

# Service Learning During a Pandemic

Service Learning Symposium 2021

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# My Start in Service Learning

- > Katie Shannon, PhD
  - Thank you!
- > From 2014 to now
  - Evolution of individual (or dyads) to group projects
  - Helping students understand the importance of not only doing the project but assessing the impact
  - It's not about doing it perfectly; it's about learning from doing
    - > Focus on meaningful reflection

# Health Psychology (PSYCH 4590)

- > A capstone course that meets the Experiential Learning graduation requirement
- > Enrollment ranges from 7-24 students
- > Students tend to be psychology majors, pre-med students, anyone interested in health-related careers, and some engineering students who need to meet the required upper-level social science requirement

# The Purpose of Incorporating Service Learning

- > To learn by doing
- > To apply book knowledge to the real world
- > To improve understanding of group dynamics & conflict management
- > To improve written & oral communication skills

# Ground Rules

- > Decide upon a target audience and an associated organization
  - Example: Young girls who attend an after-school program
- > Propose your project to the organization's contact person
  - Example: The director of the after-school program
- > Do not be a burden to the organization. Aim to help by creating a deliverable.
  - Example: The students are responsible for advertising their project and getting girls involved, not the organization.

# Proposal, Final Paper & Oral Presentation

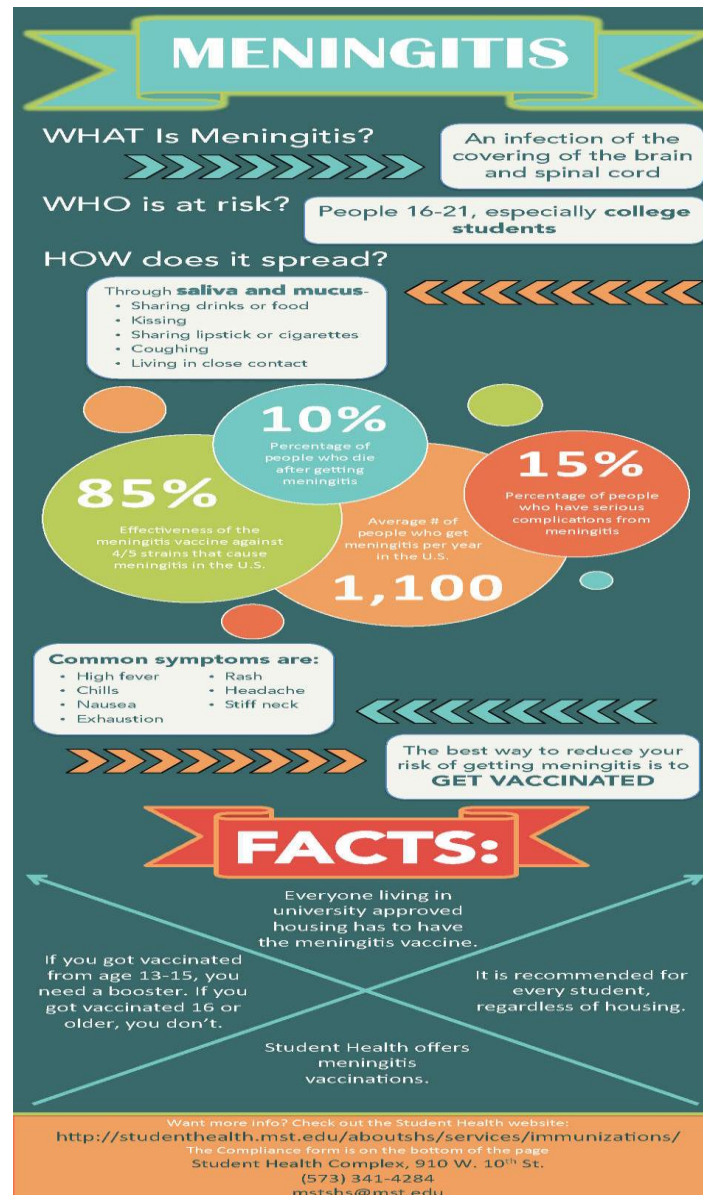
- > Justify how this is relevant to Health Psychology & the target audience
  - Citations required
  - APA-style format
- > Projected timeline & how well it was kept
- > Work planned & conducted by each group member
- > How will they assess impact?
  - Pros & Cons of various assessment techniques
  - Provide your rationale.
- > What modifications would they make if they were to do it again
- > How did they benefit?

