

2021-2022 Community Partnerships Annual Report



MASK Mothers Men against Senseless Killings event Summer !!

The Community Partnerships Department
The Chicago School of Professional Psychology

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COMMUNITY PARTNERSHIPS TEAM

Jill Glenn, LCSW, Executive Director

Dr. Nadia Rojas Jones, EdD, LMFT, Associate Director

Michael Golden, AmeriCorps VISTA

Simran Agrawal, Graduate Assistant, Chicago Community Partnerships Coordinator and Liaison

Bruna Carretas, Graduate Assistant, SoCal Community Partnerships Coordinator and Liaison

Lori LeChien, Graduate Assistant, SoCal Community Partnerships Coordinator and Liaison

The graphic features a dark blue background with a white oval at the top center containing the title "Meet the Community Partnerships Team". Below the title is a central text block describing the department's role as a "community engagement hub" and its focus on creating a bridge between the university and local/global communities. The text also mentions the development of service learning opportunities and mutually beneficial community-based projects. Surrounding the central text are six individual portraits of team members, each with their name and title below it: Jill Glenn (Executive Director), Nadia Jones (Assistant Director), Simran Agrawal (Grad Assistant), Michael Golden (Americorps Vista), Lo LeChien (Grad Assistant), and Brunna Carretas (Grad Assistant).

Meet the Community Partnerships Team

THE COMMUNITY PARTNERSHIPS DEPARTMENT ACTS AS THE 'COMMUNITY ENGAGEMENT HUB' AND AN INITIAL POINT OF CONTACT BETWEEN OUR FACULTY, STAFF AND STUDENTS AND MANY OF OUR COMMUNITY ORGANIZATIONS- CREATING A BRIDGE BETWEEN TCSPP AND THE LOCAL AND GLOBAL COMMUNITIES IN WHICH IT RESIDES. THE TEAM DEVELOPS SERVICE LEARNING OPPORTUNITIES AND MUTUALLY BENEFICIAL COMMUNITY-BASED VOLUNTEER, COLLEGE WORK STUDY (CWS), FEDERAL WORK STUDY (FWS) POSITIONS AND COMMUNITY BASED PARTICIPATORY RESEARCH PROJECTS.

Jill Glenn
Executive Director

Nadia Jones
Assistant Director

Simran Agrawal
Grad Assistant

Michael Golden
Americorps Vista

Lo LeChien
Grad Assistant

Bruna Carretas
Grad Assistant

Acknowledgement

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Please contact Jill Glenn at jglenn@thechicagoschool.edu for any comments or questions about the content of this report

NEW PARTNER SITES 2021-22

Chicago	Los Angeles
Ignite	Universidad De Guadalajara
Top Box Foods	Public Defense Office City of Pasadena

COMMUNITY PARTNERSHIPS HIGHLIGHTS

2021-2022 Accomplishments at-a-Glance

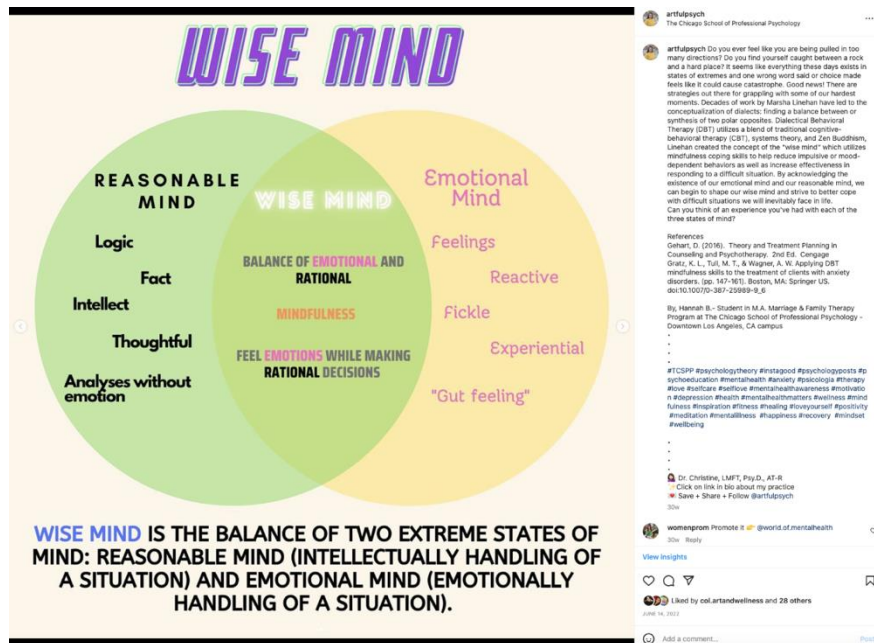
- A total of 75 TCSPP Chicago students participated in long term community service projects through the Community Partnerships Department CPD
- TCSPP Chicago students provided a total of 18,000 hours of service in our community not including clinical practicum hours
- The monetary value of community services provided by TCSPP Chicago students is \$539,100¹.
- 3 Chicago Campus students and SoCal Students completed the Social Justice Leadership Academy
- A total of 88 TCSPP Chicago students, faculty, and staff participated in one day service projects
- A total of TCSPP SoCal students, faculty, and staff participated in long term community service projects through the Community Partnerships Department
- TCSPP SoCal students provided a total of 6,713 hours of service in our community not including clinical practicum hours
- The monetary value of community services provided by TCSPP So Cal students is \$201,054
- A total of 128 TCSPP SoCal students, faculty, and staff participated in one day service projects
- A total of 19 TCSPP Online students participated in long term community service projects through the Community Partnerships Department CPD
- TCSPP Online students provided a total of 2,280 hours of service in our community not including clinical practicum hours
- The monetary value of community services provided by TCSPP Online students is \$68,286².
- A total of 374 students participated in Service Learning courses with TCSPP, providing approximately 5,846 hours of service
- Eight faculty members received National Faculty Service Learning Awards to implement new and innovative service learning projects
 - Mohammed Akhtar, BA in Psychology, Chicago
 - Casey Sharpe, Forensic Psychology, Chicago
 - Benjamin Toubia, Marriage and Family Therapy, SoCal LA

