

EVALUATION OF SOCIAL RESPONSIBILITY TRAINING IN GRADUATE
EDUCATION

A DISSERTATION PRESENTED TO THE FACULTY OF
THE ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY

BY

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Approval Page

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LIST OF ABBREVIATIONS

Adler School: Adler School of Professional Psychology

APA: American Psychological Association

CES: Community Engagement Survey

CSP: Community Service Practicum

SSASL: Shumer's Self-Assessment for Service-Learning

SSSI: Sulliman Scale of Social Interest

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Abstract

This research examined a new service-learning component introduced in the curriculum of a graduate school of psychology. A program evaluation was conducted to assess the Community Service Practicum (CSP) as a modality of teaching Socially Responsible Practice, a core competency of the Adler School of Professional Psychology (Adler School). A total of 49 students and 10 faculty from the Adler School completed three assessment instruments as part of the program evaluation of the CSP. These instruments included the SSASL (Shumer's Self-Assessment for Service-Learning), the SSSI (Sulliman Scale of Social Interest), and the CES (Community Engagement Survey). It was expected this study would provide information on the strengths/assets as well as weaknesses/barriers of the CSP, a new service learning component of the Adler School curriculum. In addition, the study examined any differences between student and faculty characteristics or their evaluation of the CSP. It was hypothesized that scores from the measure of service learning (SSASL) would be positively correlated to both the scores on a measure of social interest (SSSI) and the ratings on a measure of the actual activity level of those serving the community (CES). Results showed at least half of all participants scored all the items on the SSASL (with the exception of two items) as "meeting expectation", "exceeding expectation", or "exceptional". Weak negative correlations were found between the SSASL and the CES, and should be looked at as trends only, informing future service learning evaluation questions. Lastly, results showed no correlation between social interest as measured by the SSSI and civic engagement. Future research on assessing service learning and social interest was discussed.

Chapter I

Introduction

Alfred Adler, a prominent figure in psychology, theorized that “social interest” is a personality trait which develops as a strategy to meet the demands of life. Adler emphasized the reality that human beings are unable to survive in isolation. Instead, he stated that we are socially embedded and that our very survival is contingent on our ability to cooperate and contribute to the entire community, rather than focusing purely on the self. Thus, those individuals who are high in social interest are guided in their actions by their interest in the good of society within which they have a home. According to Adler, social interest is an innate potential; however, he also believed that one’s ability to express social interest is developed through interaction with the environment (Adler as quoted by Ansbacher & Ansbacher, 1979).

One of the main ways individuals express social interest is through activities that promote social justice. Dreikurs (1971/2000) articulated the connection between social interest and social justice through the promotion of social equality. He perceived the main problem with social living as the discrepancy between having legally become equals within current democratic states, yet not having learned how to deal with one another as equals. Therefore, Dreikurs challenged social scientists with the idea that intellectual and moral “snobbism” or superiority is harmful and actually hinders the contribution of people or groups who are seen as inferior in intellect or status (Dreikurs, 1971/2000).

Within higher education one program that has striven to foster social interest and teach these concepts of social justice and social equality to young adults has been service-learning programs. Service learning is a credit-bearing educational experience where the

content of a course is linked to a specific community service project. This linkage between course content and service is usually achieved through oral and written reflection, and utilizes the instructor to facilitate this type of integrated and contextualized learning. Through instruction, service and reflection, the aim is for the student to gain a broader appreciation of the course, while gaining an enhanced sense of civic responsibility. An example of a service learning project could be the act of service as an advocate at a refugee resettlement agency in relation to a public policy course. In this example, the student receives first hand experiences in helping refugees navigate the immigration system once in the United States. This experience is then connected to course material including readings and lecture on immigration policies in the United States. Finally, and perhaps most importantly, service-learning requires the student to reflect on how their experience working with refugees impacts their understanding of immigration policy as well their understanding of social responsibility and ongoing civic engagement. Service learning addresses the bridge needed between knowledge as self-interest and private good to knowledge as civic responsibility and public work (Zlotkowski, 1998); that is, it begins from personal responsibility and moves to include social responsibility.

Unfortunately, through the 1980's and 1990's higher education institutions that formerly served the needs of the community and engaged its students in learning that developed the "good citizen" (Altman, 1996), changed to those that provided knowledge and skills for the purpose of upward mobility of individuals (Colby, Ehrlich, Beaumont, & Stephens, 2000). In the field of clinical psychology, this promotion of self is reflected in the push at most graduate programs to pursue scholarship through publishing in peer-

reviewed journals and presenting within academic circles. Thus, while the field of clinical psychology has much to offer in tackling society's toughest problems such as youth violence, abuse, hate crimes (Mays, 2000), the dialogue has been contained to academic circles, with little translation to solving these problems within their own community (Murray, 2002).

The Adler School of Professional Psychology has always included community service in its educational repertoire by means of primary prevention (parent education) services. This dedication to connecting education to the community has been informed by Adlerian's historical commitment to holism. According to Adler, holism is the viewpoint that there is unity and consistency within the self and that the self is socially embedded. Therefore, human beings are not understood when isolated from their context (Ansbacher & Ansbacher, 1979). Individual psychologists have championed the education system to not isolate a student's academic attainment from their social intelligence. Instead, they call on education to help students develop skills "such as the ability to understand others, to self-regulate, to work with others in pursuit of common goals" (Allen, 2000, p. 116). One way in which these skills can be learned is through service learning.

In addition to clinical practica and training parent educators, the school has recently begun to address this disconnect between individual student goal attainment and addressing the needs of the greater community through a new curriculum that prepares students to be "socially responsible graduates". The Adler School mission states that the school is committed to pursuing social responsibility through service to disenfranchised and marginalized communities. They are also dedicated to training a diverse population of students and offer opportunities for students to reach out to these groups through

multiple training opportunities, including the Community Service Practicum (Gruba-McCallister, 2008).

Statement of Purpose

The purpose of this study is twofold.

One purpose is to evaluate the community service program implemented at the Adler School of Professional Psychology as a tool for teaching social responsibility.

Having just completed the first year long cycle of the Community Service Practicum, one goal is to assess whether students and faculty at the school, as well as community site supervisors, agree on the objectives of the CSP, and believe that the program is achieving its intended goals in its current structure. A related goal is also to examine whether these perceptions significantly differ between students, faculty, and site supervisors. If the Adler School is to lead by example, then one of the first steps is to evaluate the process by which this training in social responsibility is being implemented. Evaluating the process and making necessary changes will be the first steps in studying outcomes at a later date (Chinman, Imm, & Wandersman, 2004).

A second objective is to determine which certain factors may be related to the perception of the CSP program by students and faculty.

It is possible that students and faculty at the Adler School are attracted to the school because of its ties to Adlerian philosophy which promotes a commitment to social justice; or that they will develop this interest as a result of attending. As a result, the school's members may come with a high sense of civic-mindedness (social responsibility), and a record of prior community service. It is important to try and

disentangle these issues making it reasonable to hypothesize, which attributes will influence participants' evaluation of the CSP program.

Hypotheses and Research Questions

It is expected this study will provide information on the strengths/assets, weaknesses/barriers, and areas that need improvement of the Community Service Practicum. Specific to the Shumer's Self-Assessment of Service-Learning (SSASL):

1. It is hypothesized that the "Culture and Context" foundational content section will be rated the highest, and possibly seen as an asset of the CSP.
2. Second, it is hypothesized that some questions on the SSASL will reflect areas where the CSP needs improvement as well as areas of strength.
3. Thirdly, it is hypothesized that there will be no significant difference between the faculty and students evaluation of the CSP.

This study will also highlight participants measured level of social interest and civic mindedness, as measured by past and current civic involvement, adding further information about participants' genuine concern for the community and human welfare.

4. It is hypothesized that scores from the Shumer's Self-Assessment for Service-Learning (SSASL) will be positively correlated to both ratings of types and activities on the Community Engagement Survey (CES).
5. It is also hypothesized that scores from Community Engagement Survey will be positively correlated to the scores on the Sulliman Scale of Social Interest (SSSI).

This is due to the premise that participants who already have established a sense of social equality and social contribution will be more apt to positively rate a community engagement curriculum.

Assumptions and Limitations

It is assumed that civic engagement, social responsibility, and service learning as a tool to attain socially responsive knowledge, is a priority of the American Psychological Association (APA) as well as the Adler School of Professional Psychology. Therefore, psychology higher education is meant to not only train students, but also be a resource to the community. This assumption is based on clear written statements from the APA and the Adler School on their position on service learning and civic engagement.

It is also assumed that Alfred Adler and Adlerian professionals understand psychological health as the individual's ability to cooperate and offer useful contributions to society. The inverse, individual gain at the expense of others and a competitive approach to life is psychologically harmful to the individual as well as the society as a whole. Although there is some nuance in Adlerians' interpretation of the concept of Social Interest, there is an agreement in the literature as well as the Adlerian Psychology curriculum at the Adler school that individual and societal well being is connected to a more cooperative democratic and less competitive individualistic stance on life.

There are two main limitations in this study. The first is a lack of prior research on the efficacy of service learning in graduate level education. To the extent of this writer's review of the literature, almost all studies as well as service learning resources are geared toward high school and undergraduate education. Due to this limitation,

inferences must be made from the research that is available on service learning as it relates to undergraduate education.

The second limitation is with the methodology of the Shumer's Self-Assessment tool for Service Learning. Throughout the development of the dissertation, this writer has been unsuccessful at contacting Dr. Shumer in regards to finding other higher education institutions that have used the tool to assess their service learning initiative. Therefore, at this time the self-assessment of the CSP cannot be compared to another higher education institutions self-assessment of their service-learning program.

Chapter II

Review of Literature

History of the Adler School of Professional Psychology and the Community

Service Practicum

The Adler School of Professional Psychology was founded in 1952 by Rudolf Dreikurs, M.D. and was initially called the Alfred Adler Institute (www.adler.edu). Dr. Dreikurs was a close colleague of Adler and dedicated most of his professional work to the continuation and dissemination of Adler's theory of Individual Psychology. Along with Dreikurs, Harold Mosak, PhD, Bernard Shulman, M.D., and Robert Powers were three of the original leaders of the Alfred Adler Institute (AAI) based in Chicago, Illinois. The goal of the AAI was to provide post-graduate education and certification in Individual Psychology. The leaders of the institute provided certificate training to psychologists, educators, and physicians not only in Chicago but throughout the United States and Canada.

As the AAI evolved, the goal among the leadership shifted to providing not only post-graduate certification in Adlerian psychology, but also graduate degrees in counseling and clinical psychology. Today the Adler School of Professional Psychology is a degree granting institution and is accredited by the American Psychological Association and a member of the National Council of Schools and Programs of Professional Psychology. The school is also accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The school offers five master's degrees including; (a) M.A. in Counseling Psychology, (b) M.A. In Counseling Psychology: Art Therapy, (c) M.A. in Marriage & Family Counseling, (d)

M.A. in Counseling & Organizational Psychology, and (e) M.A. in Police Psychology. The Adler School also offers a Doctorate of Clinical Psychology as well as post-graduate continuing/professional education at their main campus in Chicago as well as a campus in Vancouver, Canada (www.adler.edu).

In the fall of 2006 the Adler School instituted a new curriculum, with the primary focus and goal of teaching social responsibility. This new vision is one expression of the continuation of the work of Alfred Adler. The school articulates its vision as

Aligning our work with society's needs means we believe psychologists must look up from their clients, see the systems and forces that brought their clients to them, and realize their responsibility and ability to change those systems and communities. Our innovative and broadened curricula prepare students to work with individuals, families, and communities as socially responsible practitioners (www.adler.edu).

