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2018-2019 Community Partnerships Annual Report

The Community Partnerships Department

The Chicago School of Professional Psychology

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Acknowledgement

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COMMUNITY PARTNERSHIPS HIGHLIGHTS

2018-2019 Accomplishments at-a-Glance

- A total of **108 TCSPP Chicago students** participated in long-term community service projects through the Community Partnerships Department (CPD).
- TCSPP Chicago students provided a total of **32,435 hours of service** in our community (not including clinical practicum hours).
- The monetary value of community services provided by TCSPP Chicago students is **$810,875[1].**
- A total of **153 TCSPP Chicago students, faculty, and staff** participated in one-day service projects.
- A total of **15 TCSPP Los Angeles students** participated in long-term community service projects through the Community Partnerships Department (CPD).
- TCSPP Los Angeles students provided a total of **2,620 hours of service** in our community (not including clinical practicum hours).
- The monetary value of community services provided by TCSPP Los Angeles students is **$65,500**.
- A total of 112 TCSPP Los Angeles students, faculty, and staff participated in one-day service projects.
- A total of **296 students** participated in Service-Learning courses with TCSPP, providing approximately **4,500 hours of service**.
- **Five faculty members** received National Faculty Service-Learning Awards to implement new and innovative service-learning projects:
    - Casey Sharp, Chicago Campus, Forensic Psychology Department
    - Rachel Losoff, Chicago Campus, School Psychology Department
    - Anita O'Connor, Chicago Campus, Counselling Psychology Department
    - Yors Garcia, Online Campus, Applied Behavior Analysis Department
    - Patricia Perez, Online Campus, International Psychology Department
- Masters in Counseling Psychology student, **Mariana Lopez**, received the 2018-19 Newman Civic Fellowship.
- Masters of Forensic Psychology student, **Marco Bartolomeo**, received the Point of Light Award in February of 2019.

[1] The value of volunteer time is based on the hourly earnings (approximated from yearly values) of all production and non-supervisory workers on private non-farm payrolls average (based on yearly earnings provided by the Bureau of Labor Statistics). Independent Sector (2014) indexes this figure to determine state values and increases it by 12 percent to estimate for fringe benefits. Value of volunteer time in Illinois is $24.08 per hour. See https://www.independentsector.org/volunteer_time

Service-Learning Highlight

Faculty	Dr. Rachel Losoff
Program/Department	School Psychology Psy.D.
SL Course Name	SP701 Advanced Therapy and Practicum II
Community Partner	Chicago Public Schools District 299, Maine East high School, Crystal Lake School District 47 Preschool program, and Landstrom Center
Number of Students in Class	8
Total Service Hours	55
Total Number of People Impacted	10

The service project was titled the **Program Evaluation Project.** As this was the first year implementing the School Psychology Doctoral PsyD program, there was a new cohort of students who were taking the class SP701: Advanced Therapy and Practicum II for the first time. This was the first cohort of students to complete this Program Evaluation Project. For the Program Evaluation project, the students were required to consult with site supervisors at their Advanced Practicum sites to select a program at the site that he/she would like to evaluate. Students and supervisors then developed program evaluation questions (e.g., context, implementation, outcome, satisfaction), and using the questions, the student developed the method to answer the questions, collect data, summarize data, and analyze the data. The student presented the results in a brochure that was provided to their site.

The Program Evaluation Project was completed at four of the Advanced Practicum sites of the doctoral students. There were eight students in the course, and the students were grouped in pairs to complete the project. Each site was briefly described, as well as the needs of the site, and the evaluation question that students developed collaboratively with their supervisors. Formal training site agreements were signed between the supervisor and student in the beginning of the semester describing a commitment to student learning and activities.

Service learning is an integral part of the School Psychology Doctoral Program, as students learn best from experiential experiences directly related to program competencies. The Program Evaluation Project directly related to the curriculum and program learning outcomes. The School Psychology Program must demonstrate how students meet the American Psychological Association Profession Wide Competencies (PWC). There is an emphasis on the APA Research PWC in the final year of courses, and this project

supports the research competency. For this competency, students are expected to demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. This project would meet this requirement.

