Annual Report | 2015-2016

July 1, 2015 – June 30, 2016

SOURCE (Student Outreach Resource Center)
The Community Engagement and Service-Learning Center
Serving the Johns Hopkins University
Schools of Public Health, Nursing, and Medicine
http://SOURCE.jhu.edu
JHU SOURCE

OUR MISSION
Since 2005, SOURCE has provided academic, professional, and personal development opportunities for members of the Johns Hopkins University Schools of Public Health, Nursing, and Medicine through community outreach and service-learning partnerships with over 100 community-based organizations (CBOs) in Baltimore City and dozens of officially recognized service-based student groups.

OUR WORK
In partnership with community-based organizations in Baltimore City, SOURCE organizes a wide range of meaningful, mutually beneficial community engagement opportunities for the JHU health professional schools. Several examples of our work include:

- For-credit service-learning courses which respond to community-identified needs, and are integrated into academic coursework and degree requirements for students
- Special events, including Days of Service, Baltimore Week, National Volunteer Week, quarterly Donation Drives, and Panel Discussions featuring community partners
- Intensive, year-long academic-community partnerships and service-learning trainings, including SOURCE Service Scholars, SOURCE Service-Learning Faculty and Community Fellows Program, our HIV Counseling and Testing Program, and Community Outreach Program with the JHU School of Nursing
- Community engagement activities through Advising Student Groups, assisting Departments and Offices, and other Educational Resources and Programs pertaining to authentic community partnerships, engagement, social justice, health disparities, and Baltimore

OUR 2015-2016 SOURCE STAFF
Mindi B. Levin, MS, CHES  Founder and Director
Elizabeth Doerr, MS  Associate Director (through April 2016)
Kristen Wright, MA  Associate Director (began April 2016)
Shane Bryan  Assistant Director
Vanessa Pinkney  Administrative Coordinator
Glenn L. Ross  Community Consultant
Dr. Carey Borkoski  Senior Service-Learning Faculty Fellow
Dr. Vanya Jones  Senior Service-Learning Faculty Fellow
Larry Schugam  Senior Service-Learning Community Fellow
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SOURCE Annual Report 2015-2016 Academic Year

In April 2015, the Baltimore Uprisings occurred in the city following the death of Freddie Gray. These events became a pivotal point in time for SOURCE, as the demand for SOURCE services from faculty, staff, and students increased tremendously. SOURCE was able to immediately utilize its infrastructure to respond to requests from community partners. Based on growing commitments from the University and Schools to support Baltimore City, the JHU Schools of Public Health and Nursing pledged additional funds to strengthen SOURCE (announcement in December 2015; new funds provided in April 2016). SOURCE geared up to expand the staff to include an inaugural Assistant Director of Academic Service-Learning, which also included a physical move from the Monument Street rowhouse to the main Johns Hopkins Bloomberg School of Public Health. The SOURCE Team moved on June 1, 2016. This annual report summarizes the achievements in relation to SOURCE’s mission of “providing academic, professional and personal development opportunities for the members of the JHU Schools of Medicine, Nursing, and Public Health through community outreach and service-learning partnerships with CBOs.”

Goals and Accomplishments from 2015-2016:

1. **Increase Capacity Building Activities for SOURCE Partnering Community-Based Organizations**
   SOURCE continued to expand capacity building opportunities for partnering CBOs. SOURCE introduced the new “Preceptor Training Modules” for CBOs, in order to prepare preceptors to work with our student population. SOURCE provided several training opportunities, including a Service-Learning primer, as well as a Service-Learning Speed Networking event between faculty and community partners. SOURCE also worked with the Mid-Atlantic Public Health Training Center (MAPHTC) to identify professional development needs of SOURCE partner CBOs. Together, they offered a daylong training for 30 community partners on Managing Multiple Projects and Priorities.

