

**COMMUNITY SOCIAL PSYCHOLOGY  
PRACTICUM PLACEMENTS  
FROM 2003-2009**

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## 2008-2009

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**Placement:** Eliot Community Human Services  
**Student:** Jennifer McCabe; jmccab07@hotmail.com  
**Supervisor:** Melinda Matthews, Vice President Clinical Services  
**Email:** mmatthe@eliotchs.org

Eliot Community Human Services, Inc. (ECHS) is a private, non-profit organization dedicated to providing services that promote hope, growth and respect to help individuals grow to their full potential. Throughout my practicum experience at ECHS, I have worked in the mental health division of the agency and utilized this opportunity to gain a great deal of knowledge about the inner workings of a non-profit organization while simultaneously learning about aspects related to mental health and mental illness. My focus during practicum was to assist in an agency-wide transformation that moved ECHS system of service delivery from the traditional deficits-based, medical-model to a person-centered, strengths-based model that encourages and promotes recovery. I worked with former mental health consumers who have successfully utilized a recovery program to help fully integrate peer providers into the agency and to promote a culture in which consumer perspectives are appreciated and understood. I also worked with my supervisors and various other ECHS employees during the agency's reprocurement, which required the agency to collapse a number of their services to provide a more streamlined service delivery model.

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**Placement:** The Center for Family Work and Community (CFWC)  
**Student:** Denise M. Umphrey  
**Supervisor:** Robin Toof, Acting Director  
**Office:** 978-934-4677  
**Fax:** 978-934-3026  
**Email:** Robin\_Toof@uml.edu

The central focus of the Center for Family Work and Community is on interdisciplinary and multi-level approaches to community-based initiatives that help to foster happier, healthier and more vibrant communities in ways that are both culturally sensitive and culturally appropriate. These multi-level and multi-cultural initiatives accentuate important core issues related to the field of community social psychology. These include leadership growth and development, family enhancement, capacity building, partnership, collaboration, empowerment and sustainability in an array of sectors including: environmental quality, community-based economic development and the relationship and interdependence between work, community and family life. One of the many skills that I learned was that of a program Evaluator. In conjunction with the CFWC I had the wonderful opportunity to work closely with other well-established community anchors and diverse staff members. My primary objective/role was to help each of these community anchors to develop and implement appropriate assessment tools for their particular program(s). These assessment tools helped each organization to evaluate what the impact(s) of their services were on their participants. They also helped the agencies to identify what their clients were feeling about the different strategies that each of these agencies were employing in their goal to help

foster and improve community social welfare. As a CSP graduate student I worked with key staff members on evaluation projects starting from conception – e.g., on IRB proposals, collaborative development of evaluation methodologies, composition of pre-and post survey questionnaires, data collection, data entry and analysis, and report writing – thereby providing an excellent overview of the evaluation process. As a CSP student I was able to think through the practical nuts and bolts of how the Center conducted evaluations and engaged in partnerships & projects. The CFWC provided me with a variety of venues, models, resources and community experiences that I was able to use for learning, reflection and contribution. I highly recommend this site for a CSP field placement. I felt extremely privileged to work with members of such a dedicated and professional team. I found the CFWC commitment and devotion to social justice very inspiring.

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**Placement:** The Center for Family Work and Community (CFWC)  
**Student:** Mark S. Umphrey P.E.  
**Supervisor:** Melissa Wall, Program Evaluator  
**Office:** 978-934-4677  
**Fax:** 978-934-3026  
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The Center for Family, Work and Community (CFWC) is a center within the UMASS Lowell Office of Outreach. The CFWC is comprised of UML faculty, staff and students and operates as a resource and facilitator to partner with local community organizations with the goal to improve the psychological health and well being of individuals and communities. I was involved in four different projects. The services that we as a team at the CFWC provided for these projects ranged from consultations to program evaluation with an emphasis on program evaluation. I primarily focused my time and attention on a program called the AMIGOS Mentoring Program, (Attaining More Improved Grades, Opportunities, and Support). The AMIGOS Mentoring Program is a three-year program offered through Family Services Inc, of Lawrence MA where 160 adult mentors are matched one-on-one with 160 high risk students from grades 4-8 at two schools in Lawrence. I in-conjunction with the CFWC worked on evaluating the program from multiple perspectives. Another major project that I worked on was sponsored by the State of New Hampshire Juvenile Court System regarding data obtained for youth offenders with alcohol and drug abuse and mental health issues. The experience I received as a result of my participation in the various stages of the evaluation process has provided me with a better understanding of the partnership and the importance of a good partnership, that exist between the CFWC evaluator and the client/program staff. Evaluation is more than a “report card”, it is a tool for improving program efficiency and effectiveness.

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**Placement:** Lowell National Historical Park  
**Student:** Colin Forbes; rforbes44@charter.net  
**Supervisor:** Sue Andrews, Director of Communication and Collaboration  
**Email:** Sue\_Andrews@nps.gov

The Lowell National Historical Park is an organization that has been in existence for about 25 years. During that time they have played a number of important roles and helped usher in

changes that have contributed to the prosperity of the city of Lowell. Some of these changes have included entire renovations of old mill buildings as well as creating museums which help showcase Lowell's rich past. Presently, the park is involved with organizing and putting together special events for Lowell including Winterfest and the Lowell Folk Festival. I have taken on the task of creating an administrative history of the Lowell Folk Festival and have designed it in order to provide room for future contributions to it. I have also been involved with work on grants that mainly contribute to the Lowell Folk Festival. I have also interviewed many people who have been a member of the park and who have worked with the park under various different capacities over the years. I have also become involved with the regular meetings that are held at the headquarters and at the Boott Museum. Some of these meetings included partner meetings, where contributors to the park and to the Lowell Folk Festival, marketing meetings, publicity meetings, and programming meetings.

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**Placement:** Community Gardens Greenhouse  
**Student:** Kelly Ann Davis  
**Supervisor:** Deb Harding  
**Office #:** 978-761-5902  
**Email:** Deborah@communitiesgardensgreenhouse.org

The Community Gardens Greenhouse is a not-for profit initiative, the beautification sub-committee of Keep Lowell Beautiful. The organization is "dedicated to creating social change through the art of gardening, growing communities from the ground up."

### **Goals of CGG**

- 1) Establish our organization as an innovative, community based horticultural development tool that will be responsive to the needs of the flowering city movement.
- 2) Implement, promote and preserve community gardens in ethnically and socially diverse neighborhoods
- 3) Encourage residents to participate in horticultural and beautification projects.
- 4) Increase residents' awareness of their responsibilities for Lowell's natural resources.
- 5) Partner with established neighborhood groups to foster networking opportunities.

