

Lori's Hands: Impacts on Participating Students

Final Evaluation Report



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Submitted to Lori's Hands, Inc.

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Background

Lori's Hands, founded in 2009, is a service learning organization based in Newark, Delaware. Each year over 100 community members are served by Lori's Hands with the help of college student volunteers. The organization's clientele includes individuals who are living at home with a chronic illness and willing to share their experiences with the student volunteers who assist them. During the period covered by this report, only students from the University of Delaware (UD), and from any major, were participating as Lori's Hands volunteers. Currently, Lori's Hands recruits students from Wilmington University and Delaware Technical Community College, in addition to UD. Participating college students learn about chronic illness, community health, and the misconceptions surrounding aging and chronic illness; they can also earn patient contact hours, volunteer hours, and/or college credit.

In the fall of 2019, Lori's Hands initiated a partnership with the UD's Center for Research in Education and Social Policy (CRESP) to understand the impact of the program on participating undergraduate students. Because this is an emerging field, the partners on this team met weekly to discuss possible survey measures and outcomes of interest, and to ultimately decide on an evaluation approach and protocol. Specifically, our study sought to answer the following research questions:

1. What are student perceptions of Lori's Hands as a program? Why do they get involved?
2. How, if at all, do students benefit from participating in Lori's Hands? Are benefits related to their career interests? Are their benefits related to their relationships with the older adults/clients?
3. Do student volunteers feel as though they have made an impact on the lives of their clients?
4. In what ways can the leadership of Lori's Hands improve their programming to better suit the needs of their clients and volunteers?
5. What are the best strategies to measure student participant outcomes, either through existing or new instruments?

Methods

Initially the team began with an in-depth literature review resulting in several previously validated tools that applied to both the student as well as the client experience. However, only one of these tools, the Crossley Questionnaire¹, was potentially applicable to the student experience. The remaining tools are cited in Appendix A.

However, and after further analysis, the Crossley Questionnaire was determined not be appropriate on its own given the potential breadth of impact that Lori's Hands might have. Further, we were interested in understanding impacts from both process and outcome perspectives, including program operations; strengths and weaknesses; and perceptions of the range of program impacts from student perspectives (e.g., effect on student professional goals) – all in order to help identify a future tool should the program wish to conduct future survey-based studies. Accordingly, the team decided upon and developed an original qualitative interview protocol designed to generate responses to the specific research questions. This protocol included 17 open ended questions, supplemented with demographic information asking about age, gender, major and minor, career plans, expected date of graduation, length of Lori's Hands volunteer service, and whether the respondent was an active Lori's Hands volunteer at the time of the interview. Lori's Hands staff also provided participant race and ethnicity data. The full interview protocol can be found in Appendix B.

Participants were identified by Lori's Hands staff and were eligible if they: were enrolled as an undergraduate student the University of Delaware; had previously served or were currently serving as a Lori's Hands volunteer; were at least 18 years of age; and, were able to complete the interview with CRESA staff. Between March, 2020 and April, 2020, 61 potential student participants were contacted via email regarding their interest in completing the interview protocol. Of these students, 36% (n=22) agreed to participate, although one student was unreachable after agreeing to participate. Of the remaining 39 students, eight declined to participate when initially contacted and 31 did not respond to the initial contact. Each interview lasted approximately 15 to 25 minutes. Twenty of the 21 interviews were conducted using the

provided phone number, in order to comply with COVID-19 physical distancing guidelines and restrictions; the remaining interview was conducted pre-COVID-19 in a private room. All interviews were led by a trained CRESP researcher and were recorded using a portable, digital audio recorder. Participants received a small stipend for participation in the form of a \$20 Amazon gift card. The UD Institutional Review Board approved all human subjects-related aspects of the process, including the content and process for communication with students, as well as the administration of the interview protocol.

After each interview, the audio file was uploaded to CRESP's secure server as well as to a professional transcription service's website. The resulting transcribed interview documents were uploaded to Dedoose™, a web application for managing, analyzing, and presenting qualitative and mixed method research data². Consistent with the Dedoose™ User Guide³, CRESP staff developed a coding structure reflective of the evaluation's research questions as well as of the general feedback from the student interviews. This coding structure relied on the following themes (or "parent codes"), (see Appendix C)⁴:

- Examples of experiences, significant experiences;
- Feedback on Lori's Hands operations
- Appeal of Lori's Hands to students;
- Student Experience;
- Virtual visits; and,
- Great Quote (which was applied in addition to any of the codes represented by the coding structure).

