

2020-2021 Community Partnerships Annual Report



Older Adult Group met in person to plant the community flower garden

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

Alda Dansou, AmeriCorps VISTA

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

Stephanie Vera, Graduate Assistant, SoCal Community Partnerships Coordinator and Liaison

Jennifer Villalobos, Graduate Assistant, SoCal Community Partnerships Coordinator and Liaison

Meet the Community Partnerships Team

The Community Partnerships Department acts as the "community engagement hub" and initial point of contact between our faculty, staff, and students, and many of our partner community organizations – creating a bridge between TCSP and the local and global communities in which it resides.

The team 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.

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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 2020-21

Chicago	Los Angeles
Lindop District 92	Magnolia Science Academy 1
Global Volunteers	Magnolia Science Academy Santa Ana
Health & Disability Advocates	Magnolia Science Academy San Diego
National Immigrant Justice Center	Magnolia Science Academy 7 Northridge
Catalyst for a Cause	Magnolia Science Academy 2
	Magnolia Science Academy 3 Carlson
	Magnolia Science Academy 4
	Magnolia Science Academy 5 Reseda
	Magnolia Science Academy 6 and 8
	School on Wheels
	Illinois Science and Technology Institute (ISTI)

COMMUNITY PARTNERSHIPS HIGHLIGHTS

2020-2021 Accomplishments at-a-Glance

- A total of **77 TCSPP Chicago students** participated in long-term community service projects through the Community Partnerships Department (CPD).
- TCSPP Chicago students provided a total of **19,635 hours of service** in our community (not including clinical practicum hours).
- The monetary value of community services provided by TCSPP Chicago students is **\$588,068¹**.
- A total of **434 TCSPP Chicago students, faculty, and staff** participated in one-day service projects.
- A total of **30 TCSPP SoCal students** participated in long-term community service projects through the Community Partnerships Department.
- TCSPP SoCal students provided a total of **4,242 hours of service** in our community (not including clinical practicum hours).
- The monetary value of community services provided by TCSPP Los Angeles students is **\$127,048**.
- A total of **231 TCSPP SoCal students, faculty, and staff** participated in one-day service projects.
- A total of **27 TCSPP Online students** participated in long-term community service projects through the Community Partnerships Department (CPD).
- TCSPP Online students provided a total of **810 hours of service** in our community (not including clinical practicum hours).
- The monetary value of community services provided by TCSPP Online students is **\$24,260²**.
- Of note, one DC student and one New Orleans student participated in Community Partnerships
- A total of **267 students** participated in Service-Learning courses with TCSPP, providing approximately **3,984 hours of service**.

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 (2021) 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 \$29.95 per hour. See https://www.independentsector.org/volunteer_time

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- **Twelve faculty members** received National Faculty Service-Learning Awards to implement new and innovative service-learning projects:
 - Kortney Peagram, Business Psychology, Chicago
 - Maria Malayter, Business Psychology, Chicago
 - Joshua DeFilippo, School Psychology, Chicago
 - Anita O'Connor, Counseling Psychology, Chicago
 - Casey Sharpe & Laura Benton, Forensic Psychology, Chicago
 - Benjamin Toubia, Marriage and Family Therapy, SoCal (LA)
 - Christine Nazarian, Marriage and Family Therapy, SoCal (AN)
 - Keona Robinson, Marriage and Family Therapy, SoCal (LA)
 - Carin Laue, Forensic Psychology, SoCal (LA)
 - Denita Hudson, Educational Psychology, Online
 - Patricia Perez, International Psychology, Online

 - **Ten students** received the Leader Fellowship from Community Partnerships.
 - Lori LeChien, Marriage and Family Therapy, SoCal (LA)
 - Amanda Wheeler, Marriage and Family Therapy, SoCal (LA)
 - Alagna Valsesia, Marriage and Family Therapy, SoCal (SD)
 - Aaron Engelberg, Clinical Psychology, SoCal (LA)
 - Sophia Ortiz, Clinical Psychology, SoCal (LA)
 - Goldi Gill, PhD Business Psychology, Online
 - Domenica D Ottolino, International Psychology, Online
 - Madison Wade, BA Psychology, Online
 - Pattie Harris, MA Psychopharmacology, Online

 - Chicago master's in Counseling Psychology student, Margaret Annunziata, received the 2020-21 Newman Civic Fellowship.

Service-Learning Highlight



Photo from Laith Higazin's Social Justice Leadership Project with Grow Good Farms.

Faculty/ Staff Name	Patricia H. A. Perez, PhD
Program/ Department	International Psychology
Service Learning Course	1) IN595: Capstone/Field Experience Kuwait (Master's) 2) IP690: Diversity in Psychology I: Field Experience I Kuwait (PhD)
Community Partner	Middle East Psychological Association (MEPA)
Number of Students	12
Number of Service Hours	30 hours or more (MEPA Ambassador role and preparation/SWOT analysis of MEPA Conference presentation and preparation)

This was a service-learning project in two IP field experience courses during the Spring 2 2021 term: a) MA IP Capstone/Field Experience Kuwait (MA IP) and IP690: Diversity in Psychology I: Field Experience I Kuwait (Trauma Services and Organizations/Systems concentrations).

