



TheChicagoSchool  
of Professional Psychology

# 2012-2013 COMMUNITY PARTNERSHIPS REPORT



9/7/2012

*Be passionate. Be purposeful.*

**Community Partnerships Department**  
**The Chicago School of Professional Psychology**

# 2012-2013 Community Partnerships Report

*BE PASSIONATE. BE PURPOSEFUL.*

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## Acknowledgement

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# Community Partnerships Highlights

## 2012-2013 Accomplishments at Glance

- A total of **839 TCSPP students at the Chicago campus** served our community through the Community Partnerships Department (CPD).
- TCSPP Chicago students provided **51,901 hours of services** in our community (not including clinical practicum hours).
- Approximately **50% of TCSPP students at the Chicago campus** served our community.
- A total of **62 service-learning courses** were offered at the Chicago campus.
- A total of **58 faculty members** taught service-learning courses at the Chicago campus.

## Findings from Student Survey

- Students reported an **increased level of preparedness for practicum and internship**, after participating in a long-term community project through CPD ( $p < .05$ ).
- Students reported an **increased ability to apply what they learned in academic courses while working in the community**, after participating in a long-term community project through CPD ( $p < .05$ ).
- Interestingly, students were **less likely to report that they have a good understanding of the needs of their community**, after participating in a long-term community project ( $p < .05$ ). This might be because students became more aware of their need to learn more about challenges and problems their community faces.

## Findings from Partner Survey

- Fully **91% of community partners** reported that TCSPP students strengthened their capacity to meet identified community needs.
- Community Partners reported that partnering with CPD helped them build organizational capacity through bringing new energy to the organization (70%); increasing leverage of financial and other resources (45%), helping them develop new connections with other community groups (35%); and providing new resources to improve their operation (35%).
- Fully **100% of community partners** reported that the CPD is sensitive to the needs and concerns of its community partners.
- Community partners reported that TCSPP students contributed to enhancing the quality of services they provide (75%); increasing the number of clients the organization can serve (65%); increasing the number of services the organizations can offer (35%); and helping the organization implement a new service or program (35%).

# About Community Partnerships

## Mission Statement

Community Partnerships creates a bridge between The Chicago School and the 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, resulting in a transformational experience for all.



## 2012-2013 Student Survey

In order to assess the impact of community engagement on students' civic responsibility and competency, we administered pre-/post-service surveys.

**The students from the school have all brought something special to our work and community. They have all been smart, dedicated, enthusiastic and willing to do whatever needs doing. (Alivio Medical Center)**

# STUDENT SURVEY

## Participants

The pre-service survey was completed by 34 students who participate in in service-learning, community assistantship, and community-based research through CPD. Among those 34, 14 completed the post-service survey. Demographics are summarized in the Table 1.

**Table 1. Demographic Summary**

Demographics	Pre (n = 34)	Post (n = 14)
<b>Program</b>		
PsyD: Clinical Psychology	44% (15)	57% (8)
MA: Counseling Psychology	21% (6)	7% (1)
PsyD: Clinical Forensic Psychology	9 % (3)	22 % (3)
MA: Forensic Psychology	15 % (6)	14 % (2)
MA I/O	0%	0%
PsyD: Business	0%	0%
MA: ABA	6% (2)	0%
PsyD: ABA	3% (1)	0%
EdS: School Psychology	3% (1)	0%
PhD International Psychology	0%	0%
<b>Year in the Program</b>		
1 <sup>st</sup>	80% (27)	93% (13)
2 <sup>nd</sup>	3% (1)	0%
3 <sup>rd</sup>	9% (3)	0%
4 <sup>th</sup>	9% (3)	7% (1)
<b>Gender</b>		
Female	91% (31)	100% (14)
Male	9% (3)	0%
<b>Type of Position</b>		
FWS	36% (13)	36% (5)
Volunteer	64% (21)	64% (9)

## Methods

Students’ sense of civic responsibility and competency were measured early in the placement process in October 2012, and then again in July 2013, after spending about 9 months working or volunteering with their community sites.