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 ! ! indexes this figure to determine state values and increases it by ! percent to estimate for fringe benefits Value of volunteer time in Illinois is ! per hour See <https://www.independentsector.org/volunteer/time>

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 ! ! indexes this figure to determine state values and increases it by ! percent to estimate for fringe benefits Value of volunteer time in Illinois is ! per hour See <https://www.independentsector.org/volunteer/time>

-
- Claudia Shields, Clinical Psychology, SoCal LA
 - Christine Nazarian, Marriage and Family Therapy, SoCal AN
 - Laird Bridgman, Clinical Psychology, SoCal AN
 - Kelly Torres, Educational Psychology, Online
 - Patricia Perez, International Psychology, Online
 - Thirteen students received a Fellowship through Community Partnerships
 - Lori LeChien, Marriage and Family Therapy, SoCal LA
 - Srutika Bakshi, Clinical Psy D , Chicago
 - Nicole Buckner, MACP, Chicago
 - Vanshika Gupta, ABA Doctoral, Chicago
 - Sarah Hassan, Clinical Psy D , Chicago
 - Isha Karnik, MAIO, Chicago
 - Kaavya Mahadevan, MAFO, Chicago
 - Aubray Mekelburg, Ed S , Chicago
 - Jaya Motwani, CMHC, Chicago
 - Jennifer Fermaintt, MACP, Chicago
 - Darrylann Lenoard, Marriage and Family Therapy, SoCal LA
 - Cameran Wall, Marriage and Family Therapy, SoCal LA
 - Aaron Engelberg, Clinical Psychology, SoCal LA
 - Chicago Master s in Counseling Psychology student, Margaret Annunziata, received the ! ! !! Newman Civic Fellowship

Service-Learning Highlight



Instagram Blog Reflections ! ! !

Faculty Staff Name	Christine Nazarian, Psy D , LMFT, AT R
Program Department	Marriage and Family Therapy LA
Service Learning Course	MM Techniques and Models of Family Therapy Summer ! ! !
Community Partner	Online Community Instagram profiles including ArtfulPsych Christine Nazarian s professional profile , get! knowsperandeo Danielle De Santis Sperandeo , TCSPSP SoCal, TCSPSP DC campus, and other social media outlets of The Chicago School of Professional Psychology twitter, student new letter, etc
Number of Students	
Number of Service Hours	! hours

Project Goals: Students will create psycho educational worksheets social media info graphic including subject of Marriage and Family Therapy, Family system s theory, mental health within a family system, and family advise parenting strategies Post will include accurate and supported e g , references information, simple definitions, and psychoeducation Students will create a graphic and

content element to be shared on appropriate social media outlets linking consumers to The Chicago School of Professional Psychology that is most applicable

Community needs that will be addressed social media has become a space for individuals to spend their time for self soothing, seek information, and find connections There is an inherently growing social media outlets that are utilized by society especially due to the pandemic individuals spend a majority of time on the internet and on social media platforms In providing accurate, ethical, and appropriate information to the social media community we can support those that may not have the resources for therapy or awareness of how harmful inaccurate information online may be Supporting students understand their ethical legal practices of mental health providers on a social media platform

Project Outcomes: There are several positive outcomes of the project and the impact on the online community All of the students created social media posts with graphics and content information based on various psychology theorists The posts included topics of Cognitive Behavioral Therapy, Rogerian Client Centered theory, Dialectical Behavioral Therapy, Trauma Focused Cognitive Behavioral Therapy, Adlerian Individual Psychology, and Relational Emotive Behavioral Therapy

Below is data collected from ArtfulPsych s Instagram posts of this project

	Likes	Comments	Shares	Saves	Accounts Reached (Impressions)
			!		
	!				
		!			
				!	!
	!				!
	!				
	!		!		
Total	!		!		,

Accounts reached The number of unique accounts that have seen this post, at least once Reach is different from impressions, which may include multiple views of your posts by the same accounts

Impressions The number of times your post was on screen

Challenges- Having others like, comment, share, save, and interact with social media posts is always a challenge There is much out of your hands once the content is posted and how the viewers will respond to the posts As with the majority of social media, there are challenges of how viral or trendy a post will be, and unfortunately often mental health and psychology content may not get the highest views shares However, a key of this project was to support erasing the stigma of mental health and provided accurate psychoeducation to those that may not normally be exposed to it

Successes- The number of accounts reached and impression of , is very successful for a series of posts This number means that , people viewed our posts and were exposed to psychoeducation

Impact on Students- Many students reported positive experiences of this student service learning project They shared that they had not thought of how their knowledge could be translated into a digital and social media platform The majority discussed how in this era of social media and the influence the internet has on consumers it is very important to understand how to appropriately create content The students shared that they will eventually create their own social media platforms, one student even utilized this project to begin her own social media page Here are some excerpts student s reflection papers

