**2016-2017 Service Learning Course Proposal Form**

**Name: John W. Shustitzky, Ph.D.**

**Department: Clinical Psychology Doctoral Program**

**Department Chair: Kim Dell’Angella, Ph.D.**

**Campus:** Chicago LA Irving DC New Orleans Online

**Status:** Adjunct Faculty / Program Faculty / Administrative Faculty (circle one)

**Faculty Rank:** Assistant / Associate / Full (circle one)

**Community Partner Site: The Riverside Township Mental Health Board**

**Course Title: This proposal will include the combined efforts of the students in PY 500 A/Consultation, Supervision & Professional Practice and PY 210 Research Clerkship**

**Description of the service project:** Describe the service project that will be integrated into the course. Explain what specific community needs will be addressed.

The students in these two classes will complete a Community Needs Assessment project for the Riverside Township Mental Health Board. Illinois law provides a mechanism for local citizens to choose to tax themselves for the purposes of providing enhanced mental health services for their community. Typically, this is done at the county or township level. The residents of Riverside Township in western Cook County implemented this provision many years ago, and have at various times assessed the needs of their neighbors. It has been over ten years since this Board has turned to the community for input into the mental health and addictions services and services for people living with developmental disabilities that are most highly desired and needed.

In the fall semester of 2016, my PY 500 class began this project. They interviewed the Board members, designed a plan and began to collect data. While they accomplished a great deal and provided an interim report to the Board, it was clear that the Board was eager to see the project expand, involve more community input and provide a “deep dive” into the information collected.

When it was clear that our Department needed to add another section of this course for the Spring semester, the Riverside Township Mental Health Board was enthusiastic about the opportunity to substantially expand the scope of their needs assessment project.

For the spring semester, the students will meet with the Board members to assess their wishes for the project, will conduct a number of key-informant interviews with community leaders and analyze the results of an on-line survey that as of this date has had over 200 responses. Some of those responding to the survey have asked for the opportunity to speak to someone in order to provide more extensive input, and the students will make these calls.

As the project winds down in April, 2017, the students will meet with the Board to provide a final report. It is possible that an open community forum will be scheduled so that the results are disseminated to the public.

In addition to the students in PY 500, I will include my Research Clerks who are enrolled in PY 210. These first-year students will work as apprentices to the third and fourth-year students. Consistent with the course learning objectives of the PY 500 course, this will give the advanced students some limited experience providing supervision and feedback to the clerks.

**Logistics of the service project:** Include information on timeline, schedule, name of the community site that you will partner with, on-site supervision, and any transportation information.

Timeline: January, 2017 – April 30, 2017.

Name of Community Site: Riverside Township Mental Health Board, Riverside, IL

Supervisor: John Shustitzky

Board Chair: Timothy Heilenbach

Transportation needs: Some meetings will be held at the School; other meetings will be at the Riverside Township Hall, which is across the street from the Riverside stop of the Burlington Northern Santa Fe metra train. I may provide transportation on occasion.

**Course design:** Explain the rationale for the specific project as it relates to the course curriculum (e.g., Why the service project is relevant to the course curriculum? Why it enhances students’ learning of the course content?) If the project is a revision of an existing service learning course, please explain in detail the changes and/or improvements.

Consultation is a key competency required of clinical psychologists, and focus on our students’ development of this competency within our curriculum is a high priority for the American Psychological Association. The development of consulting skills will be far more effective if it includes activity in the community as the “laboratory” complement to the in-class learning. In addition, the students from both our beginning and advanced cohorts will be providing a much-needed and highly valued service for the Mental Health Board and will clearly affect the provision of mental health services in this community in the coming years. The inclusion of first-year research clerks will also provide these students with an exposure to, and mentoring in, the skillset of activities that are related to consultation far earlier in the program than what most of their peers will experience.

**Reflective activities:** Describe the reflective activities and assignments pertaining to the project and course material. How will you create the bridge between service experience and academic learning?

The deliverables for PY 500 include a completed consultation project, including feedback to the client organization. Students in PY 210/Research Clerkship are expected to collect, analyze and report the results of their analysis of a data set. In this community focused, service-learning collaboration between the two courses, the results of their clerkship will have an immediate impact on decisions made by the client organization, the Riverside Township Mental Health Board.