My work at the Community Gardens Greenhouse has mainly been focused on organizational development. I have been working on grant writing and other fundraising opportunities for the organization.

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**Placement:** Northeast Center for Healthy Communities  
**Student:** Marcy Desarden ; Joey1201850@yahoo.com  
**Supervisor:** Tami Gouveia-Vigeant  
**Email:** TGouveia-Vigeant@glfhc.org

The Northeast Center for Healthy Communities is a program of The Greater Lawrence Family Health Center. The NCHC offers many different services ranging from support prevention to health promotion efforts. The staff provides training, technical assistance and support in the

development, implementation, evaluation and sustainability of healthy communities initiatives. Their main goals are to prevent use of alcohol, drugs and other substances such as tobacco in various communities. NCHC's focus is on building up communities by using their assets. Their work is done with a variety of different organizations: community coalitions, schools, task forces and other partnerships.

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**Placement:** The Revolving Museum  
**Student:** Allegra Williams  
**Supervisor:** Diane Testa, Executive Director

The Revolving Museum is a non-profit organization located in Lowell's downtown that believes that anyone, regardless of age, ability, or background can make art, and that any space can be transformed through creativity and artistic expression to improve the community around it. Although the museum primarily works on public events and festivals, and on temporary exhibits, such as those made by students and local youth in its free public gallery, I have had the opportunity to collaborate with the museum and other partners on its first two permanent projects: the renovation of a public park in the Acre neighborhood known as 'Harmony Park' with art sculptures and youth programming, and a larger development called 'Steam to Dream' which will involve transforming the engine machinery in an old mill into a coffee house and cultural center in the Hamilton Canal District of Downtown. Both projects involve fundraising, program development, community outreach, and marketing, in addition to flexibility and creativity in working with various partners in the design process. This site offers the potential for a practicum student next year to continue this work, as both projects will be ongoing throughout the next few years.

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**Placement:** The Massachusetts Alliance of Portuguese Speakers (MAPS), Lowell Office  
**Student:** Kerryn Armstrong  
**Supervisor:** Osvalda Rodrigues, Director  
**Office #:** 978 970 1250  
**Email:** ORodrigues@maps-inc.org

The Massachusetts Alliance for Portuguese Speakers (MAPS) has been working to improve the quality of life for Portuguese speaking individuals in Massachusetts since the early 1970s. Within MAPS, Lowell the Domestic Violence program has been working to aid Portuguese speaking woman in issues of DV, advocacy and DV resources. My time at MAPS has been focused on educating the community about issues of Domestic Violence. To accomplish this goal I have worked to develop a youth domestic violence program which includes 10 weeks of educational programming focusing on domestic violence and how to build healthy relationships. In addition the youth involved in the program will be creating a media piece (PSAs & a mini documentary) to help educate their community about domestic violence. This piece will be accomplished through collaboration with LTC in Lowell. Through working with MAPS I have had the opportunity to plan and develop a program myself through research and planning and developed a new and unique domestic violence curriculum. I also have been able to network in the community and establish collaborations within the Lowell community. MAPS has also given

me a wonderful opportunity to experience a community agency at work and how they do it everyday from everyday duties to planning community events I have learned from seeing MAPS in action. Lastly, the cultural experience being different than my own has been a good opportunity for me to learn about a differing culture and about cultural differences. I am most proud of being able to help the youth be advocates for domestic violence in their community and to aid them in educating others.

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**Placement:** The Massachusetts Society for the Prevention of Cruelty to Animals (MSPCA) at Nevins Farm-Methuen, MA

**Student:** Krista A. Paduchowski; kpadda14@comcast.net

**Supervisor:** Amy Baker, Volunteer Coordinator

**Email:** Abaker@mspca.org

The Massachusetts Society for the Prevention of Cruelty to Animals-Angell Animal Medical Center (MSPCA-Angell) is a national and international leader in animal protection and veterinary medicine. Founded in 1868, it is the second-oldest humane society in the United States. Their services include animal protection and adoption, advocacy, humane education, law enforcement and the highest-quality veterinary care available anywhere in the world. They provide direct hands-on care to more than 250,000 animals each year. The MSPCA-Angell is a 501(c)(3) non-profit organization that does not receive any funding from state/federal agencies or fellow SPCAs. The MSPCA at Nevins Farm is a remarkable place primarily run on the efforts of volunteers and the funding of generous donations. There are many different opportunities at this organization and I was able to experience and get my hands dirty in almost all areas. My main focuses were working in collaboration with the humane education coordinator and the community outreach coordinator in their respective areas. I was able to get involved in marketing, PR, sales, and fundraising of the organization as well as helping educate children and adults of the importance of humane education through a variety of methodologies. One large project I was in charge of was creating a retail area in our equine center to help raise money for the medical needs of the abundance of horses we had. The staff and volunteers at MSPCA are amazing people who provide such wonderful care for their animals. There is so much help needed here and in so many capacities that I was always able to find a way to lend a hand that was beneficial for the organization and enlightening and educational for me.

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**Placement:** Center for Family Work and Community (CFCW)

**Student:** Kris Morfill

**Supervisor:** Elaine Donnelly

My practicum placement is at the Center for Family Work and Community (CFCW) which is located in the Wannalancit Mill Building on North Campus. At the CFCW I work under the supervision of Elaine Donnelly, who is in charge of the Partnership for College Success (PCS) Program. PCS is a program that provides support and resources for students at UML who graduated from Lowell High School (LHS). PCS has various initiatives which all aim to promote academic success of students who are involved with the various programs that fall under the PCS umbrella. The practicum placement involves direct contact with staff at the CFCW, and

at LHS. This internship also involves direct experience with UML undergraduate students and LHS students who are pursuing higher education. This practicum placement provides graduate students with opportunities to enhance many professional skills including grant writing, data analysis, event planning, networking, and interpersonal skill development.