- The service learning project ended up being a catalyst for starting my professional marketing _Doing this assignment showed me that I could make great content and show off the awesome new things I learn in school that could promote my knowledge and make therapy feel normal and helpful
- I thoroughly enjoyed this project! It let me use my creative lens, which is often not used in masters levels work, but as someone who loves graphic design and is creative herself, this was a fun way to share my knowledge while using a more creative outlet
- After you made our graphics into posts, I reshared your post on my feed and I was SO surprised by the amount of people responding who had never heard of mindfulness techniques Friends and family would send me messages like teach me or where do I learn more about this? and I had no idea they had never been shown tools that I thought had been generally disseminated to the masses years ago This was first hand experience seeing how social media can help people learn more and gain access to knowledge they would not otherwise come across in their daily lives
- This was a good experience for me I ve never been big on posting to social media, but this has shown me that it can be a useful tool and a good way to provide education Mental health issues are more prevalent than ever, and I think therapists need to use every platform they can to spread the benefits of therapy

- We live in a dynamic society that is drastically different from the fathers of this profession I feel it is important to evolve with society I think this was a great way of teaching us the only limits we have as therapists are the ones, we place on ourselves It is okay to be and get creative while always keeping in mind to do no harm
- This assignment also developed my awareness for the impact and significance of social media psychoeducation It enlightened me to the multitude of accounts such as artful psych and many more, that are using social media platforms to educate the public in a beautiful and really interesting manner I think it is incredible that thousands of people can be affected and inspired by this kind of content and individuals who may not be in therapy can also benefit from our field

Impact on Partner- The impact of ArtfulPsych was an increase in followers and a substantial number of impressions on the account The content created by students was very supportive to the partners

Personal/Professional Impact- This student service is personally one I am passionate about, as I have my own social media account where I post professional information on mental health and art therapy Through my experience I have received positive feedback and many professional opportunities in the community This experience has shown me how important and powerful an online source of supporting an expansive community is that one could not fulfil in person events

Crit que of Ref ect ve Act vit es- The Reflective papers revealed many of the student s interests in the project and how they personally felt about it Including some of their anxieties of putting themselves into the internet universe



Significant Community Work – Chicago



Annual Bike-a-thon with Oakley Square Apartments

At the rise of the COVID pandemic in the Fall of 2020, The Community Partnerships Department at The Chicago School of Professional Psychology (TCSPP) collaborated with Interwoven Counseling Center to reimagine our afterschool program, Homework Help Room. Since January 2021, Homework Help Room has provided tutoring to youth K-5 at Oakley Square Apartments, a low income housing unit on the west side of Chicago operated by The Community Builders Inc (TCB). At the start of the pandemic, the program transitioned from its long standing in person tutoring to a one to one virtual format. To combat the academic and social struggles exacerbated by the pandemic, Brian Katz, an ABA pre-doctoral intern with Interwoven, implemented empirical interventions designed for early learners in reading and math. TCSPP tutors, equipped with Brian's curriculum and guidance, delivered the materials to these eager students and collected significant data on their progress. With the onset of this success, Homework Help Room expanded to include youth from the Sue Duncan Children's Center (SDCC). Recently, Community Partnerships connected Sue Duncan Children's Center with youth from Oakwood Shores, another TCB site located on the south side of Chicago, and integrated them into

Homework Help Room We currently serve 100 students in K-12th grade with one on one virtual tutoring and mentoring twice a week

At the start of the Fall semester 2020, we implemented an additional social emotional program for youth K-12th in person once a week at Oakley Square called ExSEL. Twenty five Oakley students have attended the program this school year. Brian and a Clinical Psy D fellow have curtailed an evidence based curriculum utilizing the ACT Matrix, along with a virtual social emotional learning program for K-12 youth, Peekapak to the needs of participating youth.

The Community Builders Inc provided 100 in fellowships for three students to help lead programming in both Homework Help Room and ExSEL. Additional funding provides supplies, snacks, and celebratory events for participating youth. A total of 100 TCSPS students have worked as leads, tutors, facilitators, parent outreach, and curriculum support during this school year alone. The Bachelor's program also introduced service learning in two of their courses. BA students have gained invaluable experience for their future careers through their collaboration and assistance with these programs and the communities they serve.

Between the Chicago and California campuses, The Social Justice Leadership Academy (SJLA) introduced the largest class this school year with 100 students this fall. Twelve of these students successfully graduated from SJLA in 2020, with the rest making strides towards their completion. In addition, 100 faculty, staff, and alums currently serve as mentors. These mentors guide SJLA students while they complete a leadership project. Last summer, three Forensic students created a presentation entitled, "Noticing the Effects of Mass Incarceration on Mental Health and How to Talk about it with Clients." Their presentation addressed a gap in the Clinical Psy D class and provided quality training these students would not otherwise receive. The recorded training was distributed to other faculty in hopes they will implement it in their future instruction. SJLA SoCal Student Aaron Engelberg presented his leadership project as a poster on Incorporating the Experiences of Disabled Identities in Psychology Training to the Los Angeles County Psychology Association (LACPA) 30th Annual Convention and won 1st.

Dr. Sandy Siegel, faculty in the master's in counseling psychology in Chicago, worked with her Professional Development class in the fall to organize a coat drive for the homeless for the organization, Above & Beyond. The drive raised \$1,000, as well as multiple new and gently used coats. The coats were distributed the day after Thanksgiving in the Garfield Park area and extras were placed in the Above & Beyond food pantry to be handed out this winter. The goal next year will be to include Chicago and other interested campuses in the efforts to support the homeless population.

