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Division 2 of the American Psychological Association

Social Justice Pedagogy in Psychology: Advocating for Access to Mental Health Care for Youth

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The authors would like to recognize and acknowledge the contributions of Jonathan Henry to this resource. Jonathan was passionate about engaging his peers in advocacy and felt it was critical that students of psychology learn to be active in reducing barriers to mental health supports and treatment.

Empirically-Supported Teaching Strategies Utilized in this Resource

The American Psychological Association (APA; 2013) has developed guidelines for training in psychology that includes helping students to articulate the application of psychological principles to explain social issues, inform public policy, and address community needs. This includes helping students to understand prejudice and discrimination, as well as mechanisms for addressing these behaviors.

The pedagogical practices described within this paper used to teach students of psychology how to advocate for improved mental health care for youth were derived from several evidence-based teaching strategies. More specifically, we utilized service-learning and activism as transformative learning opportunities for students. Service-learning instruction based in the community has demonstrated positive impacts in terms of enhancing student conscientiousness (Arczynski, 2017), multicultural awareness and competency (Sinacore & Kassan, 2011), and civic engagement (Einfeld & Collins, 2008). While teaching activism has been less studied in the literature, scholars have suggested that engaging psychologists in advocacy is critical to understanding multiculturalism and advancing social justice (Vera & Speight, 2003).

Abstract

For many in our communities, especially those already marginalized or vulnerable, access to mental health services remains difficult. It is critical that students of psychology be trained in issues of social justice within psychology including systemic factors contributing to issues accessing mental health services. Students must be empowered with strategies for creating systems change around these issues. This paper will describe a case example where three separate course activities were used to engage students in social justice advocacy for youth mental health including service-learning, a mock grant proposal, and direct advocacy activities. Preliminary evidence from student reflection indicates these activities may increase conscientiousness and community-engagement, in addition to empowering students to engage in advocacy for causes related to mental health.

Keywords: Social justice, advocacy, activism, service-learning, transformational learning opportunities

Social Justice Pedagogy in Psychology: Advocating for Access to Mental Health Care for Youth

Approximately one in five youth will develop mental health difficulties eventually warranting a diagnosis and one in ten youth will be impacted significantly enough by their mental health difficulties that they will require additional supports from the schools (Association for Children's Mental Health, 2016). Unfortunately, it is estimated that 80% of youth in need of mental health services do not receive them because existing mental health services are inadequate (U.S. Department of Health and Human Services, 2001). Access to mental health care for youth and underserved communities is plagued with inequities (Vera & Speight, 2007). Psychology courses like "Childhood Psychopathology" offer students an opportunity to explore these issues. We posit that it is critical students studying psychology not only gain conceptual knowledge regarding mental health concerned for youth, but also understand the various systems, including public policy, that influence the public health systems, their relationship with the development of mental health, and access to mental health care. We will discuss several pedagogical strategies for helping students develop systems-minded thinking about mental health within the framework of addressing inequities and issues of access for youth and their families.

Training in Psychology

The American Psychological Association (APA; 2013) published a set of guidelines regarding the learning objectives of a psychology major that includes five broad goals for training: knowledge base in psychology, scientific inquiry and critical thinking, ethical and social responsibility in a diverse world, communication, and professional development (APA, 2013). Within this document, the APA devoted a section of the report to discussing advancements in thinking about diversity. In particular, great effort was taken to acknowledge intersectionality

and stress the importance of infusing instruction around issues of diversity throughout all course content for students of psychology. The guidelines go on to say, within the knowledge base in psychology domain, that students should “Articulate how psychological principles can be used to explain social issues, address pressing societal needs, and inform public policy” (goal 1.3a) and “predict how individual differences influence beliefs, values, and interactions with others, including the potential for prejudicial and discriminatory behavior in oneself and others” (goal 1.3d). Within the ethical and social responsibility in a diverse world domain, the guidelines suggest that students should “develop psychology-based strategies to facilitate social change to diminish discriminatory practices” (goal 3.3b) and “pursue personal opportunities to promote civic, social, and global outcomes that benefit the community” (goal 3.3c). These values in training, as prescribed by the APA (2013), suggest a strong commitment to the values of social justice and helping students of psychology to embody these values through action.

