

# 2016-2017 Community Partnerships Annual Report



The Community Partnerships Department  
The Chicago School of Professional Psychology

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## Community Partnerships Team

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Brittany Solinski, 2016-2017 Americorps VISTA

Sayaka Machizawa, Psy.D., Associate Director

## Acknowledgement

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# COMMUNITY PARTNERSHIPS HIGHLIGHTS

## 2016-2017 Accomplishments at-a-Glance

- A total of **139 TCSPP Chicago students** participated in long-term community service projects through the Community Partnerships Department (CPD).
- TCSPP Chicago students provided a total of **44,369 hours of service** in our community (not including clinical practicum hours).
- The monetary value of community services provided by TCSPP Chicago students is **\$1,068,400<sup>1</sup>**.
- Approximately **31 % of the entire TCSPP Chicago students** served our community through the CPD.
- A total of **168 TCSPP Chicago students** participated in one-day service projects.
- **Seven faculty members** received National Faculty Service Learning Awards to implement new and innovative service-learning projects:
  - Dr. Dan Koonce, Chicago Campus, School Psychology Department – Under Carrey’s Care Childcare Center
  - Dr. Derek Hess, Chicago Campus, Forensic Psychology Department – John Howard Association
  - Dr. John W. Shustitzky, Chicago Campus, Clinical Psy.D. Department – The Riverside Township Mental Health Board
  - Dr. Kelly Broxterman, Chicago Campus, School Psychology Department – Lindop Elementary School
  - Dr. Nadia Jones, Los Angeles Campus, Marriage & Family Therapy Department – Homeboy Industries and Universidad de Beuenos Aires, Argentina
  - Dr. Patricia Perez, Online Campus, International Psychology Department – New Horizon Special School – Accra, Ghana; Autism Action Ghana – Accra Ghana
  - Dr. Sandy Siegel, Chicago Campus, Counseling Psychology Department – Breakthrough Urban Ministries

## Findings from the Student Survey

- After participating in a long-term community assistantship, **a greater number of students reported that community engagement opportunities enhance their academic learning** ( $p < .01$ ).
- After participating in a long-term community assistantship, **a greater number of students reported that they can apply what they learned in class in a real world setting through community engagement** ( $p < .05$ ).

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<sup>1</sup> 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](https://www.independentsector.org/volunteer_time)

- After participating in a long-term community assistantship, **a greater number of students reported that they can clearly explain what they have learned through community engagement experiences** ( $p < .05$ ).
- A long-term community assistantship **increased students' confidence in their ability to handle difficult situations at their community sites effectively** ( $p < .05$ ).
- After participating in a long-term community assistantship, **a greater number of students reported that they have positive professional relationships with their supervisor and staff at their community sites** ( $p < .05$ ).

### Service Learning Highlight

<b>Faculty</b>	Sandra Siegel
<b>Program/Department</b>	MACP
<b>SL Course Name</b>	CC652 Historical and Legal Aspects of Addiction
<b>Community Partner</b>	Breakthrough Urban Ministries Above and Beyond Family Recovery Center
<b>Number of Students in Class</b>	23
<b>Total Service Hours</b>	70
<b>Total Number of People Impacted</b>	95

Dr. Siegel expanded the service learning to two sites, Breakthrough Urban Ministries and Above and Beyond Family Recovery Center both on the West Side of Chicago, this year. The clients at Breakthrough were all men experiencing homelessness, while A&B had both men and women in recovery with the majority being mandated to treatment. Both groups had an open format. The students brought donuts each week for the groups and also some small toiletry items for the men at Breakthrough. All students toured Breakthrough and all their facilities (pantry, men and women's shelters, Family Plex building, children's programs), as well as walked around the neighborhood.

The student assignment was to, in pairs, prepare a psychoeducational group delivered in a process format on an assigned topic: Heroin/Fentanyl, Alcohol, Cravings and the hijacked brain, and the trauma and addiction cycle. They created a FAQ handout for the clients and formulate some opening questions. For example, when the students presented on heroin, they asked who in the room had lost someone to a heroin or fentanyl overdose. Both groups engaged in active discussion after student presentations. Dr. Siegel noted, "believe this format is much more powerful than just a lecture."

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# ABOUT THE COMMUNITY PARTNERSHIPS

## Mission Statement

The Community Partnerships Department creates a bridge between TCSP, 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, students and majority of partner community organizations. The Community Partnerships team includes Jill Glenn, LCSW (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.



Susan Mandell, Clinical Psy.D. student presenting at a Families of the Fallen event.