The Community Partnerships Executive Director continued the work with the the All In Democracy Challenge. Michael Crawford, Associate Campus Dean, Dr. Sandy Siegel, faculty, master's in counseling psychology, and Deondre Rutues, student, Organizational Leadership Doctoral program, served on the Coalition. We began the work of preparing for the November 2020 election cycle. Organizational Leadership Doctoral Student, Alexandria Simms, was recognized by the All In Campus Democracy Challenge as one their 100 Student Voting Honor Roll recipients.



AmeriCorps VISTA teaching an ExSEL student how to play chess

Significant Community Work – Southern California



Homeless Kit Drive 2021-22 Southern California.

The year !! allowed our campuses to engage in a mix of in person and virtual volunteer opportunities. The Southern California Community Partnerships department was able to host the 3rd Homeless Kit Drive in October of !! for Service Month when we went back on campus during the Fall. This time the three SoCal campuses – Los Angeles, San Diego, and Anaheim – collaborated to have the assembly of the kits at the same time. Between the three campuses, TCSPP collected a total of 1,000 kits that were distributed among three shelters. This event allowed us to have a service learning class in each campus – two in Los Angeles, two in San Diego, and one in Anaheim.

A new partnership was also created with School on Wheels, and we have currently four international students acting as Ambassadors for the organization from the SoCal campuses and two tutors providing services to low income communities. Another student is providing in person tutoring services to students of color through another new partnership with the Pasadena Altadena Coalition of Transforming Leaders – PACTL.

Our students also got together along with the faculty to build self care kits for the victims of Hurricane Ida. We built a total of 100 kits for the students from our XULA campus.



Our Creative Student Fellows have been engaging in wonderful community projects and they are described below

Lo LeChien continued to use music to provide SEL and anger management to the kids in MSA during the whole school year

In the Summer of 2021, Aaron Engelberg and Darrylann Lenoard worked on building workshops for schools to provide psychoeducation to them on LGBTQIA and have already presented it in 10 schools. We are working so that they can now present it for all the SoCal practicum students

Sophia Ortiz is still working at the Cal Poly Pomona Women's Center as a fellow to train Social Justice Leaders in Dialogue Facilitation, facilitate Dialogues Series: Let's Talk About and Degendering, Let's Talk About Gender, Sex, Sexuality, and Relationships Series sessions, 1 hour in length, per semester and Degendering Dialogue Series sessions, 1 hour in length, per semester

Our partnership with the Illinois Science and Technology Institute continues to go strong and among all our campuses we have placed a total of 100 mentors for that program

Our partnerships with Magnolia Public Schools also continue to provide many opportunities to serve. During this year 10 students continue to work successfully with MSA Northridge and MSA San Diego in socio-emotional learning with wonderful feedback from the principals

Lo LeChien created a project to dismantle White Supremacy through music and readings titled "An Invitation to an Uncomfortable Conversation" last year. This year, she continued this very important work now in the Anaheim campus after winning the GRANT IDEA: Inclusion, Diversity, Equity, and Access through TCSPP. Another GRANT IDEA recipient for Community partnerships was Dr. Nadia R. Jones, who created workshops in Spanish for students and clinicians on topics such as Understanding Latino Clients, The Clinical Interview, and ACES.



Let's talk about Race, Power, & Privilege

Join your fellow TCSP classmate in a conversation about systemic racism and building a more equitable society.

Students from the Social Justice League Academy engaged in an e-course from SpeakOut in which they learned about the systemic issues that surround us, how to unpack them and assess our individual identities.

They will be hosting a panel on March 31st at 6pm via zoom to speak about what they have learned and answer any questions attendees may have in relation to the course.



Date/Time:

March 31st at 6pm

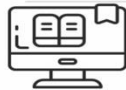
Zoom Info:

[https://tcsedsystem-](https://tcsedsystem-hipaa.zoom.us/j/99045792367?pwd=WExtVnpuTVZvcEhsSUFaQ2pRNU5WZz09)

[hipaa.zoom.us/j/99045792367?pwd=WExtVnpuTVZvcEhsSUFaQ2pRNU5WZz09](https://tcsedsystem-hipaa.zoom.us/j/99045792367?pwd=WExtVnpuTVZvcEhsSUFaQ2pRNU5WZz09)

Meeting ID: 990 4579 2367

Passcode: 278565



TCSP SoCal has completed four workshops for the Universidad de Guadalajara on the following topics High School Dropout Prevention, Getting Ready for College, Mindfulness and School, and Using Art to Talk about Feelings These workshops will be delivered in Spanish to their Cultural Center in Downtown LA

Over the course of the Fall ! ! semester, Marriage and Family Therapy Master s students engaged in a service learning project under Dr Benjamin Toubia, with the intention of bringing their clinical knowledge to help marginalized and underserved communities Students were asked to use their professional education and clinical expertise to create a series of blog posts speaking directly to an identified community discussing the intersection of mental health and diversity issues The purpose of this project was to encourage our students to fill in the gap in services to marginalized and underserved communities Our student blogs provided clinical psychoeducation in culture specific language coupled with insightful questions prompting readers to reflect and integrate the blog content into their personal and communal experiences Over ! students participated in this project identifying a various array of underserved communities and targeting culturally specific mental health issues that have often been underrepresented in mental health literature These students created insightful content that was both culturally relevant, and clinically supported Furthermore, all blogs ended with four insightful questions that aimed to elicit self reflection and contemplation from the reader for the purposes of creating change

