

Practicum Site Placements for UMASS Lowell Students for 2009-2010

Placement: Asperger's Association of New England

Website: <http://www.aane.org/>

Overview: Asperger's Association of New England (AANE) is committed to providing a supportive, understanding community for individuals, families and professionals throughout New England. AANE mainly serves adults, teens and children with Asperger Syndrome (AS) along with their families, Educators and professionals who work with people with AS. Over the past 13 years AANE has developed a wide variety of programs to provide information, education, referrals, support and networking to the Asperger's community in New England. The organization also serves people with the autism spectrum disorders of HFA, PDD-NOS, and NLD, which are closely related to AS. AANE foster awareness, respect, acceptance and support for individuals with Asperger Syndrome and related disabilities and their families.

Student: Nisha Narvekar; nishanarvekar@gmail.com

Supervisor: Jamie Freed, Director of Adult Services; jamie.freed@aane.org

I had the opportunity to work on the Life Management Assistance Program (LifeMAP) which provides practical assistance to adults with Autism Spectrum Disorders (ASD) in the form of life coaching around specific, concrete, individualized goals. I was mainly involved in writing a grant for a new component that AANE wished to add to the existing program. I networked and collaborated with universities in the New England region to spread awareness and promote LifeMAP. Working on LifeMAP also gave me a chance to work on program evaluation and create a resource manual for the LifeMAP coaches. I also got the exposure to organize meetings, do client intake and employment interviews, attend conferences and social events which gave me an opportunity to work closely working with the AS population.

Placement: Center for Family, Work and Community (CFWC)

Website: <http://www.uml.edu/Centers/CFWC/Staff/Tucker.html>

Overview: The Center for Family, Work and Community (CFWC) is an organization that provides evaluation, consultation, and training to kinds of communities, agencies, and organizations. This center has powerful partnerships with university faculty, staff and students. The overall goal of this center is to enhance the well-being of community members, to improve the efficiency and effectiveness of community programs, and to help groups and organizations in community to learn what and how to do to support community capacity.

Student: Lingtao Yu; taotaoke18@hotmail.com

Supervisor: Melissa Wall, Program Evaluator; melissa_wall@uml.edu

My work mainly focused on program evaluation of different programs. The first program I participated in the evaluation is Strengthening Couples Program (SCP), the goal of which is to improve the quality of marriage life among couples. I helped my supervisor to create a code book for our surveys, enter all of data, and run relevant statistical analyses. Based on the result of analysis, I wrote an informal report that became a part of final annual report for program sponsors. Another program I help to evaluate is AMIGOS Mentoring Program. Because this is the last year for this program, I helped my supervisor to do a lot of data entry and analyses. I also attended several meetings with staff in Family Services Inc. to discuss about the problems we found in the evaluation process and provided suggestions about how to improve this program in the future if they can get more funding. In addition, I also participated in a brand new project called Service Learning program, which focused on the investigation and evaluation of quality of service learning courses among five different campuses in UMass. I helped the program coordinator to search relevant literatures, create a spreadsheet of the baseline data, and make plans for the future evaluation.

I learned more about program evaluation during my practicum period. I participated in the evaluations of different kinds of programs, got a better and deeper understanding about program evaluation, from writing a proposal, to collecting and analyzing data, and to writing an annual report. The practicum experiences in CFWC also gave me a clear picture about how to use the principles and values of community psychology in our real working settings to help people and organizations to resolve problems.

Placement: The City of Nashua, NH - Community Development Division

Website: <http://www.gonashua.com/>

Overview: The Community Development Division's responsibility is to guide the City of Nashua, NH and its citizens in the pursuit of a clear vision for its future and to provide the framework and mechanisms for the City and the private sector to implement that vision. Planning, Code Enforcement, Urban Programs, Building Safety, and Transportation are five departments within the Community Development Division.

Student: Michelle Crouch; mcrouch412@gmail.com

Supervisor: Katherine Hersh, Community Development Director;
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My practicum has focused on a public art project the City along with three local art organizations have been working on. I have also experienced the start to a

new initiative working to address problems with the Main Streets streetscape in downtown Nashua, which is also a collaborative effort.

The time and effort I have put into working with the Nashua Sculpture Symposium, an annual public art project, has given me opportunities for grant writing, survey development, fundraising, meeting facilitation, program development, public relations, the ins and outs of applying for land permits, and so much more. I have built relationships with the four partnering organizations as well as other organizations in the city such as the Senior Center and Parks and Recreations. Although my practicum site is in Nashua's City Hall, most of the work I do is with non-profit organizations and community members the City works with. I hope to have a completed handbook, with detailed information on how to run the Nashua Sculpture Symposium for the next leader of the project.