# 2016-2017 STUDENT SURVEY

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

## Participants

The pre-service survey was completed by TCSPP Chicago students just started their community assistantship or off-campus Federal Work Study positions through the CPD. The survey was administered online in October 2016, and an email with the survey link was sent to all students who signed up for volunteering, FWS, and/or CWS positions through the CPD. The post-service survey was sent out via email in June 2017 only to students who completed the pre-service survey. A total of 37 students completed both the pre- and post-service surveys.

**Table 1. Demographic Summary**

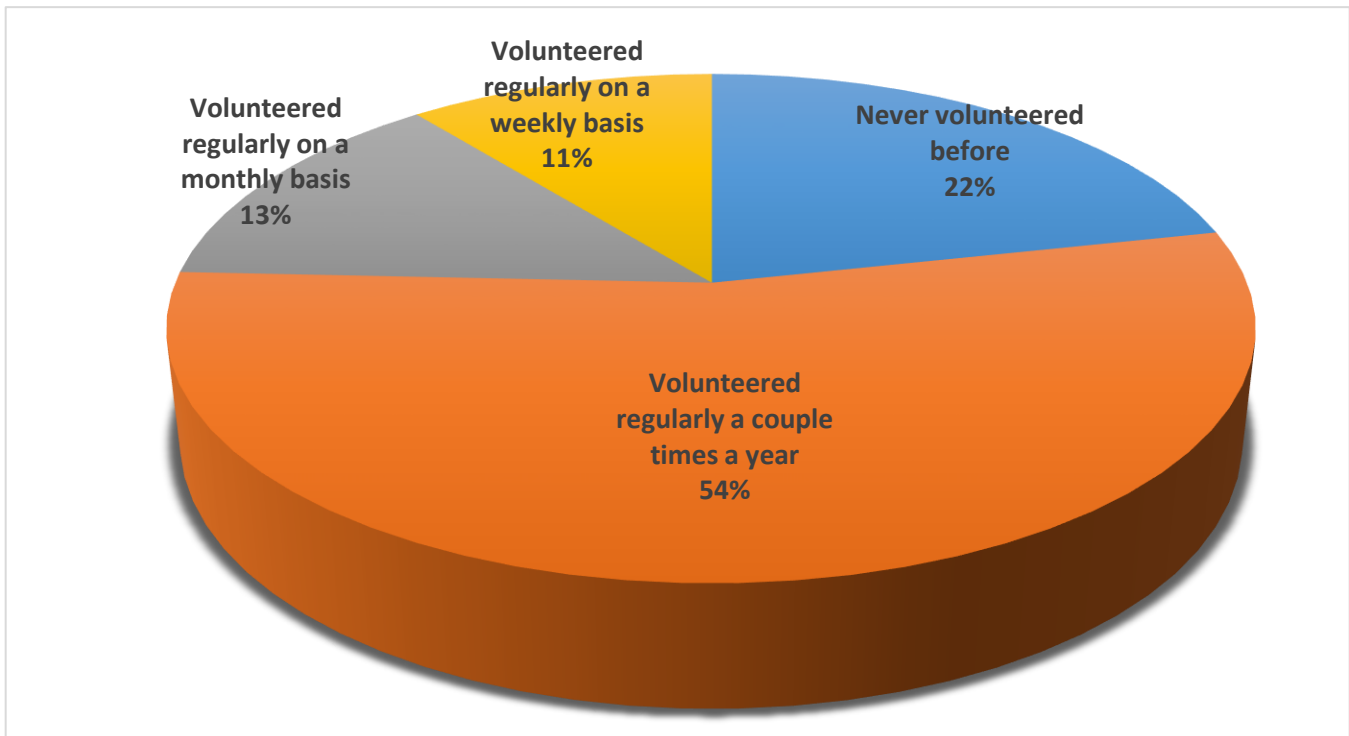
Demographic Variables (n = 37)	Percentage (number)
<b>Program</b>	
MA Counseling Psychology	32.4% (12)
Psy.D. Clinical Psychology	27% (10)
MA Forensic Psychology	16.2% (6)
Ed.S. School Psychology	10.8% (4)
MA I/O	8.1 % (3)
Psy.D. Clinical Forensic	5.4 % (2)
<b>Year in the Program</b>	
1 <sup>st</sup>	54.1% (20)
2 <sup>nd</sup>	32.4% (12)
3 <sup>rd</sup>	5.4% (2)
4 <sup>th</sup>	5.4% (2)
<b>Type of Position</b>	
Federal Work Study	40.5% (15)
College Work Study	18.9% (7)
Volunteer	40.5% (15)
<b>First year at your site?</b>	
Yes	67.6% (25)
No (continuing)	32.4% (12)
<b>Average hours per week involved in community assistantship</b>	7.96 (SD = 5.62)

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Participant demographics are summarized in the Table 1. The majority of respondents were 1<sup>st</sup> year student who is working at their community sites for the first time. About 32% of students reported that they have been working at their community sites since the last academic year.