“Socially Responsible Practitioners” or “Socially Responsible Graduates” are defined by the faculty of the Adler School as those who:

(a) embrace a diversity of perspectives; (b) work to build and maintain bridges across social, economic, cultural, racial and political systems; (c) empower others to identify and address shared problems, and; (d) foster the development of social equality, justice and respect through compassionate action throughout the global community (Gruba-McCallister, 2008).

Out of this vision and mission comes a dedication to serving the community, especially disenfranchised and marginalized populations, as well as training a diverse population of students. Multiple training and educational opportunities are offered to the

students in preparation for them to become socially responsible graduates. One of the many programs launched to facilitate and encourage social responsibility is the Community Service Practicum (CSP).

The CSP is a non-clinical practicum designed to give students an overview of social issues and has the following objectives:

- (a) learn the effects of systems (healthcare, schools, prison) and social injustices (i.e. poverty, racism, abuse) on individual functioning;
- (b) learn the mental health professional's role and responsibility toward initiating systemic changes and addresses injustices;
- (c) learn ways to advocate for systemic changes that will benefit human welfare;
- (d) to reflect on values about people/systems, and assumptions about the nature and causes of social problems; and
- (e) learn how to function effectively within a multidisciplinary organization and work as a team to effect change (Community Service Practicum Handbook, 2007).

The CSP extends over two semesters and begins the second semester of the first year.

The student engages in the project over the course of 25 weeks, approximately eight to ten hours a week. The CSP projects are divided into five broad categories of service and include Community Outreach, Intervention & Education, Program Development & Evaluation, Community Needs Assessment, Grant Writing, Fundraising and Advocacy; and Social Action Research & Publication (Community Service Practicum Handbook, 2007).

While completing the CSP, the student is also required to attend a Professional Development Seminar, complete reflection journals, and develop a poster presentation based on the completed project. Doctoral students are also required to complete a

Capstone Paper in fulfillment of the qualifying exam (Community Service Practicum Handbook, 2007). These additional requirements are used to integrate scholarship with the service experience.

The fall class of 2006 was the first cohort of students to complete the CSP. This cohort included 97 students from all five master's degree programs and the doctoral program. In addition the school had around 30 core faculty members that participated in the program either as Professional Development Seminar instructors, administrators, or at-large members of the faculty who were part of the creation of the new curriculum addressing the teaching of social responsibility. In addition, 104 government and non-governmental agencies and departments provided projects and supervision for the CSP students (CSP Student Abstracts, 2007).

Adlerian Theory of Social Interest

Alfred Adler (1956) theorized that human beings are socially embedded and interrelated out of necessity for their ultimate survival. Therefore, individuals need a high degree of cooperation with one another and the physical world to meet the demands of life. Adler talked about this need for connectedness throughout his work, but in his later writings linked the need to belong to the goal of contribution. In essence, "when a person knows he or she belongs and is a worthwhile member of the human community, such a person strives for contribution and cooperation with fellow humans (Ferguson, 1989, p. 359). Adler labeled this way of social being as *Gemeinschaftsgefühl*, translated into English as either *social interest* or *social/community feeling*. This tenant of *social interest* is a cornerstone of Adler's personality theory, and is also seen as the main personality trait needed for sound individual and community mental health (Adler, 1979).

Adler (1979) believed that social interest is an innate potentiality of the human being, but has to be consciously developed. It is a sense of feeling part of the human community or even the larger universe. Social interest is thought to be a deep sense of being connected to the whole, and it is out of this community feeling that one acts in a socially interested manner (Oberst & Stewart, 2003). Adler stated that striving for an ideal society is a part of the evolutionary process. Therefore when people have developed social interest or a deep community feeling, there should be action and movement on their part to diminish the hardships of those who were not afforded earlier life experiences that led to a sense of belonging (Adler, 2005). One way that social interest can be developed outside of early experiences with the family and society is through later education (Huber, 2006).

Manaster, Cemalcilar, & Knill (2003) challenge that social interest is understood in a contemporary context “in terms of the individual and how the individual is functioning, especially in adjustment or mental health terms” (p. 111). They propose that Ansbacher’s three ordered processes represent a more holistic and dynamic understanding of social interest. “First social interest is assumed to be an aptitude for cooperation and social living. Second, the aptitude is developed into the ability to cooperate and contribute while understanding and empathizing with others. Lastly, social interest includes an evaluative attitude on which choices are made and living occurs” (Manaster, Cemalcilar, & Knill, 2003, p. 111). The authors refer to this holistic social interest construct as communitarian, with the ideal community being the evolutionary goal of social interest. They continue by arguing that clinicians usually help clients develop more personal or individualistic social interest by increasing their sense of

belonging to a community or society. This type of social interest promotes conformity and adaptation. They conclude, “If we are satisfied with helping people to this level and no more, we too as clinicians and professionals and, presumably, socially interested people ourselves, are not urging the evolution of humankind” (Manaster, Cemalcilar, & Knill, 2003, p. 111). Without using the term social justice, the authors are calling on clinicians and clients alike to develop an interest in not only contributing to and cooperating with society, but also challenging the assumptions of a just society, always working toward a betterment of all peoples.

Even prior to Adler developing a theory of social interest, Adler showed great concern for the ways in which individuals’ lack of cooperation and inequality can negatively impact society. In 1889 Adler (a medical physician by training) wrote a paper called “Health Manual for the Tailoring Trade” (Adler, 2002). In this paper Adler sets out to explain why people working in the textile trade were statistically more physically ill than people in other occupations. Thus, Adler develops a strong argument for how inequality and a lack of human rights can lead to illness and untimely death.

Adler points to systemic problems such as lack of government regulation, a lack of worker representation, and dishonest competition as the main causes of the ongoing unsafe and unsanitary working conditions of the textile workers resulting in sickness and death (Adler, 2002). By pointing out and addressing the root environmental causes of illness in this population, Adler challenges his fellow physicians to look beyond the treatment of illness and disease to the *prevention* of illness and disease. To this end, he states,

It is also necessary to point out that our current medical system is not adequate to combat widespread illnesses. A successful fight against tuberculosis, for example, is unthinkable if the physician is limited to the care of the afflicted patient whom he provides with the name of the disease, prescribes medication or offers medical advice, and then sends him back to where death awaits him (Adler, 2002, p. 11).

Instead, Adler proposes preventative social solutions to dealing with injuries and illness. These measures include mandating sufficient pensions, ending illegal worker practices, introducing an appropriate work day, encouraging medically trained factory inspectors to enforce healthier factory conditions, and instruct workers on the dangers of their trade and how to prevent them (Adler, 2002). He does not end his recommendations at the workplace, but continues stating, "The evil, however, is seated much deeper" (Adler, 2002, p. 12). He calls on physicians to address the unhealthy and dirty neighborhoods where the tailors reside as well as concerns about poor food quality and nutrition.

Further papers emphasize how the natural ascendance of the working class, the greater intelligence of workers, and the demanding of voter and citizenship rights are all the priority for "socially minded physicians" (Adler, 2002, p. 16). He calls for the training of physicians to include the investigation of health measures to social needs and argues that a chair of social medicine is needed in every medical program.

Theoretical studies and practical work would thus be combined to create a staff of experienced physicians who could successfully address healthcare authorities.

Social medicine would have found a place where it could arm itself for a serious struggle with the enemies of the people's welfare. Hygienics, statistics, and the

national economy in alliance with medicine could then point the way toward more worthy goals for the nation..... Give us ten years of public health instruction, liberate hygienes from the bonds of politics and graft, and then let us discuss epidemics (Adler, 2002, p. 20).

Adler concludes this series by challenging the idea that more illnesses make it better for physicians to do their craft. Instead, he says exactly the opposite is true. “The fewer illnesses in a nation the greater the appreciation for good health and respect for physicians” (Adler, 2002, p. 20). These strong ideals and arguments for the necessity of prevention and social intervention lays historical groundwork for Adler’s later dedication to addressing the community’s mental health needs.

During 1902 to 1911 Adler shifted his interest from medicine to the field of psychoanalytic psychology. During this time he worked with Freud and others as they began to explore the ideas of personality and mental illness. He broke away from this community in 1911 and founded his own form of depth and context psychology (King & Shelley, 2008). From the beginning Adler was interested in social and not merely psychological change. He mainly worked with poor and working class patients, and argued that these individuals would profit from primary prevention strategies as a way to eliminate the need for costly psychotherapy and analysis (Ansbacher, 1992).

One area of prevention that Adler championed was parent education as a way to prevent mental illness in adults. In the 1920s he established multiple child guidance clinics throughout Vienna, and was awarded the title ‘Citizen of Vienna’ by the mayor for his humanitarian efforts and the fostering of prevention in the city (King & Shelley, 2008). It is out of this commitment to public health and the prevention of mental illness

that Adler is known for being an instrumental depth psychologist, clinician, educator, and community psychologist (King & Shelley, 2008).

The new vision and direction of the Adler School of Professional Psychology is influenced by Adler's historical commitment to prevention, and is in line with many contemporary theorists and researchers (Albee, 1986/Nelson, 2004) that are challenging the field of psychology to train a new generation of psychologists that are capable of not only treating illnesses but are also prepared to prevent them. The school has been dedicated to this cause since its inception through the development of a low cost mental health clinic as well as a commitment to training all students in parent education. The introduction of the Community Service Practicum in 2006 is another example of training utilized in a similar fashion to Adler's call for medical schools to train their students in prevention and public health. Adler articulates this commitment well by stating, "Not the treating and healing of sick children, but the protection of children from illness is medical science's most consequent and loftiest objective (Adler, 2002, p. 33).

Rudolf Dreikurs, a student and colleague of Adler's, (1972) continued the work of Adler by connecting the theory of social interest to issues of social equality and democracy. According to Dreikurs, there must be a belief in the equality of human beings for the development of a sense of belonging. Therefore, social responsibility is the action taken by individuals to enhance society not only for the elite, but also for the good of all citizens. He states that people today not only have the opportunity, but the responsibility for taking an active part in shaping the world around them. This obligation to society includes contributions to its improvement, and possible opposition to existing values and mores, which do not promote equality and justice (Dreikurs, 1961). As stated earlier,

Manaster, Cemalcilar, & Knill (2003) articulate a need to challenge society itself as a way of expressing communitarian social interest rather than just focusing on the individuals' increased sense of belonging and contribution. Their paper reinforces not only Adler's more holistic understanding of social interest, but also Dreikur's strong call for social equality and challenging the status quo. This point is made throughout his book, *Equality, The Challenge of Our Times*, which was published in 1961.

The individual today has not only the opportunity but the responsibility for taking an active part in shaping the world around him. His obligations to society include contributions to its improvement, and possible opposition to existing values and conventions. He is living on two planes – within the community with its established standards and values, and within mankind with its evolution toward new mores and values. We operate in a precarious equilibrium, simultaneously exposed to the pressure of the status quo and to the need for change and improvement. Yet a satisfactory resolution of these contradictory social demands, though difficult, is not impossible. (Dreikurs, 1961, p. 32).

Although most writings on social interest emphasize therapeutic interventions that help individuals and groups increase their level of contribution and sense of connectedness to their current community (Manaster, Cemalcilar, & Knill, 2003), Dreikurs focused more on interventions addressing social causes likely to decrease people's sense of belonging in the first place (Dreikurs, 1961/1971). Dreikurs theorized that the ideal of humanity is the ideal of equality.

The knowledge that the relationship of equals is the only basis for harmonious and stable social living permits an evaluation of any step designed to bring about

progress. Whatever promotes social equality is worthy of our support. We must oppose the pressure of those who fear change, partly because they benefit from the status quo of special privileges. The promotion of human equality in our community is the most important task of our time (Dreikurs, 1961, p. 36).