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**Placement:** Community Health Center, CARINO HIV Services  
**Student:** Elizabeth Looney; evida.looney@gmail.com  
**Supervisor:** Karen Peugh  
**Email:** KarenPe@lchealth.org

Lowell Community Health Center (LCHC) is a non-profit community-based health care agency, which serves 25% of Lowell's residents. LCHC focuses its efforts on providing quality, culturally competent medical care, and preventative education. The CARIÑO HIV services at LCHC is a multi-disciplinary effort between case managers, nurses, providers, and support teams to provide an entire spectrum of care for HIV patients and their families. The CARIÑO Project also focuses on HIV prevention and education. Through my practicum site, I have been able to participate in HIV services/education including:

- Sit in during On- and off-site HIV Counseling and Testing, including certification in Counseling and Testing through the Massachusetts Department of Public Health
  - Designing a project for World AIDS Day in Lowell
  - Attend weekly peer-support group meetings for HIV+ clients
  - Attend case management sessions between case managers and clients
  - Attend directly-observed treatment (DOT) sessions for HIV+ clients who choose to take their daily medication regimens at the clinic in front of an adherence counselor
  - Visit with patients in the adult clinic alongside peer support staff to offer support and referrals during doctor's visits.
  - Attend organization-wide meetings as well as site-visits with LCHC funders
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**Placement:** Asperger's Association of New England (AANE)  
**Student:** Nataliya Poto; nataliyapoto1@yahoo.com; Nataliya\_Poto@student.uml.edu  
**Supervisor:** Jamie Freed, MSW, Director of Adult Services; LifeMAP's Program Manager/Clinical Supervisor.  
**Office:** 617-393-3824x310  
**Email:** jamie.freed@aane.org

Asperger's Association of New England (AANE) offers a comprehensive array of programs and services responsive to the needs of the various sectors of the Asperger's Syndrome (AS) community. AANE is designed to foster awareness, respect, acceptance, and support for individuals with AS and related conditions and their families. AANE offers conferences, seminars and workshops; support, social and activity groups, online support groups, programs in Spanish. At AANE, mainly, I was directly involved in working collaboratively on the Practical Assistance Pilot Program LifeMAP. The main goal of LifeMAP is to assist adults with Asperger's Syndrome (AS) and related disorders, and to help increase their independence and ability to live in the community. I was assisting in setting up and implementing LifeMAP, while

gaining experience in planning, managing, and developing assessment tools. I also was working with the AS community, while collecting, compiling and organizing data, and finally, presenting the evaluation results.

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**Placement:** The Arc of East Middlesex EMARC – Life Choices Program  
**Student:** Danielle Curley  
**Supervisor:** Kathy Kelly  
**Office:** 781-944-5655 ext 5017  
**Email:** kkelly@theemarc.org

The Arc of East Middlesex is a non-profit charitable organization founded by parents of children with mental retardation. The Arc provides services and support for individuals with intellectual disabilities and their families. The organization serves individuals from various communities in the East Middlesex area. The Life Choices program attempts to ensure that people with developmental disabilities and their families are valued, respected, and given the opportunity to direct their own lives. The program is based on Wellness, Relationships, Independence and Community. There are three different tracks, health and well being, creative expressions, and personal growth. All the tracks include independent living skills, service learning, and a nutrition component. The Life Choices Program collaborates with many other organizations in the area. I have been able to be a part of collaborations with the YMCA of Reading, Wakefield Cable Access Television, Understanding Disabilities- Ability Awareness in Public Schools, and the Bradford School of Music. Each individual has their own Individual Support Plan focusing on specific goals. I have learned how these goals are set up and how the individual's progress is recorded. The program promotes community outreach and raises awareness by the individuals going out into the community daily. During the rest of my time at the organization I will continue to be a part of raising awareness and participating in collaborations with the individuals at The Arc of East Middlesex, while also working on curriculum development for the life choices program.

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**Placement:** Lynn Community Health Center  
**Student:** Yajaira Blanco; blancoyajaira@aol.com  
**Supervisor:** Summer Baidak  
**Email:** julianbellasebastian@yahoo.com

Lynn Community Health Center (LCHC): Established in 1971 as a tiny storefront mental health clinic, the Lynn Community Health Center (LCHC) has become the largest provider of outpatient care for Greater Lynn. Over the years, LCHC has grown, now serving approximately 26,600 patients each year. LCHC offers a wide array of services, including, medical, behavioral health, dental care, health promotion services, and case management. The Health center is committed to excellent care for everyone in our diverse community. We devote attention to helping people overcome barriers to care by helping them with insurance, transportation, bilingual, bicultural staff, and interpretation in 15 languages. We develop programs that respond to the needs our communities. For example, the LCHC is the site for the Home Intervention Program (HIP). This program is funded by the Department of Mental Retardation.

The project I worked on is a partnership between the Lynn Community Health Center and the Boys & Girls Club of Greater Salem. Some of the skills I learned in this project have been writing a grant, collaborating with various community agencies and working with parents of children with disabilities.

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**Placement:** The Nonprofit Quarterly  
**Student:** Ka-Ryn Escovedo; karyn\_escovedo@student.uml.edu  
**Supervisor:** Andrew Crosby **Office Phone:** 617 227 4628  
**Email:** andrew@npqmag.org

A nonprofit magazine whose goal is to spotlight, encourage, and hold accountable nonprofit organizations. The magazine's aim is to provide a forum for the critical thinking and exploration needed to help nonprofits be effective, powerful, and influential organizations that serve communities. My work at NPQ consists mostly of helping Rick Cohen, the national correspondent, with marketing assistance for his various projects and with research for his investigative journalism. I also assist in the editing process and coordinate author releases for their work in NPQ.

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**Placement:** Regional Economic & Social Development  
**Student:** Michele Pagliarulo; michele\_pagliarulo@uml.edu  
**Supervisor:** John Wooding, Chair  
john\_wooding@uml.edu

Regional Economic & Social Development is a Master's program at UMass Lowell. The department has several community outreach programs and projects. Working with Rachel DeMotts, we received a grant from the UMass President's Office Creative Economy Initiatives Fund for development of interdisciplinary fair trade coursework, raising awareness of fair trade on campus and in the community, and to open a fair trade store in downtown Lowell. Through this grant, my practicum experiences have been exciting and fulfilling, working with groups and individuals to explore fair trade and to present alternatives to blind consumerism. The principles of fair trade align well with the principles of community social psychology. The social, health, and economic interdependencies between cultures and people have been made especially clear through this practicum experience.

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**Placement:** Ironstone Farm  
**Student:** Emily Makrez; emily\_makrez@student.uml.edu  
**Supervisor:** Deedee O'Brien, Executive Director  
**Email:** ironstone@surfglobal.net

Ironstone Farm is a private, non-profit organization that employs horses in a working farm environment to provide therapy for people with a wide range of physical, emotional, and cognitive disabilities. They do such by using the horse's unique ability to enhance a person's movements and touch a person's heart, inspiring strength, hope and empowerment. The farm has

provided me with the opportunity to develop professional skills and experience working in a non-profit environment, particularly teaching me how to be a part of a team. The primary pieces of my involvement at the farm have been fundraising, community outreach, and marketing, in an effort to expand the range of individuals that are able to access the farm. I will be collaborating with local businesses, senior centers and schools to raise awareness of Ironstone, as well as the benefits of horseback riding therapy to both the rider and the volunteer. The site has been a wonderful experience personally and professionally and would be a great practicum site for future students.