This two-fold service-learning project included 12 IP students IP Master's (three students) and IP PhD students (nine students). Since Spring 2020 term, our IP Department has replaced the in-country travel component for all our FE courses to Virtual Travel Components (VTCs), including synchronous and asynchronous activities during the time of the in-country travel component

(March 16-26, 2021). Per the needs of the international partner, the Middle East Psychological Association (MEPA) and through Dr. Joanne Hands (MEPA President and alum of the IP PhD program), the service-learning project included: a) Students' role as a MEPA Ambassador during the virtual 4th Annual MEPA Conference and Expo (<https://www.mepa2021.mepa.me/speakers-2021/>) and b) a SWOT analysis completed in three interprofessional teams and presented to the MEPA Conference Committee.

FE courses in the IP Department provide our MA IP and PhD IP students an opportunity to apply didactic learning in their respective programs to experiential/applied learning as emerging IP professionals. Institutional Learning Outcomes (ILOs) of Professional Behavior and Diversity as well as Program Learning Outcomes (PLOs) of Critical Self-reflection, Diversity, and Ethics and Social Justice were applied during this service-learning project as a MEPA Ambassador and when completing/presentation a SWOT analysis in a different cultural context.

MEPA, the community partner for this proposed project, served to understand the field of psychology within the Middle Eastern context and internationally. Its mission and vision centers on destigmatizing psychology in the region as well as gathering international psychology professionals for collaboration, building awareness of mental health issues, and sharing resources that are culturally relevant and culturally appropriate for Middle East professionals.

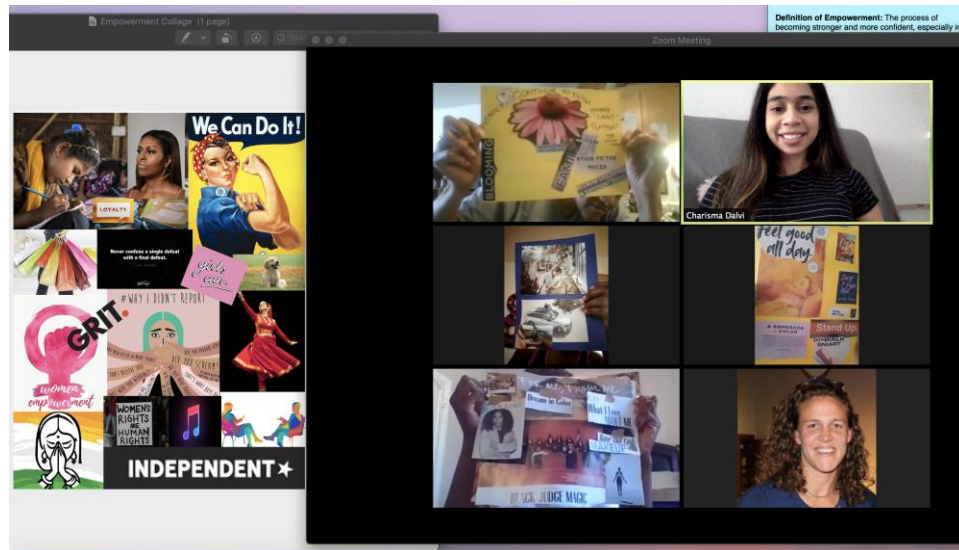
Project Goals: a) Provide students hands-on, real-world application of didactic learning of the field of International Psychology (IP) to applied learning within a particular cultural context through FE courses; b) Give opportunity to students to participate and attend an international conference (4th Annual Middle East Psychological Association-MEPA-Conference); c) Practice presentation skills within a global audience at a professional conference and within a consultation team (SWOT analysis)/

- Project Outcomes

- o Challenges: a) Time Zone (Home time zone versus Kuwait) in terms of participating in the MEPA Conference in Kuwaiti time and preparation with consultation team; b) Daily reflections on trigger per the Middle East/Kuwaiti cultural context/laws/core values that might be counter to students' core values; c) Reconciling how to be cultural appropriate as a presenter/consultant with a predominantly Middle East population.
- o Successes: a) New learnings in the field of Positive Psychology per the Middle East region; b) Application of didactic learning in the course with attention to context and culture; b) Highlighted IP programs (MA and PhD) and the students in application of IP skills/competencies at an international conference; c) Students able to network with international professionals at the MEPA Conference in their role as a MEPA Ambassador and provide a service for the MEPA Conference Committee through presentation of a SWOT analysis of the their first virtual MEPA Conference.

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- Impact on Students: a) Several opportunities for professional development internationally; b) Modeling of one way to sustain relationships in the Middle East region; c) Conduct a needs assessment/presentation for a “client” (MEPA Conference Committee)- <https://www.mepa2021.mepa.me/speakers-2021/>
 - Impact on Partner: a) Students through service-learning project provided for a “need” per the MEPA Conference and evaluation through a SWOT analysis of their first virtual MEPA Conference; b) MEPA will use MEPA Ambassadors again per IP students moving forward; c) Provided learning opportunities to graduate students who also might join in support MEPA in other ways (per their interests).
 - Personal/Professional Impact: a) Continuation of sustaining formal relationship with MEPA (MOU with TCS); b) Introduced MEPA Ambassadors to the MEPA Conference which was a success; c) Additional learnings of cultural context in the Middle East region/Kuwait for personal and professional growth.
 - Critique of Reflective Activities: a) Daily debrief sessions provide support for students and faculty on issues related to context/relationships/role/cultural norms; b) Guidance from Dr. Joanne Hands and opportunities for synchronous activities/meetings allowed for in-depth examination of roles in IP professionals entering the Middle East region; c) One-on-one invitations to discuss concerns with faculty instructors of role and expectations of tasks in the Middle East/Kuwaiti context was helpful to situate personal core values with professional roles (e.g., ethical dilemmas, core values, advocacies, etc.).
 - Future Considerations & Recommendations: a) Continue to include this service-learning project for Field Experience Course Kuwait; b) Provide different means for critical self-reflection (the main program learning outcome for this course) in journaling/signature assignment/one-on-one with faculty instructor/cultural orientation with international partner/debrief sessions; c) Link personal expectations and core values to role as IP professional (skills/competencies).
 - Sustainability of teaching this course: This course will be sustained every year (offered Spring 2 terms) as a core, required course for assigned IP MA and PhD students.

