

Service Learning in Psychology: a Resource Sheet

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I) General Information on Psych S.L.

1) American Psychological Association (APA) Service Learning Page

<http://www.apa.org/ed/slce/home.html>

The American Psychological Association maintains a web site on service-learning and civic engagement. The site is intended to introduce faculty, teachers, students, researchers, clinicians, and community partners to the connections between psychological work, the pedagogy of service-learning, and issues of civic engagement. The site contains definitions, publications, and contact information for service-learning leaders in psychology.

2) The Society for Community Research and Action (SCRA)

<http://www.scra27.org/>

"Community Psychology, Division 27 of the American Psychological Association is an international organization devoted to advancing theory, research, and social action. Its members are committed to promoting health and empowerment and to preventing problems in communities, groups, and individuals. SCRA serves many different disciplines that focus on community research and action."

3) Learn and Serve America's National Service-Learning Clearinghouse: Psychology Resources

*Just search the site for "psychology"

<http://www.servicelearning.org/search.php?query=psychology>

4) Service Learning and Psychology by Prof. Tanya Renner, Ph.D.

<http://www.mc.maricopa.edu/other/engagement/pathways/psychology.shtml>

Syllabi for a Personality Psychology Class & an Overview of How to Conceptualize Service Learning in Psychology and how to Work with Community Agencies.

5) Summary of Basics of "Integrating Service Learning Into Psychology Courses" by Prof.

Elizabeth Ozorak @ Allegheny College

<http://www.psychologicalscience.org/observer/getArticle.cfm?id=1438>

6) Dr. Maurice Elias. Director of the Civic Engagement and Service Education Partnership.

A prominent **Professor of Psychology at Rutgers**. His scholarship focuses on social-learning skills and emotional intelligence models. (grahamru@rci.rutgers.edu)

Dr. Elias wrote a chapter about service learning in his Community Psychology and Atypical Child Development courses; the chapter is called “Bringing Undergraduate Service-Learning into a High-Risk, Urban Environment” and is part of the book listed below (*With Service in Mind: Concepts and Models for Service Learning in Psychology*)

7) Social Psychology Network: Community Psychology

<http://www.socialpsychology.org/community.htm#servicelearning>

Listed below are links related to community psychology, including community building, community health, action teaching, service learning, and more. The following table shows a detailed outline of topics.

8) Discipline-Specific Service-Learning Resources for Higher Education from Learn and Serve America's national Service-Learning Clearinghouse

http://www.servicelearning.org/instant_info/fact_sheets/he_facts/discipline/

9) Introducing Service Learning as a Project Option in an Advanced Undergraduate Psychology Course

Power point summary of the benefits of service learning and introducing an example way of incorporating service learning into an upper level psychology course.

www.ipfw.edu/sl/service_learning/IntroducingSL.ppt

II) Psychology S.L. Syllabi

1) Campus Compact Service Learning SYLLABI:

<http://www.compact.org/syllabi/>

Campus Compact recently examined over 900 service-learning syllabi. Of these 900 syllabi, CC chose 300 exemplary service-learning syllabi across a wide variety of disciplines and put them on their service learning resources web-site.

2) Community –Campus Partnerships for Health: Service Learning Discipline Specific Resources

<http://depts.washington.edu/ccph/servicelearningres.html#Syllabi>

Look at the syllabi and resources for Psychology, Social Work, and Community Development.

A) Courses within Specific Psychology Sub-Fields

1) Developmental Psychology Service Learning Course at Saint John's University

<http://www.csbsju.edu/servicelearning/faculty/developmentalpsychology.htm>

2) Psychology of Health Syllabus

www.adamatorres.com/docs/Portfolio/TeachingExperience/PSYC331syllabusFall2006.pdf

3) Social Psychology Syllabus:

<http://www.cord.edu/faculty/covey/psy351/syl8-98.html>

4) Introduction to Psychology 101: Course description and syllabi

http://www.servicelearning.org/slice/index.php?ep_action=view&ep_id=499

B) Neuroscience Service Learning Courses

1) Neuroscience Methods Service Learning Course @ Tulane University

<http://tulane.edu/cps/students/upload/Fall-08-Courses.pdf>

Students will be working in head trauma unit in Touro Infirmary, supporting the hospital's staff and providing some services for the patients. During class, students learn about neuroscientific methods and brain functions.