Dreikurs cautions people to avoid making social contributions motivated by vanity, self-glorification, or self-elevation. When leaders of social movements are motivated by feelings of superiority over the people they are helping, they will likely breed an atmosphere that is detrimental to the active participants, their families, and to the community itself (Dreikurs, 1961). Thus, contributions of a few powerful leaders do not necessarily stimulate community efforts, but instead have the potential to reinforce the feelings of inferiority in the community that the leader is trying to help (Dreikurs, 1961). It is this very challenge for the privileged to perceive themselves as equals to the people in need of advocacy and liberation that the pedagogy of service-learning is trying to address.

Higher Education, Service-learning, and Social Justice

Although higher education is considered an equal opportunity for all citizens, US Census data shows that ethnic minority groups have fewer people attaining college degrees compared to white non-Hispanic citizens. Among young adults ages 25 to 29, the percentage of non-Hispanic whites who attained at least a bachelor's degree in 2006 was more than three times that of Hispanics (34 percent compared with 10 percent) and slightly less than two times that of blacks (19 percent) (Child Trends Data Bank Website). Statistics show even fewer ethnic minorities have earned doctorates in psychology. "For instance, between 1976 and 1993, a total of 3,833 ethnic minorities

were awarded a doctorate in psychology, representing 7.6 percent of all such doctorates awarded during that period, according to Visions and Transformations, a report issued in 1997 by APA's Commission on Ethnic Minority Recruitment, Retention and Training in Psychology" (Rabasca, 2000).

One way of understanding this discrepancy is through the concepts of oppression and privilege. Privilege systems are defined as "benefits or unearned advantages systematically afforded people from dominant groups simply because of their social group membership" (Goodman, 2001, p. 20). These advantages are things that are taken for granted or not thought about simply because the person is a part of the advantaged group. Privilege does not need to be desired, and is given freely whether a person wants it or not. Lastly, privileges can be both material and psychological (Goodman, 2001).

Although it is untrue that all college students come from a privileged group, it is true that the majority is part of the dominant culture due to their Caucasian ethnicity. Being a member of the privileged or dominant group affects people's attitudes, thinking, and behavior. Examples include lack of consciousness of their own dominate identity and the oppression suffered by disadvantaged groups, a denial that oppression exists or an avoidance of the topic, a sense of superiority and entitlement, and a resistance to seeing oneself as privileged (Goodman, 2001).

Applebaum, (2005) looks at moral responsibility in addressing issues of privilege, racism and injustice. She states,

My predominately white students seem to remain steadfastly entrenched in the traditional conception of moral responsibility and its concomitant reliance on the concept of the liberal individual. I suggest that this encourages and authorizes

their denials of complicity and I submit that it does so in two ways. First, because my white students believe they are taking a moral position “they have morality on their side” that is culturally sanctioned, they are less likely to be open to challenges to their views. Second, the notion of moral responsibility that they adhere to and the understanding of the subject it is grounded in allow them to continue to ignore their own social locatedness and its relationship to the perpetuation of systems of social injustice, intention notwithstanding (Applebaum, 2005, p. 282).

Applebaum (2005) provides a further explanation of how the traditional conception of individual moral responsibility authorizes the discourse of color-blindness, meritocracy, and individual choice, and how these “antiracist discourses conspire to camouflage the very complicity that some social justice educators endeavor to expose” (Applebaum, 2005, p. 282). Essentially, what one thinks is morally good might be what keeps them from seeing systemic injustice and their role in sustaining it. Applebaum (2005) echoes Dreikurs (1961/1971) and Manaster, Cemalcilar, & Knill (2003) in her call “for the need to rearticulate moral responsibility and moral agency in a way that moves the focus from a spotlight on the subject to an emphasis on the relationships between social groups and from attending to individual intentions to considering outcomes that expose and conform with unjust social patterns” (p. 287).

William Sullivan critiques higher education’s current role in society as “a sort of default program of individualism” (Sullivan, 2000, p. 21). Data indicates that young adults vote less often than their elders and show lower levels of social trust, as well as have fewer political discussions on college campuses. Additional ills of excessive

individualism include “a decline in civility, mutual respect, and tolerance; the preeminence of self-interest and individual preference over concern for the common good... with no basis for enduring commitment beyond the self (Colby, Ehrlich, Beaumont, & Stephens, 2000, p. xxii). In contrast to higher education focusing solely on student’s individual goals, they are responsible for cultivating in their graduates an appreciation for the responsibilities and rewards of civic engagement. As a result, civically responsible individuals see themselves as part of the larger social fabric and consider social problems be at least partly her or his own. They are willing to see the moral and civic dimensions of issues and are willing to take action when necessary (Colby, Ehrlich, Beaumont, & Stephens, 2000).

Historically, colleges and universities’ primary purpose was the development of the students’ characters defined as moral and civic virtues. A goal of promoting the public welfare and exercising an influence on behalf of humanity is found in the mission statement of most higher education institutions. Although these values can be found in most mission statements, they may be more of an aspiration than a reality of many colleges and universities (Colby, Ehrlich, Beaumont, & Stephens, 2000). One example of a school that did fulfill its mission of civic virtue was the Putney Graduate School of Teacher Education, which ran between 1950-1964 (Rodgers, 2006).

During the time that the school ran, the focus was on teaching and training teachers to become independent critical thinkers with the goal of personal transformation around issues of social justice. Although some students complained they “just wanted to learn how to teach”, the focus on social justice forced them “to encounter themselves and the limitations of their understanding, and in the process assumed the authority of both

change agents and teachers (Rodgers, 2006, p. 1268). Although the school was a social experiment and only ran for fourteen years, there are many lessons that can be taken from this form of training and be applied to other social responsibility training programs, including the CSP at the Adler School. Rodgers (2006) concludes,

The Graduate School experiment suggests that commitment to issues of social justice comes not from program requirements but from a place of internal authority that is the outgrowth of personal transformation, and that such transformation is the result of personal encounters with issues of the time through direct contact with people and places that embody those issues. For change to be lasting, for souls to be turned, teacher-students must have direct experience with compelling contemporary issues, engage in internal and communal reflection, articulate their own needs and plans, and be guided by teacher educators and mentors who are doing the same – all of which will give them insight into themselves, the society in which they live, and institutions in which they work, and ground them in the authority of their own experience (Rodgers, 2006, p. 1290).

One movement in higher education to encourage citizenship skills, including the opportunity to address issues of privilege and oppression is service-learning. In response to criticism from the public that students were becoming self-absorbed, with no connection between higher education and civic responsibility, Campus Compact, a coalition of nearly 1,100 college and university presidents committed to fulfilling the public purposes of higher education was created. Founded in 1985 by the presidents of Brown, Georgetown, and Stanford universities, and the president of the Education

Commission of the States, Campus Compact has become the leading organization promoting and supporting service learning within higher education. The mission of Campus Compact is to advance the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility (Campus Compact Website). Service learning provides opportunities for students to understand how a community operates, the problems it faces, the richness of its diversity, as well as how to work collectively to resolve community problems (Colby, Ehrlich, Beaumont, & Stephens, 2000).

Sheffield (2005) set out to describe the philosophical underpinnings of service learning at any level of education - the first of these being mutuality. Mutuality encourages a two-way service ethic, meaning the student is gaining from the experience as well as the person being served. The goal here is communitarian and focuses not on the transference of the student's surplus of wealth, power, and energy as an act of charity to eliminate cultural differences, but rather to understand and to challenge the dynamic relationships "that separate human beings into the near-permanent haves of power and the near permanent have-nots of powerlessness" (Radest, 1993, p. 180). The second philosophical underpinning of service learning is solidarity. By working with and responding to the "stranger", students are being prepared to understand current and future relationships of being needed and being in need (Radest. 1993). Similar to Adler's concept of community feeling, solidarity develops in the student as an understanding of the stranger and a "feeling with" humankind. Out of solidarity will likely come future acts of mutuality and social justice. Radest (1993) third philosophy of serve is diversity. Service learning teaches that diversity is the "essential and unavoidable fact of the

democratic experience. Service in service-learning seeks to connect diverse populations, thereby allowing democratic practice to thrive” (Radest, 1993, p. 50).

Out of the philosophy of service learning comes the definition. Due to the diversity of student projects and educational level of the students, it has been difficult to articulate a clear definition. Waterman (1997) uses a definition created by The Commission on National and Community Service, which states:

Service-learning is a method (a) under which students learn and develop through active participation in thoughtfully organized service experiences that meet the needs and that are coordinated in collaboration with the school and the community; (b) that is integrated into the students’ academic curriculum or provides structured time for the student to think, talk, or write about what the student did and saw during the actual service activity; (c) that provides students to use newly acquired skills and knowledge in real-life situations in their own communities; and (d) that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others (National and Community Service Act of 1990, in Waterman, 1997, p. 2).

Service learning is distinct from volunteer service in that service learning connects service to learning objectives as a means of fostering educational outcomes. How institutions decide on objectives will be influenced by their underlying philosophy and assumptions about the relationship between student, community, and the educational institution. Service learning activities can range from service within or outside of the learning institution, as part of an academic course or as a stand-alone course, as well as

either a curricular requirement or a curricular option (Waterman, 1997). For example, the Community Service Practicum at the Adler School is set up to provide service to the community, is established as a separate course in the curriculum and is a curricular requirement.

In addition to the service requirement, most service-learning programs combine a service project with academic exercises that foster reflection. Studies have shown (see Eyler, 2002) that connecting service with extensive reflection may “contribute to a deeper understanding of social problems and to the cognitive development that makes it possible for students to identify, frame, and resolve the ill structured social problems that we must deal with as engaged citizens in communities” (p. 519). Plans for effective reflection include reflection with self, classmates, and community partners. Reflection on all levels can and should begin before the service takes place, during the service, as well as after the service takes place. The key to effective reflection is the continual opportunity to take observations from the service experience and connect them with additional information (Eyler, 2002). Examples of reflection exercises connected to the CSP are ongoing journal entries, a professional development seminar, a poster presentation at the end of the experience, as well as a capstone paper for the doctoral students.

Finally, the emergence of service learning in higher education has advanced campus-community partnerships for the common good. Although higher education has a history of community involvement, the relationship has tended to be non-mutual with higher education seeing the community as “pockets of need, laboratories of experimentation, or passive recipients of expertise” (Bringle, Games, & Malloy, 1999, p. 9 in Bringle & Hatcher, 2002). In contrast to the above dynamic, Bringle & Hatcher

(2002) encourage campus-community partnerships to be conceptualized as relationships. Once again communitarian ideas are addressed, challenging that campus-community partnerships are too often rooted in charity rather than justice. Communitarianism emphasizes the interest of communities and societies over those of the individual. Therefore, the individual interests of a college or university should not be superior to the interests of the community partner.

Bringle & Hatcher (2002) offer five recommendations for developing mutually beneficial partnerships. These include: (a) gaining regular feedback from community partners and communicating this feedback to appropriate constituencies; (b) developing advisory groups that guard against inappropriate dependency, power differences in decision making, and exploitation; (c) promoting interdependency between campus and community; (d) moving toward joint outcomes across a long-term perspective; and (e) affirming the value of the partnership through public representations and celebrations of successes.

Service learning has historically been used in undergraduate programs, but has been introduced into some graduate education. At the University of Texas, a program is in place called “Intellectual Entrepreneurship” (IE), which “strives to provide opportunities for graduate students to discover how they can use their expertise to make meaningful and lasting differences in their academic disciplines and communities – to be what the program calls ‘citizen-scholars’” (Cherwitz & Sullivan, 2002, p. 24). One of the initiatives of the IE is the creation of “synergy groups”, which brings together the student, the university, and the community to address and to work on social problems such as illiteracy and lack of access to health care. These groups address the IE’s

philosophy of integrating thinking and action, with the result of creating a more civil society (Cherwitz & Sullivan, 2002).