The Civic Responsibility Survey (CRS) was created based on literature reviews of various surveys that aim to measure impacts of community engagement on students’ sense of civic responsibility. The CRS is





comprised of 6 demographic questions and 35 seven-point Likert scale questions (1 = Strongly Disagree to 7 = Strongly Agree). The survey contains the following seven subscales:

- **Knowledge:** Knowledge on one's community, social issues, and the population one works with.
- **Skills:** Skills to work effectively with diverse individuals, resolve interpersonal conflicts, take a leadership, and examine one's own biases.
- **Commitment:** Intention to continue volunteering, work in a career in the nonprofit sector, develop a long-term relationship with one's community site, and work toward social justice.
- **Motivation:** Motivations and reasons to get involved in the community position.
- **Application:** Ability to apply one's academic knowledge in one's community work and see the connection between one's community experience and career goals.
- **Efficacy:** Sense of efficacy to make a difference in our society and solve large-scale systemic issues.
- **Values:** Sense of responsibility to serve one's community, be a good citizen, and help those who have been treated unjustly.

**Working with the Chicago School has brought about some great permanent partnerships, helped to increase our ability to provide client services and recommendations that have led to some organizational changes (Safer Foundation)**

## Results

Cronbach's alpha was used to determine internal consistency of each of the seven subscales. Excellent reliability was found for Knowledge ( $\alpha = .928$ ) and Values ( $\alpha = .901$ ); good reliability was found for Efficacy ( $\alpha = .865$ ); acceptable reliability was found for Application ( $\alpha = .748$ ); questionable reliability was found for Commitment ( $\alpha = .607$ ); and poor reliability was reported for Motivation ( $\alpha = .497$ ) and Skills ( $\alpha = .596$ ).

Paired t-tests were conducted to compare pre- and post-service scores on subscales. The analysis included the 14 participants who completed both the pre- and post-service surveys. Subscales on Commitment, Skills, and Motivation were excluded from the analysis due to their poor reliability. The result of paired t-tests did not find statistically significant difference between pre and post scores on Knowledge, Application, Efficacy, and Values.

Wilcoxon Signed-Rank Test was conducted to evaluate whether students' responses changed after serving 9 months at a community site. There was a statistically significant change in students' sense of preparedness for practicum and internship. The results indicated that students reported a higher level of preparedness for practicum and internship after participating in community projects, with  $Z = -2.040$ ,  $p = .041$ . This finding is consistent with the percentage comparison in Table 2, Item 21. On the pre-test, about 36% of respondents agreed or strongly agreed with the statement, "I feel well-prepared for my practicum/internship," while on the post-test 76% agreed or strongly agreed with this statement.

There was also a significant change over time in students' ability to apply their knowledge and skills gained through academic courses to other contexts and situations ( $Z = -2.126$ ,  $p = .033$ ). This finding is consistent with the percentage comparison in Table 2, Item 22. On the pre-test 57% of respondents agreed or

strongly agreed with the statement, “I can apply what I learned in academic courses while working in the community,” while on the post-test 87% agreed or strongly agreed with this statement.

Interestingly, there was a decrease in students’ perceived understanding of the needs of their community ( $Z = -2.12, p = .034$ ). On the pretest, 67% of students agreed or strongly agreed with the statement, “I have a good understanding of the needs and problems facing the community in which I live,” but on the post-test only 34% agreed or strongly agreed with this statement (see Table 2 ,Item 1).