Please [click here](#) to read our cultural diversity student service learning blogs

Dr David Sitzer is in the process of consolidating an amazing partnership with the Los Angeles Public Defender s Office They are working on a project to screen county jail inmates for cognitive problems but did not have the resources to administer screening measures on the scale they were looking for

With the assistance of our department he, as a neuropsychologist and the Chair of the Clinical Psychology program, described how his students could provide a service for the Public Defender's office and gain valuable experience in assessment. He is currently collecting final signatures on the MOU and students have already been trained to administer the screening tool. He integrated this project into all our first year assessment courses to convert them into service learning courses. Each student will provide six hours of service per semester in both the Fall and Spring semesters, and three hours of service in the Summer semester. Across the first year students in our program, this will result in our students providing hours of clinically related services to the community. This is going to be an outstanding opportunity for our students and an aspect of our program we will highlight as we recruit future students.

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, an AmeriCorps VISTA, and three Graduate Assistants. The team supports faculty in the following ways: develops service learning opportunities, places students in mutually beneficial community-based volunteer, College Work Study (CWS), Federal Work Study (FWS), and Fellowship positions, oversees community-based participatory research projects, designs novel, sustainable, impactful, and meaningful community-based experiences.



The Anaheim Campus on the Homeless Kit Drive ! ! !! day

2021-2022 PARTNER SURVEY

In order to evaluate partner site experiences with our students, the Community Partnerships Department administered a survey to collect data on partner sites' views regarding students' learning outcomes focused on diversity and professional behavior. This is the third year that this survey was administered.

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), Federal Work Study (FWS), and Fellowship positions. A total of 10 partner sites completed the survey.

Table 1. Sites that Participated in the Survey

Names of the Sites
Alivio Medical Center
Become Center
Catalyst for a Cause
Chicago HOPES
Community Builders Inc Homework Help Room
Erie Neighborhood House
Illinois Psychological Association
ISTI Mentor Matching Engine
Kids Rank
Lawrence Hall
Little Brothers Friends of the Elderly
Magnolia Schools
National Runaway Safeline
Oak Park OWL
One Million Degrees
Peace Over Violence
Smart Love Family Services
Sue Duncan Children's Center
While Crane Center
Young Center

Partner sites were asked questions regarding the students' performance while at their site. The questions were based on professional behavior and diversity. The results of the survey are summarized in Figures 1, 2, and 3.

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

	N	AVE	SD
Student showed respect to staff and participants			
Student asked questions to site supervisor and or staff to gain a better understanding of the culture of the site and its participants			
Student acknowledged any cultural biases and how this may affect their behavior			
Student acknowledged any cultural biases and how this may affect the behavior of others			
Student strives to create a genuine connection with people from different cultural backgrounds	!		
Student portrayed comfort working with people from different cultural backgrounds e.g., age, disabilities, religion, ethnicity, socioeconomic status, nationality, gender, etc		!	
Student strives to create a genuine connection with people from different cultural backgrounds	!		

