



**Alternative/Independent Study Practicum Project Options:** The following list is simply a sampling of practicum project ideas. The faculty and student may add to or adapt any of these options to meet practicum goals and objectives established in the Contract.

1. **Miscellaneous Faculty Projects (Hours TBD):** The practicum student may work with the faculty supervisor to assist with any of the supervisor's projects or service opportunities such as grant proposals, conference preparation, data entry, document updating, communicating with stakeholders, etc. The student should expect to redo or continue editing a project until it is to the faculty supervisor's professional standard.
2. **Professional Interviews (Hours TBD):** Based on student interest areas, the student may be assigned to conduct interviews with professionals in the field. For example, if a student has an interest in working with animals, they can schedule interviews with professionals in multiple areas to learn more about how animals are incorporated into human services. Interviews may be conducted via phone or Zoom; email should be the last option and used only when it is preferred by the interviewee.
3. **Professional Development Web Series (Hours TBD):** The student and faculty will discuss the student's future career aspirations or areas of growth. From this discussion, the faculty member and student can determine appropriate TED Talks, webinars, documentaries, etc. for the student to watch and provide critical reflection. Reflection may be completed in the form of written paper or verbal review (i.e. vlog).
4. **Special Topics Research (Hours TBD):** Based on student interest areas, the student may provide an in-depth analysis of a topic related to future career aspirations. Following a literature review format, the research paper should be a minimum of 20-30 pages in length and use a minimum of 20-30 scholarly sources. Topic must be approved by faculty supervisor.
5. **COVID-19 Oral History and Archives (Hours TBD):** Following crises people often take time to learn from what was experienced. An early step before reflection can include collecting images, items, and stories of the lived experience, in particular with human service professionals. What happened? How did people cope? How were people resilient? How are people community building and organizing? How are we building social relations that will last beyond this time? How are people demonstrating radical care? Following collection of oral histories (stories and reflections) and archival materials, the student can develop programs, services, or exhibits
6. **Special Topics Documentary (Hours TBD):** Documentaries such as "Crip Camp", "Normal Isn't Real", "Paper Tigers" or many others may be used to gain more insight into the lived experiences of certain populations. Student may provide a written or oral reflection and connect the video back to future career aspirations.
7. **Program/Coursework Adaptations (Hours TBD):** Students may use previous projects created in courses such as Program Design and adapt those programs to meet the needs of their target population in a COVID-19 world. For example, a face-to-face life skills program for graduating high school seniors will need to be adapted for the virtual world.

8. **Policy Development (Hours TBD):** Students may place themselves in an administrative role on a college campus or an agency setting. The student will then review/create a crisis communication plan for their organization and develop employment policies moving forward.
9. **HDFS Recruitment (Hours TBD):** Students will aid HDFS faculty and staff in designing recruitment and marketing materials. This may include creating a YouTube channel, researching marketing plans, updating recruitment documents, creating videos, interviewing faculty for a department podcast, etc. The department would also like a plan to recruit to high school students beyond Junior and Senior Day.
10. **HDFS Practicum Site Needs Assessment (Hours TBD):** There are hundreds of sites that would qualify for an HDFS practicum experience. However, it can be daunting to sift through all of the materials and websites to find sites that accept student workers. Students may start by compiling the data provided in HDFS 487 into an excel document listing sites and contact information. From there, the student may begin contacting new sites or reaching out to old sites to see if they accept students and what the application process entails. This is also an opportunity for a needs assessment—what do these sites desire in a student intern? What skills or knowledge do they seem to be lacking? How can the HDFS faculty help our student to be more prepared for the working world?
11. **Diversity in Mental Health-Poverty Summit (7 hours):** Held on May 8<sup>th</sup>, the theme of the Diversity in Mental Health Summit was working with families and individuals living in poverty. This was an interactive and interdisciplinary event that provided both foundational knowledge and professional tools for working with this important population. Attendance was taken at the Zoom event, and students may provide an oral or written reflection to earn the hours.
12. **Professional Development Workshops (TBD):** As workshops and mini-conferences like the Diversity in Mental Health become available virtually, students may attend these events for hours. These may include certification trainings like Human Subjects Training or Mental Health First Aid Certification (Helpline Center).
13. **Job Application or Graduate School Preparation (2 hours):** As students prepare to apply to jobs after graduation or consider graduate schools, the faculty supervisor may provide mentorship and feedback on application materials such as cover letters and resumes. The faculty supervisor may also assist the student to incorporate/sell the alternative practicum experience on a resume.
14. **Mentoring (5 hours):** Students may participate in online mentoring with their faculty supervisor or another professional in the field. These mentoring sessions should occur via Zoom or phone, no email. The mentor should also be a representative of the student's future career with at least five years of experience. The mentor cannot be a family member. We would like our students to expand their network.
15. **Employment Hours (up to 60 hours):** If the student is currently employed in the human services industry for the summer, the faculty supervisor and student may discuss if these employment hours may be counted toward the 240 practicum hours. The student should provide daily logs on these hours just as they will for their other practicum hours. Students may also volunteer, when appropriate, in a human services realm. Again, these hours must be logged and reflected on in the Daily Log form.
16. **Final Presentation (1 hour):** Students will present one of their semester projects via Zoom to their faculty supervisor, the HDFS supervisor, and at least two other department representatives. The student will present the project, lessons learned, and a reflection of the semester (strengths, areas of growth, what does the future hold and how does this apply).