Approaches to Pedagogy from a Social Justice Lens

Other disciplines, such as sociology, have also adopted the tenants of social justice as a framework that guides their work and offer strategies for addressing social inequalities and injustices (Petray & Halbert, 2013). While multiple pedagogical techniques exist that may effectively transmit the tenants of social justice, two particular approaches seem to be transformative for students – service-learning and engagement in advocacy. These activities are discussed in further detail.

Service-learning. Service-learning is a powerful pedagogical tool for educators seeking to provide a social justice perspective in their curricula that can transcend disciplines (Chovanec et al., 2016). Service-learning is described as “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience,

teach civic responsibility, and strengthen communities” (Bocci, 2016). For young professionals, these activities provide an opportunity to critically delve into causes of intolerance and design solutions and arguments to counter status quos of such intolerance (Mobley, 2011). Students engaged in service-learning indicate that informal interviews with community members provide meaningful insight (Storms 2012). In addition to increased insight, students report a number of other gains from service-learning in the community. Services learning yields increases in conscientiousness (Arczynski, 2017), multicultural awareness and competency (Sinacore and Kassin, 2011), and civic engagement (Einfeld & Collins, 2008). Perhaps the most telling data is that many students often continue their service activities in the community after their academic tenure has been completed (Roschelle, Turpin, & Elias, 2000). Service-learning and the corresponding benefits to students can further be advanced when teachers provide self-reflective course activities and service-learning assessments that ask students to consider personal and professional growth (Arczynski, 2017).

Even when students are only engaged in short-term service-learning activities, long-term benefits in local communities can also be realized (Roschelle, Turpin, & Elias, 2000). These include providing community agencies strapped for resources with greater social capital and support, as well as new dynamic perspectives to the social problems they are attempting to address (Roschelle, Turpin, & Elias, 2000). Additionally, universities whose students engage in this work often note an increase in momentum with regards to deepening the institution’s relationships within their respective communities (Mitschke & Petrovich, 2011).

Activism. While service-learning can enhance conscientiousness, civic engagement, and multicultural competency, being truly engaged in the process of advancing social justice means to systematically interrogate the systems that maintain inequities for marginalized members of

our community (Song, Miranda, Radliff, & Shriberg, 2019). Activism stresses student reflection on power dynamics and personal agency through activities that seek to break down institutional barriers to create change (Petray & Halbert, 2013). Vera and Speight (2003) argued that developments in psychologists' understanding of multiculturalism are inherently intertwined with social justice; furthermore, the authors argue that social justice must also be coupled with advocacy.

Social justice-oriented scholars in school psychology suggest that social justice advocacy is rooted in a personal commitment to social justice and expression of leadership (Song, Miranda, Radliff, & Shriberg, 2019). For those working in the field, they suggest that engaging in social justice advocacy involves consciousness raising, modeling the changes you are seeking to achieve, engaging in culturally responsive practices, being up to date and educating others on best practices, working effectively with others, and using political savvy. They recommend that those engaging in social advocacy first reflect on the following: whether or not they are acting because it is easier or because it is necessary, whether immediate change critical in order to prevent harm, or can I take the time to empower others to advocate for themselves, what will happen when not around to lead advocacy efforts, whether change be institutionalized, the process continues, or efforts disappear after the advocacy is over (Briggs, 2013).

Transformative Social Justice Pedagogy in Psychology

Much of the current literature in psychology centers upon incorporating social justice principles into graduate training. This case example will describe three activities grounded in service-learning and training in activism used in an undergraduate psychology course focused on childhood psychopathology to advance student thinking regarding social justice for youth mental health. More specifically, a grant proposal pitch assignment and presentation, an advocacy

project, and a service-learning based project will be discussed. Students in these courses were afforded the choice of which project they sought to engage in and whether or not they worked in teams or individually on assignments.

Projects were all connected to a course discussion around barriers and potential solutions to a public health model for children's mental health services. Within the very first week of the course, all students were assigned the Rubin Stiffman and colleagues (2010) articles entitled *A public health approach to children's mental health services: Possible solutions to current service inadequacies*. The article describes five barriers to accessing children's mental health services and proposes solutions that can be enacted in communities. In particular, the barriers are described as: finite resources, limited policy perspectives, disjointed systems and departmental silos, no comprehensive multi-tiered approach to mental health, and inequity in access to services. The authors also provide a number of proposed solutions for addressing each potential barrier. In class, students were divided into groups of three to four to discuss each barrier and the proposed solutions and each group then shared out their reflections on these barrier/solution combinations to the class.