I also helped with a streetscape project in which I was given the opportunity to bring the frameworks learned in the CSP program to life in the real world. I created a guidebook for the four chairs of the Main Street project. They will have the opportunity to use these guidebooks when beginning the work they do to revamp Main Street.

Placement: Community Action to Support Affordability (CASA) of Lowell

Website: <http://casaoflowell.wordpress.com/>

Overview: CASA of Lowell is a grassroots organization comprised of residents of the greater Lowell community who are committed to working for social, environmental and economic justice in the city of Lowell and when possible, beyond. As an all volunteer organization, CASA is sustained solely by the passion, energy, and support of its member; this unique quality caught my attention when looking for practicum opportunities, not only sounded interesting, but it also offered me a very unique perspective when thinking of organizational sustainability. And in October of 2009, CASA launched their name to the Lowell community; it established an organizing office located in down town Lowell with the help and support of its members and community.

Student: Sandra M. Garcia Mangado; sandramangado@gmail.com

Supervisor: Darcie Boyer, Co-founder of CASA; darcieboyer@gmail.com

Building and maintaining relationships was the core of my work with CASA. Networking and being socially aware of the opportunities that can bring you closer to people is extremely beneficial when you are promoting social welfare and building a grassroots organization. My primary responsibilities during the first half of my practicum were: 1) to work with Fair Vote Lowell on the campaign to change Lowell's voting structure; and 2) to help CASA develop its organizational structure, build membership and help develop its agenda through time. Through working on these projects I was able to meet many of my learning

objectives; gaining community organizing skills, understanding how campaigns are developed and run, resource development, increasing my understanding of how decisions are made in Lowell, and interpersonal and group process skills.

At the end of my practicum I focused on the development of a campaign called LOVE (Link to Oppose Violent Evictions). This program's goal is to prevent even a single family in Lowell from being evicted into the street for the next 6 months (during the cold winter season) using direct actions by the members. Designing and implementing a community program like LOVE requires commitment (accountability), capacity (people), training (education), and a well planned strategy. I had a lot of work as you can see, and thanks to this experience I now am equipped with great competencies that will guide me in my future work.

CASA in Spanish means home, and building a home not only requires a wall and a roof. For us in CASA, a strong cemented home is a home where we can all share the hard work of lifting the bricks of our community. We work hard to ensure the homes of our future generations, as well as we Community Social Psychology students have a commitment to work hard, share and promote the seven core values throughout our community work.

Placement: Community Teamwork Inc. - Resource Center

Website: <http://www.comteam.org/>

Overview: Community Teamwork Inc. (CTI) is a Community Action Agency (CAA) that serves low-income individuals and families in Lowell, MA. CTI has nearly 500 employees in approximately 30 different programs that are located throughout the city. Each of these programs fall under one of five divisions; Child and Family Services, Housing and Homelessness Services, Energy and Property Management, Community Resources, and Workforce Development. The programs within each of these divisions aim to help individuals and families become self-sufficient. While the variety of programs offered at CTI is clearly a great asset to the organization, it has also presented CTI with the challenge of integrating these programs to better serve their clients. Over the past year CTI has been in the process of designing and implementing an organization-wide integrative approach to service delivery. At the heart of this effort is the Resource Center.

Student: Barbara Warren; Barb.warren@verizon.net

Supervisor: Bonnie Gage-Anderson; bgage-anderson@comteam.org

My work at CTI involved the planning and development of the Resource Center. I have been involved in the strategic planning including the development of goals and objectives. I also served on a Safety Advisory Board that was formed to address issues related to staff safety throughout the agency. Additionally, I wrote several grants to hire a Domestic Violence Specialist to work within the

Resource Center. Prior to working within the Resource Center, I worked with my Supervisor in the Scattered Sites Transitional Apartment Program (SSTAP). SSTAP is one of the transitional housing programs within CTI that provides housing for women and children who are victims of domestic violence. My responsibilities included contacting graduates of the program and creating a graduate assessment form to evaluate the effectiveness of the program.