Two CRESP staff members trained in the use of Dedoose™ attained an inter-rater reliability score of $\kappa = 0.71$ on a test designed to capture the key components of the coding structure; this score fell within an acceptable-to-good range⁵ of scores. Each interview was coded by one of the two trained staff members who used both inductive and deductive approaches to code

² Dedoose™: <https://www.dedoose.com/>. Version 8.3.35. Los Angeles, CA: SocioCultural Research Consultants, LLC

³ <https://www.dedoose.com/userguide>

⁴ Refer to Appendix C for a chart of each parent code and its definition; this Appendix also includes the "child" and "grandchild" codes that underlay and otherwise document the data represented by these codes' application.

⁵ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3900052/#:~:text=Cohen%20suggested%20the%20Kappa%20result,1.00%20as%20almost%20perfect%20agreement>

excerpts. Throughout the coding process, coders met weekly to resolve discrepancies and discuss challenging code applications until consensus was reached.

Findings

Interviewee Characteristics

As shown in Table 1, the student cohort interviewed for this study were all female (n=21, 100%) whose average age was almost 21 years (range: 19 – 23 years). Close to two-thirds (n=13, 62%) of those interviewed were Caucasian, while one Caucasian participant (5%) reported being of Latina ethnicity. The remaining interviewees were African-American (n=2, 10%), Asian (n=3, 14%), or did not disclose their race nor ethnicity (n=2, 10%). The majority of these students (n=17, 81%) expect to graduate in 2020 or 2021. At the time of their interviews, these students had volunteered with Lori’s Hands, on average, a little longer than three semesters, and almost all (n=17, 81%) were still volunteering.

Almost three-quarters (n=15, 71%) of the interviewees volunteered through the student club organized by Lori’s Hands⁶, while the remainder took a service learning or similar class, or completed a combination of both.

Table 1: Cohort Attributes (n=21)

| Demographic and Other Characteristics ¹ | |
|--|------------|
| Average Age | 20.8 years |
| Gender | |
| Female | 100% |
| Race | |
| African-American | n=2, 10% |
| Asian | n=3, 14% |
| Caucasian | n=13, 62% |
| Caucasian, Latina ethnicity | n=1, 5% |
| Undisclosed | n=2, 10% |

⁶ <https://studentcentral.udel.edu/organization/lorishands>

| Demographic and Other Characteristics¹ | |
|--|-----------|
| Expected Graduation Year | |
| 2020 | n=8, 38% |
| 2021 | n=9, 43% |
| 2022 | n=4, 19% |
| Average Number of Semesters Volunteering with Lori's Hands | |
| | 3.2 |
| In What Capacity Volunteering with Lori's Hands | |
| Took service learning class | n=3, 14% |
| Took another class (Psyc 366) | n=1, 5% |
| Volunteered on own through "the club" | n=15, 71% |
| Volunteered on own through "the club," took service learning class | n=2, 10% |
| Still Volunteering with Lori's Hands | |
| No | n=3, 14% |
| Yes | n=17, 81% |
| Yes, until COVID-19 | n=1, 5% |

¹At the time of interview.

In alignment with Lori's Hands' mission to transform "students' understanding of community health and to... educate next-generation health leaders about the experience of living with chronic illness,"⁷ students' majors and career goals were collected and examined. The most common major for interviewees was Health Behavior Science (n=6, 28%), followed by Medical Diagnostics (n=4, 19%) and Neuroscience (n=3, 18%). Other fields of study, in order of frequency, were Nursing, Biological Sciences, Cognitive Science, Exercise Science, Human Services, Nutrition, and Psychology. Similarly, the most common career paths envisioned by student volunteers are health-related: Physician Assistant (n=5, 24%), as well as Occupational Therapy (n=4, 19%) and Dental or Medical School (n=4, 19%). Genetic Counseling, Medical Device Sales, Nursing, Pediatric Oncology, Public Health, Speech Pathology, and Social Work were also noted. One student planned to pursue a career in Human Resources.

⁷ <https://www.lorishands.org/what-we-do>

Findings: Research Questions

As previously described, each interview was professionally transcribed, and the resulting text was uploaded to Dedoose™ for coding and analysis. Trained CRESA staff applied codes (“parent,” “child,” or “grandchild” – refer to Appendix C) to selected interview excerpts in order to answer the study’s research questions. Findings related to each of these research questions are presented below alongside quotes that exemplify each conclusion (Table 2). Further, Table 2 provides an overview of eight student benefit categories, a description of each, and exemplar quotes from the interviews.