Graduate students themselves are speaking up on the matter of connecting scholarship to citizenship. Students stated their ethical commitments as scholars and global citizens, making the case for graduate programs to offer more opportunities to utilize their expertise within the local and global community (Cherwitz, Rodriguez, & Sievers, 2003). In a survey asking over 2000 graduate students in six disciplines what they would like to see improved in their graduate experience, “learning more about public issues addressed by the discipline” ranked third of 21 (Bloomfield, 2005).

Research is beginning to be published on service learning initiatives in the graduate education of many disciplines including medicine, social work, and education (Flores, 2007/Davidson, 2002/Van Voorhis & Hostetter, 2006/Brush, Markert, & Lazarus, 2006). Results of these studies showed that medical students high participation in service learning are less likely to be in the top quartile of their class, but are making important contributions to the community and profession (Brush, Markert, & Lazarus, 2006). Medical students participating in the Community Health Scholars Program responded overwhelmingly positive, with the majority believing it was a good learning experience and affected their career choice (Davidson, 2002). Social workers increased their commitment to client empowerment through their experience of social justice advocacy (Van Voorhis & Hostetter, 2006). Along with the above stated graduate disciplines, the field of psychology has also begun to examine the role of service learning and citizenship building into the training of counselors and psychologists.

Psychology and social responsibility

Altman (1996) offers sound reasoning why higher education and the discipline of psychology specifically, should provide service learning as a method for teaching socially responsive knowledge in psychology curriculums. Service learning provides opportunities to learn foundational and professional knowledge combined with the application to actual social issues and community problems. Congruent with Altman's challenge to the field of psychology, Prilleltensky (1997) challenges psychology educators, researchers, and practitioners to acknowledge the values and assumptions that shape the practice of psychology within the social context. Nelson (2004) is calling on psychology graduate education programs, both traditional and professional school models, to integrate a service learning model with the two major goals of psychology graduate education. These goals include an intensive focus on research and preparation for professional practice. This integration of service learning, research, and practice preparation can result in civic engagement and collaborative action between the field of psychology and society.

Program evaluation

The purpose of evaluation research is to enhance knowledge in two main areas. First, program evaluation looks at the level of program quality and/or implementation. This type of program evaluation is considered “process evaluation”. The second area of evaluation, program evaluation, looks at how well a program works, utilizing “outcome evaluation” research (Chinman, Imm, & Wandersman, 2004). Both types of evaluation result in decision-making about the continued implementation of a program as well as ways to change and improve upon a program (Powell, 2006). Alan S. Waterman (1997), a

professor of psychology at The College of New Jersey who has invested more than twenty years in the practice of service-learning, considers program evaluation the main method for conducting educational research on service learning. This type of research is used to discover whether such programs are effective in meeting four major objectives/outcomes including; enhancing learning through action, promoting personal development, fostering civic responsibility, and contributing to the community. The focus of evaluation research looks exclusively at the planning, implementation, and outcomes of a specific program, with the primary audience being program participants, administrators, and funding sources (Waterman, 1997).

According to Rossi, Lipsey, and Freedman (2004), there are eight stages of program development with a corresponding evaluation function for each stage. In relation to the Community Service Practicum, the program is in its sixth stage of development, which is the Program Operation stage. In this stage, a program has been implemented, but is still new with little information or data on the process or effectiveness of the program. Prior stages that have been accomplished include assessment of social problem and needs, determination of goals, design of program alternatives, selection of alternative, and program implementation. Once a program reaches the operation stage, the evaluative question becomes, "Is the program operating as planned?" (Rossi, Lipsey, and Freedman, 2004, p. 40). This evaluation question is further expanded by the work of Chinman, Imm, and Wandersman (2004), which includes such questions as; "Did the program follow the basic plan for service delivery?", "What are the program characteristics?", "What are the program participants' characteristics?", "What is the participants' satisfaction?", and

“What were the program components’ levels of quality?” (p. 95). These questions then become the research question for this dissertation.

Rossi, Lipsey, and Freedman (2004) state the methodology to best answer this question is process evaluation or program monitoring. Process evaluation investigates how well the program is operating, and is the most frequent form of program evaluation. This type of assessment yields quality assurance information, which can lead to outcomes/impact assessment and cost-benefit/cost-effectiveness analysis, the final two stages of program development and evaluation. Rossi, Lipsey, and Freedman (2004) recommend completing a process evaluation before trying to determine the impact of the program, stating impact assessment is most appropriate for mature stable programs with a well-defined program model and a clear use for the results. Process evaluation is able to provide knowledge of the program activities and services so there is a clear understanding if the program is actually functioning as it is intended or created to function.

Research on the development of the SSASL concluded, through a three year research study, that the culture of an institution is the foundation of any successful service learning program. Therefore, when evaluating service learning programs it is recommended that process evaluation begin with the evaluation of the overarching culture of the institution (Shumer, 2000). An organizational assessment gathers information on the mission and philosophy as well as the cultural and climate of the institution. This type of assessment looks at the values and mission of the institution, including all stakeholders such as the administration students, faculty, staff, and any outside community collaborators. Successful service learning programs are supported and

reflect the mission of the organization at all organizational levels. Organizational assessment provides a context in which other process and outcome evaluation data can be interpreted (Chinman, Imm & Wandersman, 2004). It is difficult to interpret the objective quality of a specific program if it is unknown whether the institution as a whole is invested at the most philosophical level.

Chapter III

Methodology

Sample

Data was collected from a convenience sample of 10 core faculty and 49 students from the Adler School of Professional Psychology. Due to the small sample size little demographic information was collected. This decision was made to increase student and faculty confidentiality, and therefore increase participation in the study.

The faculty sample included 9 full-time and 1 part-time core faculty members. Five faculty participants held a PsyD degree, with the other half holding a PhD degree. Half were women and half were men. All faculty members were involved with either teaching a professional development seminar or a clinical seminar comprised of students who were either currently completing or had completed their Community Service Practicum. The sample of 10 faculty was taken from around 30 core faculty at the school, resulting in the sample representing close to one third of the faculty population.

All of the 49 student participants completed their CSP during the first year the practicum was instituted. The sample was comprised of students in the following degree awarding programs at the Adler School: (1) Doctorate of Psychology, (2) Master's of Counseling, (3) Master's of Organizational Counseling, (4) Master's of Marriage and Family Therapy, and (5) Master's of Art Therapy. Thirty-nine participants were women and 4 were men. Participants completed a CEP in one of five broad categories: (a) Community Outreach, Intervention, & Education, (b) Program Development & Evaluation, (c) Community Needs Assessment, (d) Grant Writing & Fundraising, and (e) Advocacy, Social Action Research & Publication. The sample of 49 students was taken

from 93 students who completed their CSP during the 2006/2007 school year, resulting in the sample representing a little over half of the CSP student population.

In the original design of the study, the sample also included site supervisors at the community sites where the students completed their CSP. Due to programmatic concerns from the Department of Training and Community Service at the Adler School, the Department requested that site supervisors not be contacted for the purpose of this study. Therefore, data analysis for hypothesis I and II was conducted using the information gathered from students and faculty only, eliminating site supervisors as a comparison group. Hypothesis III, IV, and V were analyzed according to original research proposal, which used only students and faculty as subjects.

Instruments

Community service program evaluation. Shumer's (2000) Self-Assessment for Service-Learning (SSASL) is a process evaluation tool designed to help individuals to evaluate their current service-learning initiatives, and consequently, to improve and strengthen them. The SSASL was developed and tested for three years with 54 service learning programs in eight states. The 23 statements are based upon the theories of experiential learning and several previous endeavors to establish standards for the service-learning field: the Alliance for Service-Learning in Educational Reform (ASLER) Standards, the Wingspread Principles, and the Essential Elements developed by the National Service-Learning Cooperative.

Part I, "Quick Assessment," is twenty-three items, which are rated on a five-point Likert scale. The items are organized into five different content sections, which build upon one another. The first and foundational content area is "Culture and Context". The

instrument defines this area as, “The social and personal climate, as well as the larger setting, in which service-learning is planned and implemented” (Shumer, 2000). This content area contains four items and looks at an institutions most broad values and how these values inform a service learning program. An example of an item includes “The role of service in improving individual and community quality of life is valued”.

The content area of “Culture and Context” is followed by “Philosophy and Purpose”, defined by the instrument as, “The ideas, reasons, intentions, and rationale that guide your service-learning practice”. This content area contains four items and reflects how an institution conceptualizes the connection between service and learning. An example of an item is “Our school’s philosophy includes service to the community as a vehicle for learning” (Shumer, 2000).

The third content area is “Policy and Parameters”, defined as “Formal organizational elements that define service-learning through administrative policies and support, state and district mandates, board and education policies, school structures, etc”. The five items in this content area become more detailed and objective and stem from the more broad areas of values and philosophy. An example from the “Policy and Parameters” includes, “There is ongoing pertinent faculty/staff development for all members of the CSP”.

The forth content area, “Practice and Pedagogy,” assesses “What teachers, students, community partners, and administrators do to implement service-learning”. Comprised of six items, this content area addresses the specific components of the service leaning program including student involvement, supervision, and class activities including reflection exercises. An example of an item is “Our program includes training,

supervision, and monitoring of the CSP and all people involved (students, faculty, and community sites)”.

The final content area is “Assessment and Accountability”. Shumer’s (2000) instrument defines this section as “Evidence that the service-learning initiative is meeting its goals and the process and results are being reported”. It is hypothesized the assessment of a service learning initiative will be the final goal after the goal attainment in the prior four content areas. An example of one of the four items in this content area includes “Our assessment secures enough pertinent data to measure effectiveness and guide improvements”.

Part II, “In-depth Analysis,” is a much longer and more detailed version of Part I. The 23 statements are the same in both versions. Only Part I was utilized for the purposes of an initial evaluation of the CSP. Each response was added together to obtain a sum score for each of the five content sections, as well as an overall score of the sum of all five sections.

Community engagement survey. The faculty at the Adler School of Professional Psychology developed the Community Engagement Survey for the purposes of collecting descriptive data on students’ previous and current civic engagement. The survey is comprised of 24 items, which are rated on a five-point Likert scale. Half of the items inquire about the amount of time people contribute to 12 different past and present community activities. The remaining half of the items inquires about what role the person played while participating in these activities. The subjects’ responses were added together to obtain a sum total for the “occurrence” subsection as well as a sum for the “types” subsection. This survey, measuring "how much" (occurrence) of "what" (types) is an

internal program evaluation tool and has thus far not been tested for its' level of validity or reliability.

Sulliman scale of social interest. Sulliman developed the SSSI in 1973. The scale was developed to measure social interest in a more global manner. The scale includes 50 true/false items that are broken down into two sub factors: (a) 'concern for and trust in others' and (b) 'confidence in one's self and optimism in one's view of the world' (Bass, Curlette, Kern, & McWilliams Jr., 2002). "The SSSI was developed using teachers' ratings of students' social interest and obtained Kuder-Richardson -20 internal consistency formula $r = .90$, while a validity coefficient of $.71$ was obtained (Mozdzier, Greenblatt, & Murphy, 1988, p.36). According to a study by Currlette, Kern, Gfroerer, & Whitaker (1999), the SSSI test-retest reliability was $.8$ after one week and $.75$ at the five-week re-test. Completed SSSI forms were mailed to Dr. Sulliman to be scored.