Grant Proposal Pitch Project

After the class discussion, students had the option to continue working in their respective groups around their interest in addressing one of the barriers mentioned in the article as well as the accompanying proposed solutions mentioned in the article or to branch out on their own. More information regarding project details and a rubric for grading are provided in Appendix A. They were given a list of small grants offered by private foundations that could potentially fund ideas related to the various barriers/solutions for a public health model of children's mental health services. Within their groups, they developed an idea that either expanded upon proposed

solutions offered by the article or a novel solution to address at least one of the barriers mentioned in the article. Model grant applications were provided. Students then created a grant proposal as if they were going to submit the grant application to the funder they identified and were required to have their work reviewed by the university writing center prior to finalizing. At the end of the semester, the students developed a pitch for their grant proposal that was video recorded and shared with the class. They each rated their individual contributions to the product and provided their own reflections on the assignment and what was learned.

Advocacy Project

Given that the article mentions limited policy perspectives as a barrier to improved public health models of children's mental health services, students were also given the option to engage in activism around an issue in children's mental health. For this project, advocacy activities were selected from the BeautifulTrouble.org website. Students were told that they should work in groups of two to three or individually to organize an advocacy event or campaign to address an issue impacting youth mental health. More specifically, students were offered information about organizing a letter-writing campaign, flash mob, human banner, mass street action, light brigade, petition delivery, or artistic vigil, as well as creating a creative disruption, or public service announcement. Additionally, students were encouraged to consider attending a city council meeting, a meeting with their local state representatives or senator, or with local advocacy groups. More specifics regarding advocacy project ideas and the rubric used for grading are provided in Appendix B. After students decided on the cause they wanted to champion and where relevant, students were connected with local activist groups for mentoring. Students chose to tackle a variety of issues ranging from improving the ratio of school psychologists to students in the local school district by partnering with current school psychologists in the district

to addressing issues related to the school-to-prison pipeline by partnering with local Black activists. At the end of the semester, students presented their work, the partners they may have collaborated with, as well as their reflections on the activity to the class.

Service-Learning Project

Finally, students were also given an option to complete service directly within the community with an organization that seeks to improve outcomes for youth-related to mental health. Established community partner organizations consisted largely of local nonprofits related to supporting youth in the community such as the local center for autism, YMCA, or Agency for Persons with Disabilities who had previously contacted the instructor with interest in involving university students in their work. Students were given the option to work with a community organization that had already agreed to work with students or to seek out one they felt passionate about and establish a relationship on their own. They and their community partners were told to identify a problem that the nonprofit faced. The student and their community partners then brainstormed potential solutions or strategies for addressing the problem based on what students had learned in the course. Examples of problems community partners were facing included difficulties managing challenging behaviors of youth in community meetings, families struggling to understand how to navigate the organization's policies, and challenges with recruiting volunteers for mentoring youth. They worked for the remainder of the semester attempting to employ the solutions or strategies agreed upon in collaboration with their community partner. Community partners provided feedback on how the project went at the end of the semester and students presented their work and their reflections on the work to the class at the end of the semester. Students presented their work to the class including the information about the mission of the organization they partnered with, the problem the community organization presented with,

the solutions they brainstormed together, whether or not their solutions and actions met the identified need, and how the project may have impacted both the community and the student personally.

After all projects were completed and presented, the grant pitches, advocacy projects, as well as the service-learning projects, the class voted on the most convincing pitches or the most impactful service-learning and advocacy projects. Additionally, the CEO of a local nonprofit was also asked to review the presentations and contribute her vote. The team or students with the most votes were invited to accompany the professor on a trip to the state capitol to lobby for children's mental health – an opportunity available thanks to a small internal grant from the university to support transformative learning opportunities for students.

Student-Reported Transformation

Students developing grant proposals chose to focus on a number of different issues related to children's mental health service delivery proposed in the article. One group wrote a grant to create strengths-based support programming for LGBTQI2A+ youth. Another proposed a universal screening tool for mental health that could be administered in pediatric practices. This group had also formulated a tiered-approach to community-based interventions to support families whose children were found to be at-risk through the screening.

While students initially seemed somewhat intimidated by the idea of engaging in advocacy, several found it to be an exciting opportunity to create awareness. Several students created a petition drive to employ more school psychologists in our local school district to end the school to prison pipeline on campus. They stationed themselves in front of the library, a large well-traveled common area, and student union and shared data around the lack of school psychologists in schools and the high rates of suspensions for Black students in particular.