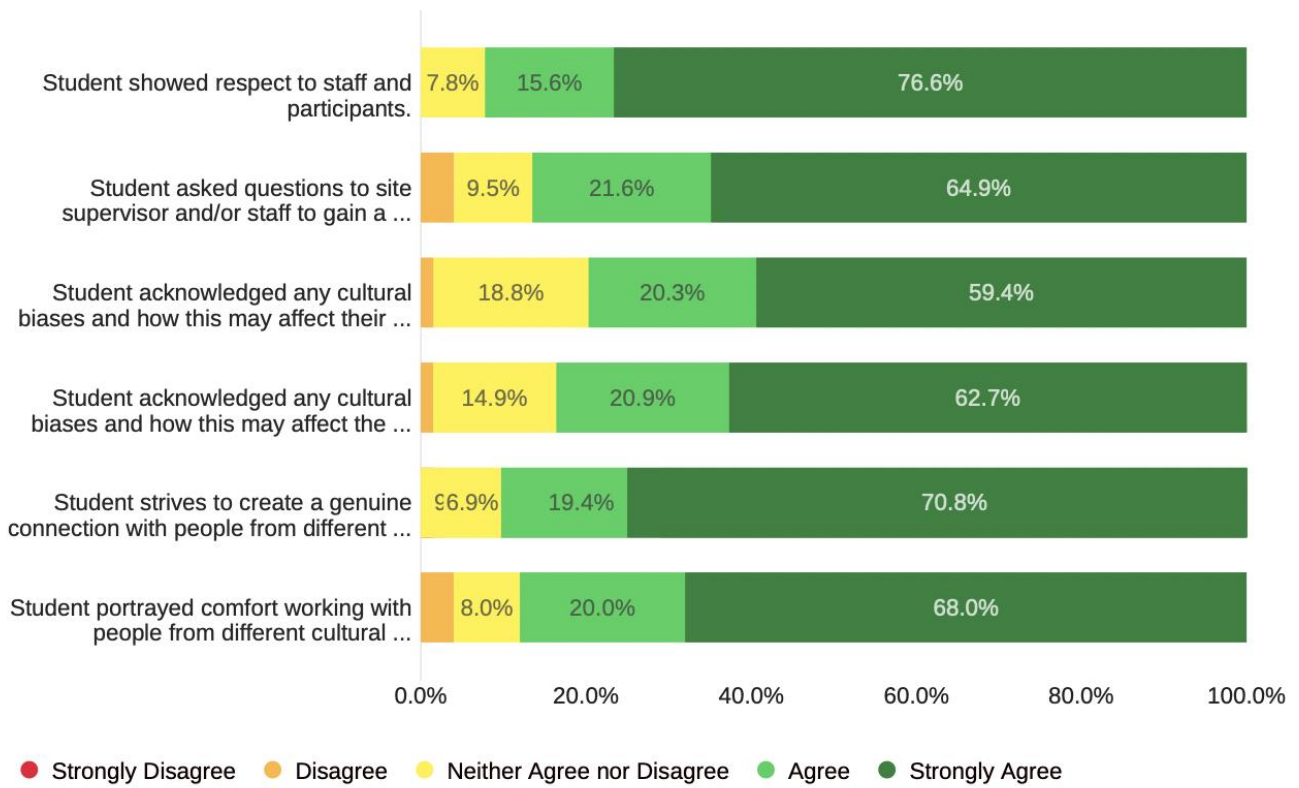


Figure 2. Distribution of scores based on level of agreement for questions on professional behavior

	N	AVE	SD
Student responded promptly to emails or phone calls			!
Student was punctual and their attendance reliable			
Student participated and engaged in any training offered by site			!
Student gave reasonable notice for needing time off		!	
Student was available when needed, showed initiative and was helpful to the needs of the site			
Student's interactions with staff and participants complied with the site's mission			
Student completed any assigned tasks within a timely manner		!	
Student maintained professional demeanor	!		
Student maintained professional demeanor when if encountering a conflict with another staff member or participant	!		
Student respectfully and professionally communicated with site supervisor if when they had any concerns or questions			

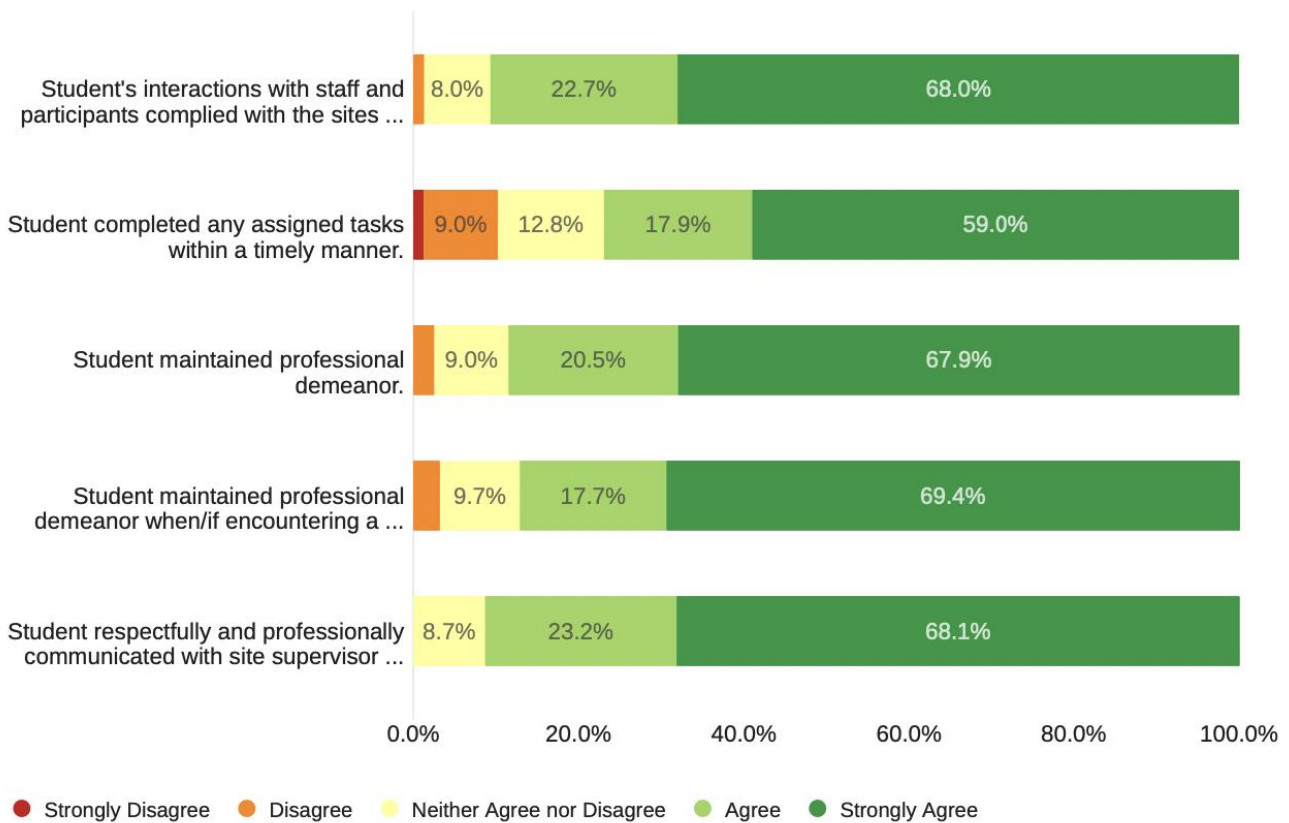
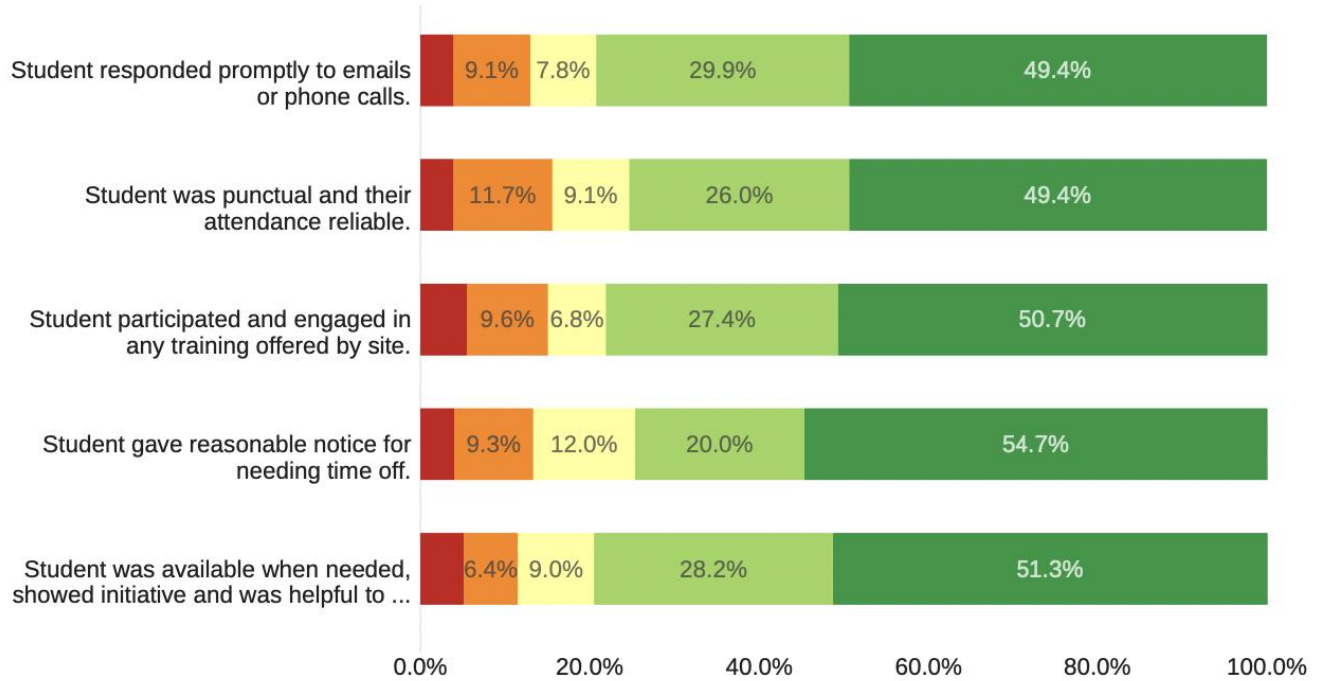