Procedures

Data collection. The researcher began data collection by meeting with the chair of the faculty senate to describe the project and gain permission to contact the faculty by e-mail to invite them and their students to participate in the study. Once permission was attained, all core faculty at the Adler School Chicago campus were contacted by e-mail and were invited to participate in the program evaluation of the CSP. Faculty was also asked to assist in gathering data from students during their seminar class. In the initial contact e-mail, the researcher made it clear that participation by students and faculty was completely voluntary and that their individual evaluation of the CSP would remain completely confidential from the administration of the school. Details explaining the study, as well as an informed consent form and the three assessment tools, were put in

packets and delivered to the faculty members' mailboxes. Packets were clearly marked for students and faculty. Once faculty and their seminar students completed the study, they returned the materials to the researcher through an internal mail system at the school. Multiple reminder e-mails were sent periodically to the faculty highlighting the date the data needed to be collected. The researcher attained the goal amount of student subjects by the deadline, but was unable to gather the amount of faculty subjects proposed initially. After two deadline extensions, the researcher was able to attain 10 faculty subjects, five short of that stated in the dissertation proposal. Faculty and student subjects did not receive any compensation for participating in the study.

Data analysis

Data was analyzed using the statistical analysis package NCSS. Independent t-tests were used to analyze statistically significant differences between students and faculty. Since t-tests make assumptions of normality and homogeneity of variance, results of group comparisons with non-normal data or unequal variances were assessed using a t-test for unequal variances. When these assumptions were met, t-tests for equal variances were used. Pearson correlation coefficients were used to understand if a significant relationship existed between outcome measures in the study. The level of significance was determined to be $p < 0.05$.

Finally, the mean for each section of the SSASL (i.e. Policy and Parameters) was divided by the number of possible points for each section. A percentage was determined by dividing the mean by the total possible points and multiplying by 100 to allow a weighted comparison across sections. This procedure was used to assess the "Culture and Context" section for students and faculty. In addition, questions from the self-assessment

for service-learning measure (SSASL) were analyzed by separating endorsements to a rating of one or two from an endorsement of ratings three, four, or five allowing researchers to understand areas of improvement.

Chapter IV

Results

This chapter presents the statistical findings from the data collected in the present study. Each hypothesis will be restated prior to describing the results.

Hypothesis I

It was hypothesized that the “Culture and Context” foundational content section of the SSASL would be rated the highest of all sections on the self-assessment for service-learning scale (Shumer, 2000). For student results, see Table 1. It was found that the highest scores on the SSASL were obtained in the area of “Culture and Context” (70 percent), followed by “Philosophy and Purpose” (63 percent), “Practice and Pedagogy” (57 percent), “Policy and Parameters” (56 percent), and finally “Assessment and Accountability” (54 percent). For faculty results also see Table 1. The highest scores here were also found in the area of “Culture and Context” (68 percent), followed by “Philosophy and Purpose” (62 percent), “Practice and Pedagogy” (57 percent), “Policy and Parameters” (56 percent), and finally “Assessment and Accountability” (54 percent). These results appear to support the hypothesis that the “Culture and Context” foundational content section is rated the highest of all sections for both students and faculty subjects. Further details can be found in Table 1.

Hypothesis II

It was hypothesized that some questions on the service learning assessment (SSASL) would reflect areas of improvement in the program. The number of subjects who endorsed scores of one (indicating that they experienced the CSP program as weak) or two (indicating that they believed the CSP program needs work) were compared with

the number of subjects who endorsed scores of three (indicating that the CSP program they experienced meets expectations), four (indicating that the CSP program they experienced exceeds expectations), or five (indicating that the CSP program they experienced was exceptional) on each of the questions in Shumer's (2000) self-assessment for service learning survey.

Results for the "Culture and Context" questions indicated that most subjects thought this area met or exceeded expectations. Results indicated that a majority of subjects endorsed a score of three or more to indicate that the program valued cooperative connections between the school and community (N=53, 90%), the role of service in improving the individual and the individual's community (N=52, 88%), and learning through real world experience (N=50, 85%). More than half of all subjects endorsed a score of three or more when asked if involving students in the development of community service program is valued (N=35, 59%).

Results for the "Philosophy and Purpose" category were mixed. Results found that almost all subjects indicated that the school's philosophy includes service to the community as a vehicle for learning (N=58, 98%). Three-quarters of subjects consider the community service program important in improving and enhancing teaching and learning (N=44, 75%). Just over half of subjects indicated that the purpose of the community service program is clearly linked to meaningful service activities and learning objectives (N=32, 54%). However, less than half of all subjects endorsed a score of three or more when asked if the purpose of the community service practicum is clear to everyone involved (N=26, 44%).

When asked about “Policy and Parameters”, over half of all subjects indicated that the program had met or exceeded expectations. When asked if specific curricular goals and guidelines support the community service practicum initiative (N=35, 59%), there is sustained administrative commitment for developing and implementing the community service initiative (N=41, 69%). The school’s policies support the effective implementation of the community service program (N=41, 69%), and there is ongoing pertinent faculty and staff development for all members of the community service program (N=34, 58%). Almost half of all subjects indicated that their schedules were flexible enough to allow them to meet community service program needs (N=29, 49%).

In the area of “Practice and Pedagogy”, over half of all subjects endorsed a score of three or more when asked if students play an active role in selecting, developing, implementing, and assessing the community service program (N=34, 58%). Sixty-one percent of subjects indicated that structured student reflection encourages critical thinking and is central to fulfillment of curricular objectives. Over half of all subjects indicated that the program includes training, supervision, and monitoring of the community service program and the people involved (N=32, 54%). Almost two thirds of all subjects indicated that the students in the program are engaged in responsible and challenging actions for the common good that meets genuine needs in the community with significant consequences (N=37, 63%). Over half of all respondents found that student learning through service is directly tied to regular class objectives and activities (N=35, 59%). The majority of subject indicated that the community service program occurs during regular school hours (N=42, 71%).

Finally, “Assessment and Accountability” scores indicated that over half of all subjects endorsed a score of three or more when asked if the assessment plan is clear, purposeful, and linked to national standards and learning objectives (N=33, 56%), if assessment procedures are appropriately frequent and thorough (N=32, 54%), if the assessment looks at different sectors (N=35, 59%), and if the assessment secures enough pertinent data to measure effectiveness and guide improvement (N=32, 54%). Details are provided in Table 2.

Hypothesis III

It was hypothesized that there would be no significant difference between the faculty and students evaluation of the CSP. The means and standard deviations were determined for students and faculty for each outcome measure (for service learning assessment, community engagement and social interest). An independent t-test was used to analyze if statistically significant differences exist between students and faculty. Details can be found in Table 3.

Service learning assessment. Results found students (M=13.9, SD=3.8) were not statistically different than faculty (M=13.5, SD=2.8) in their responses to “Culture and Context” (t=0.33, p=0.86). No statistical differences were found between students (M=12.5, SD=3.8) and faculty (M=12.3, SD=2.8) in their responses to “Philosophy and Purpose” (t=0.18, p=0.82). Results found students (M=14.0, SD=4.5) were not statistically different than faculty (M=13.5, SD=2.8) on the measure of “Policy and Parameters” (t=0.35, p=0.72). There were no statistically significant differences (t=1.24, p=0.19) between students (M=17.1, SD=5.3) and faculty (M=15.7, SD=2.2) on the measure of “Practice and Pedagogy”. No statistical differences were found between

students ($M=10.8$, $SD=3.9$) and faculty ($M=8.5$, $SD=3.7$) in the area of “Assessment and Accountability” ($t=1.67$, $p=0.10$). Overall, there were no statistically significant differences ($t=1.19$, $p=0.12$) between students ($M=68.3$, $SD=19.4$) and faculty ($M=63.5$, $SD=9.3$) for the service learning assessment as indicated on the SSASL. Although not statistically significant, the students did rate the CSP slightly higher than the faculty.

Community engagement experience. Results found that faculty ($M=35.9$, $SD=6.6$) had statistically higher scores than students ($M=30.9$, $SD=6.8$) in prior and current community engagement activities ($t=-2.13$, $p=0.04$). In other words, faculty endorsed more prior and current community service activities at a statistically significant level higher than that of students. However, faculty ($M=29.3$, $SD=15.9$) did not have statistically higher scores on types of community engagement ($t=-0.45$, $p=0.66$) than students ($M=26.6$, $SD=22.0$).

Social interest. Results found no statistically significant differences between students ($M=13.9$, $SD=2.4$) and faculty ($M=13.7$, $SD=28$) on the social interest measure ($t=0.26$, $p=0.79$).

Hypothesis IV

It was hypothesized that civic mindedness, as measured by past and current civic engagement, would have a positive relationship with the assessment of the CSP service learning initiative. A Pearson correlation coefficient was determined to understand the relationship between community engagement amount/types and service learning program evaluations. A weak negative relationship was found between the amount of community engagement activities and the evaluation of the current program’s “Culture and Context” ($r=-0.21$, $p=0.14$), but this relationship was not significant at the $p<0.05$ level. This result

suggests that the fewer previous and current community engagement activities that a subject engaged in, the more likely they would rate the service learning program's "Culture and Context" higher. However, this result was not statistically significant and could be due to chance. Results showed all other sections of the service learning assessment to have very weak correlations with community engagement activity amounts. None of these correlations were statistically significant. See Table 4 for full details.

Weak, negative correlations were found between past community engagement types and the evaluation of "Policy and Parameters" ($r=-0.21$, $p=0.13$) and "Practice and Pedagogy" ($r=-0.21$, $p=0.12$) for all subjects. In other words, the more prior types of community engagement activities a subject was involved in, the lower he/she would rate "Policy and Parameters" and the lower he/she would rate "Practice and Pedagogy" on the SSASL. These correlations were not statistically significant at the $p<0.05$ level and thus may be due to chance. All other correlations between community service types and community service program evaluation were very weak relationships and none were statistically significant. Table 4 provides full details.

Moderate, negative correlations were found between the amount of past and current community engagement activities and the service learning assessment for "Policy and Parameters" for faculty ($r=-0.42$, $p=0.22$). In other words, the greater the amount of community engagement, the lower the rating of "Policy and Parameters". However, this correlation was not significant at the $p<0.05$ level and, therefore, may have been due to chance.

A moderate, negative correlation was found between community engagement types and the rating of “Policy and Parameters” ($r=-0.58$, $p=0.08$) and the ratings of “Assessment and Accountability” ($r=-0.43$, $p=0.21$) for faculty. These results suggest an increase in community engagement activity types tends to lower the rating of “Policy and Parameters” and “Assessment and Accountability” by faculty. However, these correlations were not found to be statistically significant at the $p<0.05$ level and may be due to chance. See Table 5 for full details.

Results revealed that no statistically significant correlations were found between students’ community engagement types and their assessment of the service learning program. This result suggests that regardless of the types of community engagement that students have participated in, students do not assess the service learning program consistently. Full details are available in Table 6.

Hypothesis V

It was hypothesized that there would be positive correlations between social interest and amount and types of community engagement. Results showed that there were no statistically significant correlations between both past and current community engagement activities or types and ratings of social interest. This result indicates that regardless of past and current community engagement activities or types for students or faculty, there is no correlation with social interest. See Table 7 for more details.

Chapter V

Discussion

This study serves as an initial process oriented program evaluation of the Community Service Practicum (CSP) at the Adler School from the perspective of students and faculty. The main goal of the study was to better understand faculty and students' perception of the strengths and weaknesses of the CSP. In addition, the study gathered data on the characteristics of the student and faculty participants of the CSP, including their level of social interest and community engagement. Completing a program evaluation after the first year of a service learning initiative provided the Adler School with a rich data set that can be used to better understand the CSP and its' participants. The data set can also be used as evidence for current and future internal and external support of the CSP, as well as ongoing program evaluation that will assess future outcome measures.

The program evaluation aimed to address the following questions: (a) Does the culture of the Adler School promote and support the CSP?, (b) What are the strengths and weaknesses of the CSP after its first year of implementation?, (c) What are the differences and similarities between student and faculty evaluation of the CSP?, (d) What is the relationship, if any, between how people assess/evaluate service learning and their level of civic engagement?, and finally, (e) Is there a relationship between social interest and community action?