Another group of students organized a similar petition but targeted local churches in historically economically oppressed and marginalized neighborhoods. This group also met with their local state representative. All students engaged in these projects reported that this was their first time engaging in activism. They reported feeling a greater sense of agency and empowerment, as well as responsibility, for addressing the social issues discussed in class that affect youth in our community. Petitions collected were shared with the Southern Poverty Law Center which used the petitions to encourage legislators to support legislation that would require school districts in the state to share data around suspension at school board meetings and inform parents of their rights around suspensions from school.

Service-learning projects yielded direct benefits to both students and community partners. Students created a brochure to help youth entering the juvenile justice system and their families with navigating court dates, appropriate attire, useful contacts, and referrals for mental health services. The community partner indicated significant increases in youth attendance at court and positive feedback from families who felt the brochures helped better understand how to support their child. Another student worked with early childcare staff to create a behavior system to address challenging behaviors in the classroom. Both the direct care staff, as well as the director of the program, reported significant improvement in challenging behaviors and reduced stress for staff. Several teachers in neighboring classrooms also began implementing the program after seeing the results. Another student paired with a Boy Scout troop to develop child-friendly information around wellness and how to manage stress. Troop leaders reported the presentation was well-received by youth and they have begun to incorporate the strategies in den meetings to improve engagement. Many of the students in the course reported increased self-efficacy and a

desire to deepen their connections with the community as a result of their project, with several being offered jobs with their community partners at the end of the semester.

Across all activities, students reported these activities to, in keeping with previous research in this area, be consciousness raising providing them with greater insight and desire to act to disrupt systems that maintain inequities in our community. One student commented:

It is really unfortunate how some have access to resources while others do not. Usually it is the poor and the minority (sic.) who do not have access or have a harder time trying to obtain the services and resources they need. For example, health care is something all should have access to in this nation. Other countries have done a marvelous job at providing health care to their residents such as ... [Nordic] countries and Canada...

For students who were able to attend the advocacy trip, students said “The knowledge gained and experiences had from this training are (sic.) something that I consider invaluable. The role of public advocacy in influencing government and the labors of those whose (sic.) choose to engage in advocacy are things that I now have a newfound respect and appreciation for. I found the trip to be a great chance to experience a more active and political side of the psychology field that I normally wouldn’t get from the classroom.”

Students also appreciated the opportunity to learn from one another’s work through the presentations given at the end of the semester. One student said, “I really enjoyed today’s class. It was a nice way to hear everyone’s’ opinions and great ideas to help with the barriers to children’s mental health. ... I truly feel that this class alone can make a difference.” Finally, many students in the course reported a desire to engage further with their communities. One student said, “The grant writing assignment really made me think about what I want to do with the rest of my life and I will forever thank [you] for requiring it.”

Conclusions

Access to mental health services remain significantly limited for much of the population, especially those already marginalized within our communities. It is critical that students studying psychology be equipped with an understanding of the barriers to accessing mental health services through the lens of social justice. Equally important, students of psychology must be empowered with strategies for addressing systemic inequities in accessing supports and services for wellness and mental health treatment. This paper describes a case example where three separate course activities were used to engage students in social justice advocacy. These activities including problem-solving based service-learning in the community, a mock grant proposal and pitch, and finally, direct advocacy activities such as meeting with local legislators. Preliminary evidence from student reflections indicates that they found these course activities to increase conscientiousness and empowering in terms of being able to engage in advocacy for issues related to mental health. These activities may provide one mechanism for engaging students in a deeper understanding of diversity as it relates to APA learning goals.

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Appendix A

Grant Proposal Assignment

There are two portions of this assignment including the written proposal and the oral presentation. The purpose of this assignment. You will first need to identify the funding source you are interested in. This source MUST be a grant directly related to children's mental or behavioral health in some way. Be sure to READ and RE-READ the request for proposals (RFP – sample is attached) to ensure that the grant you are applying for really is well-suited for your idea. I've provided a list of potential funding sources below. Keep in mind that a grant usually funds a PILOT. In other words, you aren't going to solve the world's problems with your project or address an issue on a national level, BUT you can provide a viable idea, test it, and describe how it could be scaled up. ☺

Potential Funding Sources

Please note that this is by no means an exhaustive list. Feel free to dig and find grants to fit your idea! They may just be out there. Consider these a jumping off point. PS: We had a student from UNF become a finalist in Upstream last year! Her project started in this class ☺