I like the energy and willingness of the Chicago School staff and students to do anything to support the mission and help the bigger picture. (Anixter Center)

Table 2. Percentage of "Agree" and "Strongly Agree"

Question	Pre (N=33)	Post(N=14)
1. I have a good understanding of the needs and problems facing the community in which I live. (knowledge)	67%	34%
2. I have a good understanding of how I can become more involved in my community. (knowledge)	70%	73%

<b>3. I have the knowledge to approach social issues and reach out to underserved people in the community. (knowledge)</b>	64%	53%
<b>4. I have extensive knowledge about the needs and barriers of the population I work with. (knowledge)</b>	49%	40%
<b>5. I have extensive knowledge about the strengths of the population I work with. (knowledge)</b>	43%	53%
<b>6. I feel confident in my leadership skills across multiple settings. (skills)</b>	76%	53%
<b>7. I sometimes feel nervous when working with people from different backgrounds than myself. (skills)*</b>	30%	73%
<b>8. I am able to resolve conflicts easily and efficiently. (skills)</b>	68%	80%
<b>9. I think critically about the stereotypes or biases I have about different groups and how they impact my work. (skills)</b>	82%	87%
<b>10. I am diplomatic in expressing my ideas and opinions. (skills)</b>	85%	100%
<b>11. I probably will not continue volunteering after my Community Assistantship. (commitment)*</b>	64%	47%
<b>12. I hope to develop a long-term relationship with my Community Assistantship site or similar organization. (commitment)</b>	67%	47%
<b>13. I am personally invested in working toward equal opportunity for all people. (commitment)</b>	82%	67%
<b>14. I intend to work in a career in the nonprofit sector. (commitment)</b>	15%	27%
<b>15. I will always be involved in community service in some way. (commitment)</b>	70%	85%
<b>16. The primary reason I got involved in the Community Assistantship is to increase the competitiveness of my employment/practicum applications. (motivation)</b>	55%	33%
<b>17. The primary reason that I got involved in the Community Assistantship is to fulfill my class requirement. (motivation)</b>	15%	13%
<b>18. It did not matter to me if I got paid for my Community Assistantship. (motivation)</b>	52%	60%
<b>19. The primary reason I got involved in the Community Assistantship is to gain experience working with a particular population. (motivation)</b>	64%	73%
<b>20. The primary reason I got involved in the Community Assistantship is to make a difference in the lives of others. (motivation)</b>	76%	60%
<b>21. I feel well-prepared for my practicum/internship. (application)</b>	36%	74%



<b>22. I can apply what I learned in academic courses while working in the community. (application)</b>	57%	87%
<b>23. Working in the community will make me a better student. (application)</b>	85%	93%
<b>24. My Community Assistantship is unrelated to my future career goals. (application)*</b>	58%	40%
<b>25. My Community Assistantship will make me a more competitive candidate for practicum/internship. (application)</b>	76%	67%
<b>26. I feel that I have little control over problems happening in our society and the world. (efficacy)*</b>	30%	13%
<b>27. I tend to accept unjust conditions as they are. (efficacy)*</b>	61%	60%
<b>28. I feel that I can make a difference in our society and the world. (efficacy)</b>	55%	53%
<b>29. There is little I can do to change large-scale systemic issues. (efficacy)*</b>	33%	40%
<b>30. I feel that I can play a vital role in solving the world's problems. (efficacy)</b>	36%	27%
<b>31. I am actively working toward improving my community. (values)</b>	46%	34%
<b>32. I have a responsibility to serve my community. (values)</b>	66%	67%
<b>33. I have a strong desire to help those who have been treated unjustly. (values)</b>	79%	73%
<b>34. It is important to me to be a good citizen. (values)</b>	91%	80%
<b>35. I strive to be a leader in my community. (values)</b>	64%	48%

\* Percentage of "Disagree" and "Strongly Disagree"

## Conclusion

In general, students reported increased preparedness for practicum/internship and improved ability to apply their academic learning in real-life situations after participating in long-term community projects. Interestingly, we found a reduction in their perceived understanding of the community needs and problems. One might suspect that students might have overestimated their knowledge on community problems before they actually serve the community. Through hands-on experience in the community students might have become more aware of their lack of knowledge on various challenges that their community face.