The Shumer's Self-Assessment for Service Learning (SSASL) was constructed based on the theory that effective service learning programs are built on a foundation of "Culture and Context", which promotes the project at the institutional level. It was

hypothesized that this content area would be the strongest as it is the foundation of the program. Results from this study supported this hypothesis. An overwhelming majority of students and faculty rated four of the five items in this domain as meeting or exceeding expectations or as exceptional. After completing an item analysis, item three, “Involving students in the development of the CSP is valued,” was scored significantly lower than the other three items in the “Culture and Context” domain. From a program evaluation stand point, developing additional ways for students to participate in the development and maintenance of the program may strengthen the overall success of the program.

The second question of the study looked at the specific strengths and weaknesses of the CSP across all five SSASL content areas. The following four content areas of the SSASL were hypothesized to build on the foundation on “Culture and Context”, which would likely lead to lower scores with each additional content area. Findings proved this hypothesis with each added domain scoring less in the “meeting expectation”, “exceeding expectation”, or “exceptional”, with more scores falling in the “needs work” and “weak” categories. Despite this finding, it should be noted that at least half of all participants scored all 23 items, with the exception of item five and nine, as “meeting expectation”, “exceeding expectation”, or “exceptional”. These findings speak to the initial success of the CSP after one year of implementing the new service learning program.

These results imply that students and faculty alike perceive the greatest strength of the CSP is the Adler School’s strong mission toward service to the community and values of community engagement as a tool for teaching and training students to become psychologists and counselors. Results showed the Adler School has connected its service

learning initiative to the overall culture of the institution, which is the foundation for the other components of a service learning initiative (Shumer, 2000).

The majority of students and faculty also rated the Adler School's "Philosophy and Purpose", the next development area of the CSP as a strength of the program. Overall, students and faculty agreed that the CSP is an effective way to enhance teaching and learning. One exception to this strength was on item five, "The purposes of the CSP is (are) clear to everyone involved", where a little over half of the subjects responded that this item was a weakness of the program. It is recommended this weakness be explored by the Department of Training and Community Service to better understand why students and faculty are unclear of the purpose of the CSP. It seems there is some disconnect between the well articulated mission of social responsibility at the administrative level, and the understanding of how the CSP connects with this vision. Recommendations include using focus groups to gather student and faculty understanding of the purpose of service learning in general. It is possible that participants of the CSP are unclear around the purpose of using service as a way to meet certain academic competencies and objectives. It is also recommended that the school develop a working group representing all stakeholders, including students, to develop a clear purpose statement of the CSP. This statement could then be connected to readings and discussion in the professional development seminar, helping students and faculty develop a clearer understanding of why the school has instituted the CSP as a service learning initiative. Although it is likely that some students and faculty will struggle to find the meaning and purpose in the CSP, the majority of participants could benefit from a better understanding of how and why the CSP was developed and how it ties to academic goals.

Over half of the subjects continued to see the “Policy and Parameters” of the CSP as at least meeting expectations, but was seen as less of a strength than the prior two content areas. In addition to connecting the Adler’s school mission to the work of the CSP, this content area focuses on how the school administration puts policies and resources in place that assist in the ongoing development and betterment of the CSP. According to SSASL results, this content area could be the next area of focus for the Department of Training and Community Service.

In particular, Item 9, “Our schedules are flexible enough to allow us to meet CSP participant needs”, was seen as a weakness of the program. This result should be further analyzed through additional surveys and/or focus groups. Data should be gathered on how students and faculty see schedule constraints as a barrier to effectively participating in the CSP. Based on these findings, new policies and procedures could be developed to promote time allotments that encourage successful participation of students and faculty. Results from this content area also showed almost half of subjects perceived ongoing staff development as a weakness of the program. It is recommended that faculty interested in the pedagogy of service learning be given an opportunity to focus on developing their understanding of the theory and method of attaching service to student learning. Faculty development would then provide the school with a sub group of faculty who are trained in this type of pedagogy, and could potentially become the group of faculty who focus on teaching the Professional Development Seminar.

The final two content areas of the SSASL, “Practice & Pedagogy” and “Assessment and Administration” were seen overall as meeting expectation by about half of the participants. It is recommended that the CSP program evaluation focus on goals of

the other content areas before moving to these areas. This is due to the theory that each area builds on the one before. Information from these items can give the CSP administration an idea of future goals for program development and improvement.

The third goal of the program evaluation was to compare the differences between the faculty and the students as measured by the SSASL, the CES, and the SSSI. Results confirmed this "no difference" hypothesis for the SSASL, but should be interpreted with great caution. Results of all comparisons between students and faculty must be interpreted as trends only due to the small number of faculty participants. When a comparison group is comprised of less than 12 subjects (Faculty N=10), it is difficult to make inferential or relationship statements. This limitation of the study is further explained in the "Limitations" section of this chapter. A trend was also seen in the faculty having higher scores than students in prior community service as reported on the CES. This is likely due to the faculty being further along in their profession and probably older than the majority of students.

In this study, it was hypothesized that the more involvement in civic activities and the types of activities, the more likely participants would positively assess the CSP. Results showed the opposite relationship. Weak negative correlations were found between the SSASL and the CES, and should be looked at as trends only, informing future service learning evaluation questions. First, the fewer previous civic activities that a subject engaged in the more likely they were to rate the "Culture and Context" of the CSP higher. Second, the more types of roles a person held during civic involvement, the lower she/he would rate the "Policy and Parameters," and the lower she/he would rate the "Practice and Pedagogy" on the SSASL in relation to the CSP. A trend may be

developing where participants of this service learning program who have a history of strong civic and community engagement, may in fact be more critical of the CSP. This may be due to higher standards and an increased expectation based on prior experience. Future program evaluations may want to identify these types as participants, who are willing to think critically about the improvement of the CSP, and are able to bring with them knowledge and varied perceptions from past service experiences.

Lastly, results showed no correlation between social interest as measured by the SSSI and civic engagement as measured by the CES. These results are uninterruptible due to validity issues related to the SSSI. Due to the little variance of the scores among all of the participants on the SSSI, the test is skewed toward the positive with unequal distribution. As a result, correlation data cannot be understood properly. Although this research was unable to determine a statistical relationship between social interest and community engagement using the SSSI and the CES instruments, there is solid theoretical support for the connection between social interest and social engagement (Adler, 1956/Dreikurs, 1961/Manaster, Cemalcilar, & Knill, 2003). Later in this chapter recommendations are made concerning the development of a new instrument that could better quantifiably assess the connection between social interest and community engagement.

Although the results of the SSSI could not be used in finding relationships, the participants' scores do give information about the faculty and students who participated in the CSP. Per personal e-mail communication with Dr. Sulliman, the test author, it was reported that this set of scores was some of the highest averages he has ever seen (May

28, 2008). This could lead to further the exploration of how social interest is expressed in psychology graduate students even prior to completing a service learning component.

Limitations

One of the major limitations of this study was the lack of community partners' participation of the evaluation of the CSP. Although the SSASL may not be an effective tool in understanding the community partners' evaluation of the CSP, other forms of evaluation including focus groups and other empirical surveys could be used in gathering their evaluation of the program. This commitment to understanding and improving the CSP for all stakeholders is part of the goal of seeing community partners as an equal player in service learning initiatives (Bringle & Hatcher, 2002).

A second major limitation of this study was the low amount of faculty participants (N=10). Due to the low number of subjects it was difficult to use them as a comparison group. Therefore, although correlation studies were run, results were interpreted with great caution and as trends only. It is unclear why faculty was unwilling or hesitant to participate. In the future faculty may be more willing to evaluate the CSP through other formats such as discussions in focus groups or by participating in the training committee.

A third limitation of the study was the lack of empirical social interest instruments that assesses participants' willingness to change systems and work toward justice as described by Dreikurs (1961/1971). Although the SSSI assesses "concern for and trust in others" as well as "confidence in one's self and optimism in one's view of the world" (Sulliman, 1973), it does not address striving for an ideal society and focuses on "individual social interest" versus "communitarian social interest". "Individual social interest" is the individual's ability to cooperate and contribute to the current society,

whereas “communitarian social interest is the willingness of the individual to evaluate and possibly change the society in which they live. At this time, there are no quantitative measures that are assessing “communitarian social interest” (Manaster, Cemalcilar, & Knill 2003). It is this ultimate goal of social interest, to work toward the evolution of a just society that is at the heart of the Adler School’s mission of training “socially responsible graduates”.

Contributions of the Study

This study’s main contribution is the collection of an initial data set, including the program evaluation results, from the first cohort of participants of the Community Service Practicum at the Adler School. This data can be used to build upon as well as extrapolate descriptive statistics about the program and the faculty and student participants. This data set can be used to gather information about the specific types of community engagement activities subjects participate in, as well as how much time they spend in these activities. Information can also be gleaned to better understand if civic participation goes down or up once students enter graduate school. Descriptive information can also be extrapolated about specific civic activities subjects have participated in, including the number of subjects that have completed Americorp or the Peace Corp. Data from the SSSI can be used to show the high level of social interest of the participants, and how subjects’ sense of belonging and willingness to contribute to the whole is a major strength of the faculty and students at the Adler School. This information could also be used to support future funding from outside organizations.

This study also provided information about some of the strengths and weaknesses of the CSP in relation to a research based service learning program evaluation tool. As to

strengths these include the Adler School's strong mission toward service to the community and its values of community engagement as a tool for teaching and training students to become psychologists and counselors. While weakness can be seen in a lack of clarity concerning the purpose of the CSP as well as time and schedule constraints for faculty and students. The school and the department of training and community service can use this information to guide future development of the program. This initial program evaluation could also inform future choice of outcome measures for the stated objectives of the Community Service Practicum.

A final contribution of the study is the further theoretical investigation of how Adler's theory of social interest is actually expressed in the community. Through the vision and goal of teaching social responsibility at the Adler School of Professional Psychology, it is possible to implement social responsibility by a measurable approach and to measure its outcome. Although the majority of contemporary writings on social justice, service learning, community, citizenship, and clinical psychology do not cite Adler; it is clear that many current theories of teaching social responsibility and addressing oppression and privilege utilize the ideas of Adler, including that of social interest.

Recommendations for Future Research

Specific to the Community Service Practicum, it is recommended that the Part II "In-depth Analysis" of the SSASL be utilized to further the process of self-assessment. Shumer developed the second part of the SSASL to help service-learning organizations analyze at a deeper level areas of program weakness and how to address these weaknesses. Ongoing program evaluation of the CSP could also begin to incorporate

focus groups and other evaluation tools that can inform and direct the structure and policies of the program.

The ultimate goal for research of the CSP will be outcomes research and include all three key stakeholders including the Adler School, students, and the community sites. The Adler School has a clear mission statement to train “socially responsible graduates”, with the CSP being one piece of the curriculum working toward this goal. Future research should address the question of whether or not the CSP does in fact impact students’ learning and attitudes toward the end goal of social responsibility. Waterman (1997) challenges that higher education does a poor job in assessing and accounting for its civic teaching and community service roles, and challenges institutions to develop outcomes measures that can assess the effectiveness of the program. This might be accomplished via the CSP by using comparison data from a professional psychology school that does not have a service learning component as well as data from Adler students enrolled prior to the implementation of the CSP. Comparing these groups would be helpful to better understand the impact the CSP may have on lifelong civic engagement as well as career goals. Currently there are Adler students in years three, four, and five who did not complete the CSP. Information could be gathered on their level of community engagement as well as social interest and can be used as a baseline against which to compare the data gathered on current CSP students’ assessment. In addition, pre and post assessment of students completing the CSP could offer valuable information on how students’ actions and attitudes are impacted by service learning.