The project also supported the School Psychology Program Learning Outcome #9: Upon successful completion of this program students will be able to plan, conduct, and evaluate applied psychological and educational research (APA PWC I, NASP domain 9). With the combined goal of having students apply what they are learning to community problems and learning how to independently formulate scholarly activities (e.g., program evaluation projects) that are of "sufficient quality and rigor and have the potential to contribute to the scientific, psychological, or professional knowledge base" (APA PWC I: Research), the program evaluation project supports student development in these areas.

Reflection activities were included in the Program Evaluation Project. Both students and supervisors provided feedback on their satisfaction of the project. Students completed a survey that asked them to share feedback on their learning during the program evaluation project on the last day of class. They were asked to reflect on their learning and on the benefits or lack of benefits of this project.

The following reflection components were asked of students: (1) Reflect on your current ability to independently formulate research (e.g. program evaluation) following this project (2) What are two things you learned through this project? (3) What areas of growth do you still have related to program evaluation? (4) What suggestions do you have to strengthen/improve this project in the future?

Under what student(s) learned, responses included:

- How to get buy-in from participants to complete surveys
- How program evaluations can help at a systems level and exploring what can be done in the future/moving forward
- The importance of forming adequate questions with meaningful wording
- Get started early – there can be many hiccups along the way
- Different formatting aspects (it was helpful to see "your" program evaluation)
- I have learned how to work with people with different views than I have and to see their concerns and ensure all people's opinions are being heard

Supervisors were emailed and asked to respond with any feedback regarding the benefit or lack of benefit this project provided to their site. Survey and email responses were shared in the final report for this service-learning project.

ABOUT THE COMMUNITY PARTNERSHIPS

Mission Statement

The Community Partnerships Department creates a bridge between TCSPP, as well as local and global communities in which it resides. This bridge supports students, faculty, staff, and community partners in their quest to create reciprocal learning, inspiration, engagement, and service; the result is a transformational experience for all.

Community Partnerships Team

The Community Partnerships Department acts as the "community engagement hub" and initial point of contact for our faculty, staff, and students and majority of partner community organizations. The Community Partnerships team includes Jill Glenn, LCSW (Senior Director), Dr. Nadia Rojas-Jones (Associate Director) and an AmeriCorps VISTA. The team supports faculty in the following ways: develops service-learning opportunities, places students in mutually beneficial community-based volunteer, College Work Study (CWS), and Federal Work Study (FWS) positions, oversees community-based participatory research projects; designs novel, sustainable, impactful, and meaningful community-based experiences.

2018-2019 PARTNER SURVEY

In order to evaluate partner sites experiences with our students, the Community Partnerships Department administered a new survey to collect data on partner's views regarding students learning outcomes focused on diversity and professional behavior.

Participants

The survey was completed by the TCSPP partner sites. The survey was administered online and an email with the survey link was sent to all partner sites that were accepting students for volunteering, College Work Study (CWS), and Federal Work Study (FWS) positions. A total of 13 partner sites completed the survey.

Table 1. Sites that Participated in the Survey

Names of the Sites
Become Center
Breakthrough
Chicago HOPES
Community Builders Inc.
Erie Super H-Itos
Gilda's Club
Homework Help Room
Illinois Psychological Association
In her Shoes
Japanese American Services Committee
Kids Rank
Lincoln Park Community Shelter
Magnolia Science Academy 7
Pillars
While Crane Center
Young Center

Partner sites were asked questions regarding the students' performance while at their site. Questions were based on professional behavior and diversity. Results of the survey are summarized in Figures 1 and 2.