Significant Community Work – Chicago



Empowerment Session, Oakley Square Older Adults

The years 2020 and 2021 were no doubt a challenge for everyone, but we all worked together to quickly adapt to a new virtual learning environment while continuing to meet the needs of our community. The Community Partnerships Department's work has shifted because of this. Many of our partner sites have moved to offering virtual volunteer experiences, with several sites not allowing volunteers on site due to safety precautions. Twenty-two of our Chicago sites were able to make the transition to offering virtual opportunities to students. As a result of this change, we currently have students from Los Angeles, DC, New Orleans, and the online campus providing services to organizations in Chicago.

In 2017, the Chicago Campus initiated the Social Justice Leadership Academy (SJLA) through collaboration with four different co-curricular departments. SJLA is a co-curricular leadership development program for new and current TCSPP students, designed to supplement classroom learning with activities and mentorship focused on social justice and leadership development. For the 2020-21 school year, the SJLA in Chicago has 22 students with an additional 6 students that completed the program in 2020. In September of 2020, the Community Partnerships Department in California launched the SJLA. Dr. Nadia R Jones recruited 23 students from the 3 campuses (San Diego, LA, and Anaheim) as well as 23 mentors between faculty, staff, and administrators. Students will be designing leadership projects to serve the community with the support of their mentors.

In Chicago, Faculty and Staff provided over 25+ gifts to youth at the Oakley Square Apartment complex on Chicago's west side. TCSPP also participated in the Illinois Fatherhood Initiative – Fatherhood Essay Contest for Illinois K-12th graders. 38 students and 6 faculty and staff read 55 packets of essays for the contest. This was the first year the contest was conducted virtually, allowing on-line students and staff an opportunity to participate.

The 2020-21 school year also introduced a new AmeriCorps VISTA project focused on plans for sustaining our after-school Homework Help Room hosted at Oakley Square Apartments, a low-income housing complex run by The Community Builders Inc. and to create a mental health needs analysis for the Oakley Community. Alda Dansou, our VISTA, helped to transition the Homework Help Room program to a virtual platform. Through funding that Oakley received from the Chicago Health and Human Services Department, we were able to offer three fellowships to TCSPP students to serve as leads on Tuesday, Wednesday, and Thursday for the virtual Homework Help Room program hosted on Zoom. We also invited students from the Sue Duncan Children’s Center to participate in Homework Help Room since they were unable to run their program in person for the 2020-21 school year. Each student was paired with an individual tutor for one to two sessions per week. Students were assisted with homework during the hour that they met with their tutor.

In November of 2022, The Community Partnerships Department, Interwoven Counseling Center, and the Applied Behavior Analysis Department in Chicago, collaborated to provide reading assessments for youth participating in the Homework Help Room Program (K-12 students from Oakley Square Apartments and the Sue Duncan Children’s Center). Applied Behavior Analysis Pre-Doctoral Intern, Brian Katz, provides the reading assessment and then trains tutors in the reading curriculum. Homework Help Room receives funding through the Chicago Department of Family & Support Services in collaboration with The Community Builders Inc. which has provided books for tutors and students to read, supplies to students, and incentives for participation. In addition, Brian has received the Diversity, Equity, and Inclusion Grant provided by TCSPP to offer extended services and increase technology support to students in the program. All services are provided via Zoom and students can attend individual tutoring sessions up to twice a week on Tuesdays, Wednesdays, or Thursdays. While the pandemic has proven challenging, the change to virtual programming has proven beneficial in providing individual tutoring and will continue next school year in addition with an in-person day focused on social-emotional learning.

The Mental Health Needs Analysis Report was completed on July 14, 2021, by Alda Dansou, Community Partnerships AmeriCorps VISTA and Mike Russell, Executive Director of Interwoven Counseling Center. The report was shared with The Community Builders Inc. The 47-page report included an Executive Summary, along with the data collected from the surveys conducted with Oakley Square community members, staff, and other key contributors, as well as recommendations. Continued work will be done with Oakley over the next few years.

Community Partnerships continues to respond to Oakley Square’s request for support, particularly during the pandemic. A Clinical Psy.D. student began offering a psycho-educational arts group for older adults at Oakley Square. The group meets weekly via Zoom. The student hosted six – six-week sessions over the course of the 2020-21 school year. Supplies for the sessions were dropped at Oakley Square at the start of each six-week session and delivered by Oakley Square staff.

The Community Partnerships Executive Director also led the charge with the All-In Democracy Challenge. Dr. Margie Martyn (Campus Dean), Dr. Sandy Siegel (faculty, master's in counseling psychology), Dr. Luke Mudd (faculty, master's in counseling psychology), Alexandria Simms (student), Maureen Zigulich (student), Charles Kelley (Director, Career Services), and Emily Hilleren (Student Support Counselor) served on the Coalition. The group met monthly beginning in March of 2020. The TCSPP Chicago All in Democracy Challenge Coalition coordinated Voter Registration Days, sent out weekly emails prior to the Presidential Election alerting students, faculty, and staff on voter registration, non-partisan voter guides, absentee ballot information, and polling sites. Presentations on voting apathy and how to learn about the different candidates were provided through a virtual format. TCSPP also joined NSLVE to receive information regarding our voter registration and turnout rates.