Participating students were asked about their previous volunteer experience prior to their community assistantship. Their responses are summarized in Figure 1.

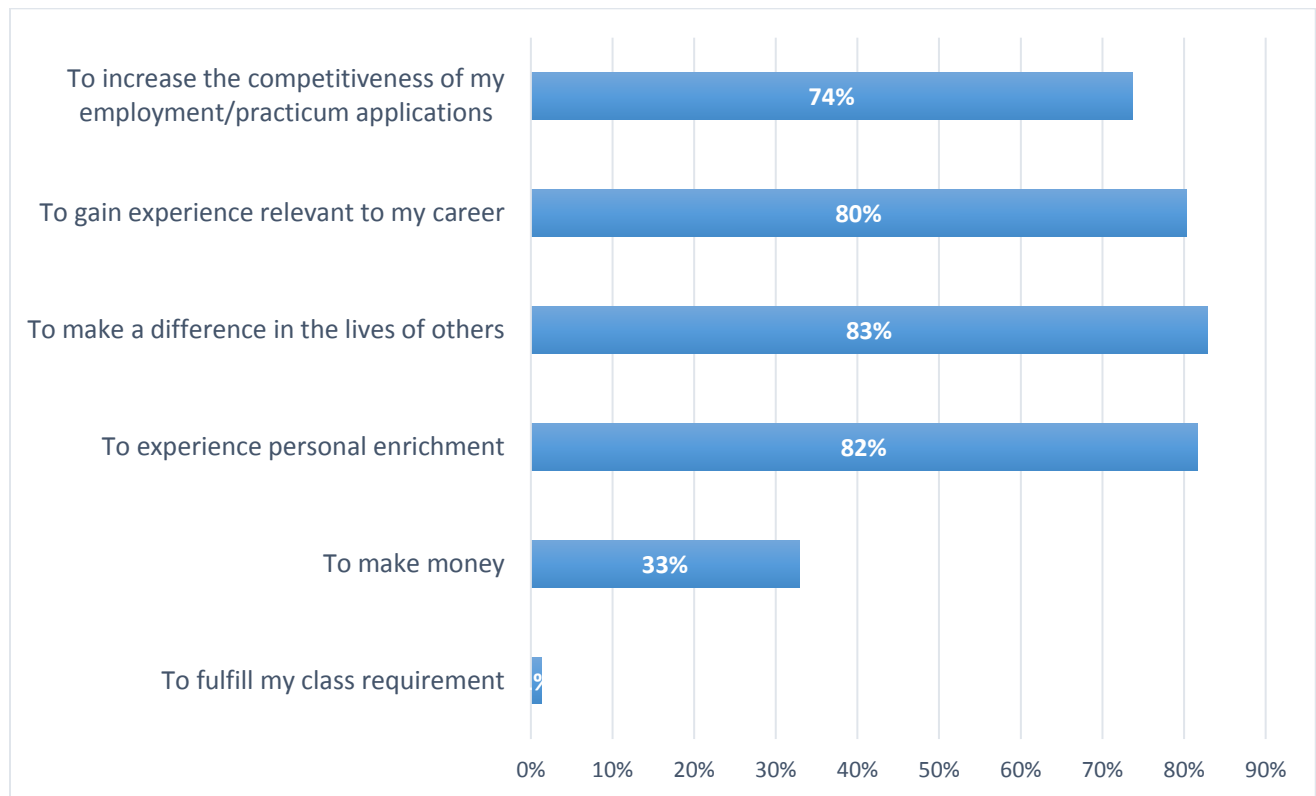
**Figure 1. Which answer best describes your volunteer experience prior to your community assistantship? (n = 37)**



Students were also asked the reason for participating in their community assistantship. Their responses are summarized in Figure 2.



**Figure 2. What are the reason(s) you got involved in the Community Assistantship position (check all that apply)? (n = 15)**



## Methods

Students' sense of competency and civic responsibility were measured early in the placement process in October 2016, and again in June 2017, after approximately 8 months of working or volunteering with their community sites.