# Example of a Deliverable





# Sample of a Deliverable



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# Assessing Impact

52

Therapist's Guide to Positive Psychological Interventions

## Worksheet 3.1 The PANAS Questionnaire (Watson et al., 1988)

### PANAS Questionnaire

This scale consists of a number of words representing different emotions. Read each item next to each word. **Indicate how you feel, that is, at the present moment and on average over the past week (circle this measure)**

1  
Very Slightly or Not at All

1. Interested
2. Distracted
3. Excited
4. Upset
5. Strong
6. Guilty
7. Scared
8. Hostile
9. Enthusiastic
10. Proud

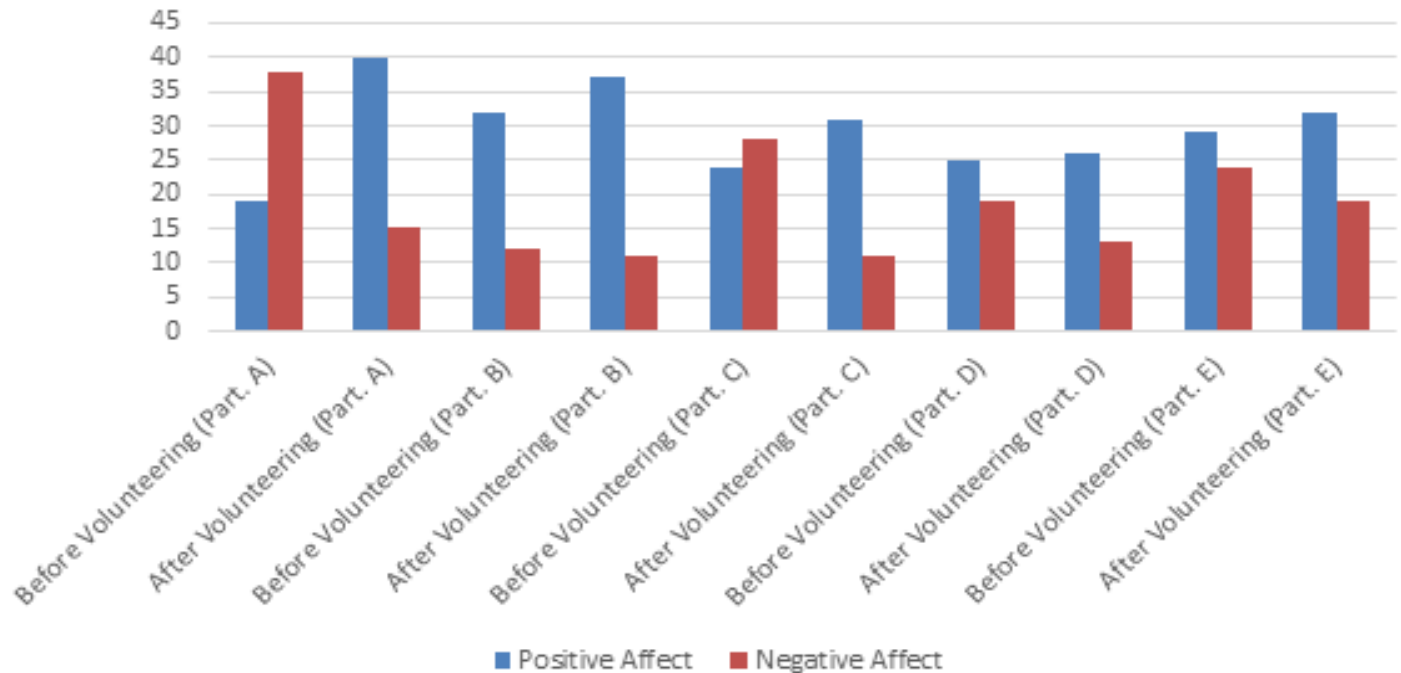
### Scoring Instructions:

**Positive Affect Score:** Add the scores on items 1, 3, 5, 9, 10, 12, 14, 16, 17, and 19. Scores can range from 10 – 50, with higher scores representing higher levels of positive affect. Mean Scores: Momentary = 29.7 ( $SD = 7.9$ ); Weekly = 33.3 ( $SD = 7.2$ )

**Negative Affect Score:** Add the scores on items 2, 4, 6, 7, 8, 11, 13, 15, 18, and 20. Scores can range from 10 – 50, with lower scores representing lower levels of negative affect. Mean Score: Momentary = 14.8 ( $SD = 5.4$ ); Weekly = 17.4 ( $SD = 6.2$ )

Copyright © 1988 by the American Psychological Association. Reproduced with permission. The official citation that should be used in referencing this material is Watson, D., Clark, L. A., & Tellegan, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54(6), 1063–1070.