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**Placement:** United Teen Equality Center (UTEC)  
**Student:** Rebecca Edwards  
**Supervisor:** Tania Ormonde

UTEC is a by-teens, for-teens youth organization in downtown Lowell, where young people can drop in and hang out, or where they can get involved in programming from dance groups to PC repair. UTEC has a unique model for youth work in which they send outreach workers to the streets to get to know local teens and invite them to the center during drop-in hours. The goal is that once the youth start attending drop-in, making friends, and getting to know staff, they will then decide to attend programming, which will supply them with more life skills and resources. From the perspective of Community Psychology, UTEC is a very interesting organization because the staff is very close knit and there is an emphasis on interconnection and group decision making. As a practicum student, I have been given the opportunity to organize and co-lead a 6-week program called Aviation, and I am about to start writing and a series of long and short trainings to be used in coordination with other UTEC programs.

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**Placement:** The International Institute of Lowell  
**Student:** Matt Jones  
**Supervisor:** Rebecca Feldman  
**Email:** rfeldman@iilowell.org

The International Institute of Lowell is a subsidiary of the International Institute of Boston, and focuses on helping refugees to Lowell resettle their lives. There are many different aspects of the resettlement process, from working through paperwork to finding a job, to securing a place to live to applying for financial aid to learning English. The mission of the International Institute is to supply resources and help for all of these various aspects. From a Community Psychology viewpoint, the Institute offers a great place to apply many of the theories and ideas taught in class to a population that needs them the most. I have worked on several projects, including one on Healthy Relationships, Legal Resources and Healthy Living. The employees of the International Institute are great and welcome students with a Community Psychology perspective on things.

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**Placement:** Rape Crisis Services of Greater Lowell

**Student:** Erin Carney

**Supervisor:** Merideth Trueblood

Rape crisis services of Greater Lowell commonly referred to as RCSGL is an organization that takes part in many credible projects. The RCSGL has counselors who offer clients up to 12 free sessions. The RCSGL also offers various support groups and different categories of therapy (yoga, art, dance, etc...). The organization also takes part in community outreach and education. The clothesline display project is a display of different color shirts with each color representing a different form of abuse. The education component consists of school visits while presenting Child Assault Prevention Project. The RCSGL also offers its services to other organizations such as Middlesex Community College and UML.

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## 2006 – 2007

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**Placement:** Lexington Public Schools  
**Student:** Colleen Flynn  
**Supervisor:** Jennifer Putnam

I worked at the Fiske Elementary school in Lexington in the Special Education Program called the ILP (Intensive Learning Program), which services special needs children with severe disabilities and behaviors. This small classroom focuses on one-to-one learning and is designed to educate special needs children in a manner suited to their needs and promote interaction with regular education as much as possible. My work as a practicum student focused on social skill development with the children. I ran two social skill activities a week and went with the children to inclusion times with regular education classrooms and collected data on their social interactions.

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**Placement:** Andover Historical Society  
**Student:** Christina Fernandez  
**Supervisor:** Elaine Clements

In early 2006, Andover Historical Society's main educational program, an after school program for kids called Time Travelers, had gone on indefinite hiatus due to lack of attendance, paired with the resignation of the Museum Educator. My primary focus during my practicum was getting this program back off the ground. This included running a post-program evaluation (which involved contacting the program's former participants and their parents), building partnerships within the community, writing a grant, and working with Andover public schools. I am also working on building a system of sustainability so that the program's success is dependent neither on grant funding nor specific staff persons/interns' involvement.

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**Placement:** Northeast Center for Healthy Communities  
**Student:** Kimberly Roberts  
**Supervisor:** Jim Ryan  
**Email:** jryan@glfhc.org

The Northeast Center for Healthy Communities is located in Lawrence, and works with several local communities to enhance the health of people living and working in that community. Specifically, I worked with Medford Health Matters, located in Medford, and gained experience in program evaluation, grant writing, facilitating meetings, organizing and analyzing data, working with public officials and those of diverse backgrounds, and developing assets in the community. Medford Health Matters cooperates with the local schools, police departments, and all other town departments to decrease youth alcohol and substance abuse, increase the environmental health of Medford, educate about type II diabetes, and raise awareness about many different health issues.

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**Placement:** The Cultural Organization of Lowell (COOL)  
**Student:** Danielle Bergeron  
**Supervisor:** LZ Nunn

I feel that my experience as a Practicum student will make me extremely marketable as I begin to look for a fulltime job. The duties I have performed and the projects I have worked on throughout this year have assisted me in terms of my personal and professional development. COOL was an interesting placement because it allowed me to learn about all the cultural programs that are offered in the city of Lowell; where I lived all my life. Projects I worked on this year include Destination World, Winterfest and the ARTVentures Series. Although at times I feel that I did a lot of administrative work, I also, was allowed to think creatively and apply many of the Community Social Principle to the community.

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**Placement:** The Wish Project  
**Student:** Sara Strauhal  
**Supervisor:** Donna Hunnewell

I served mainly as the Volunteer Coordinator with responsibilities to recruit and organize volunteer groups to work at the warehouse; create and implement a volunteer database and sign-in log; plan projects in the warehouse for volunteers to organize and sort incoming donations; set up current monthly projects (Easter bags, Holiday gifts, Newborn baby kits) and assist volunteer to organize and package goods; create Volunteer Manual for future individuals in this position. Volunteer groups I worked with consisted of various ages and organizations, including Girl Scout and Boy Scout troops, UML sports teams, church groups, mentally disabled teens senior citizen groups and school organizations.

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**Placement:** Lowell House, Inc  
**Student:** Peter MacNeill  
**Supervisor:** Ken Powers

Lowell House, Inc. is a human service agency dedicated to providing addiction and HIV services in safe and community based environments. LHI embodies a culture that recognizes and values diversity by supporting progressive approaches to treatment. LHI contributes to the health and well-being of the community through demonstrated leadership in the areas of prevention, education and intervention. Lowell House has been providing these services to individuals and communities in the Merrimack Valley for over thirty-five years.

