient with dermatitis who was also having pain on side of the head. Watched examination. Doctor prescribed x-ray and blood work. 4. Sat in on many diabetes patient consultations. Same routine followed for every patient (review of exams, checking feet for edema/ulcers, prescribing necessary meds)			

<b>Date:</b> 2013-03-07	<b>Time In:</b> 8 am-12:30pm	<b>Time Out:</b> 1 pm-3:30 pm	<b>Total Hours:</b> 7 hours
<b>Daily Responsibilities (minimum 4 tasks):</b> 1. Felt contractures in patients neck and back. 2. Watched consultation of patient who was mentally sick. Patient had cuts all of his arms and talked about suicidal thoughts. Doctor prescribe psychiatric treatment and other exams, such as HIV and blood work. 3. Handed doctor utensils needed during consultation with expecting mother. 4. Patient with main in knee and opposite ankle. Doctor had me feel the knee and explained that the catching feeling was bone to bone contact.			

<b>Date:</b> 2013-03-08	<b>Time In:</b> 8 am	<b>Time Out:</b> 12:30 pm	<b>Total Hours:</b> 4.5
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**Daily Responsibilities (minimum 4 tasks):** 1.Held newborn baby while mother was being examined.  
2. Went to main office to pick up things that doctor needed.

**WEEKLY TOTAL:** 30.5

<b>Date:</b> 2013-03-11	<b>Time In:</b> 8 am	<b>Time Out:</b> 1 pm	<b>Total Hours:</b> 5 hours
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**Daily Responsibilities (minimum 4 tasks):** 1. Went on house visits with doctor and nurse in the morning.  
2. Went to the emergency room for a little while but was unable to stay because of a 7 person car crash that left the one big emergency room in chaos.  
3. Watched patient consultation with doctor and numerous diabetes patients  
4. Had ELAP meeting from 12-1

<b>Date:</b> 2013-03-12	<b>Time In:</b> 8 am-12:30 pm	<b>Time Out:</b> 1 pm-3:30 pm	<b>Total Hours:</b> 7 hours
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**Daily Responsibilities (minimum 4 tasks):** 1. Cut out pamphlets for the doctor  
2. Handed doctor doppler to listen to baby heartbeat and other utensils needed during examination of expecting mother  
3. Went to the main office to pick up tablets needed to prescribe patients medicines  
4. Watched examination of patient with varicella

<b>Date:</b> 2013-03-13	<b>Time In:</b> 8 am	<b>Time Out:</b> 2:30 pm	<b>Total Hours:</b> 6.5 hours
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**Daily Responsibilities (minimum 4 tasks):** 1. Calculated Body Mass Index of all patients for doctor  
2. Listened to all patients heart and lungs to assist doctor. Discovered irregular beat of one patients heart  
3. Measure expecting mother's belly and found baby heart beat using doppler  
4. Watched physical exam of vagina on a patient who the doctor thought might HIV or syphilis

<b>Date:</b> 2013-03-14	<b>Time In:</b> 8 am-12:30pm	<b>Time Out:</b> 1 pm-2:30 pm	<b>Total Hours:</b> 6 hours
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**Daily Responsibilities (minimum 4 tasks):** 1. Handed doctor utensils for physical examination of patient with cold.  
2. Brought papers to patients that doctor needed to give them  
3. Sat in on consultations of two newly expecting mothers and learned about the paperwork process

**WEEKLY TOTAL:** 24.5 hours

*This form is used by ELAP to compile the Certificate of Completion. Should the participant or their home university require additional documentation (including a supervisor signature), it is the participant's responsibility to update and maintain their Log of Hours paper copy given to them at the beginning of the program.*

**\* By entering my name and hitting submit below, I understand and agree that I am electronically signing this form. I certify that all information provided above is true and correct.**



## Evaluación del Participante Completada por la Organización

### Participant Evaluation, Completed by the Organization

**Fecha (Date):**

**Nombre del Participante (Participant Name):**

**Institución/Organización (Organization):**

**Horas Completadas (Hours Completed):**

Esta evaluación tiene el propósito de compilar retroalimentación importante para el mejoramiento del programa de voluntarios temporales de nuestra organización. Le agradecemos de antemano que nos haya dado la oportunidad de que nuestros/as voluntarios/as participen en las actividades de su organización. Por favor, conteste las preguntas abajo y encierre en un círculo la opción del 1 al 5 (siendo 1= Malo, y 5= Excelente) que mejor describa su experiencia con el/la participante de ELAP. Por supuesto, todo comentario adicional es bienvenido.

*This evaluation is intended to compile important feedback in order to make improvements to the volunteer/internship program of our organization. We appreciate you giving us the opportunity to allow our volunteer to participate in your organization's activities. Please answer the questions below and circle one of the options below, 1 through 5 (1 = very poor, and 5 = excellent) that best describes your experience with the ELAP participant. And, of course, all additional commentary is welcome.*

**5 = excelente; 4 = bueno; 3 = satisfactorio; 2 = pobre; 1 = malo**  
**5 = excellent; 4 = good; 3 = satisfactory; 2 = poor; 1 = very poor**

Por favor, escriba Ud. las responsabilidades específicas del participante de ELAP abajo y clasifíquelo en cada área: (Please list the specific responsibilities of the ELAP participant and rate them in each area)

1. _____	5	4	3	2	1
2. _____	5	4	3	2	1
3. _____	5	4	3	2	1
4. _____	5	4	3	2	1
5. _____	5	4	3	2	1
6. _____	5	4	3	2	1

Por favor conteste las siguientes preguntas sobre el rendimiento del participante ELAP:  
(Please answer the following questions about the ELAP participant's performance)

Puede trabajar con supervisión mínima: (Can work with minimum supervision)	5	4	3	2	1
Sigue instrucciones: (Follows instructions)	5	4	3	2	1
Puntualidad: (Punctuality)	5	4	3	2	1
Calidad del trabajo: (Quality of work)	5	4	3	2	1
Participa como miembro del equipo: (Participated as a team member)	5	4	3	2	1
Responsabilidad: (Responsible)	5	4	3	2	1
Hizo esfuerzo para comunicarse: (Made an effort to communicate)	5	4	3	2	1
Muestra interés en el trabajo: (Demonstrated interest in the work)	5	4	3	2	1
Clasificación general del participante: (Total participant's score)	5	4	3	2	1

¿Fue el trabajo del participante útil para la organización? ¿Por qué?  
(Was the volunteer's work useful for the organization?)

Comentarios adicionales sobre el participante y el programa:  
(Additional comments about the volunteer and the program)



Upon the recommendation of the  
Resident Staff, the Executive Board of  
ISA-ELAP certifies that

**Brianna P.**  
has successfully completed  
**125 HOURS**



isa elap

of service in Meknes, Morocco and fulfilled  
the requirements set forth by ELAP and its  
international partner organizations.



*Paul Hopkinson*

PAUL HOPKINSON  
ISA-ELAP DIRECTOR

*Gustavo Artaza*

GUSTAVO ARTAZA  
PRESIDENT AND CEO OF ISA-ELAP