Participants' PANAS Scores Before and After Volunteering



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And then...March 2020

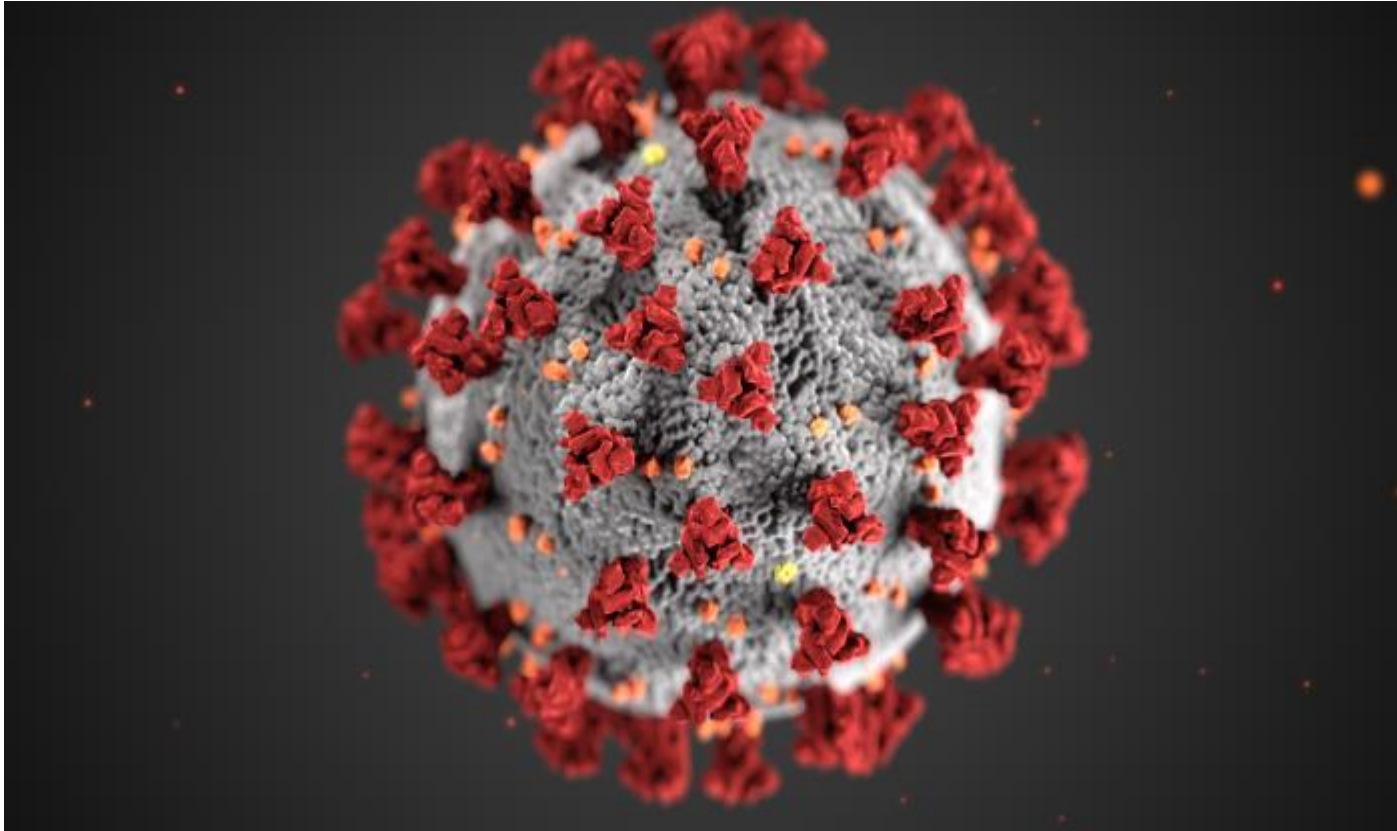


Image of SARS-CO-2 from the CDC Public Health Image Library public domain