Some of my practicum experiences have included the following objectives and goals:

Participant Observer

- a) Learning about the different programs within the agency
- b) Attending weekly supervision meetings
- c) Interacting with other staff members

Planner Manger

- a) Collaboration
- b) Meeting with and learning about other agencies
- c) Involvement in the city of Lowell's Ten Year Plan to End Homelessness

Professional Development

- a) Understanding my role and responsibilities
- b) Observing and learning from the Lowell House, Inc. staff
- c) Grant writing project(s)

Please be advised that this is only some skills I am attempting to develop. If you have some other areas of interest and/or would like to pursue a project that appeals to you and this is an agency that you might consider, please contact Ken Powers, CEO, Executive Director, LHI, to ascertain if it would be a mutually acceptable and beneficial experience.

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**Placement:** Crittenton Women's Union –Woman to Woman Program

**Student:** Eileen Palmer

**Supervisor:** Josephine Madrazo

I am doing my practicum at the Crittenton Women's Union (CWU) in Boston. CWU transforms the course of low-income women's lives so that they can attain economic independence and create better futures for themselves and their families. The program that I am working in is called the Woman to Woman program, a 12 week career development program designed to provide computer training, professional development skills (such as resume writing and interview skills), and professional dress. I have also assisted in advocacy, job search, and writing skills lessons. I meet one on one with participants to sharpen their job search correspondence tools (such as resume, cover letter, and thank you letter). I was originally recruited to compile a resource manual for mentors to use when issues come up with their mentees that they need assistance with. The manual includes many organizations and programs that can provide leads in these cases.

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**Placement:** Rape Crisis Services of Greater Lowell, Inc

**Student:** Kyle Twarog

**Supervisor:** Meredith Trueblood

RCSGL was founded in 1976 with the mission to heal and empower survivors of rape and sexual assault through counseling, advocacy, and education. My experience at the RCSGL, Inc. has been nothing short of amazing. The women in the agency are truly passionate about the work they provide for the community. My particular position at the agency is to educate children in the Greater Lowell Area on safety, rights, and empowerment through the Child Assault Prevention program. I also worked with the women at UTCE on the Vagina Monologues to raise awareness for Sexual Assault Awareness month. I am currently working on the "Clothesline Project." I will be hanging the clothesline at Lowell High School, Lowell Vocational School, Middlesex Community College, and here at University of Massachusetts Lowell during the month of April. This past year has opened so many doors for me and helped to shape my future.

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**Placement:** Center for Family Work and Community  
**Student:** Rosemary Vasquez  
**Supervisor:** Robin Toof

The Center for Family, Work & Community is dedicated to providing exceptional organization development, consultation and training. It can also teach you how to create partnerships within the community. The can help community and organizational capacity by bringing university skills, strategic planning and expertise to groups outside the university. I have learned to utilize my practicum skills in class and put them into evaluation projects the center has with different agencies.

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**Placement:** TRIO Student Success Program  
**Student:** Heather Norcorss  
**Supervisor:** Ann Buskey & Aimee Rusman

The Student Success Program at Middlesex Community College is a federally funded TRIO Program that serves 200 low income and first generation college students and individuals with disabilities. Services are available to students to support the educational experience. Academic support is provided and includes regular and drop-in appointments with tutors, counselors, and an academic services specialist.

## 2005-2006

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**Placement:** Aging & Disability Resource Consortium (ADRC)  
**Student:** Maureen Argie (mgaudetbc@yahoo.com)  
**Supervisor:** Sarah Dubik-Unruh, ADRC Project Coordinator

The ADRC is a partnership between two community agencies, Northeast Independent Living Center (NILP) and Elder Services of the Merrimack Valley (ESMV). The ADRC is in its last year of a three-year federally funded grant. Being a community collaboration that was funded by a grant, this practicum offered many opportunities. It has been a great learning experience to see how two well-established organizations, ESMV and NILP, can work together, compromise, advocate, and successfully deal with the Executive Office of Elder Affairs, who was awarded the grant.

Some skills that I have developed or improve include: assessing the needs of underserved populations, summarizing the results of focus groups, creating outreach strategies based on the results, assisting in the creation of printed advertising materials, creating forms and procedures for the Community Transition team, co-facilitating meetings, following and completing a grant work plan, how to create a successful sustainability plan, and understanding the functions of a consumer board and a community partners' board.

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**Placement:** Northern Essex Community College; Student Activities & Orientation  
**Student:** C.J. LeBlanc; cleblanc@necc.mass.edu  
**Supervisor:** Dina Brown  
**Office:** 978-556-3732  
**Email:** dbrown@necc.mass.edu

I worked on creating a new office space to be shared by various clubs and organizations on the Haverhill campus, including the development of a Shared Usage Policy and working with members of other divisions of the College to make sure that offices were ready, including telecommunications and comptroller offices. I have also assisted with Orientation and conducted tours around campus of prospective students. I will also be conducting a Student Interest/Needs Assessment Survey to determine student interest in activities and programs at NECC. This job has helped me to develop people skills and to be more comfortable speaking to groups of people.

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**Placement:** King Open School  
850 Cambridge Street  
Cambridge, MA 02141  
**Student:** Deanna Lima; deannalima@comcast.net  
**Supervisor:** Timothy Groves, principal  
**Office:** 617-349-6540  
**Email:** tgroves@cpsd.us

My focus was school climate. I have analyzed three separate surveys conducted on the climate of the school. I have prepared a report and a handout that will be presented at the School Council school climate meeting next month. I am working with the school climate committee to plan an anti-bullying event. Another piece of my work is to interview parents in order to better understand the factors that prohibit their participation in the school community. I have also helped the parent liaisons with some of their projects, not necessarily related to school climate, just to be helpful. This far, the majority of what I have learned has been in the area of professional development, as this was a difficult system to become a part of and to find a place in. This placement has been a great experience. I am glad I chose to work in a city other than Lowell (where I have always lived and worked) and in an environment other than a non-profit social services type of agency.

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**Placement:** Saheli, Friendship for South Asian Women; [www.saheliboston.org](http://www.saheliboston.org)  
PO Box 1345  
Burlington, MA 01803  
**Student:** Artie Maharaj; [aarti082@hotmail.com](mailto:aarti082@hotmail.com)  
**Supervisor:** Usha Vakil  
**Office:** 781-749-9281  
**Email:** [ushavakil@aol.com](mailto:ushavakil@aol.com)

*Note: This organization lacks office space. Monthly meetings are held in Burlington.*

Saheli, Friendship for South Asian Women is a group dedicated to helping South Asian women in Boston and surrounding areas. Saheli was founded in 1996. It provides friendship, support, guidance, and resources in the areas of career and economic empowerment, physical and mental health, legal and immigration issues, support for families, and social and cultural volunteer opportunities.

We provide referrals to a diverse group of service providers and lend support to women in situations of crisis. Saheli has gained valuable experience and expertise in identifying the needs of the community and delivering culturally appropriate assistance.