Figure 1. Distribution of scores based on level of agreement for questions on diversity and professional behavior

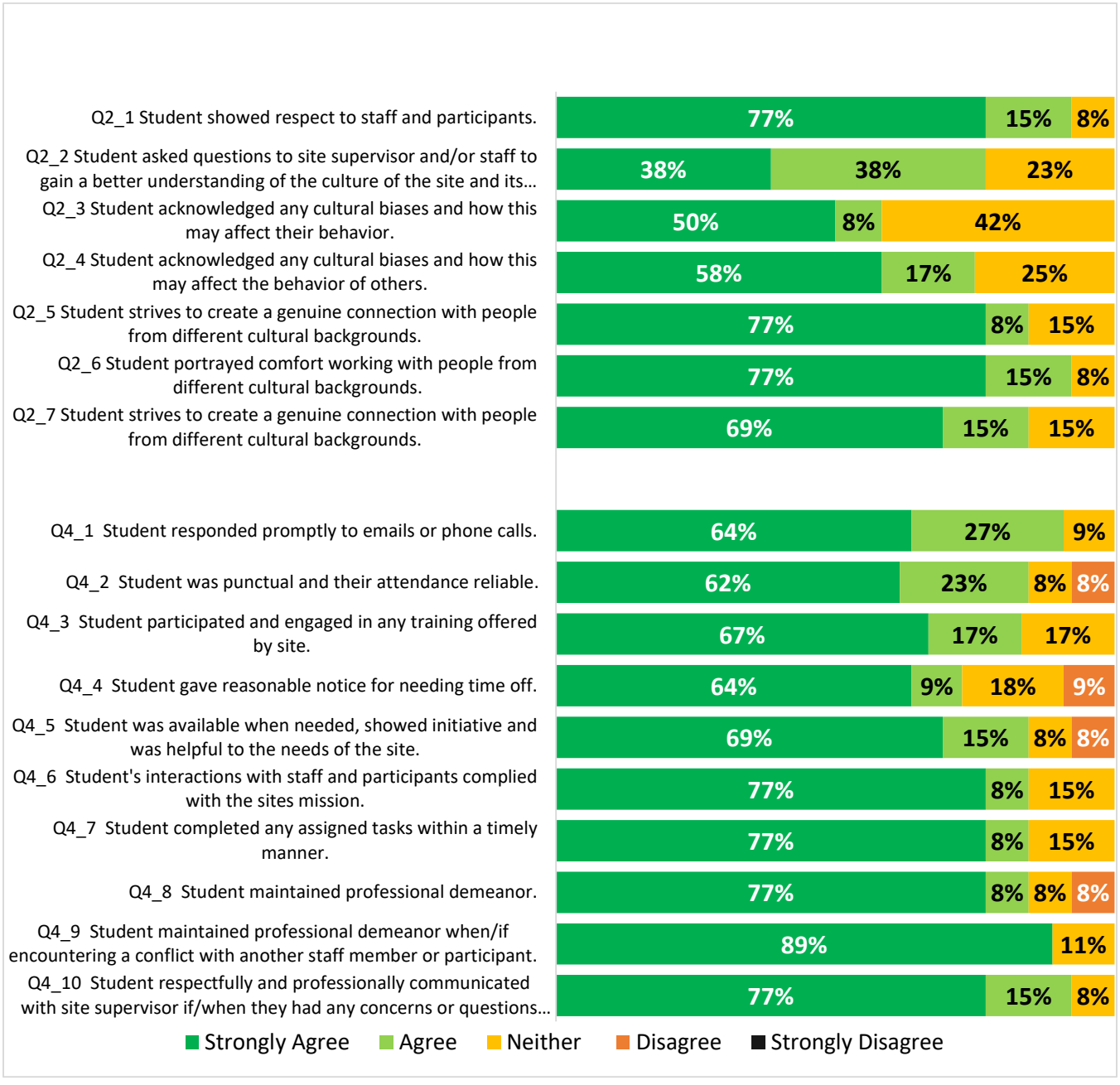

Figure 2. Question averages based on level of agreement for questions on diversity and professional behavior