2) Brain Awareness Day: A Service-Learning Experience in Neuroscience by: Cecilia M. Fox

http://learningcenter.nsta.org/product_detail.aspx?id=10.2505/4/jcst07_037_02_40

Three local colleges in the Lehigh Valley collaborate on a service-learning project called Brain Awareness Day to enhance neuroscience literacy among the public regarding the functions of the brain and benefits of brain research.

C) Community Based Research in Psychology

1) Community Based Research on Positive Psychology

http://repository.upenn.edu/mapp_slp/

Working in small groups, students study particular non-profit organizations, conduct literature reviews, then create Application Plans for how the organizations can apply positive psychology.

2) The Detroit Community-Academic Urban Research Center (URC)

<http://www.cbprcurriculum.info/>

The Detroit Community-Academic URC is a collaborative partnership involving the University of Michigan Schools of Public Health, Nursing, and Social Work, the Detroit Department of Health and Wellness Promotion, eight community-based organizations (Community Health and Social Services Center CHASS, Communities In Schools, Detroiters Working for Environmental Justice, Detroit Hispanic Development Corporation, Friends of Parkside, Latino Family Services, Neighborhood Service Organization, Rebuilding Communities, Inc/Warren-Conner Development Coalition), and Henry Ford Health System.

3) Alcohol and Drug Abuse CBR: Institute for Community-Based

Research of the National Development and Research Institutes, Inc.

<http://www.ndri-nc.org/>

The main purpose of this organization is to conduct research and improve understanding of alcohol and drug abuse problems and their consequences, and develop and evaluate treatment programs, policies, and processes.

4) The Other 3 R's: Reasoning, Resilience, and Responsibility

pa.org/ed/cpse/threershome.html

Psychological Research project assessing the effects of training in reasoning, resilience, and responsibility on academic achievement. This project could be expanded into community based research at other schools or provide training for university students to provide to K-12 students and teachers.

5) The Center for Collaborative Planning (CCP)

<http://www.cbprcurriculum.info/>

Possible model for how to interact effectively with a local community to do community based service or community based research.

The Center for Collaborative Planning (CCP) promotes health and social justice in California by providing training and technical assistance and by connecting people and resources.

CCP supports diverse communities in key areas, such as: 1) Asset-based Community Development (ABCD), 2) Leadership Development, 3) Working Collaboratively, and 4) Community Assessment and Strategic Planning.

D) Progressive Issues Psychology Service Learning

1) Psychology 3398: Ethnic Minority Psychology (Service Learning & Writing Intensive)

Texas Tech University

<http://www.tltc.ttu.edu/servicelearning/documents/PSY%203398.pdf>

2) Conservation Psychology Course Syllabus

www.teachgreenpsych.com/documents/ConservationPsychology-Schultz.pdf

E) Psych S.L. Working with Children

1) Child Psychology Service Learning Course Syllabus @ Lone Star College System

<http://www.lonestar.edu/8603/>

2) Exploring Behavior Week-- One-time outreach to K-12 classes

<http://www.apa.org/science/ebw.html>

A week of outreach where undergraduate or graduate students can teach a lesson to middle and high school students about what psychology is all about.

F) Psychology S.L. Course Listings and Descriptions

1) Examples of Service Learning Courses in Psychology at Loyola University Chicago.

http://www.luc.edu/experiential/sl_fall2008.shtml

Including courses in: Psychology and Law, Internship in Human Services, and Internship in Applied Psychology.

2) Psychology Department Service learning @University of Wisconsin-Eau Claire

<http://www.uwec.edu/psyc/servicelearning.htm>

3) Community-Based Learning Course Descriptions : The Center for Social Concern @ The University of Notre Dame

Please see each semester for a variety of psychology

<http://socialconcerns.nd.edu/faculty/cblcourses.shtml>

4) Descriptions of service Learning Courses @ Warren Wilson College

Organized by discipline. Includes many psychology and environmental studies courses.