Table 2: What Students Gain from their Lori’s Hands Volunteer Experience

| Student Benefit | Description ^a | Exemplar Quote |
|---|---|--|
| Knowledge of chronic illness | Student demonstrates new information or lessons learned about chronic illnesses and their effects. | “She was one of my clients that went more into detail of what her chronic illness, how it changed her life. It made me realize more of the fact that, okay, my patients, my future patients, when they do come into the hospital, they do need to have a standard of living that is most ideal. After they come into the hospital and they get whatever procedure done, they still have to go home and they still have to live and they still have to cope with whatever it is that they're dealing with. So being there and going to their home once a week, and seeing what they struggle with, like simply just opening a jar, stuff like that. It made me realize, it made me really think about the fact that when I do treat my patients, I want the treatment to be the best result possible so that they won't have to struggle too much at home.” |
| Close connection to someone you might not ordinarily connect with | Student builds a close relationship with their client that goes deeper than just volunteer/ client. | “I got to make friends with an older person, which is kind of like-- I know it sounds weird, but it was kind of like something I don't have, because my grandparents passed away. So, it was a nice change of pace and I got somebody who was older and willing to teach me stuff. And she would talk about politics. And it was nice.” |
| Compassion | Student exemplifies compassion in their work with LH. Student shows true care for their client, emotional connection to their client, seeking additional ways to better the life of their client. | “I think it's definitely made me more compassionate. This script gets tossed around like that, but just empathy and trying to see their world from their point of view, and not just my point of view. Not just going into their home and being like, oh, I'm just helping them with this, this and that, but actually realizing how much of an impact it's making. So I want to transcend that into when I become a physician, and know that the treatment that I'm giving my patient isn't just a treatment. It's something that's going to be with them, for maybe, potentially, the rest of their life and it's going to impact their standard of life.” |
| Intergenerational understanding | Student has new knowledge and understanding of their client’s life, abilities, and beliefs. | “I think one major thing is that it's given me insight, because I feel like... we tend to live in our own little bubble, and we never really think about how other people are doing things, especially the elderly or people who have certain disorders like COPD or things like that. We never really think about what they go through and how their lifestyle is different from ours, and I think it gave me a lot of insight, and |

| Student Benefit | Description ^a | Exemplar Quote |
|--|---|---|
| | | I've benefited because I've learned so much, and I feel like I feel positive that I was able to lend a helping hand in some way." |
| Building confidence in self or interests | Student feels greater confidence in their career aspirations, skills, and/ or in their personal life | "It's been, like, really helpful, I guess, kind of helping someone, because I want to go into speech pathology. So I'm still going to be helping people, but, it's been really helpful talking to people with illnesses and hearing what they have to say, because that's what I'm going to be working with in the future. So I feel like it's definitely preparing me for that." |
| Professional skills | Student learns skills that are beneficial for their future generally and/or skills that will help them in their desired career. | "Just going back to what I said, like how it's made me gain more interpersonal skills, just because you're talking to someone that's outside of your comfort zone or someone you wouldn't normally have a discussion with, kind of like a stranger, but then essentially you build that bond and you just start to feel more comfortable, and eventually that's the skills you take when you're also out in a different job setting and you're working with a different variety of people, so, yeah, I think it's definitely helped me improve communication skills a lot." |
| Solidifying career interests | Student figures out what they want to do in the future; either solidifying their career goals or changing them in any way. | "Yeah, I mean she's just a great person overall, especially because I want to be a PA, it's great to see the other side and not the patient's bed where you see them at their worst. You get to see them at their best, also." |
| Volunteer hours | Student gained and appreciated volunteer hours from the experience. | "I just figured, I mean, it would also look nice on a resume, the fact that I was volunteering." |

^a See Appendix C for complete description.

Finding 1: Students were largely drawn to Lori's Hands because of its focus on adults (not children), service orientation (including hours); it is also considered highly reputable among students.

Students had extremely favorable perceptions of Lori's Hands even before they became involved with the program. The motivation for students to join varied but there were two main reasons why students felt compelled to join Lori's Hands. First, students were drawn to the program in order to find a community of service-minded people on campus and to earn service hours. As one participant noted:

"I was looking to get more involved on campus anyway, so that's one reason why I joined, and then also I was looking to do some kind of volunteer work that had something to do with healthcare, so it all just kind of lined-up there."

Further, students found Lori's Hands appealing because they wanted to gain exposure to an older (i.e., not children) population while conducting service. Unlike many other volunteer programs on college campuses, which may, for example, focus more on children in need or on students facing various challenges, Lori's Hands services an adult population. This offered a welcome variety to their volunteer options, and was one of few organizations they found to focus primarily on an older adult population.