2. **Enhance and Enrich Our Ties and Commitment to Baltimore City Non-Profits**
   In support of the JHU 10x20 plan’s goal number 7 to “enhance and enrich our ties to Baltimore” as well as in response to civil unrest in Baltimore City, SOURCE continued efforts to enhance and enrich our ties to Baltimore City. SOURCE engaged students with community in order to provide additional opportunities to learn about the history of and disparities in Baltimore. SOURCE partnered with student groups and departments to offer programming around exploring the city and its history. Programming included discussions, talks, flipped classroom with the SOURCE Online History Module, and community tours. SOURCE continued to coordinate response activities, and various community activities for the JHU schools. SOURCE responded to community-identified needs, in order to ensure reciprocal partnerships and ethical engagement.

3. **Advocate for Expanding SOURCE Infrastructure**
   On the heels of SOURCE’s 10 year anniversary celebration, and SOURCE’s response to uprisings in Baltimore City, SOURCE received increased attention and demand for services. SOURCE’s existing infrastructure for responding to community-identified needs enabled the JHU schools to immediately respond to calls for action. With increased support for community engagement, SOURCE can expand its services. SOURCE focused efforts on advocating for additional resources to increase capacity for community engagement. In December 2015, the
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Schools of Public Health and Nursing committed additional funding to strengthen SOURCE. SOURCE also spent time and energy to advocate with the School of Medicine. At present time, the School of Medicine has not increased their investment in SOURCE.

SOURCE Goals for 2016-2017:

In addition to continuing to offer existing, quality SOURCE programs and services, SOURCE will focus time and energy on the following goals:

1. **Enhance Academic Service-Learning Engagement and Awareness**
   During 2015-2016, SOURCE completed a strategic planning process which identified *enhanced academic service-learning engagement and awareness* as a strategic initiative. Additionally, the Johns Hopkins Bloomberg School of Public Health and the Johns Hopkins School of Nursing provided increased funding to strengthen SOURCE’s work. This additional funding has allowed SOURCE to sustain two key service-learning programs: 1) SOURCE Service-Learning Faculty and Community Fellows Program (Fellows Program) and 2) SOURCE Service Scholars (SSS). Both programs were developed as a result of grant funding which had come to an end. Now, the programs are being supported for faculty (Fellows Program) and students (SSS) from the Schools of Public Health and Nursing. The Fellows Program is an opportunity for SOURCE to continue to train an annual cohort of faculty and community fellows in service-learning pedagogy, in order to offer more for-credit, public health practice courses. The SSS Program trains an annual cohort of student scholars in service-learning and volunteer recruitment and retention. Each scholar is committed to working with a partnering SOURCE community-based organization for the entire academic year on community-identified projects. Scholars are required to recruit a minimum of 4 additional students to support Scholar projects.

Other ways that SOURCE plans to enhance academic service-learning engagement and awareness include:
- SOURCE’s inaugural Assistant Director of Academic Service-Learning (ADASL) – As SOURCE continues to serve a growing number of faculty in service-learning course development, additional staffing was needed. New cohorts of faculty join SOURCE each year and SOURCE continues to support faculty from previous cohorts in planning, implementing, and evaluating their service-learning courses. SOURCE hired its first ADASL, who will be able to provide faculty and community with service-learning program and course support.
- Promoting service-learning pedagogy in the Schools – Through SOURCE’s ongoing efforts to train faculty, students, and community in service-learning, the Center will continue to educate the School communities around the pedagogy of service-learning.
- SOURCE will support Dr. Carey Borkoski at 10% effort to further support SOURCE’s research agenda. SOURCE will work to publish results of key programs.

2. **Expand Intentional Programming Opportunities**
   Based on the current climate around community engagement and commitment to Baltimore, SOURCE will expand its intentional programming opportunities. The new ADASL will work to provide additional programs around social justice education. The University’s Take Time for Schools Program will be extended this year. SOURCE is working with the Work, Life and Engagement Office to support staff from the health professional schools in identifying Take Time for Baltimore initiatives. SOURCE is also formalizing protocol for service-based student groups in the health professional schools, in order to support and strengthen programming opportunities. SOURCE has received a grant to develop The Identity Clinic, in partnership with the Living Classrooms Foundation. The Identity Clinic will be an opportunity for student, faculty, and staff to volunteer to support returning citizens. Finally, SOURCE will continue to develop alumni engagement protocol, particularly with increasing numbers of alumni staying in Baltimore City.
3. **Continue Our Commitment to City of Baltimore Through Outreach To and Support of Partnering Community-Based Organizations (CBOs)**