Significant Community Work - Los Angeles



An Invitation to an Uncomfortable Conversation Workshop Series.

Even when we were still dealing with the restrictions of a global pandemic in 2020, our students and faculty continued to make a difference in the community.

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

Lo Le Chien, utilizing psychologist Dr. Janet Helm's White Racial Identity Model and her book *A Race Is a Nice Thing to Have* (Helms, 2020), and activist Layla Saad's workbook *Me and White Supremacy* (2020) as guides, created: *An Invitation to an Uncomfortable Conversation*, a series of collaborative conversations that asked TCSPP students who identify as white or who benefit from white privilege to critically examine their racial identities, and to "understand and take ownership of their participation in the oppressive system of white supremacy" (Saad, 2020, p.3). Although this series is geared towards addressing a pervasive problem in communities who benefit from white privilege, students of all racial identities who are interested in deconstructing whiteness, who are starting (or continuing) the path of the lifelong journey of becoming anti-racist, and who want to put anti-racism into action will benefit from participating in these conversations. Goals: 1. Challenge students to discuss white identity and white supremacy to facilitate growth and to build a more Beloved Community on campus. 2. Put anti-racism into action by encouraging students to contribute to a BIPOC individual or organization mutual aid campaign 3. Encourage students to bring back what they learned into their home, work, and school communities.

Aaron Engelberg worked on his workshop, *Incorporating the Intersecting Identities of Disabled People in Psychological vignettes*, with clinical faculty at TCSPP. The goal of the workshop is to "flip the script:" first consider contextual and identity factors related to disability, neurodiversity (and other intersecting identities), then incorporate program/clinical-specific information (e.g., diagnosis, treatment planning, law,

and ethics, etc.) Vignettes will be compiled and shared, and a vignette appraisal rubric--a gap in the scientific literature--will be created.

Sophia Ortiz is still working at the Cal Poly Pomona Womxn'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 (3 sessions, 1 hour in length, per semester) and Degendering Dialogue Series (3 sessions, 1 hour in length, per semester).

Amanda Wheeler responded to the Concerns of MSA Santa Ana through the school psychologist at that school who voiced the increase in concern for middle and high school students with body image issues or eating disorders. She put together a presentation for both groups that brings the topic to the forefront of discussion and addresses these problems. She approached the presentation from a systems perspective since it is a greater societal problem that has increased exponentially in the last few years. She addressed social pressures to be thin as well as have an interactive/ processing component to the presentation about self-confidence and ways to be healthy. As a certified personal trainer, she went into the effects of eating disorders from both a fitness and psychological perspective.

Alagna Valsesia created workshops also for MSA Santa Ana considering the cognitive effects that mindfulness practices can have on an individual, particularly in adolescence. She shared some tangible mindfulness exercises with willing students so that they might also learn the benefits of intentionally grounding themselves and practicing self-awareness. The goal was to give these students a chance to encounter new ways to process feelings, interpret them, and connect authentically and reflectively. As technology like smartphones and laptops become ubiquitous staples of a child's experience, they tend to become hyper-stimulated. It is unlikely that over-stimulation will ebb in society's current state but implementing mindfulness techniques could be a way to mitigate the harmful effects that overstimulation can have.

Our partnership with the Illinois Science and Technology Institute continues going strong and among all our campuses we have placed a total of 32 mentors for that program including our SoCal, Chicago, Online, DC, Dallas campuses staff, faculty, and students.

Our partnerships with Magnolia Public Schools also continue providing many opportunities to serve. During this year, Marco Aguilera-Chavez, a student from the San Diego campus mentored by Alumni Laith Higazin were able to continue to deliver the PERMA inspired well-being program to their staff and teachers. We also have 3 fellows on the Santa Ana campus running workshops on coping and well-being for the students as well as mindfulness. Student Lo LeChien continues to work with MSA7 (Magnolia Science Academy 7) Northridge in socio emotional learning through music in grades TK-5 successfully with wonderful feedback from the principal.



Let's talk about Race, Power, & Privilege

Join your fellow TCSPS classmates 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

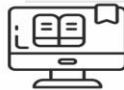
Zoom Info:

[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



6 students from the SoCal campuses and 4 students from the online campus were recipients of the Creative Fellowships this year and they are all engaging in their community projects currently. One of those students Lo LeChien, created a project to dismantle White Supremacy through music and readings titled: “An Invitation to an Uncomfortable Conversation.” She continues this very important work now on the Anaheim campus after winning the GRANT IDEA (Inclusion Diversity Equity and Access) through TCSPS. Another GRANT IDEA recipient for Community partnerships was Dr. Nadia R. Jones, who will be creating 4 workshops in Spanish for students and clinicians on topics such as: Understanding Latino Clients, The Clinical Interview, and ACES.

Between the Chicago and California campuses, The Social Justice Leadership Academy (SJLA) introduced the largest class this school year with 40 students this Fall. Twelve of these students successfully graduated from SJLA in 2021, with the rest making strides towards their completion. In addition, thirty-four 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 33rd Annual Convention and won 1st place.