Second, students appreciated the program as a way of earning service hours as a boost to their resume or for graduate school requirements. In addition, some students earned these service hours but also decided to continue volunteering because they enjoyed it so much. For example, one student voiced this takeaway:

"I kind of just thought of it as more of like a business-y thing...that I was doing it for my major and not really myself, and a lot of my curriculum at school requires me to get volunteer hours...initially I didn't really think it would be more than that, but it's kind of grown to be more than that with me."

Other students simply fulfilled their hour requirements and did not continue with the program after that.

Finding 2: Lori's Hands is perceived by students to be organized, easy to engage with, and as having strong communication mechanisms to resolve questions, needs, and concerns.

Student interviews mentioned Lori's Hands' highly organized operations, especially in the areas of information sharing and volunteer training, as key factors in keeping students engaged. Specifically, students commented on the ways in which the program excelled as an extracurricular organization on campus:

"I signed-up for a million things as a freshman, and this was really the only extracurricular club that I stuck with, and I do think it's because it's very well-organized and they know what they're doing and they really do a good job of connecting people."

An additional student perception addressed communication between student volunteers and program leaders, which was reported to be effective and efficient. Students felt comfortable contacting Lori's Hands to resolve any issues or answer questions. This feeling of comfort in communication was especially evident when it came to the Program Director:

"She's the person who's in charge of it. She's really, really good at communicating and making sure to-- if you have any questions she gets back really, really quick."

Overall, many students indicated their overall and strong satisfaction with Lori's Hands, as indicated by this quote,

"It's definitely been one of the most fulfilling and enjoyable organizations that I've been involved in at UD for sure." And,

"I went into it with very minimal expectations and it's exceeded the expectations kind of. I've gotten way more out of it than I had ever expected. I didn't think that it would really go past just me going to a see client for 30 minutes one day, but I've grown really close with our new client and I've grown-- I've built a connection with [Program Director], and ever since then, it's just like a community that I appreciate."

Finding 3: Students see many benefits to Lori's Hands participation beyond student hour requirements; improved communication skills and strong emotional bonds with clients top the list.

Although Lori's Hands offers tangible benefits to students (e.g., volunteer hours; hours counting towards graduate school requirements), the majority of benefits are intangible, values-based skills that will benefit these students in their personal and professional lives. One student described how their Lori's Hands experience will likely help in her future profession by saying:

"...essentially you build that bond and you just start to feel more comfortable, and eventually that's the skills you take when you're also out in a different job setting and you're working with a different variety of people, so, yeah, I think it's definitely helped me improve communication skills a lot."

Many other interviewees provided similar responses, clear evidence that volunteering with Lori's Hands helps build students' interpersonal and professional skills.

Another benefit of volunteering with Lori's Hands is the close friendships students form with the clients whom they assisted. They also gain a greater understanding of older generations; forming relationships with older individuals is not typical of the college experience, a gap that is filled by Lori's Hands. For example, these students indicated,

"I chose to stay with my client just because I feel like we've built a really deep connection. She's very, very sweet, so I've stayed with her all four semesters. I haven't really visited any other clients just because I kind of value the relationship and bond we've been able to build over the semesters." And,

"Last year after a full year she was like 'I want to bring you girls to lunch,'... so we just planned to meet on our own time at Chick-fil-A, and she bought lunch for us just to say thank you for what we do, and sometimes we'll take pictures together, and so at the end of the year we always get them printed for her and bring her flowers. Or her brother died this year, so we got her an angel ornament and gave her a card, and everything means so much to her, and she has a fridge, and she has our pictures up there with her grandkids' pictures, so it's just like she cares about us so much and we care about her so much"

Finding 4: While many students didn't see the program as changing their career interests entirely, program participation opens student's minds to working with different clients, including older adults.

Almost all of the students interviewed indicated that the program solidified career goals in some way. One student said:

"I guess it's reaffirmed that I'm in the right field. I definitely want to be in the right-- I mean in a helping field. It's really solidified that for me, and I think I've gained how important it is to really check-up on people."

Other students said that the program opened them up to the possibility of working with different populations within their chosen career, based on the strong relationship they had with their client(s), as exemplified by this quote:

"Lori's Hands is what sparked my interest in the geriatric population because I just became so close with especially the second client that we had." And,

"Honestly, it has, just because for a while I was saying, "Oh, I'm going to work with kids. I know I want to work with kids." But now I, like, honestly have been really considering working with older people. I just feel like they don't get the attention that they deserve."