SOURCE partners with approximately 100 CBOs within Baltimore City. Through our partnerships, we seek to support CBOs with capacity building. We would like CBOs that partner with SOURCE to feel that our partnership has been able to improve their work. With additional staffing at SOURCE, each staff member will serve as the primary point of contact for a subset of CBOs. This will also allow SOURCE to work more closely with CBOs, and develop a greater understanding of the CBOs’ staff and programming. SOURCE will also engage in outreach to potential new partners in areas of interest identified by students (such as organizations that serve the elderly or refugees). SOURCE will work with our Community Council to identify strategic partnerships. SOURCE will continue to offer professional development opportunities for partnering CBOs, in collaboration with other organizations.

**SOURCE Resources and Services:**

- **Annual Community Involvement Fair**
  In September of each year, CBOs set up display booths and acquaint students, faculty and staff with potential field experiences and collaborative research projects.

- **Baltimore Week**
  In October of each year, SOURCE works in conjunction with a variety of student groups to host Baltimore Week – a weeklong introduction to the city and relevant health issues.

- **CBO Partnerships**
  Those in SOURCE’s network of partnering CBOs receive exposure and/or participation in all of SOURCE’s programs. In addition, volunteer management and recruitment consultation is available from SOURCE staff. SOURCE has established an application process for CBOs that wish to become recognized SOURCE partners (including Mutual Expectations of Partners and Criteria for Partnering CBOs).

- **Champion of the Month**
  Each month, SOURCE highlights a Champion of the Month. This is an individual faculty, staff, or student from one of the three JHU health professional schools who is committed to working with community.

- **Charity/Donation Drives**
  Four to five separate charity drives are conducted throughout the year to benefit CBOs within SOURCE’s network (food, holiday needs, book, toiletry, school supplies) in collaboration with student groups, departments, and other university entities.

- **Community Service Awards**
  These awards are given to students, student groups, faculty, and community preceptors who have performed outstanding service with a CBO. Nominations are accepted each year in March, and awardees are announced during National Volunteer Week in April.

- **Community Tours**
  SOURCE’s Community Consultant, a long-time community leader, takes potential volunteers on scheduled tours through the East Baltimore neighborhood to familiarize students with the community. Both walking and bus tours are available, particularly during the Orientation season.

- **Connection Community Consultant Program**
  Each year, SOURCE recruits students from all 3 schools to serve as volunteer consultants. Small teams of students work on short-term projects identified by community partners.
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**Faculty and Community Fellows Program (SOURCE Service-Learning)**
Beginning in 2012-2013, SOURCE provides comprehensive training and support in service-learning curriculum development to up to 9 faculty members from the health professional schools and up to 4 community leaders from SOURCE partner non-profits. The program includes a 2.5 day intensive training seminar, monthly meetings as a cohort, and 1-on-1 advising with SOURCE staff.

**HIV Counseling and Testing Program**
SOURCE coordinates an HIV Counseling and Testing Program, recruiting 30 students from the 3 health professional schools to go through the state certification process for HIV Counseling and Testing. Participants commit to serving as on-going volunteers at participating community clinic sites, including the Johns Hopkins Hospital Emergency Department, Harriet Lane Clinic, and STAR.

**Monthly CBO Seminar Series**
Seminars familiarize students, faculty, and staff with the work done by CBOs and encourage collaboration between Hopkins and the community.

**National Volunteer Week**
In April, SOURCE plans a weeklong calendar of events in celebration of National Volunteer Week. Service projects and CBO seminars are organized.

**Online CBO Directory**
SOURCE’s website is available 24 hours a day, 7 days a week to assist individuals in finding meaningful service opportunities. Our online directory of partnering CBOs is organized into a variety of categories and also includes a search feature to aid in locating appropriate CBO opportunities.