# Selected proposed projects

## Topic & Target audience

- > Stress Management
- > Benefits of yoga
- > Nutritional awareness

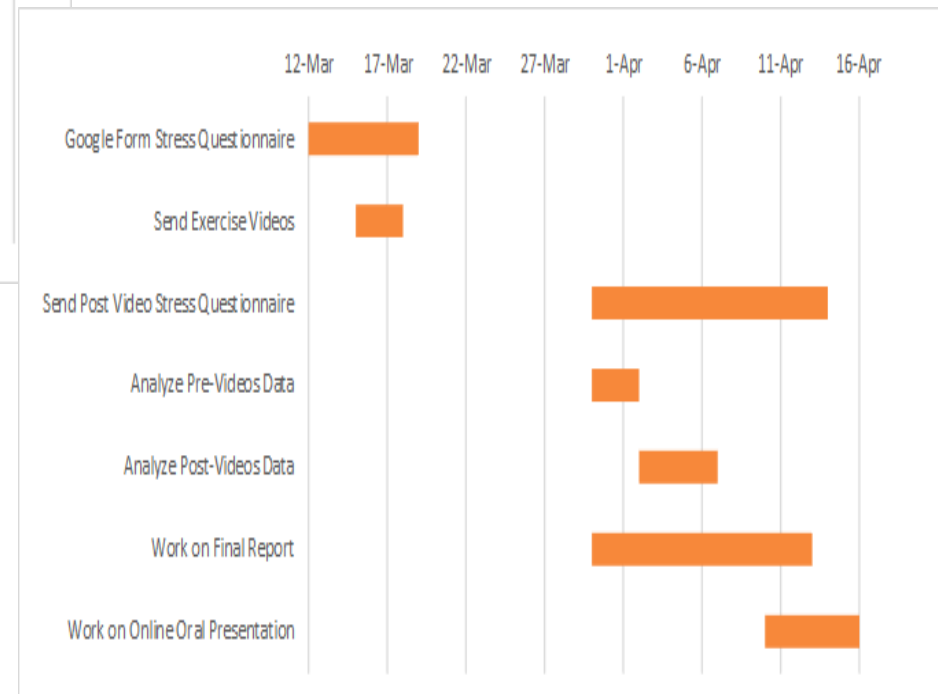
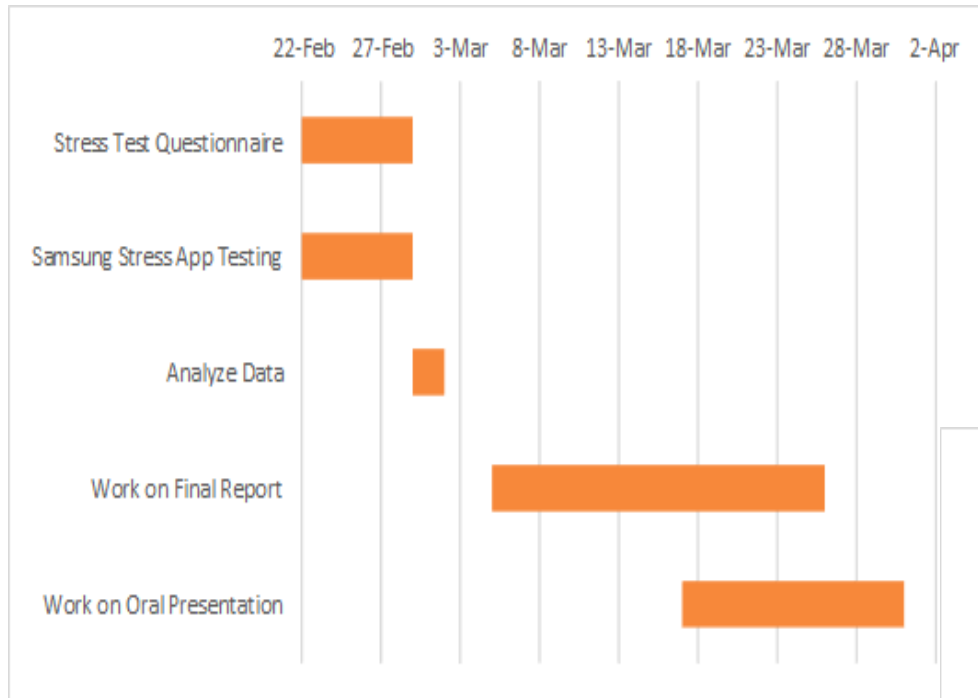
TKE fraternity  
Newman Center  
Miner Wellness