One student mentioned how their participation with Lori's Hands had helped to bolster the lessons they learned in the classroom, saying,

"So it was interesting to see the things we learn in my courses but in real life, and it was interesting to see what it was actually like, and I think that I gained insight on what they have to go through, what they have to deal with, and it made me more understanding I would say."

Similarly, this student described this benefit to working with their client, also outside the classroom:

"Yeah, so I think it's really cool for me that like I can get away from campus to actually interact with people in our community, and this is-- for someone who's interested in going into the healthcare field, it was a really nice way of getting that patient interaction experience. And yeah, just being able out someone very directly even though that might as simple as cleaning up a cabinet, you know that you're making some kind of an impact at the end of that hour that you're spending, which has been really nice for me"

Finding 5: Students realized through their Lori's Hands experience how important a comfortable home setting, small tasks, and companionship are for improved client health and quality of life. Results suggest that students see how healthcare is impacted at home.

Many students felt that their main client impact was through completing small tasks around the house that made the clients' lives easier. This led students to the realization that some small tasks were:

"...a very big hassle for something that was so essential to her standard of living. So that has always stuck in my brain, of wow, we do something for her in ten minutes and it takes her literally hours."

Other students felt they made the greatest impact through companionship and friendship. For example, one student noted that:

"...having something on their schedule...my volunteer is coming on Fridays at 2 o'clock every week. That's something that they look forward to. I think just that is some of the few things that we can do for them. So making that time with them super valuable, and super-- just a good, happy time for them."

Finding 6: Many students found an unexpected friend in their Lori's Hands client relationship.

Student volunteers and their clients have a mutually beneficial relationship that offers both sides a unique perspective as well as a greater feeling of fulfillment in their life; the relationships fulfill many of the social needs of both the client and the student alike. As a result, students also gain a greater understanding of older generations and reconsider stereotypes.

For example, one student described the relationship as being,

"...beneficial for both me and the client as, like, we're both there for companionship. It's almost like just having like a friend to go to that's very consistent."

This sentiment was echoed by another student who noted that,

"It's more than just a volunteer-client relationship. It's actually more of a friendship, which is really cool because of the age difference...I feel like the fact that we've made friendships with our clients is something that stands out to me the most."

Another student noted that the relationship they shared with their client was something cherished, yet unexpected, as exemplified by this quote,

"She has honestly become a best friend and I love her so much. I would literally do anything for her, and that is something that I didn't expect to come out of Lori's Hands."

Though some students did not connect with their client outside of their weekly visits, many students spoke daily with their client,

"So my client is 84 years old, and you would think that because she's 84 ...that she can't get around or anything, but she really is the most incredible human being I think I've ever met in my life. She has a cellphone, and she texts me. Her and I text actually almost every day."

This type of connection was a common result for students being involved in the program, they formed strong bonds with their clients and learned about other generations in the process.

Finding 7: Few recommendations for program improvement were suggested, however some suggested greater inter-volunteer interaction, app improvements, and getting the right students involved.

Overall students were very pleased with the operation of the program. When pressed, one area in which students felt that the program could be improved is through greater inter-volunteer interaction. When students begin volunteering with the Lori's Hands program, they are paired with another student volunteer. This process is generally done by pairing one student who has a car with another student who does not have access to a car, so that each pair can easily get to and from their client's home. Student volunteers may also choose their partner if they know someone else involved in the program. Aside from their one partner, there are limited opportunities to interact with students in the program. One student mentioned that they,

“...have a really great relationship with the volunteer that I work with, but other than that I don't know anybody else really in Lori's Hands, or I've never met anybody else through Lori's Hands.”

This was a common theme throughout the student interviews, with many students mentioning that the community aspect of the program could be improved with students echoing statements such as,

“I'll see someone wearing a Lori's Hands' shirt and I'll be like, ‘Oh, my God, you're in that? Like, wow.’ But not even, like, know.” And,

“If there were monthly meetings with other volunteers it'd be a good way to form other relationships and hear other people's stories and how they're doing.”

These comments reflect an effective strategy for student volunteers to learn from each other, connect on a deeper level, and form new relationships within the organization. Another student mentioned that having greater online interaction could be useful, particularly during COVID-19,

“...especially for students who are trying to gain more from it, even if there was a discussion board that was completely voluntary...I guess a discussion board kind of thing where people could talk about stuff going on and there would be an open space for discussion.”

Opening up an online forum or platform for students to meet virtually would open up a greater number of opportunities for students to hear about other volunteer's clients, experiences, and takeaways from the program. One of the main draws of the program for students is building a community on campus and meeting people with similar interests so with structured interaction, more students may feel that they have found their place on campus.