Placement: Lowell Community Health Center

Website: <http://www.lchealth.org/>

Overview: Lowell Community Health Center (LCHC) is a diverse, non-profit community-based health care center in which over 90% of the patients are below the federal poverty level. The staff of the LCHC speak over 25 different languages and has been named one of the top five health centers in our nation for cultural competency. Within the many health services programs at the Health Center, there are a number of community health programs, such as the Health Promotions department, that work to spread advocacy and awareness of health care access.

Student: Danielle Gemmell; danielle.gemmell@gmail.com

Supervisor: Sheila Och, Director of Health Promotions; sheilaoc@lchealth.org

In the Health Promotions department where I worked, there are various focuses on community outreach, access to health care and cross-cultural communications. Through this department I have had the opportunity to do patient outreach with a focus on Gay, Lesbian, Bisexual, and Transgender (GLBT) advocacy.

During my practicum I have analyzed and presented survey materials on employee competency with GLBT knowledge, awareness, and needs. I have developed the skills to organize and facilitate GLBT Task Force meetings at various LCHC sites. Using the research we've explored, I've developed patient tracer tools to shadow patient appointments and observe the care of providers as they work directly with patients. I've also had the opportunity to build relationships with potential GLBT Advisory Board members and prepare for our own advisory board. I've attended various outreach seminars (i.e. Outhealth!) and events to gain a better understanding of patient outreach in diverse environments and GLBT rights/issues. Lastly, I've organized GLBT patient focus groups for needs assessment, awareness raising and safe relationship building.

Student: Michelle Holmberg; mich.holmberg@gmail.com

Supervisor: George Nugent, Communications Manager; georgenu@lchealth.org

I worked primarily through and within the administrative departments. The main thrust of my work at LCHC focused on increasing awareness and sensitivity for lesbian, gay, bisexual, and transgender (LGBT) issues among the employees of the center, as well as helping the center better serve current and future LGBT employees. I coordinated trainings, facilitated taskforce meetings, researched and wrote an in-depth report on domestic partner benefits, collaborated with the policy committee on recommendations, and conducted employee interviews that will be used to inform future staff educational opportunities. I have had the opportunity to work on multiple levels of the organization (from individual-level trainings to organization-wide policies), which puts my education to good use in a practical setting.

Placement: Lowell General Hospital, Center for Community Health and Wellness

Website: <http://www.lowellgeneral.org/>

Overview: Lowell General Hospital (LGH) is a not-for-profit community hospital serving Greater Lowell with a full-range of health and wellness services and specialties for all ages. Within LGH is the Center for Community Health and Wellness. The Center for Community Health and Wellness at LGH was created out of the strategic plan in 2005, with the goal to not only provide quality care within the confines of the hospital walls, but to extend themselves as a good neighbor with the community. Over the past few years, the Center has evolved to meet the ever-changing needs of hospital employees and the Greater Lowell community. There are countless programs provided year-round that include topics such as childbirth and parenting classes, asthma education, tobacco prevention, and diabetes education. In addition, the Center has enabled LGH to become a visible entity in the community through campaigns such as Go Red for Women and the Heart & Soles River Walking Program.

Student: Amy Stanley; astanley2@comcast.net

Supervisor: Michelle Davis, Director of Marketing Operations and Community Development; mdavis@lowellgeneral.org

My focus during my practicum was to assist with program development and implementation on various health topics in the community. Part of my responsibility was to sit on several task forces in the city of Lowell with my supervisor to see how different community organizations come together and work with city and local officials to address a social or public health problem. I had the opportunity to sit on the City Manager's Domestic Violence Task Force and worked with them over the course of the year to plan events and even hold a conference. I also worked on creating information for health tables in the

community and within the hospital for employees around topics such as Lyme disease, tobacco prevention, and flu prevention. In addition, I also coordinated the tobacco prevention program for all 5th graders in the Lowell public schools by training volunteers and actually going into the schools to teach the children. Another aspect of my practicum was learning about Community Benefit, which is what non-profit hospitals have to report each year to the IRS and I was able to create the community benefit plan that will be used over the next 5 years.

Placement: Medford Family Network (MFN)

Website: http://www.medfordfamilies.org/medford_family_network

Overview: Medford Family Network is a state and grant funded resource and referral organization that also provides family support and parent education programs to any family that lives or works in the city of Medford with a child under the age of 7. MFN's purpose is to help families build the skills, social, and concrete resources they need to be healthy and happy. I found through my work here that one of the best ways to get to know a community is through the families that live there.