<http://www.warrenwilson.edu/~service/recentexamplesofservicelearning.php>

5) Psychology Service Learning Internship Program @ Tulane University

<http://psych.tulane.edu/undergraduate/internships.php>

6) Psychology Courses in Service Learning @ Carleton College

<http://apps.carleton.edu/collab/civic/courses/past/commonlyoffered/>

7) Example Psychology Service Learning projects @ North Georgia University

http://www.ngcsu.edu/Serv_Learn/psychology.htm

8) Sisters of Charity Health Systems Program @ Bates College

St. Mary's Hospital and its affiliated programs provide a rich environment for Bates students to do substantive community engagement work. Projects have included working with the local Franco-American elderly population, youth in residential psychiatric care, a community health center, and a community gardening and nutrition program. Bates psychology thesis students are mentors to young people at the Genesis House residential facility.

<http://www.bates.edu/x165548.xml>

9) In-depth Description of Academic Coursework in a Wide Variety of Disciplines (contains many courses in psychology):

<http://www.bates.edu/Prebuilt/07-08YESElectronicFinal.pdf>

More than a third of our faculty has included a service component in its courses and more than half of the student body has engaged in a service-learning project. Faculty across all disciplines engage their students in service-learning. Approximately 70 current faculty members have incorporated service-learning into their courses.

10) Social Psych, Human Development, and Death and Dying Psychology Courses @ Carrol Community College

<http://www.carrollcc.edu/studentlife/servicelearning/students/curricularcourses.asp>

11) Descriptions of Psychology SL Courses @ La Sierra University

http://www.lasierra.edu/departments/servicelearning/forms/SL_Courses_06-08.pdf

<http://www.lasierra.edu/departments/servicelearning/Students/Courses.htm>

III) Potential Partners/ Grant Supporters

1) Alford Center for Service Learning at Denison University

<http://www.denison.edu/campuslife/servicelearning/>

Grants are available for faculty service learning projects and courses. Please talk with Laurel Kennedy, Director of the Alford Center for Service-Learning.

2) Ohio Campus Compact: Supports Academic Service Learning in all disciplines.

<http://www.ohiocampuscompact.org/>

3) National Institute of Mental Health

<http://www.nimh.nih.gov/index.shtml>

4) The Public Health Institute

<http://www.cbprcurriculum.info/>

The Public Health Institute promotes health, well-being and quality of life for all people through research and evaluation, training and technical assistance, and by building community partnerships.

Our programs include both inspiring leaders and diverse teams that involve the expertise of communities. From health officials to grassroots organizers, and marketing experts to nurses, our programs consistently demonstrate that everyone has a role to play in ensuring the public's health.

The roles the Public Health Institute fills are varied: initiator, fiscal sponsor, incubator, partner, and collaborator.

5) Centers for Disease Control and Prevention - Prevention Research Centers (PRCs):

www.cdc.gov/prc

The PRCs are a network of academic researchers, community members, and public health agencies that conducts applied research in disease prevention and control in their local communities. Sponsored by the Centers for Disease Control, PRCs have been established at 33 cities across the U.S. Funding for the development of this curriculum came from the PRC Program through a cooperative agreement between the CDC and the Association of Schools of Public Health. Examples in this curriculum are drawn from the Flint PRC and the Yale-Griffin PRC.

IV) Recommended Books

Best Resources:

Alford Center for Service Learning Library of Books and Journals on Service Learning:

<http://www.denison.edu/campuslife/servicelearning/library.html>

Bringle, R.G., & Duffy, D.K. (Eds.). (1998). *With service in mind: Concepts and models for service learning in psychology*. Washington, DC: American Association for Higher Education. In E. Zlotkowski (Series Ed.), AAHE's series on service-learning in the disciplines. Washington, DC: American Association for Higher Education.

*Available in the Alford Center for Service Learning Library @ Denison University

Bringle, R.G., Phillips, M.A., & Hudson, M. (2003). *The measure of service learning: Research scales to assess student experiences*. Washington, DC: American Psychological Association.