Another student mentioned wanting greater flexibility within the online application used to document hours volunteered saying that it,

“...only goes by 15-minute increments, and sometimes that's not accurate enough or I'm 10 minutes over, but it feels wrong counting it for an extra 15 minutes or something, so maybe if it was just like you could type in a number or-- I don't know, and then you could get credited fully for however many hours you completed.”

This suggestion could increase the accuracy of volunteer hours logged by students and allow for program leaders to better monitor the amount of time that clients are actually being served by students.

A final area of where students observed improvements could be made is Lori's Hands' guidelines and criteria for soliciting student volunteers. Students felt that due to the accessible nature of the program, some who chose to join were not joining for the "right" reasons or were not committed enough. Students had the following to say on this issue:

"...volunteers coming in, because I know that it wasn't super-hard to join, and I feel like in a way it should be a little bit harder, just so you know people are actually interested and care about it." And,

"I guess I would maybe first ask what the students who were joining it-- what they wanted to get out of it and then maybe see if they were getting out of it what they were intending to, because, I mean, I feel like everybody that is involved in it is involved in it for different reasons. For me I just wanted volunteer experience and to try experimenting with different things, and I might have a totally different reason for being involved in it than somebody with a completely different major. Somebody might just be doing it to fulfill a requirement, so I think that's an important place to start."

Conclusions and Recommendations

Lori's Hands is a strong, well-organized operation offering students impactful experiences – in academic, personal, and professional ways – while offering program clients valuable services.

As it expands, the organization will need to continue to not take for granted its core strengths that include solution-focused problem solving, effective communication, and a strong infrastructure. Regular convenings can be a valuable, engaging, and learning experience for all. Accordingly, Lori's Hands could consider convening experts who can advise the program as it grows while maintaining its core strengths. And convenings of Lori's Hands student volunteers

within and across the geographies in which the program operates will be beneficial, especially as the program expands to colleges and universities located outside Delaware.

Opportunities also exist for Lori's Hands to seek opportunities to further streamline and examine its operations. For example, the timekeeping component of the student app could be revised. Also, consideration could be given to creating a more focused set of criteria to guide student volunteer application and selection, in order to ensure that volunteers are motivated to help and perhaps do a bit more to help their clients than would be expected.

Finally, and especially given its expansion efforts beyond Delaware, Lori's Hands leaders and managers plan to measure student outcomes as an indicator of progress towards reaching their goal to provide undergraduate students with the opportunity to learn about chronic illness, community health, and any related misconceptions. To meet this measurement need, and based on this report's Findings, UD-CRESP will separately recommend a suite of survey questions to Lori's Hands. These questions will consider those surveys that: are validated by current research in the field; were recommended by Lori's Hands (e.g., the Interpersonal Reactivity Index); and/or, were examined to support the current evaluation.

Appendix A: Other Considered Survey Tools

1. De Jong Gierveld Emotional and Social Loneliness Scales⁸ which consider different types of relationships, including confidant relationships;
2. National Institute of Health's Patient-Reported Outcomes Measurement Information System⁹ that evaluates a range of patient characteristics, including emotional distress and social role participation;
3. University of California at Los Angeles Loneliness Scale¹⁰ which measures both objective (i.e., living alone) and subjective (i.e., feeling lonely) types of loneliness experienced by elderly populations; and,
4. World Health Organization Quality of Life tool¹¹ which assesses several psychometric domains of its respondents, including physical health, psychological, social relationships, and environment.