Local

- Upstream from United Way - <http://www.unitedwaynefl.org/upstream/>

National

- SAMSHA Grants - <http://www.samhsa.gov/grants/grant-announcements-2016>
- Autism Speaks Grants - <https://www.autismspeaks.org/families-and-adults/grants/community-grants>
- U.S. Department of Education - <http://www2.ed.gov/policy/elsec/leg/esea02/pg79.html>
- U.S. Department of Health and Human Services - <http://www.hhs.gov/programs/social-services/homelessness/grants/index.html>
- NIMH - <https://www.nimh.nih.gov/funding/opportunities-announcements/listings/rfas.shtml>
- Annie E. Casey Foundation - <https://maps.foundationcenter.org/#/map/?subjects=all&popgroups=all&years=all&location=6295630&geoScale=ADM1&layer=gm&boundingBox=-135,20.3034175184893,-41.1328125,58.99531118795094&gmOrgs=all&recipOrgs=all&tags=all&keywords=&pathwaysOrg=&pathwaysType=&acct=acfc&typesOfSupport=all&transactionTypes=all&amtRanges=all&minGrantAmt=0&maxGrantAmt=0&gmTypes=all&andOr=0&custom=all&customArea=all&indicator=&dataSource=oecd&chartType=trends&multiSubject=1&listType=gm>

Written Proposal

Most grant proposals ask for the following elements. Even if your RFP or grant does not ask for these items in this format, this is the format I'd like for you to keep.

Components will include:

- *Cover letter* – no more than a page, include your name, project title, project duration, and a brief intro to your idea.
- *Statement of the problem and objective* – typically a clear and concise, 100- to 200-word description of the proposed project that makes it clear to your reader the significance of the problem you are trying to address. This section usually answers the following questions: What exactly are you planning to study? Why is it worth studying? Does the proposed study have theoretical and/or practical significance? Does it contribute to a new understanding of a phenomenon or address a new or little-known material? Or does it address an old problem in a new way? Or does it challenge existing thought on something?
- *Review of literature* – this is where you provide a review of what has already been done or is already understood about your problem and addressing it. Here you will review peer-reviewed sources, highlighting their contribution to understanding the problem but also why they have not completely addressed the problem. You will have reviewed **at least 30 peer-reviewed articles** in your area. This also helps “tee up” your own study by providing evidence and a rationale for what you are going to propose in the procedures section. By showing other people have done similar things and it’s worked well, you lend credibility to your approach. This section should answer these questions: What have others said about this problem and/or intervention? What theories address it and what do these say? What research has been done or not done previously? Are there consistent findings or do past studies disagree? Are there flaws or gaps in the previous research that your study/intervention will seek to remedy?
- *Research question* – Your specific research question(s) or what you hypothesize your project might find should be stated clearly. This is typically at the end of the literature review but can also be at the end of the statement of the problem.
- *Procedures*
 - *Methods Section* – this describes how you plan to complete your study. Typically, this is a list of your procedures and tells your reader exactly what you plan to do. Think replicability! They should be able to read your procedures and do them all on their own. If it’s unclear, they won’t be interested. This is also how they will judge the viability of your project. Can it really be accomplished?
 - *Subjects for the Study* - describes the people that will be targeted for your intervention/study. Are they vulnerable populations (e.g., pregnant women, prisoners, children, etc.)? If yes, how will you handle this to ensure they are protected? Why did you choose this population? How are you going to draw your sample? Recruit participants? How are you going to reach them? Who or what will you study in order to collect data? Is it appropriate to select a sample from a larger pool? If so, how are you going to do that? How do these participants relate to your research question?