Student: Lindsey Tarrant; tarrantlindsey@gmail.com

Supervisor: Marie Cassidy, Family Support Specialist;
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I worked on many projects in my year at Medford Family Network. I was involved in the development of a quantitative and qualitative measure that was built to assess the parent-child playgroup program which I co-facilitated the first semester. Then second semester I had the opportunity to facilitate one on my own for which I developed the curriculum and structure. I was also an active participant in planning and implementing most family events that were hosted by the network while I was there. As a yearlong project, I created a video including pictures, voice narration, music, and family testimonials that will be used as a community outreach tool. Medford Family Network lacked an efficient process for data collection which came to be an issue in my time there, so I played an active role in designing a format most conducive to the information that was being collected. I was able to peek into the multiple levels of analysis surrounding family support by being a part of various local coalitions, attending meetings with funders, and being a part of MFN not only as an intern, but as a part of the direct service staff.

My experience at Medford Family Network provided me with skills like program development, resource gathering, and program evaluation. In addition it has offered me the opportunity to gain knowledge in early childhood education and family support as well as the public policies that guide them. Along with the projects I worked on, I had the opportunity to be constantly reflecting on MFN

practices with my supervisor which allowed me to, not only understand what Medford Family Network does, but why it is done that way.

Placement: Middlesex Community College

Website: <http://www.middlesex.mass.edu/>

Overview: Middlesex Community College is a community college located in downtown Lowell that is “committed to providing educational programs and services that support personal growth and economic opportunity for its diverse student population.”

Student: Phooi Wah Khoo; phooiwah@gmail.com

Supervisor: Pat Demaras, Assistant Dean of International and Multicultural Office; demarasp@middlesex.mass.edu

Because MCC is one of the largest community college in the commonwealth, my placement is specifically interning at the International and Multicultural Office. I worked with international and minority students who have a different set of needs from the other student population. In particular, English is the second language for this group of students. Therefore, they deal with not only language barrier, but a lot of cultural adjustment when they first came into the college. The duty of the International and Multicultural Office is not only limited to providing the students with information within the college settings. It goes beyond creating and maintaining a community for the students because the college is the students’ life once they are enrolled. This includes (but not limited to) academic advising, visa application, planning programs and celebrations, running clubs, scholarship applications, process admission applications, students housing, etc.

Placement: MSPCA at Nevins Farm

Website: <http://www.mspca.org>

Overview: One of four MSPCA Animal Care and Adoption Centers statewide, the MSPCA at Nevins Farm in Methuen cared for more than 8,500 animals last year. The MSPCA does not receive state or federal funding and continues its work based solely on the generosity of its supporters. No animal is turned away including equine and farm animals. The work is not only about animals, but they have many community outreach and education programs available to and for the community.

Student: Rhea Mohammed; rhea_mohammed@msn.com

Supervisor: Heather Robertson, Community Outreach Coordinator; hrobertson@mspca.org

My practicum experience focused on working with the community outreach coordinator on planning fundraising events for both the Farm Animal and Equine Center, and the Small Animal Care and Adoption Center. Because no federal or state funding is given, we depend on the donations of private donors to fund all the activities that are run on the property. To do this I solicited donations from local businesses, create marketing materials, create press releases, create blog reports after events, keep track of budget for some events. I also worked with the Humane Educator on Little Bookworms which is an event targeting younger children and their parents, also I help facilitate educational events on site as well as give educational tours. Lastly, I went into the community by working in a care and rehabilitation center on an informal therapy program.

Placement: NFI Massachusetts

Website: <http://www.nafi.com>

Overview: NFI is a private, nonprofit human service agency specializing in community-based care and treatment for youth and adults with emotional, developmental, behavioral and/or delinquency issues. NFI's mission "to provide a flexible and innovative array of community-based services that helps individuals and families maximize their potential and experience the full promise of community living" guides our work with mental health, juvenile justice and child welfare services. Each NFI division tailors this mission to meet the unique needs of the population it serves. The values and principles that guide NFI's work with communities, youth, and families are influenced by the National Wrap Around Initiative. They seek opportunities to impact, educate, learn from and support the communities in which our youth and families reside.

Name: Brandon Hingel; bhingel07283@gmail.com

Supervisor: Kristina Boldeback, Director of Research and Quality Management; kristinaboldebuck@nafi.com

This site has a plethora of unique opportunities and I would highly recommend it. You can have your own office, but it certainly doesn't mean you are stuck to a desk all day. If you'd like to get out in the field and meet the kids, visit the programs, and get a real feel for what this organization does in Massachusetts -- you can do that too. I've been able to take part in all levels of the grant writing process, work on marketing initiatives, and have been encouraged to develop my own projects. The sky is the limit at NFI and if you want a chance to work in a great environment while making a difference in the lives of the less fortunate, this is the practicum site for you.