⁸ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2921057/#CR6>

⁹ <https://commonfund.nih.gov/promis/index>

¹⁰ <https://pubmed.ncbi.nlm.nih.gov/26187595/>

¹¹ <https://pubmed.ncbi.nlm.nih.gov/15085902/>

Appendix B: Final Interview Protocol

- 1) Collect demographics from each student:
 - a. Age in years
 - b. Gender
 - c. Major(s) and minor(s)
 - d. Career plans (or unsure)
 - e. Expected graduation year
 - f. How many semesters volunteered with LH and in what capacity (intern, club volunteer, field placement) (options: 3 credit service learning class; volunteer on your own (“the club”); from a program that requires a community/clinical rotation or placement, 180 hr internship),
 - g. Are you still working with Lori’s Hands (ongoing or not?)
 - 2) Tell me about why you joined Lori’s Hands.
 - a. Prompts as needed:
 - b. What did you know about LH before you signed up?
 - c. How did you hear about LH?
 - d. What made you want to get involved with LH?
 - e. What did you think you would get out of the experience?
 - f. Why did you think it might be a good fit for you?
 - 3) Tell me about your experience as a volunteer with Lori’s Hands.
 - a. What kind of training and orientation did you receive at the start of your LH work?
 - b. What information and training did you receive before your first home visit?
 - c. What were the expectations for you?
 - d. What kinds of things do you do on your visits?
 - e. What is your client like?
 - f. How often do you volunteer?
 - g. What has your experience been with other volunteers?
 - 4) How has the LH experience met/not met your expectations? Prompts as needed:
 - a. What did you think your volunteer experience would be like before you started?
 - b. Has your experience been similar to what you expected?
 - c. Do you enjoy being a volunteer more or less than you thought you would?
 - 5) What benefit did you gain from your experience with LH? Prompts as needed:
 - a. [Open ended responses about their perceived benefits]
 - b. Are there any other benefits that you can think of?
 - c. Were there any benefits that you wanted or expected to gain but didn’t?
 - d. Why do you think you didn’t gain these benefits?
 - 6) What would you say you learned about yourself as a result of your LH experience?
 - 7) The people at LH are interested in capturing the impact of the program on students. What do you think they should measure? Prompts as needed:
 - a. In what ways might LH impact students short-term; i.e., during the LH experience or even during some portion of the LH experience?
-

- b. In what ways might LH impact students longer-term, after completion of the LH experience?
- 8) What do you think that you and other students have learned from LH volunteer visits?
Prompts as needed:
 - a. Are there communication or professional skills that LH is helping with?
 - b. What about content about illnesses or the healthcare system?
 - c. How about issues related to aging and family care givers?
- 9) Which of your LH experiences has meant the most to you?
- 10) Do you have a favorite memory from a visit, or the best or worst thing that has happened while you were with a client?
 - a. If they don't have a particular experience in mind, have them describe a typical LH experience
- 11) Do you remember how you felt during this experience? What emotions come to mind when you think about it?
 - a. What is unique about volunteering with LH?
- 12) Think broadly about your experience with LH, what do you think you gained from this program? [Open ended responses]
 - a. If not, we are particularly interested in (example probes):
 - i. Academic Interest
 - 1. How did gaining course credit from this experience work for you?
 - 2. Why was gaining course credit important for you?
 - ii. Professional interests
 - 1. Help in deciding what kind of career they want/ do not want
 - 2. Career trajectory
 - iii. Next steps for classes at the University of Delaware
 - iv. Application of class content/volunteer experience/internship to the real world
 - v. Personal growth
 - 1. Compassion
 - 2. Maturity
 - 3. Responsibility for others
 - 4. Developing sense of purpose

[make sure not duplicate benefits from prior question]
- 13) What are your biggest takeaways from your LH experience?
Prompts as needed:
 - a. (only if needed) Which made the biggest impact?
 - b. (only if needed) Which made the biggest impression on you?

[Now I would like to talk to you more about your own career goals & how LH may or may not have helped you prepare for a career. If you think your professional development or career choice has been impacted by your experience with Lori's Hands, these questions will be very helpful for us. Remember, if LH did not affect you in this way you are free to say so.]
- 14) Tell me about how LH has influenced your career goals, if it has. Prompts as needed:
 - a. Are you considering working with different populations or in different settings as a result of your visits?

- b. Have your visits encouraged or discourage you from wanting to go into healthcare or going to graduate school?
- 15) Do you think your experience with Lori's Hands has helped you envision yourself in a profession related to your career goals? This means being able to apply your knowledge & skills, feeling like you have some expertise, and are able to meet expectations when you are working in your chosen career? How so? Prompts as needed:
- a. Did you feel any more or less prepared for the professional workplace after you finished your LH experience?
 - b. If more prepared, why?
 - c. If less prepared, why?
- 16) What are the most important things that you think clients get out of the LH experience? Prompts as needed:
- a. Have you noticed any changes in your client as a result of your visits?
 - b. If you were designing an evaluation of the LH client experience, what would you measure to determine if the program was doing a good job in supporting clients?
- 17) Is there anything else I should ask students about the impact of this experience?
- 18) Anything else you would like to tell me about your experience with LH?