Figure 3. Impact of COVID-19 on attendance

Covid1 - Has the student remained at your site during the COVID-19 Pandemic?



● Yes ● No

Covid1 - Has the student remained at your site during the COVID-19 Pandemic?

Field	2022	
Yes	71%	61
No	29%	25
Total		86

Please elaborate on your experience with our student(s):

<p>Student has worked on and assisted with various tasks She is eager to take on new assignments and communicates when she is available to take on more She has been given responsibilities to work directly with our members and passes along members questions that need my attention She also has worked with several board members and staff Again, working remotely has not been the same However, student has been very accessible and communicates her availability</p>
<p>Student has continued to be a committed mentor to her student even as the plans for our programming changed throughout this year due to changes in the pandemic landscape She was flexible and maintained communication regardless of the situation</p>
<p>Student took on student projects over the last year She was encouraging and supportive to all of her students and provided a line of connection and consistency in a rough year</p>
<p>Student was given assignments that could be completed at home versus coming into the office When she did come to the office, she made sure she was wearing a face mask to reduce chances of exposure for herself and others When completing assignments at home she maintained frequent contact, keeping me abreast as to where she was at in the process</p>
<p>The student took all precautions and followed the company guidelines and policies on proper behavior and attire during the pandemic</p>
<p>Our organization does not provide direct service to the community but instead provides research, evaluation and strategic planning support to institutions and organizations that serve the community During COVID, we went virtual, and student supported as she could with activities that could be provided virtually e g , data collection, data analysis, transcription cleaning, meeting note taking, and so on</p>
<p>Student came in weekly when classes were in session to help staff the door She also completed computer based tasks both while she was on site and at other times</p>
<p>Student came in weekly while classes were in session She suggested solutions and helped keep supplies organized</p>

