Objectives

- Gain knowledge of 6 attributes for community engaged learning.
- Increase knowledge toward implementing service learning projects into course work.
- Gain awareness of how university and community resources regarding healthy practices for persons in recovery can make a difference through strong partnering relationships.
Project Origins

- Influenced by:
  - Desire to incorporate more applied approaches to teaching
    - Training in Community Engaged Learning (CEL)
    - High Impact Practices (HIP) in teaching designation
  - Past history of community engagement
    - Spanish speaking out-patient SUD treatment
    - Partnering with local church to provide adolescent-based MH treatment
  - 3 decades of work with persons in recovery
- Supported by
  - Networking
    - Student pre-professional training at regional MH/SUD Treatment facilities
    - Service work with community coalitions and task forces

Project Design

- **Rationale:** This service project brought together the Butler County Ellen O'Brien Gaiser Center and the Slippery Rock University (SRU) Clinical Mental Health Counseling (CMHC) Program within the Counseling and Development (CDEV) Department. The project aligns with the public missions of each partner:
  - **Gaiser Center:** The treatment teams at Gaiser Center provide high-quality health and recovery services at outpatient and inpatient levels of care. The Gaiser Center prides itself on building community collaboration and providing individuals that we serve with information on all avenues of recovery.
  - **SRU Clinical Mental Health Program:** The mission of SRU's Clinical Mental Health Counseling Program (CMHC) is to prepare competent counseling professionals who respect human dignity and diversity, demonstrate the dispositions of a helping professional, and are grounded in their identity as a professional counselor.
Project Standards Alignment

- American Association for Higher Education (AAHE) to meet the needs of an underserved portion of the community, help foster students’ civic responsibility, and provide ample opportunity for student reflection on the service learning project
- SRU Student learning University Outcomes:
  - Development as a whole person
  - Student civic engagement beyond the university community
  - Ethical responsibility when working with those in recovery
  - Development of a worldview that acknowledges by applying multiple perspectives that address local cultural issues

Course Infused Service Learning Design

- Alignment with CACREP standards
- Student involvement with partner (pre and post class meetings) and on-site
- 30 hour SMART training program
- Group facilitation skill development
- Student Reflections aligned with CEL attributes: civic responsibilities, knowledge gained, and meeting facilitation development applied to people with substance use concerns
Community Partnering with Persons in Recovery: A Graduate-Level Service Learning Project

6 Attributes of CEL

1. Reciprocal Partnerships
2. Diversity of Interactions, Dialogue, and Social Responsibility
3. Community Activities
4. Civic Competencies (Knowledge and Values)
5. Student Critical Reflection: Partnership (pre-training), Post SMART Training, and Post Facilitation
6. Assessment: Patient, student civic competency, post-engagement surveys

Reciprocal Partnerships

- Gaiser Center
  - Alyssa and Anna
  - Group facilitators
  - Patients involved in out-pat. and in-pat. Treatments
- SRU
  - Students enrolled in Advanced Addiction Counseling Course (20)
  - Dr. Cubero (instruction/facilitation/supervision)
Diversity of Interactions, Dialogue, and Social Responsibility

- Pertinent course standards
  - Develop insight and awareness as a racial person and professional
  - Demonstrate awareness and ability to advocate and serve as an ally
  - Demonstrate ability to assess client need regarding post critical incident response
  - Demonstrate ability to infuse clinical work with knowledge of field of counseling
  - Demonstrate awareness of ethical standards of practice
- Social Responsibility Acknowledgement
  - Confidentiality
  - Community responsibility

Community Activities

- Learning Goals
- Activities and Deliverables
- Service Goals
Civic Competencies (Knowledge and Values)

- Define and develop a sense of social responsibility and ethical integrity
- Learn about a particular community, population in the community, or the value of diverse pathways to recovery support to those with mental health and substance use concerns

Student Critical Reflection

- Partnership
- Post SMART Training
- Post Facilitation
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Assessment

- Patient satisfaction
- Student Civic Engagement
- Post-Engagement surveys

Outcomes

- Strengthened collaboration between SRU and community-based human services
- Favorable patient/partner/instructor responses
- Positive student and Partner feedback on strategies for improvement
  - Co-facilitations
  - Multiple visits with same patient groups
  - Increased meetings with inpatient groups
  - Increased roleplaying of SMART approaches prior to actual facilitation

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Implications

- Future partnering
- Implementing new service project design components based on feedback
- Service project in multiple sites
- Increased community calls for SMART in-person meetings
- SMART pilot implementation via SUCCEED and future recovery center

Questions and Answers

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