**Online Modules**
SOURCE hosts a series of online modules to prepare Hopkins constituents to work with community. Each module features a quiz at the end, which generates a certificate of successful completion. Modules focus on the history between JHU and Baltimore, competencies for working with community, principles of authentic academic-community partnerships, and an introduction to service-learning pedagogy. SOURCE also created an online module for Teaching Assistants (TAs) who support service-learning courses, and a Preceptor Training for community partners who work with JHU students. The modules can be accessed at: [http://SOURCE.jhu.edu/Modules](http://SOURCE.jhu.edu/Modules)

**One-Time Service Projects**
SOURCE coordinates one-time service projects for those who lack the time to volunteer more frequently.

**Partner of the Month**
Each month, SOURCE recognizes a partnering CBO or officially recognized service-based student group. The feature is included in the SOURCE Weekly Service Scoop, Facebook, and SOURCE’s webpage. This is another way to spotlight the diversity of our network of partners and engagement opportunities.

**Reflection/Evaluation Form**
This online tool is used to assist in tracking student involvement experiences and evaluating partnerships with CBOs. Students self-report their hours, job responsibilities, and feelings regarding their experiences.
**SOURCE Service Scholars**

SOURCE provides comprehensive training and support for up to 10 students from the Schools of Public Health and Nursing. Scholars are matched with participating CBOs to carry out a service-learning project requested by the CBOs. Scholars participate in training sessions as a cohort, and receive 1-on-1 advising from SOURCE staff and their CBO. Scholars are required to recruit a minimum of 4 additional volunteers to support the project, as well as complete a minimum of 150 hours of service.

**Student Advising**

SOURCE schedules meetings with students that are interested in a variety of community involvement opportunities. Students are assisted with: identifying CBOs and projects of interest, clarifying service-learning components of courses, developing customized internships, connecting to CBOs for fellowship and scholarship opportunities, recommending faculty advisors, and more.

**Student Group Advising**

SOURCE supports student groups in all 3 Schools with: special event planning, service projects, community speakers, donation drives, grants and other funding opportunities, institutionalization, leadership transition, reflection, tracking student group activities, and more.

**Student Resource Space**

SOURCE maintains a variety of resources that are available for usage related to community involvement: literature racks, files on all partnering CBOs, maps of Baltimore. Resources that are particularly useful for service-based student organizations include: student group mailboxes, fax machine, telephone, computer station, storage space, and a printer.

**Student Recruitment Kit**

During the summer months, all partnering CBOs receive a Student Recruitment Kit. This booklet describes the needs, schedules, and desires of our special student populations. Additionally, academic programs that encourage/require community involvement are outlined. This kit is updated for each academic school year.

**Tri-School Days of Service**

In both the Fall and Spring terms, SOURCE hosts Tri-School Days of Service. Students, faculty, staff and alumni from all 3 Schools volunteer to participate in simple one-time service projects. Approximately 6-8 projects are organized on the same day and large scale marketing efforts encourage students to give a day to the community.

**Volunteer Celebration**

At the end of April, during National Volunteer Week, all JH volunteers who have reported their ongoing community involvement experiences with SOURCE are invited to a Volunteer Celebration and Luncheon. Certificates are given to recognize volunteers for their efforts.

**Weekly Service Scoop**

The Scoop is an email service sent to subscribers once a week (every Tuesday) that is used to identify, catalog, and disseminate information on opportunities for community involvement, including one-time projects, special studies, capstones, internships, federal work-study, conferences, grants and on-going community involvement positions.
Note: This section is organized to highlight only those activities and services provided for the Johns Hopkins Bloomberg School of Public Health.

**Utilization of Services**

<table>
<thead>
<tr>
<th>Service</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Phone and Email Correspondence</td>
<td>2828</td>
</tr>
<tr>
<td>Student In-Person Meetings</td>
<td>504</td>
</tr>
<tr>
<td>Faculty Phone and Email Correspondence</td>
<td>1364</td>
</tr>
<tr>
<td>Faculty In-Person Meetings</td>
<td>297</td>
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</table>

**JHSPH Student and Faculty Encounters**

![Bar chart showing the number of reported encounters for different types of encounters from FY06 to FY16.](chart)

- **Type of Encounter**:
  - Student Phone and Email Correspondence
  - Student In-Person Meetings
  - Faculty Phone and Email Correspondence
  - Faculty In-Person Meetings

The bar chart illustrates the number of reported encounters for each type of encounter from FY06 to FY16.
Note: This section is organized to highlight only those activities and services provided for SOM.