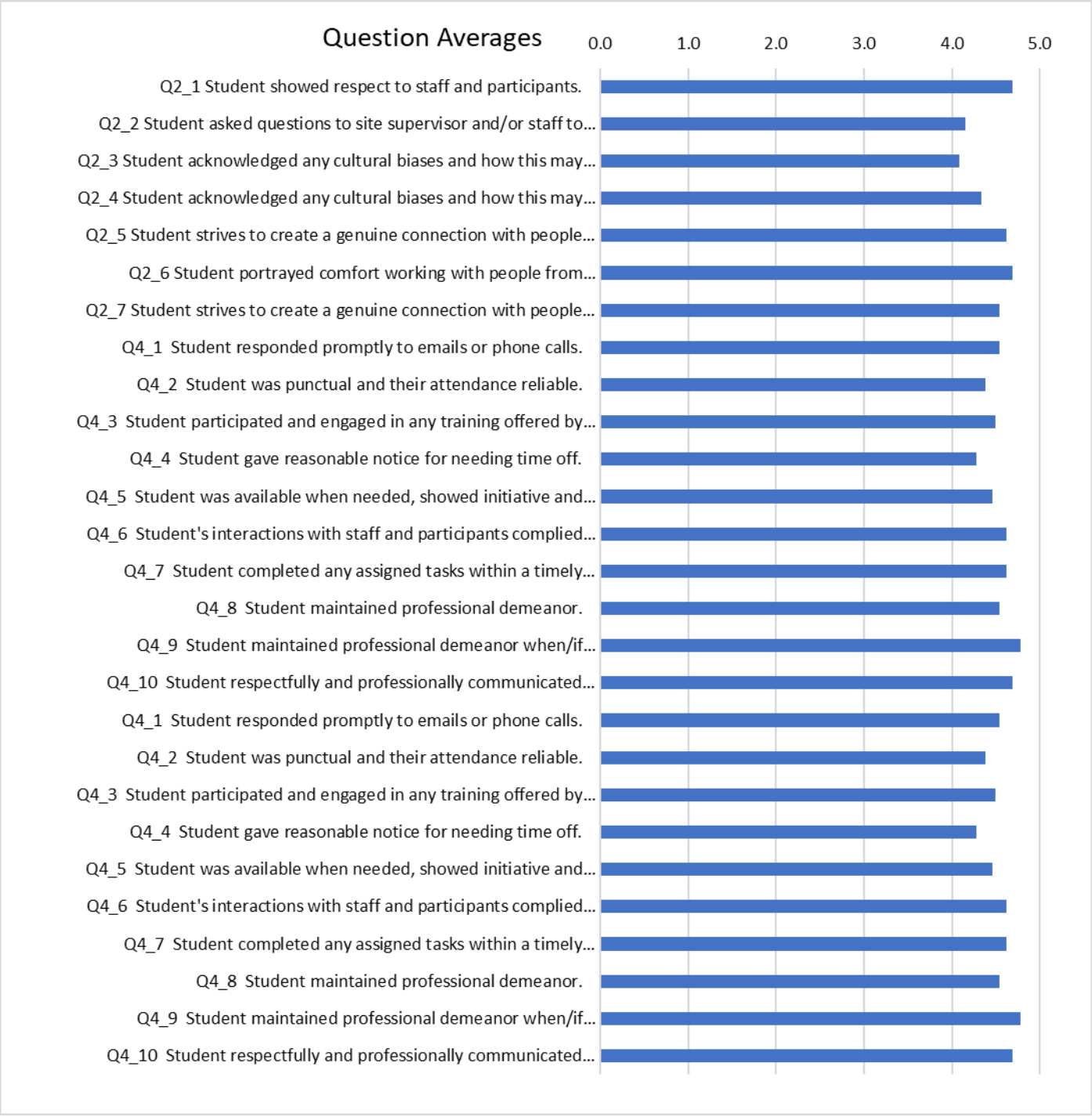

Figure 3. Comments from sites about their experiences with our students

The student is responsible and reliable. She did a good job overseeing her team for the tutoring program at our site and facilitating schedules. Student also did an excellent job working with another TCSPP student to develop our character education program. I always knew when I asked her to do something it would be done efficiently and quickly.
I thought the student conducted himself very professionally as represented by his verbal and written communications, dress, preparedness to meet with the guests of the shelter, and the manner in which he interacted with guests and staff. He was quick to follow up on any referrals from case managers and was ready and eager to engage all of the guests of our shelter on their terms. I felt the student was well prepared and didn't appear to be uncomfortable or put off with anything he encountered while volunteering in our shelters.
The student worked hard with the students she was tutoring. She was prepared and experienced. Her attendance was an issue in the beginning but improved as time went on. I'm looking forward to continuing working with her to see how she has grown in this role with more responsibility.
The student has demonstrated the unique qualities of maturity and passion. She extremely respectful, hardworking, and polite. She never misses work and always exceeds expectations. She has skillfully and successfully managed different opportunities. We feel that Chicago School students understand the importance of the work they do in the community setting. They embrace and thrive in the opportunity provided by them by our organization. You work in preparing students for their work in the community should be commended. Thank you.
Not able to accurately and fairly assess this student due to low number of days volunteering.
This student has a natural ability to make clients feel comfortable and at ease. She actively identifies opportunities to engages clients in meaningful programming. She has many skills including being an excellent communicator. She is very responsible, and we truly appreciate the valuable contributions she makes on behalf of our organization.
This space isn't big enough for me to write all the wonderful things I'd like to say about the student! What an incredible addition she has been to our school community and the lives of our students. She is one of the few people I have met in my life who is absolutely, 100%, on the right path for what she was meant to do. Her passion and love for helping and caring for others shines through every time she steps onto our campus. This student went above and beyond with each student she was seeing. She thought outside the box, worked with parents, and mentored and supported so many of our kids. I have tried my hardest to find the funding to hire the student as a school staff member because I believe in her and her ability so much. She is professional, hardworking, and an absolute blessing to any school or program she works for.

Methods

All partner sites were asked to rate student volunteers and workers on the basis of their professional behavior and cultural humilty. The sites completed this survey for students who were at the site for three months or longer. Students were at their site a minimum of three months to a maximum of two years. The average stay at the sites was seven months.