# 2012-2013 Community Partner Survey

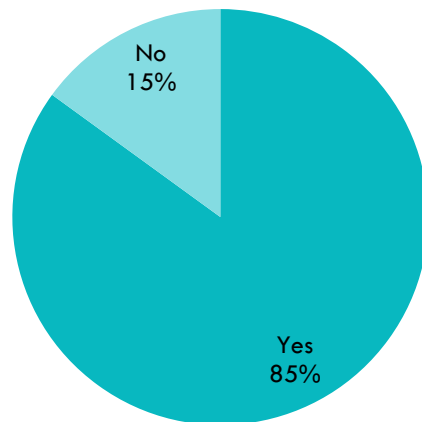
In order to understand community partners' perspectives on their partnership with the Chicago School and the impact of the partnership, we administered a survey to our community partners.

We love collaborating with developing professionals who are eager for learning opportunities and who come with the basics of "what not to do." (Glida's Club Chicago)

## Participants

Participants included 21 community partner contacts. Among them, 85% reported that they also work with other academic institution(s) (see Figure 1).

**Figure 1: Do you work with a student(s) from other institution(s)?**



## Methods

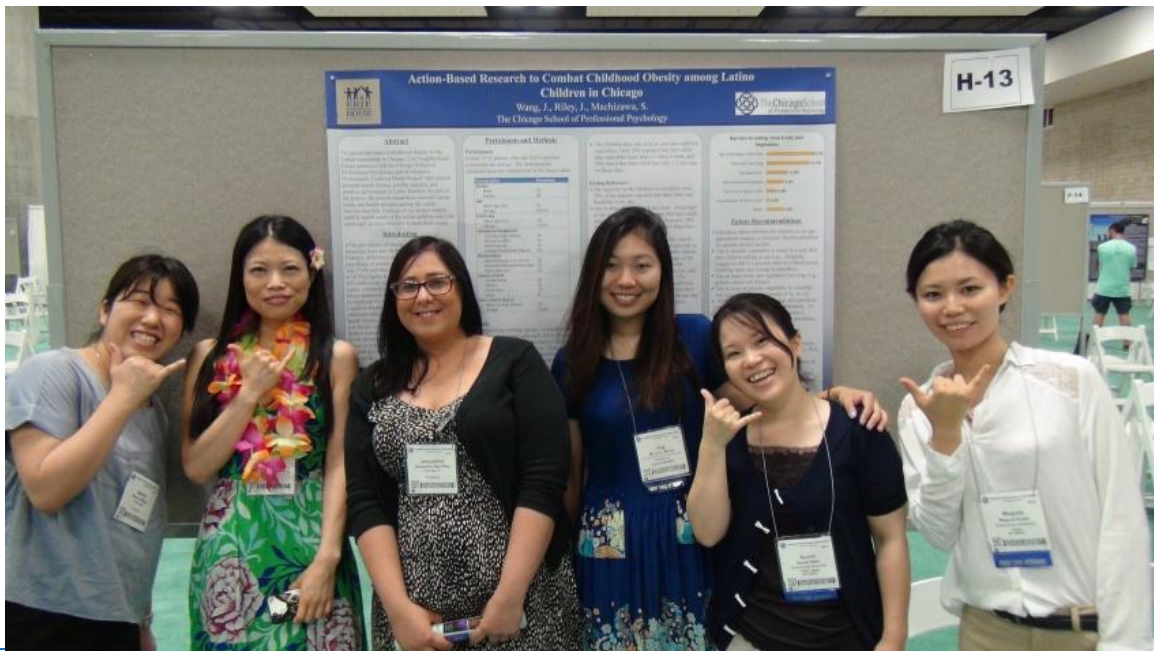
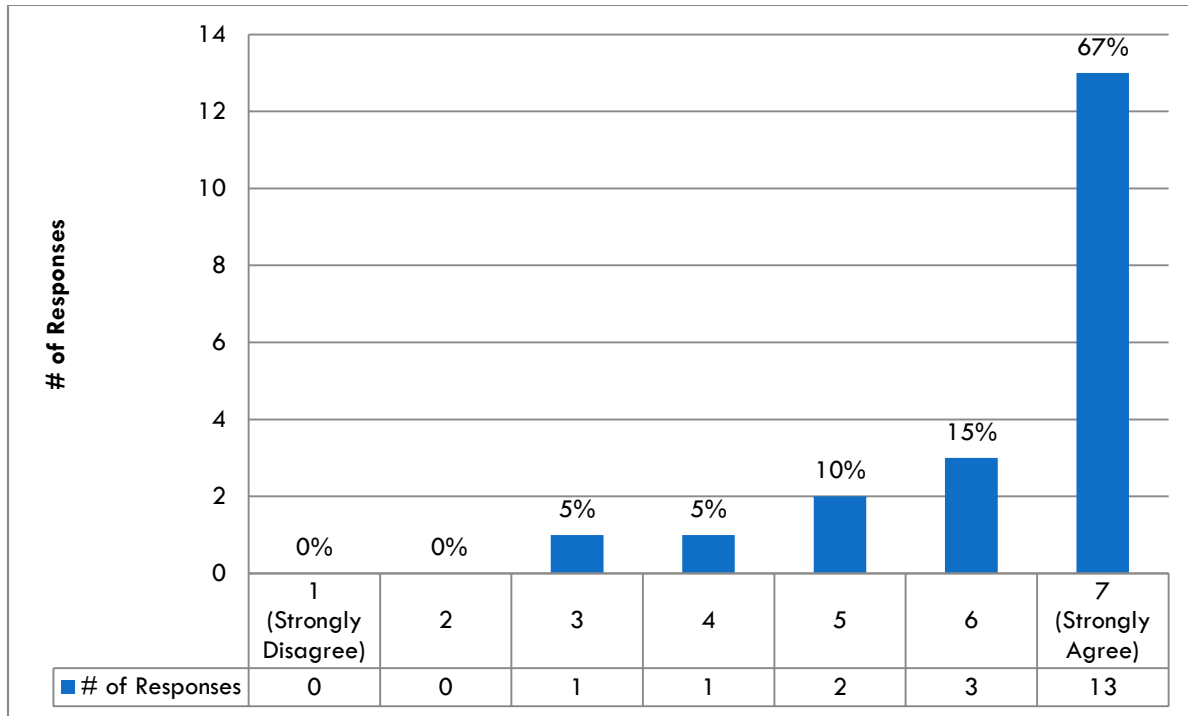
An email invitation was sent to the supervisors of all partner sites requesting them to complete an online survey containing 20 rating scale questions and three open-ended questions. The survey focused on the impact of our partnership on the community organization as well as overall satisfaction with our students and the partnership.