During the Spring Semester, Drs. Claudia Shields and Guy Balice, professors in the Clinical Psy.D. Program, were joined by Ms. Lisa Gray, Associate Director, Initiatives for Identity, Inclusion & Belonging at University of Maryland Baltimore County, and by Ms. Jenny Park, a student in TCSPP Clinical PsyD Program, to conduct a virtual panel presentation at the National Conference on Race & Ethnicity (NCORE). The session was entitled “Killing Me Softly: Suicide Among African American, Asian, Pacific Islander and LGBTQ+ Students.” This panel presentation addressed suicide among college students from several specific demographics. In addition to raising awareness, providing facts, and combating myths, the program also offered specific resources and suggestions for campus-based interventions. Suicide is the second leading cause of death among the age groups that typically attend college. This program was designed to aid college students, staff, and faculty in taking steps to create protective campus climates.

The SoCal ABA program put on two events in April to honor Autism Awareness Month. The first event was entitled "Autism and Social Skills: Ethical Lessons Learned from Research to Clinical Practice" and included a presentation from Dr. Elizabeth Meshes, Assistant Professor, Applied Behavior Analysis, and a SoCal ABA Alumni panel featuring Dr. Megan Aclan, Caitlin Marcus, and Dr. Tammy Van Fleet. 125 people attended the virtual event. The second event was entitled "Autism in Real Life: Understanding and Supporting Individuals with Autism and Co-Occurring Disorders" and featured a presentation from alumni Dr. Evelyn Gould and Dr. Alyssa Wilson, Associate Professor and Department Chair, Applied Behavior Analysis. Dr. Gould discussed Autism and Obsessive-Compulsive Disorders, while Dr. Wilson discussed Autism and Substance Use Disorders. 127 people attended the virtual event.

On April 24, Dr. Mike Sherman, Department Faculty, Clinical Psychology Department, served as a keynote speaker at the General Session of the 2021 Annual Conference & Expo of the California Association for the Education of Young Children. Dr. Sherman presented on “Understanding Relationships and Their Importance Related to Your ECE Work.” In this keynote presentation, Dr. Sherman reflected on the ways we can leave a mark on young children through the relationships we develop with them as well as the ways in which relationships can provide guidance for navigating the journey back toward a post-COVID world as we look ahead.

Dr. Nadia Jones and Andrew Reily from the MFT department conducted a workshop on How to Deal with Grief and Loss. A Workshop for High School Teachers and Staff. Magnolia Schools 2,3,4,5,6 and 8 for 248 middle and high school teachers and staff and 86 elementary school teachers and staff.

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, 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), and Federal Work Study (FWS) positions, oversees community-based participatory research projects; designs novel, sustainable, impactful, and meaningful community-based experiences.



Lo LeChien working on Socio Emotional Learning at Magnolia Science Academy – 7 (LA)

2020-2021 PARTNER SURVEY

In order to evaluate partner sites' experiences with our students, the Community Partnerships Department administered a survey to collect data on partner's 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), and Federal Work Study (FWS) positions. A total of 23 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 and 2.

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

	N	AVE	SD
Student showed respect to staff and participants.	95	4.84	0.47
Student asked questions to site supervisor and/or staff to gain a better understanding of the culture of the site and its participants.	89	4.47	0.91
Student acknowledged any cultural biases and how this may affect their behavior.	58	4.19	0.90
Student acknowledged any cultural biases and how this may affect the behavior of others.	56	4.27	0.79
Student strives to create a genuine connection with people from different cultural backgrounds.	90	4.58	0.76
Student portrayed comfort working with people from different cultural backgrounds (e.g., age, disabilities, religion, ethnicity, socioeconomic status, nationality, gender, etc.).	90	4.79	0.53
Student strives to create a genuine connection with people from different cultural backgrounds.	90	4.66	0.72