The Partner Survey consisted of seventeen, five-point Likert scale questions (1= Strongly disagree to 5= Strongly Agree) that aimed to measure the impact of students' demonstration of understanding of diversity/culture as well as observations of their professional behavior.

Results

The survey results were compiled into bar graphs for easy interpretation (see Figures 1 and 2). Specific questions regarding diversity and professional behavior were broken out indicating results from a 5-point Likert scale.

The partner survey findings indicated that sites rated students highest under professional behavior in the domains of maintaining professional behavior during conflict resolution, professional communication, professional demeanor, and timely task completion. Of concern under professional behavior are the 8-9% of respondents who indicated that students were not punctual, did not provide ample notification for time off requests, were unavailable when needed at the site, and did not display a professional demeanor. While this score is low, our efforts are to ensure that all students are meeting or exceeding in these areas and provide quality support to partner sites. ~~is extremely important.~~

The findings also looked at students understanding of diversity including addressing biases and being aware of the diversity in the community and within the site. Students scored high in respect and rapport building. An area of focus is students engaging in conversations with supervisors and colleagues to better understand the diversity of those served at the site, as well as the culture of the site. Only 38% ranked this as strongly agree. The issue of cultural bias scored at 50% strongly agree, indicating that this is an area of improvement. Sites saw that 42% of students did not truly look at their own cultural bias and how that may impact how they serve the community at their site.

Recommendations

Recommendations for the coming year include:

- Invite Community Partners to evaluate all students who served at their site over the course of the school year. For this survey, we had them evaluate students who were at the site three months or longer, which may have skewed some of the responses for students who did not follow through with their commitment.
- Increase the opportunities for faculty to attend presentations related to service learning. This will include having award recipients from the previous year present their findings from their service-learning course.
- Advocate for additional funding for service-learning awards to draw more faculty into this andragogy.
- Work with partner sites regarding their roles as co-trainers for students on issues related to diversity and professional behavior. Host virtual discussions for partners to share with one another how they educate students on these topics. Encourage sites to contact the Community Partnerships Department when students are not meeting expectations to ensure that issues are dealt with promptly.
- Encourage students to ask questions of site supervisors and colleagues to better understand the diversity at the site to ensure that they are providing quality services.