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**Placement:** The Merrimack School  
114 Turnpike Road  
Chelmsford, MA 01824  
**Student:** Laura Mattie; [lcattie@yahoo.com](mailto:lcattie@yahoo.com)  
**Supervisor:** Emma Weiss, LICSW  
**Office:** 978-256-9997 ext. 325

The Merrimack School, a component of the Merrimack Education Center (MEC), is comprised of an alternative high school, alternative middle school, vocational school, assessment center, and extension program (which works with students who have Asperger's). My placement was specifically within the alternative high school. Some information about the high school:

- Utilizes concepts based on a Reality Therapy Model that holds students responsibly for their actions through natural consequences and peer group feedback

- Students are given the opportunity to participate in outdoor education, technology education, field trips, and community service
- Students at the high school are enrolled in classes that prepare them for graduation
- The goal: Prepare students to return to public school setting when appropriate

(More can be learned about MEC and all of its branches by visited [www.mec.edu](http://www.mec.edu).)

This is the second year the Merrimack School has hosted a practicum student. The overall pieces of the practicum experience at MEC have included the following:

- (70% of the time) Lead the Senior Group, helping current high school seniors transition from high school to life after graduation. Teach résumé writing, interviewing, college application writing, schedule college trips, bring in appropriate speakers, etc.
- (10% of the time) Develop a program evaluation measure, circulate it to the appropriate audience, gather and organize findings, present results.
- (10%) Sit in on IEP and SPED Director meetings.
- (10%) Work with students in the Asperger's program.

This site is ideal for someone who wants to work one on one with behaviorally, emotionally, and learning disabled students. Or for someone interested in education systems and how numerous groups (parents, public schools, social workers, psychiatrists, DSS, parole officers) must come together in collaboration on behalf of a student.

**Placement:** Haverhill Public Library  
**Student:** Bernie McAnn; [bernie1129@aol.com](mailto:bernie1129@aol.com)  
**Supervisor:** Susan Katzensten  
**Office:** 978-373-1586

- Developed and conducted a Teen Survey to develop a profile of teen patrons, how often they visit, why they visit, and to improve teen services. Compiled data and created a report to submit and present to library's board of trustees. May present information at a future Merrimack Valley Library Consortium meeting.
- Researched grant opportunities. Wrote and submitted one grant, working on a second.
- Many opportunities for collaboration.

**Placement:** City of Lowell's Division of Planning and Development (DPD)  
 50 Arcand Drive  
 Lowell, MA 01852  
**Student:** Ryan McIntosh; [rmcintosh1@gmail.com](mailto:rmcintosh1@gmail.com)  
**Supervisor:** Allison Lamey  
**Office:** [alamey@lowellma.gov](mailto:alamey@lowellma.gov)  
**Email:** 978-970-4252

I worked alongside the community development staff, which provides technical assistance and administrative support to many nonprofit organizations in the City who receive funding through HUD's Community Development Block Grant program. I helped review the City's annual plans and RFPs, and I assisted with the intake and organization of the grant applications. I also had the opportunity to go on monitoring site visits, which is where I got to meet many people from the

community and learn what they do. In addition, I worked with the SHIFT (Stabilized Housing for Individuals and Families in Transition) Coalition, which is a collaborations of agencies who are working together to prevent homelessness in Lowell and promote self-sustainability, and I was responsible for taking the minutes of their monthly meetings. I also worked with the Planning Department at DPD to create a brochure for the general public that explains (in layman's terms) the duties and responsibilities of the Planning Board. I served as the project manager for updating the City's fair housing and equal opportunity information. In this role, I was responsible for providing the necessary information to the Human Resources Director so that her department could accurately create the required documents. Overall, this was a rewarding practicum experience, and I would definitely recommend it to others. If you want to learn about City government, work with people in the community, and be part of a great team, then this may be the place for you. If you have any questions about this placement, feel free to email me, and I will do my best to point you in the right direction.

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**Placement:** U.S. Department of Labor – Women's Bureau  
John F. Kennedy Federal Building, room E-270  
Boston, MA 02203  
**Student:** Cecilia Okafor; nonyecece@yahoo.com  
**Supervisor:** Jacqueline Cooke  
**Office:** 617-565-1988

In my placement area, I became an Outreach and community liaison person in the community, especially in the Merrimack Valley area. I contacted about 10 agencies/institutions on Women's Bureau Programs (Wise-Up and GEM Nursing). Wise-Up is a program for women ages 22-35 years old that teaches women basic financial needs. This program can be taken online or in a classroom setting. GEM Nursing is a program targeted at young people ages 15-21 years old that helps them explore career opportunities in nursing. The reason I did my internship with Women's Bureau is to know the reasons why community agencies are not eager to work with the federal government.

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**Placement:** Grandparents as Parents (GAP) Resource Network of Greater Lowell  
**Student:** Holly Trouville  
**Supervisor:** Rachelle Comtois, Director  
**Office:** 978-459-3242

In my practicum this year, I have learned many skills and have discovered much about the nonprofit world. I learned how to plan and develop an informational fair. There were many stems, from inviting agencies to sending out thank you notes. I was also able to evaluate the fair afterwards to see what worked and what did not work. I also picked up some computer skills, as well as grant writing. I had the chance to interact with the grandparents and grandchildren of this organization through group meetings that I attended. I also went on home visits to find out the needs of the grandparents and their families. This placement has been very beneficial to me in my studies this year.

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**Placement:** Angkor Dance Troupe  
Patrick J. Mogan Cultural Center  
40 French Street, 3<sup>rd</sup> floor  
Lowell, MA 01851

**Student:** Traci Weinstein

**Supervisor:** Doeun Kol; Tim Thou

**Email:** duey\_kol@nps.gov; tim@angkordance.org

**Fax:** 978-275-1824

The Angkor Dance Troupe is a Cambodian youth program that was devised to provide the community's youth the opportunity to play an active role in the planning and implementation of Angkor's arts and humanities, administrative activities, and other programmatic endeavors. The goal of the troupe is to enhance the members' capacity to develop problem solving and mediation skills; improve their academic performance and college readiness; reduce teen dropout rates; and improve youth and intercultural relations across the city of Lowell. Youth members range in age from 5-18, with some members staying on with the troupe after high school to assume administrative responsibilities. Dance lessons are provided free of charge to anybody in the local community who is willing to make a commitment to the troupe.