## Results

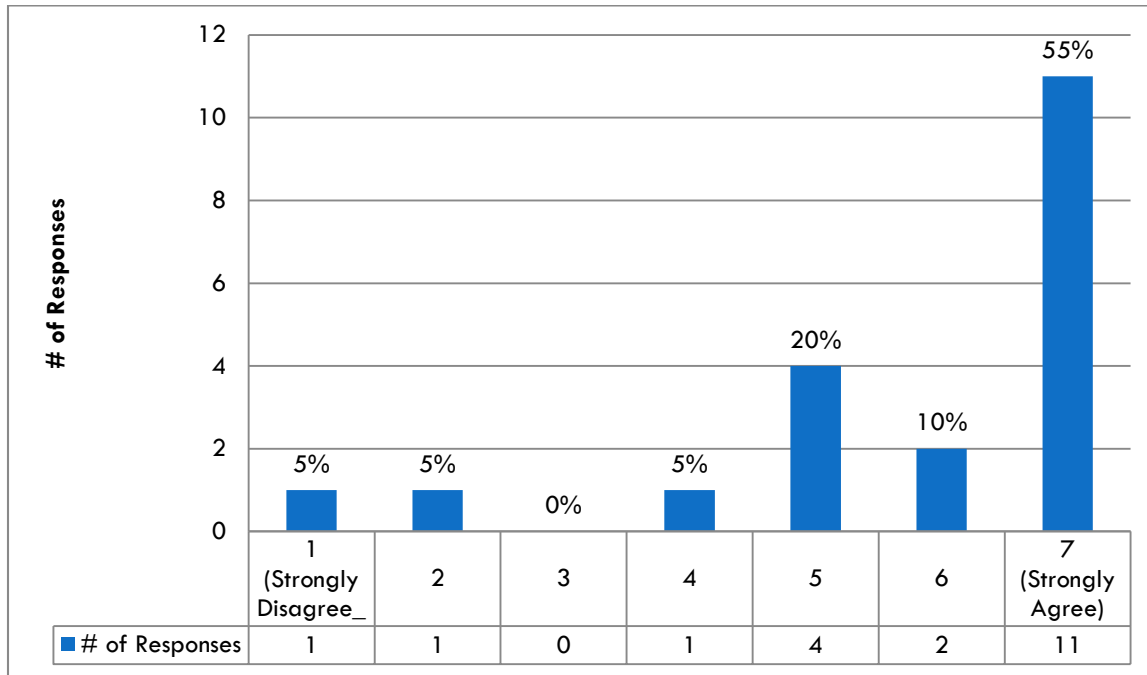
Partners were asked to rate how much they agreed that the partnership strengthened their capacity to meet *identified community needs*. Fully 91% of respondents indicated they agreed that students strengthened their capacity to meet needs (see Figure 2). Furthermore, 85% of partners reported that the partnership helped them build organizational capacity (see Figure 3).

I like the high caliber of students we receive in terms of their ingenuity, work ethic, and professionalism is such an asset to our organization. (Chicago Metropolitan Battered Women's Network)

**Figure 2: How much do you agree with the following statement? The partnership strengthened our capacity to meet identified community needs.**



**Figure 3. How much do you agree with the following statement? The partnership helped build organizational capacity.**



**We are truly thankful of our partnership with Chicago School of Professional Psychology. The significant contributions of students, as well as overall partnership with the school have been invaluable. We stand ready to support the community partnership program. (Anonymous)**

Community partners indicated the partnership with CPD strengthened their capacity to meet community needs in several ways. Seventy-five percent of the respondents endorsed “Enhanced quality of services” and 65% endorsed “Increased number of clients served,” followed by “Increased number of services offered,” “Helped implement a new service/program” (see Table 3).

**Table 3: In what ways has the partnership strengthened your capacity to meet community needs?**

Response	# of Responses	Percentage
Enhanced quality of services	15	75%
Increased number of clients served	13	65%
Increased number of services offered	7	35%
Helped implement a new service/program	7	35%
Helped develop a new service/program	4	20%

<b>Other</b>	7	35%
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When asked about the ways in which the partnership helped build organizational capacity, the vast majority of partners endorsed “Student brought new energy” (70%), followed by “Increased leverage of financial/other resources” (45%), “New resources/information to improve operation/programs” (35%), “New connection with other community organization” (35%), and “New insights about the organization/operation” (30%) (see Table 4).

**Table 4: In what ways has the partnership helped build organizational capacity?**

<b>Response</b>	<b># of Responses</b>	<b>Percentage</b>
<b>Students brought new energy to the organization</b>	14	70%
<b>Increased leverage of financial/other resources</b>	9	45%
<b>New connections/networks with other community groups</b>	7	35%
<b>New resources/information to improve operation/programs</b>	7	35%
<b>New insights about the organization/its operation</b>	6	30%
<b>Changes in organizational direction</b>	0	0%
<b>Other</b>	2	10%

**I have kept in touch with many of these students over the years. Some have gone on to become leaders in our Association. (Illinois Psychological Association)**

**What Partners Like about the Partnership with CPD**

The survey contained two open-ended questions designed to measure what partners liked about the partnership, challenges, and suggestions for improvement. The most common theme regarding what they liked about the partnership was the quality of TCSPP students, especially their professionalism, high skills, and enthusiasm.