*Available in the Alford Center for Service Learning Library @ Denison University

Corporation for National Service: Learn and Serve America's National Service Learning Clearinghouse.

(2001). *At a glance: What we know about the effects of service-learning on college students, faculty, institutions and communities, 1993-2000* (3rd Ed., Vanderbilt University). Eyler, J.S., Giles, D.E. Jr., Stenson, C.M., and Gray, C.: Author.

“‘At A Glance’ summarizes the findings of service-learning research in higher education over the past few years and includes an annotated bibliography. It is designed to provide a quick overview of where we are in the field today and a map to the literature.”

*Available in the Alford Center for Service Learning library.

On Campus Compact's Web-site: <http://www.compact.org/resources/downloads/aag.pdf>

Other Resources:

Arriaga, X. B., & Oskamp, S. (Eds.). (1998). *Addressing community problems: Psychological research and interventions*. Thousand Oaks, CA: Sage Publications.

Duffy, K. G., & Wong, F. Y. (2003). *Community psychology* (3rd ed.). Boston, MA: Allyn and Bacon.

Fisher, A. T., Sonn, C. C., & Bishop, B. J. (2002). *Psychological sense of community: Research, applications, and implications*. New York: Kluwer Academic/Plenum Publishers.

Gardner, E. B., & Baron, C.M. (1999). Attitudinal and academic effects of service-learning. In J. R. Ferrari & J. G. Chapman (Eds.), *Educating students to make a difference: Community-based service learning* (pp. 65-82). Binghamton, NY: Haworth Press, Inc.

“We examined perceived learning and attitude change in classes in Cognitive Psychology and Sensation and Perception in which some but not all of the students did service-learning with autistic children or in other settings. Attitudes toward people served became more positive based on questionnaire and journal entry data, and in one class, service-learning students felt they learned more about course material from their experiences.

Levine, M., Perkins, D. V., & Perkins, D. D. (2005). *Principles of community psychology: Perspectives and applications* (3rd ed.). New York: Oxford University Press.

Osborne, R.E., & Renick, O. (2006). Service-learning. In W. Buskist & S.F. Davis (Eds.), *Handbook of the teaching of psychology*. Malden, MA: Blackwell Pub.

*Available through Ohiolink

Rappaport, J., & Seidman, E. (Eds.). (2000). *Handbook of community psychology*. New York: Kluwer Academic/Plenum.

Reeb, R.A., Sammon, J.A., & Isackson, N.L. (1999). Clinical application of the service-learning model in psychology: Evidence of educational and clinical benefits. In J. R. Ferrari & J. G. Chapman (Eds.), *Educating students to make a difference: Community-based service learning* (pp. 65-82). Binghamton, NY: Haworth Press, Inc.

Revenson, T. A., D'Augelli, A. R., French, S. E., Hughes, D. L., Livert, D., Seidman, E., Shinn, M., & Yoshikawa, H. (Eds.). (2002). *A quarter century of community psychology: Readings from the American Journal of Community Psychology*. New York: Kluwer Academic/Plenum Publishers.

Revenson, T. A., D'Augelli, A. R., French, S. E., Hughes, D. L., Livert, D., Seidman, E., Shinn, M., & Yoshikawa, H. (Eds.). (2002). *Ecological research to promote social change: Methodological advances from community psychology*. New York: Kluwer Academic/Plenum Publishers.

V) Recommended Journal Articles

Best Journals:

American Journal of Community Psychology

<http://www.springerlink.com/content/104830/>

“Published in association with the Society for Community Research and Action (SCRA), the Division of Community Psychology of the APA, the *American Journal of Community Psychology* offers quantitative and qualitative research on community psychological interventions. The journal explores individual, group, neighborhood, organizational, and social levels. The coverage ranges wide, through such topics as individual and community mental and physical health; educational, legal, and work environment processes, policies, and opportunities; social welfare and social justice; studies of social problems; and evaluations of interventions.”