Comments from sites about their experiences with our students

<p>Student was a pleasure to have on our Research Team. She brought a wealth of experience and knowledge to her work. Her extensive experience and understanding of the world of testing meant I wanted her in a more senior position, able to support our less experienced Team members. Student was happy to do that as appropriate but was very transparent on her organizational and administrative limitations. I appreciated the candor. My only negative comment about her is that she is so busy we could only get 1 hour a week.</p>
<p>Student became one of the top Team members this year. He has worked in most areas of our operation and is competent in most of those, so he grew into the role of trainer for the newer staff members. The only downside to this is that he was often more competent than most of those team members and tended to just do the work. That aside, his work and professionalism were of great value to us and will be missed when he graduates. His growth since his first year with us was noticeable.</p>
<p>Student did well on the teaching responsibilities but struggled with following protocol in administrative work and was easily frustrated by it. She does not take correction or edits well. Attention to detail is a problem, from making uniform templates for the various art and writing projects we do to naming documents to spelling children's names correctly, even at the end of the year. Student's work on the research side is hard to assess since it was never completed. Late in the year it turned out she had misunderstood how to do a program evaluation despite several trainings and conversations. This prevented completion, which would have meant moving on to the larger longitudinal research project. Even though she was encouraged to ask questions to make sure she was on the right path, student chose to direct them to other students who lacked the knowledge to answer them.</p>
<p>Student worked on two projects this year and was a transformational mentor. Here is what one student wrote to the mentor: "I just wanted to say thank you so much for all the help you have provided me over the past few months. Your insight into my initial research process and aid in helping me analyze my data were beyond useful. Seriously, I could not have completed my project had you not run my data through SPSS. You also asked a lot of good questions that encouraged me to not only look at my data but to ask myself important questions about where my data was driving me. Overall, your help was invaluable, and I am so grateful to have had you as a mentor."</p>
<p>Student was an amazing mentor on 10 projects this year! One student shared: "You have made this experience so wonderful for me! I am so grateful to have your constant support and companionship through this process. You have so much to offer the world, and what a gift it is to be a recipient of that! Know that for all years of research I have ahead of me, you have created a solid foundation of confidence for me. I wish you all the luck in your education as well, and I am so honored to have been a recipient of your gifts and service. Here is a small token of my appreciation and gratitude for your wisdom and kindness!"</p>
<p>Student was a thoughtful intern who completed her tasks to the best of her ability. Some things that presented a challenge to her completing her hours and some of her tasks were her balancing other responsibilities such as another internship and classes. A possible suggestion is to provide students who have a lot on their plate with training webinars on time management.</p>
<p>Student was not with our organization for a long time. She was with our organization for about 1 month or so. In that short time though, she didn't have the capacity to do this FWS. She has a full-time job, classes, and other things that after she was hired, she informed me that she could only do her hours in the weekday evenings and weekends, which wasn't what was communicated during her interview. It was difficult to get her to respond even though we emphasized the importance of communication, especially as interns are for the most part, virtual. I also wasn't able to see what hours she was submitting so a recommendation is to have the site supervisor review and approve timesheets to help encourage accountability from the student to the org site.</p>

Methods

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

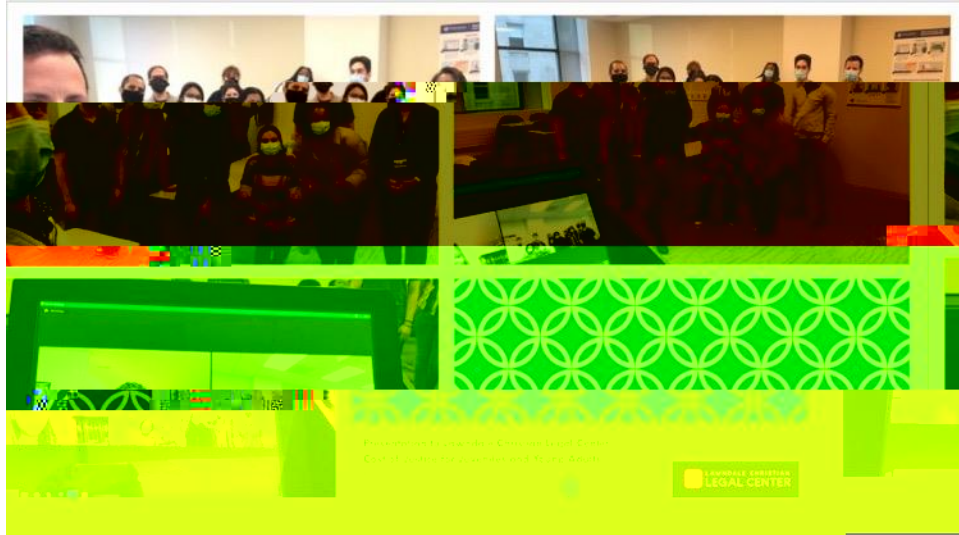
The Partner Survey consisted of seventeen, five-point Likert scale questions (Strongly disagree to Strongly Agree) that aimed to measure the impact of students' demonstration of understanding of diversity/culture as well as observations of their professional behavior. This is the fourth year that we conducted this survey with our partners.

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 five-point Likert scale.

This year students began to re-engage with partner sites, as we came out of COVID restrictions. Our Annual Job Volunteer Fairs remained virtual and virtual opportunities continued to be the opportunity of choice for students, although several students returned on-site with our partner organizations. A significant number of students stayed with their partner sites during COVID. The partner survey findings indicated that sites rated students' highest under diversity. All areas had a standard deviation below one. Professional behavior was an area of concern this past year. As we came out of COVID restrictions, students appeared less responsive to partner sites. Six areas under professional behavior had a standard deviation higher than one. Issues surrounded being responsible to partner sites, being punctual with attendance, giving notice for time off, and being available when sites request. One of the suggestions from the partner sites was a training on time management. We will work collaboratively with Career Services to make this training available to students.

The survey also aimed to understand the impact of the pandemic on student attendance. Results indicated that a significant number of students remained at their sites and provided services. Furthermore, site responses also highlighted the adaptability of students and their ability to navigate and provide virtual services.



Service Learning in the MAIO Consulting course with partner site Lawndale Christian Legal Services

Recommendations

Recommendations for the coming year include

- Offer time management training to students and reiterate the importance of professional skills when working with sites whether being paid or serving as a volunteer
- Provide a reflective discussion focused on cultural understanding of the communities where students serve
- Create a plan for sustainability for the work being done with Oakley Square and Magnolia Schools
- Evaluate if students are being more consistent with participating with partner sites in person