*Volunteers are eager, bright, and well matched for the organization.*

*Students operate at a very high level, requiring little supervision and training*

*The high caliber of students we receive in terms of their ingenuity, work ethic, and professionalism is such an asset to our organization.*

*The commitment of the students, their energy, their consistency, reliability, and their openness to help those more in need.*

*Students from TCS are great, much higher comfort level plugging them right into programming. Ready to work and learn.*

*I like passion and skill level of students that volunteer with our organization. We have benefited from very professional and committed students*

*We couldn't run our program without TCSPS students. They're absolutely valuable and necessary.*

*On the whole, the students have been hard working, bright, and reliable. The energy and passion in this past year's FWS student, in particular, was evident in her work product and in the positive influence she had on our office culture.*

Another common theme was professional development and networking opportunities that CPD offers:

*We like invitations to participate in seminars/workshops to improve/enhance our organization's team.*

*Doing training energizes my staff and improves their satisfaction with their work.*

Partners also reported that they like the structure of the partnership, as well as responsiveness, leadership, and efficiency of the CPD staff.

*The Community Partnerships program has been responsive to our needs, questions, and concerns with timely communication and a flexible individualized approach*

*Impressive efficiency of Jill Glenn and other staff members on all matters, including communication and all staffing issues.*

*Sayaka has been welcoming, responsive, kind, and helpful.*

*Jill and Sayaka are very supportive. We love our partnership!*

*There was good synchrony between the partnership and our organization in finding students who would be a good fit for our volunteer program.*

*I like excellent admin support from the Community Partnerships.*

*The partnership agreement was easy to set-up*

*I like the organizational structure, support and follow up with its partners. The Chicago School does a great job of keeping its partners educated about its process, engaged in the service with students and maintaining student*





*consistency and commitment. This program continues to be executed well.*

*We appreciate the level of involvement of Community Partnerships to ensure students understand their importance to our agency*

## Challenges:

We challenge ourselves to create a great experience for students. A challenge can be finding the staff time to create and oversee larger and even more meaningful projects for the students to take on.

One of the common themes was difficulty working with students' schedule and the academic calendar:

*The need to change work schedules as their academic schedules change.*

*TCS school holidays are rough. My program is staffed with volunteers, so when I lose 4-5 to vacation (which is totally understandable). it's tough to keep a high standard of programming.*

*The biggest issue for our organization is our search for volunteers who can commit for longer than a school year, but it's understandable with the pressures and expectations of graduate school school year is shorter than our students*

*Demanding class scheduling understandably also limits the time that they are able to commit*

*The constant changes to the number of students and hours from year to year makes the partnership less appealing.*

*Each year, we have 1 or 2 students that are unable to finish the school year, which makes it difficult for our year-round curriculum.*

Some partners reported that students' lack of commitment and skills can be challenging:

*Students' lack of commitment or experience was another common challenge:*

*I encountered a challenge with one student this year, in particular, who resigned abruptly without providing notice. Jill Glenn addressed the situation promptly and effectively, however, ensuring that we weren't left in a tight spot with unanticipated unmet needs.*

*We found the students wonderful to work with. As with any group, there are individual differences that make one stand out more than others but I don't think that has anything to do with the Chicago School. For instance, some are very responsive while others take more time to respond for scheduling.*

*Students are generally having their first "working" experience when they serve with us. They are not exposed enough to the field or its theory to provide practical application. It can be*



*extremely time consuming to start from scratch versus using the basics to further one's knowledge.*

Some partners reported there is no challenge:

*The experience with the partnership with The Chicago School is now, I think due in part to the length of time we have worked together, very hassle free.*

*There have been no challenges.*

*If there have been any challenges, they have been minimal or expectable aspects of learning to do Intake assessments.*

## Rewards:

One of the common rewards that partners reported in working with TCSPP students was opportunity to promote their professional growth:

*We love collaborating with developing professionals who are eager for learning opportunities and who come with the basics of "what not to do".*