Current practicum projects include:

- Development of a Professional Development/College Readiness Program
- Assist the troupe with fundraising activities and community performances, typically on an as-needed basis
- Communicate dance troupe activities to the local community at large
- Attend both formal and informal meetings at the troupe's request, including monthly board meetings and monthly meetings with the senior staff
- Become involved in the day-to-day activities of the troupe, including collaboration with other volunteers and youth-focused community agencies
- Work with the troupe on ongoing issues of sustainability

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**Placement:** Women Working Wonders Fund (WWWF)  
Greater Lowell Community Foundation  
169 Merrimack Street, 5<sup>th</sup> floor  
Lowell, MA 01852

**Student:** Jamie Weller; eimaj17@hotmail.com

**Supervisor:** Brenda Costello, Chair

**Office:** 978-970-1600

**Email:** brenda.glcf@verizon.net

The WWWF was founded January 2004. It is a permanently endowed fund that currently has \$185,000. Their vision is to advance the contributions of women and girls in the community to take advantage of their power to effect positive change. The WWWF will specifically serve to: assist women in transition; provide leadership development, and; contribute to the beautification

of the environment. The Fund gave out their first grant (\$5000) to Lowell Transitional Living Center at the Lowell Women's Week Breakfast on March 6, 2006 for its "Women's Education Fund."

I drafted donation solicitation letters, prepared several bulk mailings, and assisted with a fundraising event. I worked with the Leadership Committee (12 women) to draft the grand application and mailed it to 20 nonprofits in Lowell. I also drafted an evaluation/criteria form for the grand application review process. It was interesting to watch the Leadership Committee develop many of their procedure for the first time, such as the grant application and review processes, and watch the Fund take shape.

## 2004-2005

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**Placement:** YWCA of Greater Lawrence  
**Student:** Barbara Allard  
**Supervisor:** Christine Doherty

Practicum experiences include involvement in fundraising activities, learning about the web-based communications system, Kintera, and helping develop the design of the infrastructure which will include assessment of employees' technical skills and helping in the training for the new system.

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**Placement:** Jericho Road Partner Families Project  
Concord, MA  
**Student:** Kevin Brander  
**Supervisor:** Dan Holin

Practicum experiences include working with the Partners and coordinating Project activities throughout the project. This project is focused on assisting needy families in Lowell toward financial sustainability. Partners include volunteers from First Parish in Concord, case managers from Community Teamwork, Inc. in Lowell, and staff from Operation Frontline.

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**Placement:** Center for Family, Work, and Community  
**Student:** Ioana Crisan  
**Supervisor:** Robin Toof

Practicum experiences include creating a guide for community users on a program evaluation and a library with past and present grants/reports that include evaluation. In addition, by being actively involved with one or more programs that function as partnerships, opportunities will exist for learning more about how partnerships are created, maintained, and developed, and their challenges.

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**Placement:** Concord NH Police Department  
**Student:** Julie Curtin  
**Supervisor:** Lt. John Duval

Practicum experiences include community outreach with a variety of Concord, NH area agencies in the criminal justice field for the purpose of increasing the police department's community resources and to evaluate and strengthen community programs. A community resources binder will be created and shared with the police department.

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**Placement:** Enterprise Rent-A-Car Company; Human Resources & Recruiting Departments  
**Student:** Jillian Giddings  
**Supervisor:** Tracy McIntyre

Practicum experiences include working with the company's Human Resources Department to promote employees' involvement in volunteering in the community at large and finding a balance between work and family life. I additionally worked with the Recruiting Department on application analysis, interviews, and training.

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**Placement:** Big Brothers Big Sisters of Greater Lowell A.D.A.M. Project  
**Student:** Marilyn Masker  
**Supervisor:** Jim Conlon

Practicum experiences include involvement in psycho-educational workshops with the purpose of empowering adolescent males, including character education, learned optimism, self-efficacy and ecological perspective. The program will include an alliance with adult community leaders and advocates of positive thinking and decision-making.

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**Placement:** Arbour Health Care Systems Partial Hospitalization Program  
Lowell, MA  
**Student:** Kerry McClure  
**Supervisor:** Tina Edwards

Practicum experiences include developing and facilitating conflict resolution and community activism groups with teens as well as networking with community educational and mental health agencies serving teens and their families in the Lowell area in order to expand advocacy services and raise awareness of barriers to families accessing mental health services.

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**Placement:** Head Start  
Bedford, MA  
**Student:** MaryBeth Murphy  
**Supervisor:** Deborah Linett

Practicum experiences include participation in trainings and involvement in the development of relationships between Head Start and the elderly population in the community. Additionally, activities include representing Head Start through membership in the Haverhill Community Violence Coalition.

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**Placement:** UMass Lowell Labor Extension  
**Student:** Melissa Nemon  
**Supervisor:** Susan Winning

Practicum experiences include engaging in the process of how community organizations network and communicate within a social movement. They additionally included learning how various community resources, systems, and programs can be used to increase social justice.

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**Placement:** International Institute of Lowell  
**Student:** Rey Padua  
**Supervisor:** Jane Benfey

Practicum experiences include acting as a volunteer coordinator. Activities include setting up a system for recruiting volunteers and developing a welcome packet for new volunteers.

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**Placement:** Merrimack Education Center  
Chelmsford, MA  
**Student:** Sara Rondeau  
**Supervisor:** Emma Weiss

Practicum experiences include gaining overall knowledge and understanding of how alternative school settings operate on a daily basis. Completed needs assessment regarding referrals from sending public schools to the alternative middle school. Activities will also include running weekly meetings with the senior class to work on college/job applications, résumés, and leadership/communication skills.

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**Placement:** Lowell Division of Planning and Development  
**Student:** Adam Spafford  
**Supervisor:** Kathy Muldoon

Practicum experiences include gaining an understanding of how social programs are administered, grants are allocated, and Lowell's future is planned. Activities involve participating in a marketing campaign designed to brand Lowell as a destination city and observing how the Lowell City Council operates and shapes the direction of the city.

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**Placement:** Rape Crisis Services of Greater Lowell, Inc.  
**Student:** Danielle Spezzafero  
**Supervisor:** Elizabeth Cohen; Meredith Trueblood

Practicum experiences include completing a 35-hour training session to become a Certified Rape-Crisis Counselor. Activities will involve participating in Outreach Programs to 13 cities as well as being a part of the Child Assault Prevention Program (CAPP).

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**Placement:** Temple Emanu-El  
Haverhill, MA  
**Student:** Shoshana Twersky  
**Supervisor:** Rabbi Ira L. Korinow

Practicum experiences include participating toward effective intervention to strengthen programs and enhance teamwork. Act as a mentor and assist with teaching Judaic studies. Make a positive difference for community members, students, parents, teachers, staff, and volunteers, through caring and enhancing their lives in the spiritual and cultural foundation that is at the heart of the Temple.