- *Measurement* – describes the measures you will use to show the effect of your study or intervention here. Have these measures been used previously? If not, have you piloted them? What are the key variables in your study? How are you defining and measuring them? Do your definitions or measures draw on or are they different from previous research? Typically using standardized measures that people conducting similar research have used before is easiest to use in your own study.
- *Data Collection Methods* - describes the methods you will use for data collection. Your data collection needs to be consistent with the research questions/problems you seek to address. It should tell your reader what you plan to collect and what kind of study you will conduct (e.g., ethnographic, case study, experiment, intervention, survey).
- *Analysis* – describes the kind of analysis you plan to conduct and explains the reasoning for the analysis. This is going to work in tandem with all other sections of your methods sections. Are you doing a quantitative or qualitative analysis? How precise of a description or explanation of a phenomenon do you plan to provide? Do you intend to examine relationships between variables? What kind of specific statistical procedures (e.g., descriptive, inferential, or some combination) will you use?
- *Schedule/Timeline* – this should include specific dates for the initiation and completion of each phase of the project. Typically, this is written in chronological order and follows the proposed methods and procedures in the previous section. This helps researchers to stay on task with the deliverables they are promising. It also helps you to think through whether what you are proposing is realistic.
- *Budget & Justification* – you will also need to think through all materials, staffing, travel, lodging, salary, overhead, etc. costs that may be required to adequately complete your project. Grant guidelines will typically say what things can be covered with funding and what things cannot.
- *References Cited* – provides a complete list of sources used in the entire proposal with appropriate APA formatting.

Finally, you will be REQUIRED to have your proposals reviewed AT LEAST ONCE by the UNF Writing Center prior to submitting your proposal to me. Proposals will be due the day of your presentation.

Oral Presentation

You will present your research grant proposal to the class during a time you sign up for. You will have about 15 minutes to present your proposal and take questions. This will essentially be

an oral defense and “sales pitch” for your proposal. PRACTICE beforehand. If you run over time you will lose points.

Project adapted from Maureen Daly Goggin. Retrieved from

<http://www.public.asu.edu/~mdg42/500proposal.html>

Name:

Group Members Names:

For each row, place each group members' initials in the box that best represents their contribution. On the second page, give each group member an overall numerical score (out of 14). Finally, please inform me about any issues or problems that have arisen.

Criteria	Distinguished (2 pts)	Proficient (1 pt)	Basic (1/2 pt)	Unacceptable (0 pts)
Workload	Did a full share of the work--or more; knows what needs to be done and does it; volunteers to help others.	Did an equal share of the work; does work when asked; works hard most of the time.	Did almost as much work as others; seldom asks for help.	Did less work than others; Doesn't get caught up after absence; doesn't ask for help.
Getting Organized	Took the initiative proposing meeting time and getting group organized.	Worked agreeably with partner(s) concerning times and places to meet.	Could be coaxed into meeting with other partner(s).	Did not meet partner(s) at agreed times and places.
Participation in Discussions	Provided many good ideas for project development; inspires others; clearly communicated ideas & personal feelings.	Participated in discussions; shared feelings and thoughts.	Listened mainly; on some occasions, made suggestions.	Seemed bored with conversations about the project; rarely spoke up and ideas were off the mark.
Meeting Deadlines	Completed assigned work ahead of time.	Completed assigned work on time.	Needed some reminding; work was late but it didn't impact grade.	Needed much reminding; work was late and it did impact quality or grade.
Showing up for Meetings Score	Showed up for meetings punctually, sometimes ahead of time.	Showed up for meetings on time.	Showed up late but it wasn't a big problem for completing work.	No show or extremely late. Feeble or no excuse offered.
Providing Feedback Score	Habitually provides dignified, clear, and respectful feedback.	Gave feedback that did not offend.	Provided some feedback Sometimes hurt feelings of others or made irrelevant comments	Was openly rude when giving feedback.
Receiving Feedback Score	Graciously accepted feedback.	Accepted feedback.	Reluctantly accepted feedback.	Refused to listen to feedback.

Overall Group Contribution Score (out of 14)

Group Member:

Score:

Issues:

Adapted from Juliana Leding, University of North Florida

Appendix B

Advocacy Project

Organize a Letter Writing Campaign

Write letters to politicians about a cause you care about

Organize a Flash Mob

Draw attention to an important cause by organizing a flash mob

Creative Disruption

Draw attention to an important cause by organizing a disruption that spreads your message—nothing illegal please!

Organize Human Banner

Draw attention to an important cause by organizing people into a shape that tells the story

Creative Petition Delivery

Organize an event or some theatrics to draw attention to a petition you would like people to sign



Organize a Light Brigade

Create a light formation in a prominent place to spread your message

Create a Public Service Announcement

Create a PSA and make it go viral!

Organize a Mass Street Action

Create a parade or walk in a high traffic area to get your message out!