Appendix C: Code Definitions

| Code | Child Codes | Grandchild Codes | Definition |
|--|--|------------------|--|
| Feedback on Lori's Hands Operations | <ul style="list-style-type: none"> -Training needs for clients - General communication - More interaction with other students - App feedback - Training needs for students -Training working | | <p>General feedback for how the program is run</p> <ul style="list-style-type: none"> - Training Working: student feels that the training required by LH prepares them well for volunteering with the program - Training Needs for students: how student feels the training could be improved - Training needs for clients: how student feels the clients should be better informed before their visits - App Feedback: student gives suggestions for how the app is used or how it could be used better. Student provides ideas for how the app itself could be improved. - General Communication incl scheduling: student provides feedback on how effective communication is between them and their client, partner, Program Director. Also includes how visits are scheduled and any issues with that. - More Interaction with other volunteers: student speaks about whether they like the level of interaction with other students or not. Student provides ideas, feedback, criticisms for how much interaction there is between student volunteers and gives suggestions for how this could be improved. <p>Key words: app, training, orientation, communication, student interaction</p> |
| Examples of experiences, significant experiences | <ul style="list-style-type: none"> - Emotionally moving - odd/unique story that captured interest - Tasks experience examples -Ongoing communication with client | | <p>Different experiences that the student had during their time with LH.</p> <ul style="list-style-type: none"> - Tasks experience examples: specific things that student did during their time with LH. Different chores they did for their client, how they spent their visits, etc. - Emotionally Moving: any story that shows an emotional connection between the student and their client and/or the program. - Odd/ unique story that Captured Interest: story that shows an interesting or different type of experience that they had during their time with LH. - Ongoing communication with client: <p>Key words: "during my visits", usually, client</p> |

| Code | Child Codes | Grandchild Codes | Definition |
|------------------------------------|--|------------------|--|
| Appeal of Lori's Hands to Students | <ul style="list-style-type: none"> -Always wanted to help, hours were nice -Trying to get hours but loved it and stayed -Trying to get hours, got them and left | | <p>What drew the student to join Lori's Hands</p> <ul style="list-style-type: none"> - Trying to get hours, got them and left: student needed or wanted hours for certain program, requirement, or goal and signed up for LH because they would get the hours. Once they got their hours done they stopped doing the program because completing those hours was their main expectation of the program. - Trying to get hours but loved it and stayed (motivation changed): student needed or wanted hours for certain program, requirement, or goal and signed up for LH because they would get the hours. Once they got their hours done they realized that they were enjoying the program and getting more out of it than they expected so they continued to volunteer with LH. - Always wanted to help, hours were nice: student had a motivation outside of just getting volunteer hours done. This student genuinely wanted to get involved and help others and saw this program as a way to do just that. They still received volunteer hours for their time in the program but they were not motivated by that. <p>Key Words: volunteer hours, course requirement, med school</p> |
| Great Quote | | | <p>A quote that is particularly moving, emotional, or well-articulated which you think could be useful later</p> <p>Key Words: N/A</p> |

| Code | Child Codes | Grandchild Codes | Definition |
|--------------------|---|---|--|
| Student Experience | <ul style="list-style-type: none"> -Personality conflicts related to partner -Personality conflicts related to client -Applied academic work to this experience -Student Perspective of Client Benefit -What students gain | <ul style="list-style-type: none"> -Knowledge of chronic illness -Close connection to someone else you might not ordinarily connect with -Compassion -Intergenerational understanding -Building confidence in self or interests -Professional skills -Solidifying career interests -Volunteer hours | <p>What it is like to volunteer with LH.</p> <ul style="list-style-type: none"> -Personality conflicts related to partner: student and their partner had conflicts either in expectations, scheduling, what they wanted out of the program, or personality. -Personality conflicts related to client: student and client had conflicts either in expectations, scheduling, or personality. -Applied academic work to this experience: student was able to use lessons learned in class during their volunteer work -Student Perspective of Client Benefit: student talks about what they believe the client gains from LH <ul style="list-style-type: none"> -What students gain: different benefits of volunteering with LH. ---Knowledge of chronic illness: student demonstrates new information or lessons learned about chronic illnesses and their effects. ---Close connection to someone else you might not ordinarily connect with: student builds a close relationship with their client that goes deeper than just volunteer/ client. ---Compassion: excerpt shows a time where a student exemplifies compassion in their work with LH. Student shows true care for their client, emotional connection to their client, seeking additional ways to better the life of their client, etc. ---Intergenerational understanding: student has new knowledge and understanding of their client's life, abilities, and beliefs. ---Building confidence in self or interests: Student feels greater confidence in their career aspirations, skills, and/ or in their personal life. ---Professional skills: student learns skills that are beneficial for their future generally (communication skills, etc.) and/or skills that will help them in their future career. ---Solidifying career interests: LH experience helped student figure out what they want to do in the future. Either solidifying their career goals (yes healthcare is something they want to pursue or after this experience they no longer want to pursue healthcare) or changing them in any way (opening up to different specializations or populations). ---Volunteer hours: student gained and appreciated volunteer hours from the experience. <p>Key words: scheduling, requirement, benefits, companionship</p> |