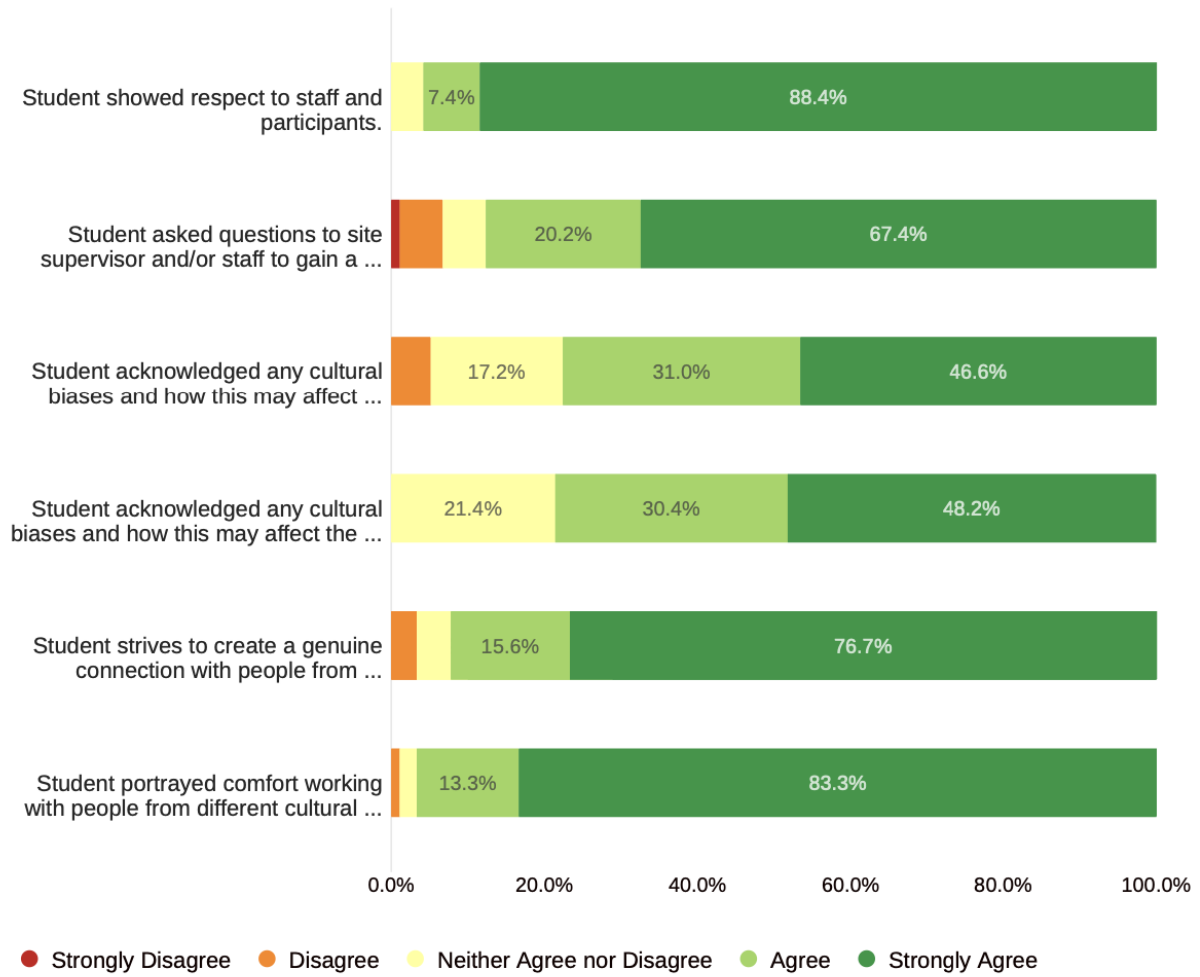
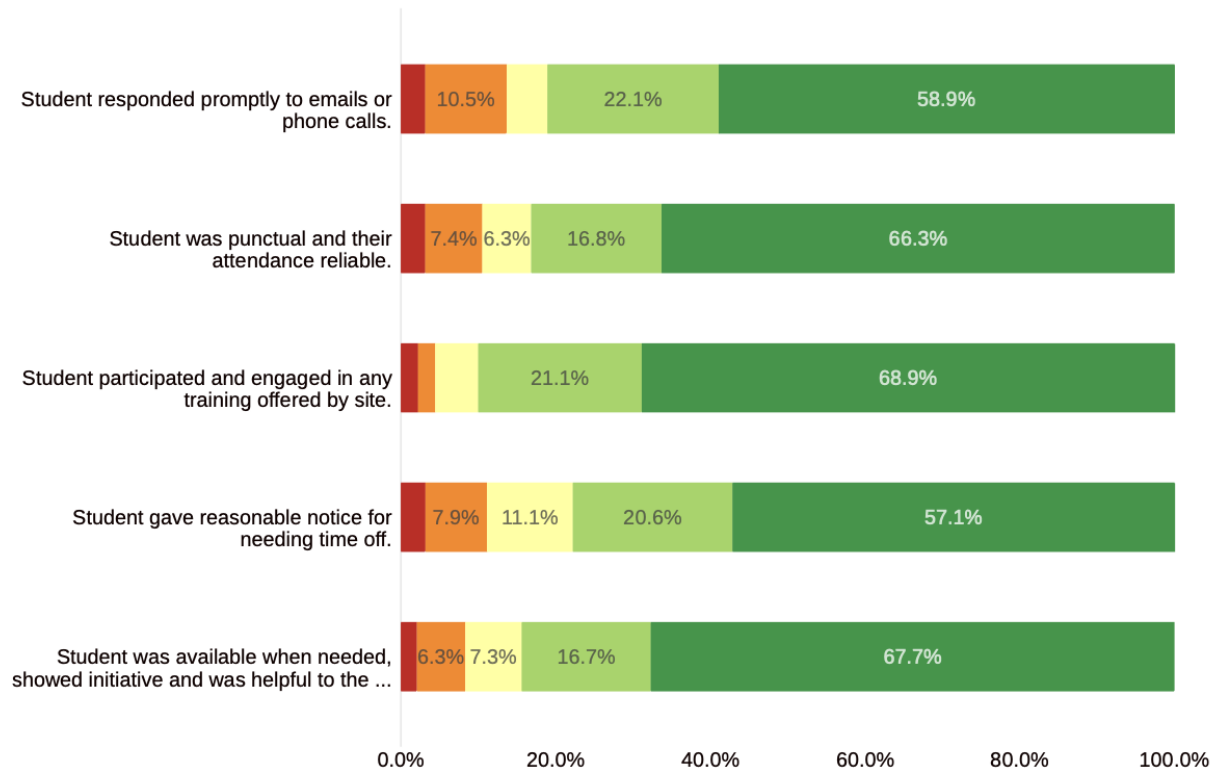


Figure 2. Distribution of scores based on level of agreement for questions on professional behavior