Organize Artistic Vigil

Create an art installment (e.g., candle formation) that spreads your message

Advocacy Organizations

- CHADD
- Center for Autism & Related Disabilities
- Mental Health America of Northeast Florida
- Florida Association of School Psychologists

Causes to Consider

- Increasing the number of school psychologists in schools
- Requiring behavior specialists or behavior analysts in schools
- Increasing funding for children’s mental health
- Decreasing stigma related to children’s mental health or behavioral difficulties
- Increasing trauma awareness and providing training regarding trauma-sensitive schools



Rubric for Advocacy Project

	Strong Impact 12 Points	Good Impact 9 Points	Some Impact 6 Points	Minimal Impact 4 Points
Meet actual Community Needs	Determined by <u>data</u> demonstrating a need for the cause addressed.	Determined by <u>anecdotal experience</u> demonstrating a need for the cause addressed.	Determined by <u>personal passion only</u> for the cause addressed.	Determined by <u>ease of completion</u> and/or may not be a cause needed in the community.
Coordinated in Collaboration with Community	Active, direct action within the community is clearly demonstrated	Minimal action within the community is demonstrated	The student engaged in action within campus, but there was no action outside of campus community.	The student engaged in action solitarily.
Integrated in Childhood Psychopathology Curriculum and Content	Advocacy project has clear ties to course curriculum and the theory or theories being applied are identified.	Advocacy project has some ties to course curriculum and the theory or theories being applied are identified.	Advocacy project has some ties to course curriculum but the theory or theories being applied are unclear.	Advocacy project is a good idea, but is not related to the curriculum of the course.
Potential for Impact	Facilitated change, insight, or learning; Help alleviated a problem; Met a need or addressed an issue.	Changes enhance an already good community situation and has minimal impact on the community.	Changes mainly “surface” and not realized/accessed by the community.	Changes are of limited benefit or are not new and unique to the community.
Active Student Reflection	Student thinks, shares, and produces reflective products individually and as group members.	Student thinks, shares, and produces individual OR group-generated reflective products, but not both.	Student reflects but produces no reflective products.	Student did not provide true reflection, but rather just a summary of events.
Uses New Academic Skill/Knowledge in Real World Settings to Extend Beyond the Classroom	Student has direct application of a new skill or knowledge from the course from their work in the community.	Student has direct application of a new skill or knowledge from the course.	Student less involved than other group members OR Student provides little service to the community.	Skill and knowledge used mostly in the organization of the project, but no activity community service is demonstrated.
Reflections Demonstrate a Sense of Caring For and About Others	Reflections show affective growth regarding self in community and the importance of service.	Reflections show generic growth regarding the importance of service.	Reflections restricted to pros and cons of particular service project regarding the community.	Reflections limited to self-centered pros and cons of the service project.
Student Ownership of Project	Student involved in all aspects of project planning and decision making.	Student involved in most (more than 50%) of project planning and decision making.	Student involved in some (less than 50%) of project planning and decision making.	Student does not make plan or does not make any decisions about the project.
Idea with Outline and Timeline for Action Submitted				The student turned in an outline and timeline of advocacy actions to be undertaken.

TOTAL POINTS: _____ /100 Points Possible _____



Service-Learning Opportunities

The purpose of this brochure is to give you ideas for your service-learning project. There are several organizations on- and off-campus who can offer opportunities for service-learning, and the information here can start offer some starting points about where to look.

Note that your project is not limited to working with one of the organizations listed here, and you are encouraged to be creative and find a cause you are passionate about!

On-Campus Resources

- **Child Development Resource Center (CDRC)** – The CDRC is an on-campus resource that provides formal education for preschool children. Projects at the CDRC will involve working with kids and teachers to help students learn material or new behaviors. *The CDRC is located in Building 49, and if you are interested in a project, you can contact Pamela Bell at pbell@unf.edu*
- **Project THRIVE (Transition to Health, Resources, Independence, Viable Careers and Education)** – Affiliated with Autism Speaks, Project THRIVE is a college transition program for UNF students with ASD, aiming to help with situational social skills, independent responsible living, and career development. *If you would like to work with Project THRIVE, it is located in the College of Education, Building 57, on the 3rd floor, room 3715. You can contact Joanna Ale at unf.thrive@gmail.com*