Future longitudinal studies, following graduates years after their experience, would also offer new information to the length and breath of transformation that a student

may experience after a service-learning experience. Comparative studies between other graduate schools of psychology, including both PhD and PsyD programs, would also further the understanding of how to teach social responsibility.

Along with future research on service learning and the CSP, additional research would also be beneficial in the ongoing understanding of social interest. In 2002 Bass, Curlette, Kern, and McWilliams (2002) completed a meta-analysis on the multidimensional construct of social interest. Results of low correlations across social interest assessments supported the notion of social interest as a broad construct, therefore making it difficult to find one instrument that assesses all of the many facets of social interest. For the purposes of understanding people's attitude toward challenging the status quo and working toward equality and justice, there are no social interest instruments at this time. Future research in developing a tool that evaluates this part of social interest and community feeling would be beneficial in better understanding students' sense of social responsibility.

As an example of other measurements, the Activism Orientation Scale (AOS) assesses activist propensity across a wide range of social action behavior, ideological positions, and movement issues (Corning & Myers, 2002). Perhaps it could be used to further research in testing its validity as it relates to the construct of communitarian social interest.

Future studies of CSP are ripe for exploring service learning in general, its application at the graduate level, and for searching out an evidentiary basis for the Adlerian construct of social interest.

Summary

The literature and scope of research on service learning and social responsibility is ever increasing as higher education, and, in particular, graduate institutions combat the ills of excessive individualism. The goal of service learning is to promote the concept of knowledge for the good of society, rather than knowledge only for personal gain (Campus Compact Website). To this end graduate programs such as the Intellectual Entrepreneurship's "synergy groups" integrate thinking and action, with the result of creating a more civil society (Cherwitz & Sullivan, 2002).

Adler and Dreikurs, along with other contemporary Adlerian scholars, have also made the case for the advancement of a sense of belonging and oneness with humanity. Out of those feelings comes an interest in the cooperation and contribution to the community, rather than purely focusing on individual wants and needs. Feelings and action will ultimately lead to the evaluation of the global community and a conviction to work toward justice and equality for the human race. In the field of mental health, this becomes the dedication to not only treat illness, but also address the systemic and societal ills that promote illness in individuals and communities.

Establishing programs to address these educational and civic goals is a manageable task, which requires continual evaluation as a way to understand the effects of the program. The Adler School of Professional Psychology has its roots in the writings of Adler and Dreikurs, and, thus, in a dedication to social equality and prevention. The school has instituted a new curriculum in 2006 to train "socially responsible practitioners"; which includes the Community Service Practicum, with the vision of Dreikurs at the core.

Belonging to a community is more than joining a church and participating in social activities. It involves the obligation to think about the kind of community it should be, about how one can help another, not only materially, not only through the development of institutions, but in the spirit and the kind of relationships which we establish. Whoever is concerned with the meaning of social evolution becomes a strong force of freedom, for right, for justice, for equality, for all the dreams of mankind which wait for their fulfillment (Dreikurs, 1961).

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Appendix A

Tables

Table 1

Comparison of Service Learning Assessment (SSASL) Content Sections between Students and Faculty

Measure	Students		Faculty	
	N=49		N= 10	
	M (SD)	%	M (SD)	%
Service Learning Assessment				
Culture & Context (SI-I)	13.9 (3.8)	70	13.5 (2.8)	68
Philosophy & Purpose (SI-II)	12.5 (3.8)	63	12.3 (2.7)	62
Policy & Parameters (SI-III)	14.0 (4.5)	56	13.5 (2.8)	56
Practice & Pedagogy (SI-IV)	17.1 (5.3)	57	15.7 (2.2)	57
Assessment & Accountability (SI-V)	10.8 (3.9)	54	8.5 (3.7)	54

Table 2

Item Analysis of Service Learning Assessment

N= 59 (total sample, students and faculty)	# Scores of	Scores of
	1 or 2	3, 4, or 5
	N (%)	N (%)
Culture & Context (SI-I)		
1. Cooperative connections between school and community are valued by the school.	6 (10)	53 (90)
2. The role of service in improving individual and community quality of life is valued.	7 (12)	52 (88)
3. Involving students in the development of the CSP is valued.	24 (41)	35 (59)
4. Learning through real world experience is supported by the school and community sites.	9 (15)	50 (85)
Philosophy & Purpose (SI-II)		
5. The purpose(s) of the CSP is (are) clear to everyone involved.	33 (56)	26 (44)
6. We consider the CSP important in improving and enhancing teaching and learning.	15 (25)	44 (75)
7. Our school's philosophy includes service to the community as a vehicle for learning.	1 (2)	58 (98)
8. The purpose of the CSP is clearly linked to meaningful service activities and learning objectives.	27 (46)	32 (54)

Table 2

Item Analysis of Service Learning Assessment (SSASL) (cont)

	# Scores of 0, 1 or 2 N (%)	Scores of 3, 4, or 5 N (%)
Policy & Parameters (SI-III)		
9. Our schedules are flexible enough to allow us to meet CSP participant needs.	30 (51)	29 (49)
10. We have specific curricular goals and guidelines that support the CSP initiative.	24 (41)	35 (59)
11. There is sustained administrative commitment for developing and implementing the CSP initiative.	18 (31)	41 (69)
12. The school's policies support the effective implementation of the CSP.	18 (31)	41 (69)
13. There is ongoing pertinent faculty/staff development for all members of the CSP.	25 (42)	34 (58)

Table 2

Item Analysis of Service Learning Assessment (SSASL) (cont)

	# Scores of 1 or 2 N (%)	Scores of 3, 4, or 5 N (%)
Practice & Pedagogy (SI-IV)		
14. Students play an active role in selecting, developing, implementing, and assessing the CSP.	25 (42)	34 (58)
15. Structured student reflection encourages critical thinking and is central to fulfillment of curricular objectives.	23 (39)	36 (61)
16. Our program includes training, supervision, and monitoring of the CSP and all people involved.	27 (46)	32 (54)
17. CSP students are engaged in responsible and challenging actions for the common good that meet genuine needs in the community and have significant consequences.	22 (37)	37 (63)
18. Student learning through service is directly tied to regular class objectives and activities.	24 (41)	35 (59)
19. The CSP occurs during regular school hours.	17 (29)	42 (71)

Table 2

Item Analysis of Service Learning Assessment (SSASL) (cont)

	# Scores of 1 or 2 N (%)	Scores of 3, 4, or 5 N (%)
Assessment & Accountability (SI-V)		
20. Our assessment plan is clear, purposeful, and linked to national standards and learning objectives.	26 (44)	33 (56)
21. Our assessment process is appropriately frequent and thorough.	27 (46)	32 (54)
22. Our assessment looks at the different sectors.	24 (41)	35 (59)
23. Our assessment secures enough pertinent data to measure effectiveness and guide improvement.	27 (46)	32 (54)

Table 3

Item Analysis of Service Learning Assessment

N= 49 (students only)	# Scores of	Scores of
	1 or 2	3, 4, or 5
	N (%)	N (%)
Culture & Context (SI-I)		
1. Cooperative connections between school and community are valued by the school.	5 (10)	44 (90)
2. The role of service in improving individual and community quality of life is valued.	6 (12)	43 (88)
3. Involving students in the development of the CSP is valued.	20 (41)	29 (59)
4. Learning through real world experience is supported by the school and community sites.	6 (12)	43 (88)
Philosophy & Purpose (SI-II)		
5. The purpose(s) of the CSP is (are) clear to everyone involved.	27 (55)	22 (45)
6. We consider the CSP important in improving and enhancing teaching and learning.	13 (27)	36 (73)
7. Our school's philosophy includes service to the community as a vehicle for learning.	1 (1)	48 (99)
8. The purpose of the CSP is clearly linked to meaningful service activities and learning objectives.	22 (45)	27 (55)

Table 3

Item Analysis of Service Learning Assessment (SSASL) (cont)

	# Scores of 0, 1 or 2 N (%)	Scores of 3, 4, or 5 N (%)
Policy & Parameters (SI-III)		
9. Our schedules are flexible enough to allow us to meet CSP participant needs.	23 (46)	27 (54)
10. We have specific curricular goals and guidelines that support the CSP initiative.	21 (43)	28 (57)
11. There is sustained administrative commitment for developing and implementing the CSP initiative.	17 (35)	32 (65)
12. The school's policies support the effective implementation of the CSP.	16 (33)	33 (67)
13. There is ongoing pertinent faculty/staff development for all members of the CSP.	18 (37)	31 (63)

Table 3

Item Analysis of Service Learning Assessment (SSASL) (cont)

	# Scores of 1 or 2 N (%)	Scores of 3, 4, or 5 N (%)
Practice & Pedagogy (SI-IV)		
14. Students play an active role in selecting, developing, implementing, and assessing the CSP.	21 (43)	28 (57)
15. Structured student reflection encourages critical thinking and is central to fulfillment of curricular objectives.	20 (41)	29 (59)
16. Our program includes training, supervision, and monitoring of the CSP and all people involved.	23 (47)	26 (53)
17. CSP students are engaged in responsible and challenging actions for the common good that meet genuine needs in the community and have significant consequences.	17 (35)	32 (65)
18. Student learning through service is directly tied to regular class objectives and activities.	24 (49)	25 (51)
19. The CSP occurs during regular school hours.	12 (24)	37 (76)

Table 3

Item Analysis of Service Learning Assessment (SSASL) (cont)

	# Scores of 1 or 2 N (%)	Scores of 3, 4, or 5 N (%)
Assessment & Accountability (SI-V)		
20. Our assessment plan is clear, purposeful, and linked to national standards and learning objectives.	20 (41)	29 (59)
21. Our assessment process is appropriately frequent and thorough.	22 (45)	27 (55)
22. Our assessment looks at the different sectors.	20 (41)	29 (59)
23. Our assessment secures enough pertinent data to measure effectiveness and guide improvement.	22 (45)	27 (55)

Table 4

Comparison of Service Learning Assessment, Community Engagement, and Social Interest between Students and Faculty

Measure	Students N= 49 M (SD)	Faculty N=10 M (SD)	Stat. Test (t-test)	Signif. (p)
Community Service Assessment				
Culture & Context (SI-I)	13.9 (3.8)	13.5 (2.8)	0.33	0.86
Philosophy & Purpose (SI-II)	12.5 (3.8)	12.3 (2.7)	0.18	0.82
Policy & Parameters (SI-III)	14.0 (4.5)	13.5 (2.8)	0.35	0.72
Practice & Pedagogy (SI-IV)	17.1 (5.3)	15.7 (2.2)	1.34 ^t	0.19
Assessment & Accountability (SI-V)	10.8 (3.9)	8.5 (3.7)	1.67	0.10
Community Service Eval (S SUM)	68.3 (19.4)	63.5 (9.3)	1.19	0.12
Community Service Experience				
Activities (CI)	30.9 (6.8)	35.9 (6.6)	-2.13	0.04*
Types (CII)	26.6 (22.0)	29.3 (15.9)	-0.45 ^t	0.66
Sum (CSum)	57.5 (26.4)	65.2 (21.4)	-1.00 ^t	0.34
Social Interest Index (SI SUM)				
Total Points	13.9 (2.4)	13.7 (2.8)	0.26 ^t	0.79

*p<0.05, ^t t-test for unequal variances

Table 5

Pearson Correlation Coefficients for Community Engagement Activities and Types vs
Service Learning Assessment for All Subjects

