Service Learning During a Pandemic

Service Learning Symposium 2021
Dr. Amber Henslee
Associate Professor
Psychological Science Department
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

**The Price is Right**

**Fresh Vegetables**
- Head of Salad: $2.34
- Sweet Potato: $0.98
- Head of Cauliflower: $1.98
- Head of Broccoli: $1.88
- Orange/Red Bell Pepper: $1.18
- Green Bell Pepper: $0.52
- Celery: $1.29

**Pre-Made/Processed Foods**
- Box of Cheez-Its: $3.19
- Bag of Cheetos: $3.49
- Jack's Frozen Pizza: $3.49
- Marie Callender's Meal: $2.69 - $3.99

**Let us explain!**

ChooseMyPlate.gov is a website maintained by the United States Department of Agriculture. It is an interactive resource that can be used to help you make healthier food choices.

**Fast Facts on Preparing Veggies**

**Sweet Potatoes**
- Wash & poke holes into potatoes with fork
- Microwave for 5 minutes to cook
- Mash & mix with butter & cinnamon for a yummy side dish

**Lettuce (for salad prep)**
- Cut the lettuce however you like
- Wash & dry cut lettuce as best you can
- Store in large ziplock bag, fold paper towel and place inside ziplock bag to keep lettuce fresh longer
- **Lettuce heads are typically cheaper than bagged salads**

**Vegetable Medley**
- Using any of your favorite vegetables, wash and cut each vegetable to about the same size
- With the vegetables in a bowl, drizzle oil & any seasoning of your liking, even just salt & pepper
- Put vegetables on a baking sheet and bake at 425 for 15-20 minutes

**Our Favorite Recipes**

**Breakfast**
**Avocado Bacon & Eggs**
- Cut avocado in half & remove pit
- Spoon out some of the avocado so it's a tad bigger than your egg & yolk
- Crack egg and add to the inside of avocado
- Top with cooked bacon
- Bake at 425 for 14-16 minutes

**Lunch**
**Chicken Club Lettuce Wrap**
- Lay 3-4 large lettuce leaves down
- Spread mayo in the center of lettuce
- Layer with chicken or turkey, bacon, and tomato
- Starting with end closest to you, roll the lettuce wraps tight
- Halfway through rolling, tuck the ends of the wrap towards the middle & roll the remainder of the lettuce

**Dinner**
**BBQ Casserole**
- 3 cups of cooked shredded chicken
- 3 cups of riced cauliflower
- 2 green onions, chopped
- 1 green pepper, chopped
- 1 cup of shredded cheddar cheese
- 1.5 cups of choice of BBQ sauce
- 0.5 cups of plain greek yogurt (sour cream)
- Mix & bake at 350 for 30 minutes

**Kaitlin Sam**
Sample of a Deliverable

MENINGITIS

WHAT Is Meningitis?
An infection of the covering of the brain and spinal cord

WHO is at risk?
People 16-21, especially college students

HOW does it spread?
Through saliva and mucus
- Sharing drinks or food
- Kissing
- Sharing lipstick or cigarettes
- Coughing
- Living in close contact

10%
Percentage of people who die after getting meningitis

85%
Effectiveness of the meningitis vaccine against 13/15 strains that cause meningitis in the U.S.

1,100
Average # of people who get meningitis per year in the U.S.

15%
Percentage of people who have severe complications from meningitis

Common symptoms are:
- High fever
- Chills
- Nausea
- Exhaustion
- Rash
- Headache
- Stiff neck

The best way to reduce your risk of getting meningitis is to GET VACCINATED

FACTS:
Everyone living in university approved housing has to have the meningitis vaccine.

If you got vaccinated from age 13-15, you need a booster. If you got vaccinated 16 or older, you don’t.

It is recommended for every student, regardless of housing.

Student Health offers meningitis vaccinations.

Want more info? Check out the Student Health website:
http://studenthealth.mst.edu/abouths/services/immunizations/

Student Health Complex, 910 W. 10th St.
(573) 882-4284
mhsa@mst.edu
Assessing Impact

Worksheet 3.1 The PANAS Questionnaire

PANAS Questionnaire
This scale consists of a set of ten adjectives to describe emotions. Read each item and rank on a 5-point scale the extent to which you experienced the emotion next to each word. Indicate whether you experienced it Momentary at some point during the day or the week, or Long-term (that is, at the present moment, or not at all). The scale refers to emotional experience over the past week (or interval). The range of scores is 0–50, with higher scores representing higher levels of positive affect and lower scores representing lower levels of negative affect. Mean scores are given for each subscale. The range of scores is 0–50, with higher scores representing higher levels of positive affect and lower scores representing lower levels of negative affect. Mean scores are given for each subscale.


Scoring Instructions:
Positive Affect Score: Add the scores on items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 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)

And then...March 2020

Image of SARS-CoV-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

- **Stress Test Questionnaire**
- **Samsung Stress App Testing**
- **Analyze Data**
- **Work on Final Report**
- **Work on Oral Presentation**

- **Google Form Stress Questionnaire**
- **Send Exercise Videos**
- **Send Post Video Stress Questionnaire**
- **Analyze Pre-Videos Data**
- **Analyze Post-Videos Data**
- **Work on Final Report**
- **Work on Online Oral Presentation**
Self & Peer Assessment

> Assess contribution 3 ways:
  – Project as a whole
  – Paper
  – Presentation

> I switched from hard copy to online assessment
  – 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
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?