Michigan Journal of Community Service-Learning

<http://www.umich.edu/~mjcs/>

The MJCSL is a peer-reviewed academic journal containing papers written by faculty and service-learning educators on research, theory, pedagogy, and issues important to the service-learning community. The site contains abstracts of MJCSL articles and information on subscribing and submitting manuscripts.

Teaching of Psychology

<http://teachpsych.org/top/topindex.php>

“Basic and introductory psychology courses are the most popular electives on college campuses and a rapidly growing addition to high school curriculums. As such, Teaching of Psychology is indispensable as a source book for teaching methods and as a forum for new ideas. Dedicated to improving the learning and teaching process at all educational levels, this journal has established itself as a leading source of information and inspiration for all who teach psychology. Coverage includes empirical research on teaching and learning; studies of teacher or student characteristics; subject matter or content reviews for class use; investigations of student, course, or teacher assessment; professional problems of teachers; essays on teaching; innovative course descriptions and evaluations; curriculum designs; bibliographic material; demonstrations and laboratory projects; and news items.”

Specific Articles:

Altman, I. (1996). Higher education and psychology in the millennium. *American Psychologist*, 51, 371-378.

“In this APA award address, Altman reflects on the past and present state of higher education and proposes a model for the future. He contends that socially responsive knowledge should be an integral part of the undergraduate curriculum, along with foundational knowledge and professional knowledge. Service-learning is presented as an effective pedagogy for integrating socially responsive knowledge into psychology and other disciplines.” (Bringle & Duffy, 1998, p. 201)

Astin, A. W., Sax, L. J., & Avalos, J. (1999). Long term effects of volunteerism during the undergraduate years. *Review of Higher Education*, 22(2), 187-202.

- Boss, J. A. (1994). The effect of community service work on the moral development of college ethics students. *Journal of Moral Education*, 23, 183-198.
Full text article found on EBSCO Host through Denison Universities Online database:
<<http://xlib1.ohiolink.edu:8331/V/AU9XSQ7GGCK9U43LHECLD4QFAQITSALFKPCJU4XS8JBJCDRQ PV-65931?func=quick-2-merge>>
- Bringle, R.G., & Kremer, J. F. (1993). Evaluation of an intergenerational service-learning project for undergraduates. *Educational Gerontology*, 19(5), 407-16.
"Using analysis of covariance to control for preexisting difference, this study compared service-learners with students in a traditional class. It found that students involved in intergenerational visits with Senior Companions to home-bond elderly persons and didactic instruction had more positive attitudes not only toward elderly persons in general but also toward their own aging. A telephone interview found that Senior Companions and clients had positive impressions of the college students involvement. Programmatic recommendations are provided" (Bringle & Duffy, 1998, p.201).
- Clary, E. G., & Snyder, M. (1999). The motivations to volunteer: Theoretical and practical considerations. *Current Directions in Psychological Science*, 8(5), 156-159.
*Available on Denison Library's Online Database:
<<http://xlib1.ohiolink.edu:8331/V/AU9XSQ7GGCK9U43LHECLD4QFAQITSALFKPCJU4XS8JBJCDRQ PV-67176?func=quick-2-merge>>
- Clements, A (1995). Experiential learning activities in undergraduate developmental psychology. *Teaching of Psychology*, 22(2), 115-118.
- Enns, C.Z. (1993). Integrating separate and connected knowing: The experiential learning model. *Teaching of psychology*, 20, 7-13.
- Fawcett, K.M. (1992). Using community service to teach developmental psychology. *Teaching of Psychology*, 19(3), 150-2.
- King, R. M. (2002). Managing teaching loads and finding time for reflection and renewal. *APS Observer*, 15(1), 13-14 & 35-36.
- Kretchmar, M. D. (2001). Service learning in a general psychology class: Description, preliminary evaluation, and recommendations. *Teaching of Psychology*, 28 (1), 5-10.
*Available on Denison's Online Database:
<<http://xlib1.ohiolink.edu:8331/V/AU9XSQ7GGCK9U43LHECLD4QFAQITSALFKPCJU4XS8JBJCDRQ PV-70938?func=quick-2-merge>>
- Lundy, B. (2007). Service learning in life-span developmental psychology: Higher exam scores and increased empathy. *Teaching of Psychology*, 34(1), 23-27.
*Available on Denison's Online Database:
<<http://xlib1.ohiolink.edu:8331/V/KLYKJ7BMHHHFHE9FXL3X3YM2A2HILITX1J35AR5149CNE3 D3-53268?func=quick-2-merge>>