All Subjects N=53	Community Service			
	Activities (CI)		Types (CII)	
	r	p	r	p
Culture & Context (SI-I)	-0.21	0.14	-0.17	0.21
Philosophy & Purpose (SI-II)	0.07	0.64	-0.02	0.88
Policy & Parameters (SI-III)	-0.05	0.71	-0.21	0.13
Practice & Pedagogy (SI-IV)	-0.03	0.86	-0.21	0.12
Assessment & Accountability (SI-V)	0.05	0.71	-0.04	0.79
Community Service Eval Total (S SUM)	-0.04	0.80	-0.16	0.26

Table 6

Pearson Correlation Coefficients for Community Engagement Activities and Types vs Service Learning Assessment for Faculty

Faculty (n=10)	Community Service			
	Activities (CI)		Types (CII)	
	r	p	r	p
Culture & Context (SI-I)	-0.28	0.43	-0.06	0.88
Philosophy & Purpose (SI-II)	0.22	0.55	0.27	0.45
Policy & Parameters (SI-III)	-0.42	0.22	-0.58	0.08
Practice & Pedagogy (SI-IV)	0.08	0.82	0.25	0.47
Assessment & Accountability (SI-V)	-0.25	0.49	-0.43	0.21
Community Service Eval Total (S SUM)	-0.23	0.53	-0.22	0.54

Table 7

Pearson Correlation Coefficients for Community Engagement Activities and Types vs
Community Service Learning Assessment for Students

Students (n=43)	Community Service			
	Activities (CI)		Types (CII)	
	r	p	r	p
Culture & Context (SI-I)	-0.20	0.20	-0.19	0.23
Philosophy & Purpose (SI-II)	0.06	0.72	-0.05	0.74
Policy & Parameters (SI-III)	0.01	0.96	-0.17	0.27
Practice & Pedagogy (SI-IV)	-0.01	0.96	-0.25	0.11
Assessment & Accountability (SI-V)	0.21	0.17	0.03	0.86
Community Service Eval Total (S SUM)	-0.03	0.93	0.05	0.74

Table 8

Pearson Correlation Coefficients for Social Interest (SSSI) vs Community Engagement Activities and Types for All Subjects, Faculty, and Students

Social Interest Index (SI SUM)	Community Service Activities (CI)		Community Service Types (CII)	
	r	p	r	p
	All Subjects (n=53)	-0.04	0.78	0.06
Faculty (n=10)	-0.05	0.89	0.13	0.71
Students (n=43)	-0.03	0.87	0.05	0.74

Appendix B

SHUMER'S SELF-ASSESSMENT FOR SERVICE-LEARNING

Introduction

The purpose of this self-assessment is both formative and summative. It is designed to gather helpful information-to improve the service-learning initiative (i.e.: Community Service Practicum), report on it, publicize it, secure support for it, or seek funding for it.

Directions

Complete Part I: Quick Assessment

A. Service-Learning Context Questionnaire: To better assess the Community Service Practicum, please answer the five questions pertaining to the school's service-learning initiative.

B. 23 Statement Survey: For each of the 23 statements, choose and check off one response that indicates the current status of the Community Service Practicum. Each statement represents a positive, desirable goal for effective service learning. It will take only 10-15 minutes to complete.

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Human Development, University of Minnesota, St. Paul, Minnesota

SHUMER'S SELF-ASSESSMENT FOR SERVICE-LEARNING

A: Service-Learning Context Questionnaire

1. The purpose of the Community Service Practicum (CSP) is

2. We (The Adler School of Professional Psychology) define community-service as

3. Our primary goal(s) for the Community Service Practicum is (are)

4. Typical activities performed by students completing the CSP include

5. We typically assess student learning and impact of service by

B: Survey Rating Scale

1 = weak
 2 = needs work 4=exceeds expectations
 3 = meets expectations 5=exceptional CSP = Community Service Practicum

I. Culture and Context

The social and personal climate, as well as the larger setting, in which service-learning is planned and implemented.

1. Cooperative connections between school and community are valued by the school.	1	2	3	4	5
2. The role of service in improving individual and community quality of life is valued.	1	2	3	4	5
3. Involving students in the development of the CSP is valued.	1	2	3	4	5
4. Learning through real world experience is supported by the school and community sites.	1	2	3	4	5

II. Philosophy and Purpose

The ideas, reasons, intentions, and rationale that guide your service-learning practice.

5. The purpose(s) of the CSP is (are) clear to everyone involved (faculty, students, and community sites)	1	2	3	4	5
6. We consider the CSP important in improving and enhancing teaching and learning.	1	2	3	4	5
7. Our school's philosophy includes service to the community as a vehicle for learning.	1	2	3	4	5
8. The purpose of the CSP is clearly linked meaningful service activities and learning objectives.	1	2	3	4	5

III. Policy and Parameters

Formal, organizational elements that define service-learning through administrative policies and support, school structures, etc.

9. Our schedules are flexible enough to allow us to meet CSP participant needs.	1	2	3	4	5
10. We have specific curricular goals and guidelines that support the CSP initiative.	1	2	3	4	5
11. There is sustained administrative commitment for developing and implementing the CSP initiative.	1	2	3	4	5
12. The school's policies support the effective implementation of the CSP.	1	2	3	4	5
13. There is ongoing pertinent faculty/staff development for all members of the CSP.	1	2	3	4	5

IV. Practice and Pedagogy

What faculty, students, community sites, and administrators do to implement service-learning.

14. Students play an active role in selecting, developing, implementing, and assessing the CSP.	1	2	3	4	5
15. Structured student reflection encourages critical thinking and is central to fulfillment of curricular objectives.	1	2	3	4	5
16. Our program includes training, supervision, and monitoring of the CSP and all people involved (students, faculty, and community sites).	1	2	3	4	5
17. CSP students are engaged in responsible and challenging actions for the common good that meet genuine needs in the community and have significant consequences.	1	2	3	4	5
18. Student learning through service is directly tied to regular class objectives and activities.	1	2	3	4	5
19. The CSP occurs during regular school hours.	1	2	3	4	5

<i>V. Assessment and Accountability</i>	
<i>Evidence that the service-learning initiative is meeting its goals and the process and results are being reported</i>	
20. Our assessment plan is clear, purposeful, and linked to national standards and learning objectives.	1 2 3 4 5
21. Our assessment process is appropriately frequent and thorough.	1 2 3 4 5
22. Our assessment looks at the different sectors (Students, faculty, and community sites) involved in the CSP.	1 2 3 4 5
23. Our assessment secures enough pertinent data to measure effectiveness and guide improvement.	1 2 3 4 5

Appendix C

Community Engagement Survey

Introduction

The purpose of this survey is both formative and summative. It is designed to gather helpful information-to improve the service-learning initiative (i.e.: Community Service Practicum), report on it, publicize it, secure support for it, or seek funding for it.

Directions

Complete Part I:

A. 24 Statement Survey: For each of the 24 statements, please review the following items carefully and thoughtfully and provide as honest and open responses as you can to each one.
It will take only 5-10 minutes to complete.

COMMUNITY ENGAGEMENT SURVEY

A: Occurrence of Engagement Rating Scale

1 = never
2 = one time event
3 = yearly
4 = monthly
5 = weekly

I. Your Previous and Current Activities	
<i>Think back to your high school and undergraduate experience, as well as your current experiences either in graduate school or in your work. Indicate your usual level of involvement in these activities.</i>	
1. High school clubs/groups.	1 2 3 4 5
2. High school community service.	1 2 3 4 5
3. College campus clubs/groups.	1 2 3 4 5

4. College-community service.	1 2 3 4 5
5. Post undergraduate clubs/groups (current).	1 2 3 4 5
6. Post undergraduate community service (current).	1 2 3 4 5
7. Peace Corp or other international service.	1 2 3 4 5
8. Americorp or other domestic service corp.	1 2 3 4 5
9. Volunteer for a political campaign (past).	1 2 3 4 5
10. Volunteer for a political campaign (present).	1 2 3 4 5
11. Volunteer for an advocacy/action group (past).	1 2 3 4 5
12. Volunteer for an advocacy/action group (present).	1 2 3 4 5

B: Types of Engagement Rating Scale

- 1 = Direct involvement with the same person/group (e.g. tutor, coach, visit)**
- 2 = Direct involvement with different people needing service(e.g. assist at shelter)**
- 3 = Assist agency (e.g. clerical, physical labor)**
- 4 = Special project for group (e.g. written brochure or fundraiser)**
- 5= Supervise other volunteers, organize program**

II. Types of Previous and Current Activities

Choose the number from the lists below to describe whom you work(ed) with and what you do/did in service activities. If you work(ed) in several activities circle all that pertain. For example: You may have provided direct involvement as well as agency assistance at the same organization. If you weren't active in a particular setting, leave that item blank.

1. High school clubs/groups.	1 2 3 4 5
2. High school community service.	1 2 3 4 5
3. College campus clubs/groups.	1 2 3 4 5
4. College-community service.	1 2 3 4 5
5. Post undergraduate clubs/groups (current).	1 2 3 4 5
6. Post undergraduate community service (current).	1 2 3 4 5

7. Peace Corp or other international service.	1 2 3 4 5
8. Americorp or other domestic service corp.	1 2 3 4 5
9. Volunteer for a political campaign (past).	1 2 3 4 5
10. Volunteer for a political campaign (present).	1 2 3 4 5
11. Volunteer for an advocacy/action group (past).	1 2 3 4 5
12. Volunteer for an advocacy/action group (present).	1 2 3 4 5

Appendix D

S.S.S.I.

DIRECTIONS

This scale is comprised of fifty statements. Read each statement carefully and decide whether the statement is true or mostly true as applied to you.

Darken the T next to the statement, if it is true or mostly true as applied to you.

Darken the F next to the statement, if it is false or usually false as applied to you.

Respond to all statements.

There are no right or wrong answers on this scale. Please be honest in your responses.

BEGIN

- T F 1. People are all of equal worth, regardless of what country they live in.
 T F 2. If it were not for all the bad breaks which I have had, I could really have amounted to something.
 T F 3. I often feel like I am completely alone in the world.
 T F 4. I think that most people are friendly.
 T F 5. I get angry when people do not do what I want them to do.
 T F 6. Members of my family have great concern for me.
 T F 7. I wish that everyone would leave me alone.
 T F 8. I like to watch movies where the bad guy wins.
 T F 9. If people make things difficult for me then I will try to make things even more difficult for them.
 T F 10. It seems like nothing ever changes for me.
 T F 11. A person must watch out for himself because no one else will help him.
 T F 12. Most people only appear to be honest but do many dishonest things.
 T F 13. I don't let anyone tell me what to do.
 T F 14. I would like to make the world a perfect place in which to live because then I would be seen by others as the most important person alive.
 T F 15. The world is a great place in which to live.
 T F 16. I like animals more than people.
 T F 17. I like to make new friends.
 T F 18. Some people do not deserve to live.
 T F 19. It seems like people are always doing bad things to me.
 T F 20. Most people have little respect for others.

Appendix E

Participant ID: _____

Informed Consent Form

I, _____ give my consent to participate in the
(Subject's Name Printed)
research study of Sharyl Trail, doctoral student at the Adler School of
Professional Psychology.

Subject's Name Printed: _____

Signature: _____ Date: _____

Research Student's Signature: _____ Date: _____

Please sign and place in letter size envelope.

Appendix F

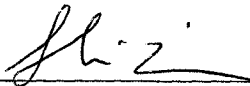
**Statement of Compliance with Human Subject Use
Requirements
for the Use of Psychological Testing in Research**

I hereby certify that, in compliance with the Human Subject Use Requirements, I have secured written consent of all subjects who have voluntarily agreed to participate in my research on:

the program evaluation of the Community Service
Practicum at the Adler School of Professional
Psychology

All subjects have signed the attached sample Informed Consent Form. These signed forms will remain in my possession.

Student's Name Printed: SHARYL M. TRAIL

Student's Signature:  Date: 03/11/2008

Attachment