Service-Learning Community Partners

Dr. Mann

Off-Campus Resources

- **Angelwood** – Angelwood improves quality of life for children and adults with developmental disabilities, and their families by providing housing, employment services, and a summer camp program. Throughout the year, they also have several fundraising events that they may need help with. *If you are interested in getting involved with a project, contact Alexis Woods at alexiswoods@angelwoodjax.org*
- **Fresh Futures/Fresh Ministries** – Fresh Futures works with high school students who are approaching graduation to provide tutoring and placement with summer jobs. Currently, they are interested in finding volunteers to help with their after-school tutoring program, and to help set up an interactive and educational booth about healthy dating and relationships for their health and wellness day event. *If you would like to collaborate with Fresh Ministries on a project, you can contact Alexis Howard at alexis@freshministries.org*

Off-Campus Resources

- **Sulzbacher Center** – The Sulzbacher Center provides shelter, case management, medical, dental and mental health care, nutritious meals, job placement assistance and life skills education, specialized children’s services, and street outreach for the homeless adults and children of Jacksonville. Currently, they are looking for volunteers to work with their youngest residents (birth to five years old), and to raise awareness about the services they offer. *If you are interested in working with Sulzbacher, you can contact Jasmine Souers at JasmineSouers@tscjax.org*

In **one day** at the
Sulzbacher Center:

Safe shelter is provided to **340**
men, women, and children

Health care **200**
is provided to over patients

Over **1,200** meals
are served to the hungry

Off-Campus Resources

- **ILRC Ready to Achieve Mentoring Program (RAMP)** – The ILRC is looking for mentors to work with young people, including those with disabilities, who are involved or at risk of becoming involved with the juvenile justice system. Individualized, group, and peer mentoring helps students transition to employment, continued learning opportunities, and independent living. This community partner is looking for a longer commitment than the duration of your service-learning project and offers a great opportunity to help youths in a nationally recognized program. *If you would like to get involved, you can find the mentor application online at <http://www.theilrc.com/Programs/RAMPmentoring.aspx>*

Rubric for Service-Learning Project

	Strong Impact 12 Points	Good Impact 9 Points	Some Impact 6 Points	Minimal Impact 4 Points
Meet actual Community Needs	Determined by <u>current</u> experience with the community partner or discovered by the student(s) with professor assistance where appropriate.	Determined by <u>past</u> experience with the community partner or discovered by the student(s) with professor assistance where appropriate.	Determined by making a guess at what community needs may be.	Community needs secondary to what the student wants to do.
Coordinated in Collaboration with Community	Active, direct collaboration with community by student,	Community members act as consultants in the project development.	Community members are informed of the project directly.	Community members are coincidentally informed or not at all knowledgeable.
Integrated in Childhood Psychopathology Curriculum and Content	Service-learning project has clear ties to course curriculum and the theory or theories being applied are identified.	Service-learning project has some ties to course curriculum and the theory or theories being applied are identified.	Service-learning project has some ties to course curriculum but the theory or theories being applied are unclear.	Service-learning project is a good idea, but is not related to the curriculum of the course.
Improved Quality of Life for Person(s) Served	Facilitated change, insight, or learning; Help alleviated a problem; Met a need or addressed an issue.	Changes enhance an already good community situation/learner.	Changes mainly “surface” but new and unique benefits are realized by the community.	Changes are of limited benefit or are not new and unique to the learner or community.
Active Student Reflection	Student thinks, shares, and produces reflective products individually and as group members.	Student thinks, shares, and produces individual OR group-generated reflective products, but not both.	Student reflects but produces no reflective products.	Student did not provide true reflection, but rather just a summary of events.
Uses New Academic Skill/Knowledge in Real World Settings to Extend Beyond the Classroom	Student has direct application of a new skill or knowledge from the course from their work in the community.	Student has direct application of a new skill or knowledge from the course.	Student less involved than other group members OR Student provides little service to the community.	Skill and knowledge used mostly in the organization of the project, but no activity community service is demonstrated.
Reflections Demonstrate a Sense of Caring for and About Others	Reflections show affective growth regarding self in community and the importance of service.	Reflections show generic growth regarding the importance of service.	Reflections restricted to pros and cons of particular service project regarding the community.	Reflections limited to self-centered pros and cons of the service project.
Student Ownership of Project	Student involved in all aspects of project planning and decision making.	Student involved in most (more than 50%) of project planning and decision making.	Student involved in some (less than 50%) of project planning and decision making.	Student does not make plan or does not make any decisions about the project.
Letter Confirming Collaboration from Community Partner Submitted				The student turned in a signed letter from the community partner on letterhead.

TOTAL POINTS: _____ /100 Points Possible _____ %