*Discussing how students' studies apply to the work they are doing with our agency and elsewhere they are working/volunteering - seeing them draw connections"*

*The students that had mentees, the majority of them were great, and they have decided to commit another year. This is something that I love to see because it means that the CSOPP student and our students were able to get along!*

Some reported they enjoy the energy and fresh perspectives that students bring to their organization:

*Students' passion for learning has kept the Intake team fresh and engaged.*

*Opportunity to work with students in the psychology field - allowed agency to gain different perspective on the work we do with our participants (most interns are social work interns, we have a few public health interns)*

*Their energy and dedication. The challenge of supervising encourages us to be on top of new developments in the field.*



## Suggestions to Improve the Partnership

Several themes emerged in partners' suggestions on how to improve or strengthen the partnership. Some partners made suggestions regarding students' communication, availability, and reliability:

*We want better accountability on students to keep them consistent and reliable.*

*Better availability (days/times) of students and better communication from them.*

There were also suggestions regarding logistics such as hiring procedure.

*I'd love to have a "year at a glance" of general dates to see at once including student placement, awards banquet, updating partner info, planned seminars, etc. It seems like there's always something coming up and with our organization being very efficient/busy, it would be helpful to anticipate dates related to the partnership.*

*I would like the opportunity to formerly recruit new FWS students before the current FWS students' term expires p."*

*The monthly statements are, at times, not clear. This may occur, in part, because the schedule of on-site hours which the students log-in at the school (every few weeks) don't seem to synch with a 30/31 day monthly calendar. The other reason that statements are not clear is that some payments had not been credited. However, there's been patience and understanding in working this out together.*

*Would like a student evaluation form for all volunteers.*

*I would change how students are placed with skills and ability being a key determinate.*

Some partners expressed interests in expanding the partnership:

*Would like to find other ways to work with the Chicago School students and staff.*

*In working together more in the future, we would like to expand our current joint initiative to a more structured and comprehensive program for other community partners.*

*We would like to work together to bring in more resources to both organizations.*



### Likert Scale Questions:

Finally, partners were asked to rate, on a four-point scale (1 = Strongly Disagree, 4 = Strongly Agree), how strongly they agreed with 14 statements related to overall satisfaction with the partnership. Overall partners reported high satisfaction with the partnership with The Chicago School and the students' competency. See Table 5 for a breakdown of items.

**Table 3.6. Likert Scale Questions (SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree)**

<p><b>1. I can easily find and contact someone at the Chicago School to talk with when I have concerns.</b></p>	<p>SD= 0% (0) D= 0% (0) A= 5% (1)</p>
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	SA= 95% (20)
<b>2. The Chicago School is sensitive to the needs and concerns of its community partners.</b>	SD= 0% (0) D= 0% (0) A= 5% (1) SA= 95% (1)
<b>3. I am satisfied with overall quality of student work.</b>	SD= 5% (1) D= 5% (1) A= 29% (6) SA= 62% (13)
<b>4. I am satisfied with knowledge and skills of students.</b>	SD= 5% (1) D= 5% (1) A= 19% (4) SA= 71% (15)
<b>5. I am satisfied with students' sensitivity to diversity.</b>	SD= 0% (0) D= 0% (0) A= 19% (4) SA= 81% (17)
<b>6. I am satisfied with students' professional behavior.</b>	SD= 0% (0) D= 0% (0) A= 29% (6) SA= 71% (15)
<b>7. I am satisfied with overall communication with students.</b>	SD= 0% (0) D= 5% (1) A= 33%(7) SA= 62% (13)
<b>8. In general, the benefits of working with the students outweigh any burdens it may have added to our work.</b>	SD= 0% (0) D= 5% (1) A= 10% (2)



	SA= 86% (18)
<b>9. I am interested in learning more about supporting the Chicago School students' learning and development.</b>	SD= 5% (1) D= 14% (2) A= 24% (5) SA= 57% (12)