The Student Survey is based on a literature review of existing assessment tools that aim to measure impacts of community engagement on students' sense of competency and civic responsibility. The present survey is comprised of 6 demographic questions and 15 seven-point Likert scale questions (1= Strongly Disagree to 7 = Strongly Agree). The survey contains the following six subscales:

## Results

The Wilcoxon Signed-Rank Test was conducted to evaluate whether students' responses on each question item had changed after their eight months of community assistantship experience (see Table 2).

After participating in a long-term community projects, a significantly more students reported that community engagement opportunities enhance their academic learning,  $Z(37) = -2.75, p < .01$ ; they can apply what they learn in class in a real world setting through community engagement,  $Z(37) = -2.229, p < .05$ ;





**Dr. Sandy Siegel, Faculty of the Year**

and they can explain what they have learned through community engagement experience,  $Z(37) = -2.152, p < .05$ . In addition, after participating in about 8-month long community assistantship, significantly more students reported that they are confident in their ability to handle difficult situation at their community site effectively,  $Z(37) = -2.51, p < .05$ ; and they have positive professional relationship with their supervisor and staff at their community sites,  $Z(37) = -2.08, p < .05$ .

Overall, the findings of the student survey indicate that participation in a long-term community projects is likely to enhance students' ability to apply their community experience to their academic learning and vice versa. Furthermore, participating in a long-term community projects also improve students' problem solving skills in a community setting.

**Table 2. Student Survey Responses**

Question	Pre	Post	Z(37)
	M(SD)	M(SD)	
Community engagement opportunities enhance my academic learning	5.19(1.87)	6.22(1.05)	<b>-2.75*</b>
I can apply what I learned in class in a real world setting through community engagement	5.11(1.93)	5.97(1.01)	<b>-2.23*</b>
I can clearly explain what I have learned through community engagement experiences	5.73(1.47)	6.41(.985)	<b>-2.15*</b>
I feel very comfortable working with people from different cultural backgrounds than myself	6.00(1.13)	6.24(1.06)	-1.06
I actively examine my own prejudices and biases about different groups and how they affect my behavior	6.05(1.03)	6.30(0.77)	-1.06
I will speak up if I witness another person being discriminated against	5.73(1.31)	6.19(0.93)	-1.57

I am very confident in my ability to handle difficult situations at my community site effectively	5.62(1.28)	6.32(0.88)	-2.51*
I have positive professional relationships with my supervisor and staff at my community site	6.16(1.07)	6.59(0.76)	-2.08*
I accept and apply constructive critique and feedback from my site supervisor	6.11(1.08)	6.43(0.98)	-1.38
Community engagement experiences help me hone my skills relevant to my specialty area of psychology	5.54(1.87)	6.03(1.04)	-0.95
As a psychologist, I have a moral obligation to engage in community service	5.95(1.25)	5.92(1.36)	--0.07
Community engagement experiences are beneficial to the formation of my identity as a psychologist	6.14(1.25)	6.35(0.98)	-0.52
Community engagement opportunities make me a more competitive candidate for practicum/internship	6.41(0.73)	6.49(0.77)	-0.43
I feel that I can make a meaningful difference in our society	6.49(0.77)	6.46(0.87)	-0.17
I actively reflect on my community engagement experience.	6.00(1.29)	6.22(0.95)	-0.56

**Note: 7-point Likert scale was used (1 = strongly disagree; 2 = disagree; 3 = slightly disagree; 4 = neither agree nor disagree; 5 = slightly agree; 6 = agree; 7 = strongly agree)**

**\*  $p < .05$**

## Recommendations

- The student survey indicated that community engaged learning is a powerful tool not only to foster students' civic responsibility but also to promote their classroom learning through making a connection between community experience and academic knowledge. To further encourage students to participate in community engaged learning, we have the following recommendations:
  - Increase the number of Off-Campus Federal Work Study and College Work Study positions. This will allow international and domestic students with a greater financial need to find hands-on opportunities in the community.
  - Increase the number of volunteer and FWS/CWS positions that students can participate in remotely. Given the increasing number of non-traditional and online students, we need to create more opportunities that fit their schedule.
  - Obtain faculty's buy-in so that they can promote community engagement opportunities to their students. They should bring civic engagement into the classroom.

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- Increase the visibility of the Community Partnerships Department by visiting PD groups, sending out emails, and posting announcements and updates on flat screens and TCSP social media pages. Of note, student survey indicated that nearly 90% of students prefer communication via email rather than other venues.
  - Collaborate with other centers (e.g., CMDS, NRCI) to organize events that aim to enhance student commitment to service, social justice, and civic responsibility.



Become Inc. recognizing students at the Annual Awards Ceremony.