	N	AVE	SD
Student responded promptly to emails or phone calls.	95	4.23	1.14
Student was punctual and their attendance reliable.	95	4.36	1.08
Student participated and engaged in any training offered by site.	90	4.52	0.87
Student gave reasonable notice for needing time off.	63	4.21	1.11
Student was available when needed, showed initiative and was helpful to the needs of the site.	96	4.42	1.01
Student's interactions with staff and participants complied with the sites mission.	95	4.6	0.8
Student completed any assigned tasks within a timely manner.	95	4.4	1.1
Student maintained professional demeanor.	96	4.7	0.7
Student maintained professional demeanor when/if encountering a conflict with another staff member or participant.	68	4.6	0.8
Student respectfully and professionally communicated with site supervisor if/when they had any concerns or questions	77	4.6	0.8



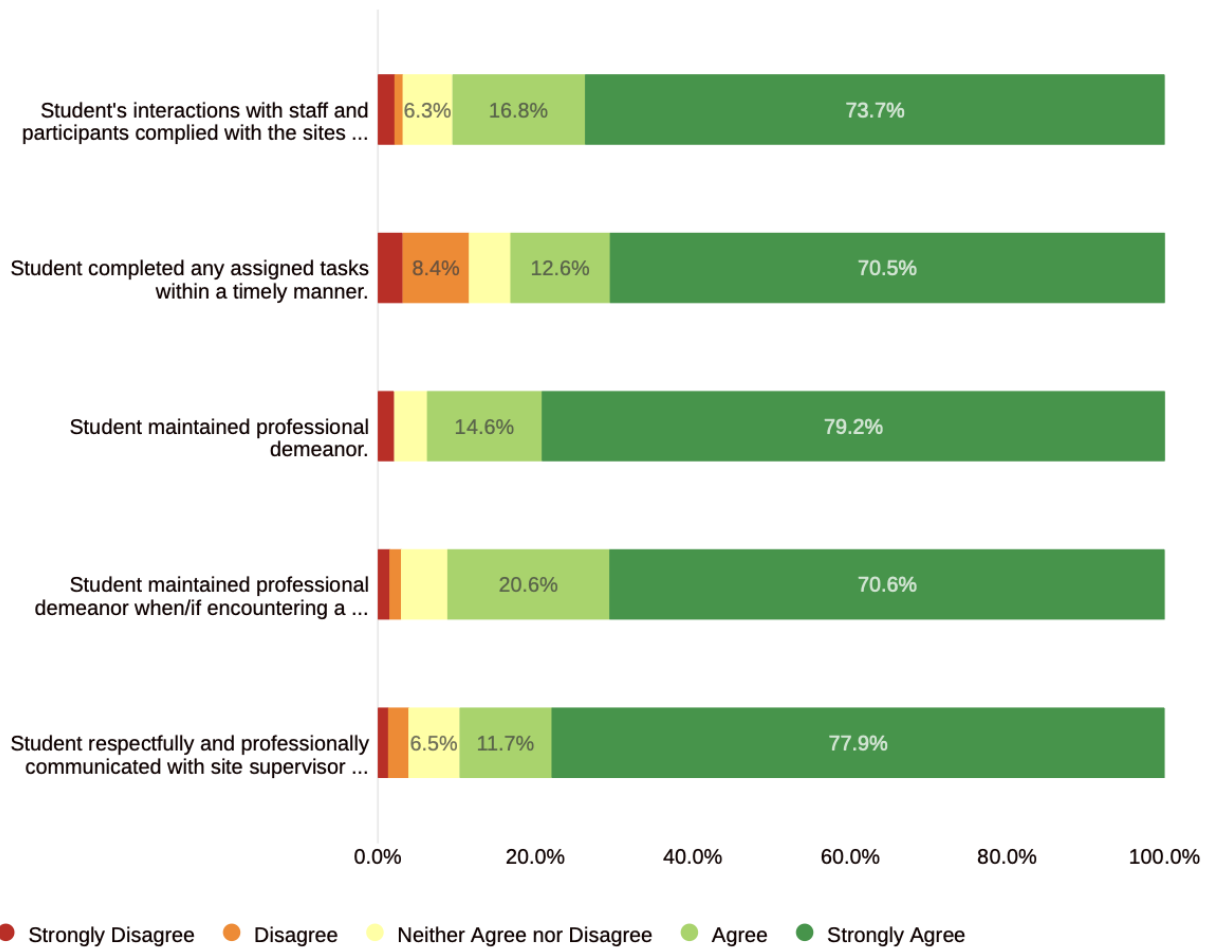
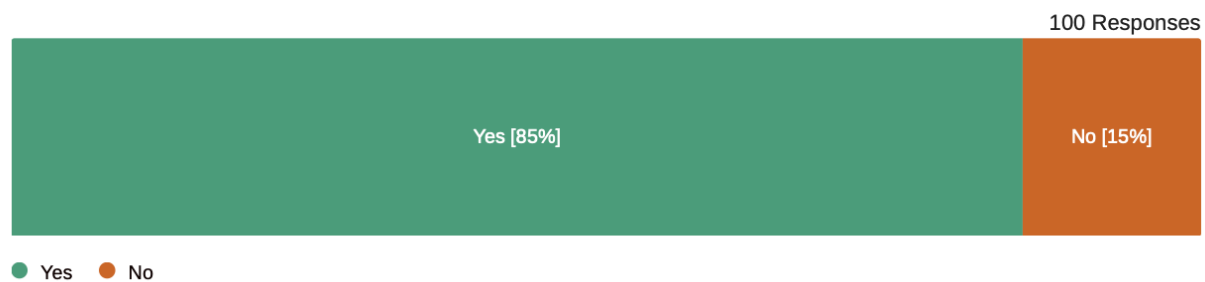


Figure 3. Impact of COVID-19 on attendance

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



How has the student supported your work during the COVID-19 Pandemic?