# How did Group Adapt to the Shutdown?

## Topic, Audience & Adaptation

- > Stress Management & TKE fraternity
  - Used Google forms & created video
- > Nutritional Awareness & Miner Wellness
  - Group Me to recruit & emailed information
- > Yoga & Newman Center students
  - Did not complete

# Example of Proposed Timeline v. Pandemic Timeline



# Self & Peer Assessment

- > Assess contribution 3 ways:
  - Project as a whole
  - Paper
  - Presentation
  
- > I switched from hard copy to online assessment
  - <https://teammatesv4.appspot.com/web/front/home>
  - Free instructor account
  - Can start with the templates provided & customize
  - Upload students' email & an auto-email will be sent at the designated time of survey
  - Results can be downloaded in an Excel file
    - > Numerical scores & written comments

# An Example of Critical Feedback about Group Dynamics

- > XXX was a mixed bag. At first, she was very easy to work with, but as the semester went on, it felt like tensions rose. When it came to writing ... she executed her work very well. However, it was agreed upon that ..., XXX, ZZZ, and QQQ, would write the script and ... video for the project. After missing the deadline to complete her video section, QQQ contacted her multiple times and gave her an extension. Eventually, she made it clear she would not have time to record her section, to which QQQ told her that she would, for the sake of meeting our deadline with [the organization]. She did make the script, but ZZZ and QQQ were forced to redo the entire video. During our meeting ... she seemed uninterested, and it took convincing ... for her to at least try for the sake of the group. Overall, I feel like the presentation went well. Perhaps unknown circumstances caused her to not be as involved as we would have liked.



# A Positive Example of Written Feedback about Group Dynamics

- > “The team communicated mostly through GroupMe and had several zoom meetings throughout the semester. Finding times to hold meetings was difficult and mostly on the weekends due to scheduling conflicts. The team felt the best method for completion was to break the project up into assignments. This included breaking up the sections for the proposal, final paper, and presentation, along with assigning tasks for the actual project itself. This worked well since we were able to get the project done quickly and efficiently. For the most part, team members spoke respectfully to one another and worked out disagreements quickly and without escalation. Again, there was some irritation among group members with XXX's attitude towards the end, because the team wanted to provide a well-executed project overall.”

## An Example of Feedback for an Individual Group Member

- > “He was easy to work with, he did a great job of trying to keep us ahead of deadlines and always communicating when he will/will not be available. Actually became friends with him because of the project.”

# An Example of Written Feedback on Self Assessment

- > “I tried to be a good team leader. I made sure everyone remembered deadlines and helped where I could. I often completed my tasks well before the deadline, I worked to create templates and outlines for all of the papers and presentations, I edited the video and made sure to contact participants with all of the material, I religiously followed rubrics to make sure everything was included, and edited papers to the best of my ability before turning them in. I made sure to meet with/ email Dr. Henslee with any concerns or questions the team had. For the final paper, I met with the Student Writing Center and Dr. Henslee before turning it in.”

# How Did I Quantify the Self & Peer Assessments?

1. Took the total average of points across Project, Paper, and Presentation
2. Converted score to a possible total of 75 points
3. When there was a noticeable discrepancy between self & peer assessment, I took the average

Total Avg	Points out of 75	Grade
100	75.00	75
100	75.00	75
92.83	69.63	70
100.00	75.00	not complete
100.00	75.00	not complete
96.25	72.19	Self is not complete
95.00	71.25	55
50.00	37.50	55
95.00	71.25	71
95.00	71.25	71
100.00	75.00	75
100.00	75.00	75
97.67	73.25	73
99.33	74.50	74.5
98.00	73.50	68
84.00	63.00	68

## An Example of a Student's Reflection

- > “We have benefitted from this project in ways beyond having a better understanding of Health Psychology. We improved our collaboration skills as we had to delegate the workload and communicate with each other, Miner Wellness, and Student Health. Since working on this project we have started adding more vegetables to our own meals.”



# My Personal Favorite





Thank you!

> Any questions?



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