Placement: ONE Lowell

Website: <http://www.onelowell.net>

Overview: ONE Lowell is a non-profit organization located in down town Lowell. It strives to be the voice that improves the life, opportunities, and involvement of culturally diverse people in the Lowell community. They seek to facilitate the integration and self-sufficiency of newcomers by strengthening civic participation, developing strong leadership in the newcomer community, and increasing access to employment opportunities, education, and services.

Student: Lyneth Torres; lyneth.torres@gmail.com

Supervisor: Victoria Fahlberg, Executive Director; vfahlberg@onelwell.net

As a practicum student, I worked on various projects such the Fair Vote Lowell campaign, School Success for Newcomer Parents program, Census Equality project, Leadership development program, and ONE Lowell World Cup. These projects have allowed me to learn invaluable skills such as community organizing & coalition building, program planning and development, and resource development for the organization.

Placement: Rape Crisis Center of Central Massachusetts (RCCCM)

Website: <http://www.rapecrisiscenter.org>

Overview: The Rape Crisis Center of Central Massachusetts has provided services to sexual assault and sexual abuse survivors and their families and friends as well as prevention education and professional training. They provide counseling, support groups, medical advocacy, legal advocacy, information and referrals to anyone who has experienced sexual assault or wants to help show support.

Student: Nissa LeCleric; Nissan_nene@yahoo.com

Supervisor: Denise Roy, Volunteer Coordinator; droy@rapecrisiscenter.org

As a practicum student at the RCCCM one can expect a variety of working and educational opportunities to lead, and take part in. The first thing that is individuals must complete is a comprehensive fifty hour training program. Individuals who complete this program will become state certified rape crisis counselors. Upon completing the certification there are many options and opportunities that counselors have to take part in. They include but are not limited to 24-hour hotline counseling, individual counseling, group counseling, community education, outreach and prevention initiatives, professional training, and the Worcester County Clothesline Project. Outreach and prevention services can range from tabling events to public speaking. The duties of practicum students/counselors often includes multiple tasks. You are working at

a local school, or other event, you are not just an educational or outreach provided you are also a counselor. You provide multiple services, though an empowerment model, that individuals and the community need. As a student, your practicum at the agency is truly what you make of it. Supervisors provide informational and encouraging support that enable you to take charge and work through any problem. The Rape Crisis Center of Central is a wonderful practicum site to learn, develop, and grow both as a community psychologist, and an individual.

Student: Mingyang Macklin Xu; xmmack@gmail.com

Supervisor: Heidi Sue LeBoeuf, Counseling and Service Coordinator, hleboeuf@rapecrisiscenter.org

After being trained as a counselor to take hotline calls, the majority of my first semester involved conducting research on the supportive roles men play in the prevention of sexual violence. During my second semester, I was able to translate my findings into a "What Men Can Do" guide, a brief but informative informational booklet on how men can become allies in prevention. I was part of the committee for "Taking Steps to End Violence," where I had to contact people willing to volunteer and notify the police of the event. I also helped staff the White Ribbon Day event in Boston and various informational tables at hospitals and schools. Lastly, I was involved in Sexual Awareness Month during April.

My experience at the Rape Crisis Center of Central Massachusetts has provided me with skills like resource gathering, community education and outreach, and networking. This experience has been invaluable, and I strongly encourage both men and women to take part as a volunteer/practicum student at this location. Feel free to contact me via email if you have any questions.

Placement: The Revolving Museum, Lowell

Website: <http://www.revolvingmuseum.org>

Overview: The Revolving Museum (TRM) formerly located downtown, recently moved to the Western Avenue Studios located off School Street in Lowell. This site is a non-profit organization where, through public art, exhibitions, and educational programs the staff promote artistic exploration and appreciation, encourage community participation and growth, and provide opportunities for individual empowerment and collective change.

There is a strong focus on Lowell's youth (ages 12-22). TRM directly serves about 200 youth annually and offers afterschool classes five days a week. We have seen improvements in school attendance, an increase in social and civic engagement, as well as the development of communication, and team building skills. According to follow up reports, approximately 90% of our students attend

college. Furthermore, the museum offers a number of community wide events in which youth showcase their artwork and/or participate in art making activities.