<p>Student served as a room lead in our virtual homework help room program. As a room lead, she helped greet tutors and students as they entered into the Zoom meeting. In efforts to build rapport with the students she would initiate fun games and activities to do with the students to make sure they were engaged while waiting on the call for their tutors to join. She also sent students and their tutors into breakout rooms and managed any difficulties that occurred.</p>
<p>Student served in our homework help room program as a virtual tutor. They provided her assigned student academic skill building services once a week, helping to enhance the student's reading skills.</p>
<p>Student started serving in the homework help room program when it was in person and transitioned into virtual with us at the beginning of this school year. Throughout this year they offered academic tutoring and mentorship to their students</p>
<p>During COVID-19, social isolation disproportionately affected older adults, including the members of the older adult group, aka Soul Art that student led. Since Summer 2020, student offered psychoeducational activities for the members of the group to partake in on a weekly basis for 6 consecutive sessions before taking a two week break and recommencing sessions. The sessions are discussion-based and members often utilize arts and crafts. Sessions provide the members a sense of community to support their mental health and to combat such detrimental feelings of isolation.</p>
<p>Student participated in pilot virtual programming online virtual wellness program coordination. Assisting with data entry</p>
<p>Throughout the COVID-19 Pandemic, student offered support to various students as a mentor and tutor. Student found academic exercises for their students to do when they came to sessions without homework. On the other hand, student made sure to alleviate some stress from their students by allowing them a chance to voice their thoughts and made sure to balance work and play. Student would also prepare fun activities for their students to do to keep them engaged</p>
<p>Student served in our virtual program as a room lead. As a room lead, he facilitated tutoring sessions by starting the Zoom meetings and assigning students and their tutors into breakout rooms. He helped manage technological difficulties and helped create a welcoming environment for the students and tutors.</p>
<p>Student supported our work during the COVID-19 pandemic by partaking in our virtual tutoring program and providing support to their student. When student noticed their student was struggling throughout their sessions, and experiencing difficulty, student made sure to pass this information on so that their student could be provided with better suited services that was more efficient and effective, and so she could also receive training that better prepared her to lead sessions.</p>

Figure 4. 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 student is that she is so busy we could only get 2 hours. I hope to keep her on our Team as long as possible.</p>
<p>Student became one of our most valuable team members, growing into the job after a somewhat rocky start last year. His communication skills increased considerably. Student's calm demeanor is a pleasure to have on our Team. He easily assumed the role as the senior student member of the Teaching Team and was supportive of all its members. Student's manner with students is calm, kind, and professional. His administrative and technical knowledge and skills were of great use. I look forward to working with him until he graduates.</p>
<p>Student was professional and accountable. She provided our clients with socialization and connection. This is extremely important as many of the clients she worked with were living with depression, anxiety, and other conditions that make developing and maintaining personal relationships difficult. As our Adult Day Program was closed due to the pandemic, her volunteer work at White Crane ended early. We are very much appreciative of her volunteerism. Chicago School does an excellent job in preparing student for the responsibilities of working in the community-based setting. During the pandemic, it was a tough time for organizations to function, but Chicago School has provided us with flexibility and understanding during this time</p>
<p>Student is a pleasure to have on the team; her energy, spirit, attitude, thoughtfulness, and work ethic are a great contribution to our team</p>
<p>Student only volunteered with us for 1 day before deciding it didn't work with his schedule due to the time difference between Chicago and California.</p>
<p>This student was driven and delivered some exceptional work in multiple areas of the organization. However, when overwhelmed, this student stopped communicating and showing up to our meetings without any notice. This happened twice and then they completely stopped communicating via email, texts, and calls. We were very concerned about them and finally got a hold of a family member. This student holds so many professional strengths and is truly a rock star in the workplace, but their lack of communication could really hurt their future opportunities.</p>
<p>Student was an excellent and diligent volunteer this year. We were lucky to have her</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 two years. The average stay at the sites was six 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 student's highest under professional behavior in the domains of maintaining professional demeanor, professional and respectful communication and complying with the site's mission. Of concern under professional behavior are the 11% of respondents who indicated that students did not promptly respond to emails/phone calls, did not provide ample notification for time off requests and were not punctual. This is of concern, as partner sites rely on volunteers to ensure operations run smoothly and to provide additional support for staff.

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 "showing respect to staff and participants with 95% under agree or highly agree. Students were also strong in "portrayed comfort working with people from different cultural backgrounds with 96% under agree or highly agree. Issues surrounding focus for students on acknowledging cultural biases and how it affects their behavior and behavior of others around them remained similar to the previous year. Recommendations will be established to address this in future years.

The survey also aimed to understand the impact of the pandemic on student attendance. Results indicated that 85% 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.



Photo from Homework Help Room at The Community Builders Inc.

Recommendations

Recommendations for the coming year include:

- Offer reflections with students to look at cultural biases and understanding of communities where they serve
- Collaborate with Partner Sites to continue to adjust during these challenging times and determine additional support needed for the coming year to address COVID issues.
- Look to offer Social-Emotional support to Homework Help Room students at Oakley Square as a result of challenges related to COVID.
- Continue to identify virtual opportunities for students that support partner sites.



Photo from Oakley Square Bike-A-Thon Prep