- Mickey, F. L. (2001, April). Enhancing the benefits of service-learning in undergraduate psychology courses. Paper presented at the meeting of the Annual Meeting of the American Educational Research Association, Seattle, WA.
<http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED452756&ERICExtSearch_SearchType_0=no&accno=ED452756>
- Motiff, J.P., & Roehling, P.V. (1994). Learning while serving in a psychology internship. *Michigan Journal of Community Service Learning*, 8, 70-6.
- Prilleltensky, I. (1990). Enhancing the social ethics of psychology: Towards a psychology at the service of social change. *Canadian Psychology*, 31, 310-319.
*Available on Denison's Online Database:
<<http://xlib1.ohiolink.edu:8331/V/AU9XSQ7GGCK9U43LHECLD4QFAQITSALFKPCJU4XS8JBJCDRQPV-72060?func=quick-2-merge>>
- Smith, V.T. & Brooks, J.L. (2006). Creating a successful psychology service learning philanthropy course. *Journal for Civic Commitment*, 7.
- Strage, A. A. (2000). Service-learning: Enhancing student learning outcomes in a college-level lecture course. *Michigan Journal of Community Service Learning*, 7, 5-13.
*Available in Alford Center for Service Learning library at DU
- White, D.J, Parker, M., & Disco-Shearer, E. (2008). Service-learning through philanthropy in a psychology of death and dying course. *Journal for Civic Commitment*, 11.

VI) Future Opportunities in Social Justice for Psych. Students

1) Psychologists for Social Responsibility

<http://psysr.org/>

PSR is an independent, non-profit organization that applies psychological knowledge and skills to build cultures of peace with justice. Our members are psychologists, students, and other social justice advocates in the U.S. and around the world. Founded over 25 years ago, PsySR develops and promotes resources for creative, non-violent, participatory approaches to the most pressing social issues of our time.

2) PSYACT: Psychologists Acting With Conscience Together

Psychologists, counselors, and other concerned citizens around the world act together to expose and address unequal power relations that affect individual and community well-being.

3) Psychology and Practices for a Better World

This is a research and praxis group of Clinical Psychology students of Antioch University New England, led by Susan Hawes, PhD. The group formed to address the question of how clinical psychologists can incorporate a commitment to social justice activism into their professional practices.

<http://hermesinflight.blogspot.com/2007/02/south-african-psychology-service.html>

4) Radical Psychology

International, free, blind-peer-reviewed online journal.

Analyzes and discusses how to enhance human psychological welfare through fundamental social change.

<http://radicalpsychology.org/>

5) The International Society for Theoretical Psychology

<http://www.psych.ucalgary.ca/istp/>

ISTP is an international forum for theoretical, meta-theoretical and philosophical discussions in psychology, with a focus on contemporary psychological debates. Founded in the early 1980s, its objective is to stimulate theoretical arguments and innovations, to foster integration across areas and traditions of research, and to promote interdisciplinary and transdisciplinary approaches to psychological questions.

6) Annual Review of Critical Psychology

A free online peer reviewed journal put together by an international group of psychologists. This journal addresses how psychology and pressing social issues intersect. It also includes an issue specifically on action research or community based research (a type of service learning). <http://www.discourseunit.com/arcp.htm>

7) The Ignacio Martín-Baró Fund for Mental Health and Human Rights

<http://www.martinbarofund.org/moreinfo/fund.htm>

The Fund was founded by friends and colleagues of Ignacio Martín-Baró, many of whom were also psychologists and academics in related areas. Over the years, individuals from a variety of other fields have brought their experience, skills, and interests to enhance the work of the Fund, and we have also been strengthened by the energy and enthusiasm of our student members.