Student: Ashley Nolan; ash86nolan@gmail.com

Supervisor: Diane Testa, Executive Director; Dtesta@revolvingmuseum.org

One of my primary focuses during my practicum experience was to plan and coordinate the second annual "Harmony Park Event" which is a community celebration in a rehabilitated park located in the Acre neighborhood. This project involves fundraising, program development, community outreach, and marketing, in addition to flexibility and creativity in working with various partners in the design process. In conclusion, there is a lot of opportunity at this site for learning multiple skills and the supervisor is extremely willing to listen to your specific accomplishment goals.

Placement: Town of Amesbury Youth Recreation Department

Website:

http://www.amesburyma.gov/home.nfs?a=amesbury&group=165&group_id=2

Overview: The Amesbury Youth Recreation Department has existed for about 15 years under the direction of Kathy Crowley. During this time participation has increased dramatically while no taxpayer dollars are spent on these programs; youth programs are subsidized by program fees and grants. Ages 3-15 are impacted by these before and after school programs. Additionally, over 30 different summer programs are offered. Their mission is to provide social, physical, recreational, educational and cultural programs and opportunities to Amesbury's youth at an affordable cost.

Student: Doreen Brothers; Doreen_brothers@comcast.net

Supervisor: Kathy Crowley, Youth Recreation Director;
Kathleen@amesburyma.gov

I was involved specifically in intergenerational programming; a collaboration between the Amesbury Senior Center and the Amesbury Youth Recreation Department. The goal was to expose middle school children from the after school program - and seniors to each other to create an environment that promotes tolerance and empathy. The first effort to bridge the gap between generations involved using the interactive video game, Nintendo Wii. We held 13-week programming at the Senior Center as a result. and I felt this was an icebreaker that allowed the possibility of future intergenerational collaborations. The second project involved a third organization called Kids as Peacemakers. This group agreed for the first time in 10 years of existence to include the Amesbury senior population in their efforts to promote peace. Amesbury elders and middle school children will work together to create artwork

to display the town park for six months. The hope was that conversations between groups will develop and relationships will strengthen while the painting is constructed.

Another important contribution I made during this practicum was the creation of a new web page and a three-email distribution lists. I learned to navigate within a new system to build a means of enhanced communication between parents and the Youth Director. The director has little support with the exception of a few field supervisors. This new web page will save time and money on mailings and an easier way to transfer information. The site is also used to post employment opportunities and make available forms and applications at the click of a mouse.

Placement: Tufts University - Health Education Department at Medford Campus

Website: <http://www.tufts.edu>

Overview: The Health Education Department at Tufts University is located within Health Services at the Medford campus. Their mission is “to support and promote campus efforts using proven strategies that reduce health related problems among members of the Tufts' community.” They work with student-groups to address health issues of the general student population, as well as promote healthy behavior. There are a number of student groups based in the department including PACT (Prevention, Awareness, and Community at Tufts), SAFER (Students Active for Ending Rape), and the Alcohol Taskforce. We also created a new group, “Another Option”. These students promote and hold events, providing an alternative option to partying on campus.

Student: Julie Brodie; Jbrod12@yahoo.com

Supervisor: Ian Wong, Director of Health Education; Ian.Wong@tufts.edu

Some activities that I worked on during my practicum were: Creating content for a new sexual violence website; planning and running programs for Sexual Assault Awareness Month; facilitating Another Option and PACT; and helping to create and run a new campaign, “How to Help a Friend”, where students were trained about drugs/alcohol, eating disorders, and sexual violence so that they could approach and help a friend in need. Feel free to contact me with any questions about this placement.

Student: Penelope Bruce; pennygirl918@yahoo.com

Supervisor: Ian L. Wong, Director of Alcohol & Health Education; Ian.Wong@tufts.edu

During my practicum experience my tasks included researching alcohol related issues, analyzing and interpreting data (collected in Spring 2009 by the American College Health Association- National College Health Assessment), creating

educational products for students about alcohol use/abuse and alcohol harm reduction, and working on Health Education Departments website. Additionally I was a member of the Alcohol Abuse Task Force working with students, administrators and faculty to analyze alcohol use and abuse on Tufts campus and their events. As a result of this experience I acquired a deeper understanding of; interactions between multiple systems and multiple perspectives, health promotion and health communication, navigating through deeper issues of socio-political contexts and evaluating behavior change via ecological/environmental approaches to prevention.