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**Placement:** Lowell Police Department, Crime Analysis Unit  
**Student:** Romaine West  
**Supervisor:** Tom Goulakos

Practicum experiences include engaging in the process of a literature review and interacting with and collecting data from local community agency members. Also analyzing and interpreting data obtained from existing reports and local community agencies and interacting with members of the department to gain a feeling of membership within the organization.

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**Placement:** LifeLinks  
Lowell, MA  
**Student:** Henrique Wilson  
**Supervisor:** Yvonne La-Garde

Practicum experiences include working with mentees in their places of work and analyzing data collected from surveys conducted at LifeLink Apprenticeship Program for direct care staff.

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**Placement:** UMass Lowell Admissions and Community Service  
**Student:** Bryan Wint  
**Supervisor:** Michael Belcher

Practicum experiences include developing an overnight program for prospective minority students. Experience also includes conducting school visits in Massachusetts and New Hampshire.

## 2003-2004

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**Placement:** Massachusetts Historical Commission, Boston  
**Student:** Nicole Bell  
**Supervisor:** Christopher Skelly

Practicum experiences: Evaluate local historical commissions for level of activity. Plan and implement possible interventions to increase activity level. Plan methods to share information on various by-laws and possible projects with local historical commissions. Begin to implement these plans.

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**Placement:** Community Substance Abuse Center  
Merrimack River Medical Services  
Hudson, NH  
**Student:** Sheryl Bernard  
**Supervisor:** Susan Latham

Practicum experiences: Collect data on methadone population in New Hampshire along with interpreting and presenting these data. Creation of assessment instrument to assist future program development to serve needs of substance abusing population.

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**Placement:** Boys & Girls Club of Greater Lowell  
**Student:** Jaclyn Cascio  
**Supervisor:** Jesse Edwards

Practicum experiences: Oversee tutoring program: "Power Hour: Making Minutes Count" for youth members and informally track their progress. Evaluate program through multiple sources.

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**Placement:** Girls, Incorporated of Nashua, NH  
**Student:** Sarah Ezolt  
**Supervisor:** Nicole Power

Practicum experiences: Observe and interact with staff and girls during various activities. Be program instructor for the "Empower Me Program" and team coach for "Destination Imagination".

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**Placement:** Lowell Transitional Living Center  
**Student:** Janice LaCroix  
**Supervisor:** Robin Brown; Sharon Giannakas

Practicum experiences: Work as a case manager intern to develop evaluation and critical thinking skills. Based on identification of needs, try to find proper resources. Develop classes in substance abuse and create a resource book for case managers to utilize.

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**Placement:** Lowell National Historical Park  
**Student:** Paul Marion  
**Supervisor:** Mehmed Ali

Practicum experiences: Researching and assisting with design of pilot program for new leaders for Lowell's cultural heritage network. Work with coordinator regarding oversight of operations and facilitation of community activities. Observe planning and implementation of programs by various community culture and heritage organization.

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**Placement:** Center for Family, Work, and Community  
**Student:** Palak Mehta  
**Supervisor:** Dan Toomey

Practicum experiences: Work on different research and outreach activities sponsored by Community Outreach Partnership Center (COPC) including presenting preliminary findings at an outreach workshop. Evaluate website contents and edit as needed. Create an up-to-date university resource list for youths. Research service learning and practicum courses offered by UML and present the information to community through COPC.

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**Placement:** Health and Education Services  
Family Based Services  
Lynn, MA  
**Student:** Joyce Newman  
**Supervisor:** Michelle Fyrer

Practicum experiences: Meet with families served by the Department of Social Services to assess their needs in order to identify services which can assist them in stabilizing their family. Act as a liaison between HES adolescent shelters, DSS staff, and families. Attend utilization review meetings. Assist in developing and conducting a satisfaction survey.

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**Placement:** Spar and Spindle Girl Scout Council  
Lowell, MA  
**Student:** Susan Pella  
**Supervisor:** Brenda Fitzgerald

Practicum experiences: Observe and participate with adults and girls, including gathering information and knowledge about the setting to assist in developing the Diversity Initiative. Help

girls develop an awareness of the outside world with programs such as “Talking with T.J.” Bring the outreach initiative into the Extended Day after-school program at McAvinue School.

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**Placement:** Boys and Girls Club of Greater Lowell  
**Student:** Jada Pierce  
**Supervisor:** Jesse Edwards

Practicum experiences: Assist with fund raising and other projects. For example, beautification of the girl’s locker room and upgrading of the fitness center. Participate in staff meetings, observe day to day operations, and become knowledgeable regarding club’s programs.

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**Placement:** Windrush Farm Therapeutic Equitation, Inc.  
Boxford, MA  
**Student:** Carrie Pykett  
**Supervisor:** Amanda Hogan

Practicum experiences: Assist with therapeutic horse riding classes for physically, mentally, and emotionally disabled persons, involvement with grant writing, and assist in building community relations and connections to help in further development. Solicit donated supplies and assist with development/creation of needed projects.

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**Placement:** United Teen Equality Center  
Lowell, MA  
**Student:** Manisha Sharman  
**Supervisor:** Juan Carlos Rivera; Gregg Croteau

Practicum experiences: Revive UTEC’s “Soup’s On” culinary arts program, assist in grant writing, and gain experience working with teens. Research sources for information regarding issues currently affecting Lowell teens. Attend staff meetings.

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**Placement:** Alternative House  
**Student:** Erin Sheehan  
**Supervisor:** Kathy McCarthy

Practicum experiences: Work with legal advocacy staff providing assistance to victims in Lowell district court. Collaborate on V-Day 2004 program. Work with supervisor for outreach to Lowell public schools for children who witness abuse support group, attend weekly support group for battered women.

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**Placement:** Lowell Community Counseling Center

**Student:** Nicole Skaff  
**Supervisor:** Eileen Sanders; Paul Heffernan

Practicum experiences: Participate in and create curriculum for use in group discussions. Develop assessment skills. Involved in evaluation; for example, use of instruments to measure program effectiveness and community or client satisfaction with programs. Tutor for GED preparation, résumé writing, and mock interviewing with clients for potential jobs.

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**Placement:** The *Asunción de la Virgen María* Parish  
Lawrence, MA

**Student:** Ana Valdez  
**Supervisor:** Rev. Paul McManus

Practicum experiences: Organize health fair that targets the Latino population in Lawrence. Create and maintain partnerships with community leaders that will participate in this event. Plan and facilitate health fair committee meetings. Evaluate the process and outcomes.

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