### Utilization of Services

<table>
<thead>
<tr>
<th>Service</th>
<th>FY15</th>
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<tbody>
<tr>
<td>Student Phone and Email Correspondence</td>
<td>1536</td>
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<tr>
<td>Student In-Person Meetings</td>
<td>260</td>
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<tr>
<td>Faculty Phone and Email Correspondence</td>
<td>450</td>
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<tr>
<td>Faculty In-Person Meetings</td>
<td>96</td>
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</table>

### SOM Student and Faculty Encounters

<table>
<thead>
<tr>
<th>Type of Encounter</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Phone and Email Correspondence</td>
<td>476</td>
<td>724</td>
<td>770</td>
<td>651</td>
<td>830</td>
<td>70</td>
<td>118</td>
<td>129</td>
<td>240</td>
<td>1124</td>
<td>240</td>
</tr>
<tr>
<td>Student In-Person Meetings</td>
<td>240</td>
<td>224</td>
<td>124</td>
<td>262</td>
<td>228</td>
<td>296</td>
<td>228</td>
<td>296</td>
<td>296</td>
<td>296</td>
<td>296</td>
</tr>
<tr>
<td>Faculty Phone and Email Correspondence</td>
<td>114</td>
<td>142</td>
<td>247</td>
<td>262</td>
<td>296</td>
<td>335</td>
<td>447</td>
<td>428</td>
<td>428</td>
<td>428</td>
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</tr>
<tr>
<td>Faculty In-Person Meetings</td>
<td>32</td>
<td>94</td>
<td>102</td>
<td>93</td>
<td>32</td>
<td>94</td>
<td>94</td>
<td>94</td>
<td>94</td>
<td>94</td>
<td>94</td>
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</tbody>
</table>

(Sources and data are hypothetical for demonstration purposes.)
Note: This section is organized to highlight only those activities and services provided for SON.

### Utilization of Services

<table>
<thead>
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<th>Service</th>
<th>FY15</th>
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</thead>
<tbody>
<tr>
<td>Student Phone and Email</td>
<td>1648</td>
</tr>
<tr>
<td>Correspondence</td>
<td></td>
</tr>
<tr>
<td>Student In-Person Meetings</td>
<td>349</td>
</tr>
<tr>
<td>Faculty Phone and Email</td>
<td>712</td>
</tr>
<tr>
<td>Correspondence</td>
<td></td>
</tr>
<tr>
<td>Faculty In-Person Meetings</td>
<td>130</td>
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</tbody>
</table>

### SON Student and Faculty Encounters

The chart illustrates the number of reported encounters for different types of encounters from fiscal years FY06 to FY16. The data includes:
- **Student Phone and Email Correspondence**
- **Student In-Person Meetings**
- **Faculty Phone and Email Correspondence**
- **Faculty In-Person Meetings**
Community Outreach Program (COP)

During the 2015-2016 school year, SOURCE’s Director continued to work closely with SON staff member Patty Wilson to place nursing students in CBOs for practical experiences as a part of the SON Community Outreach Program (COP). Wilson and Levin are the co-coordinators for the SON COP. In order to participate in the COP, all students must complete NR100.426 Community Outreach to Underserved Populations in Urban Baltimore. The complex COP placement process requires a great deal of time, and consists of the following steps:

- Educate CBOs about the program and requirements.
- Gather, fine tune, and approve CBO job descriptions.
- Provide info sessions for students.
- Students submit applications, ranking their preferred job placements.
- Secure FWS contracts with CBOs.
- Match students with jobs at CBOs.
- Offer SON COP Orientations and Trainings.
- Placements are altered due to scheduling and other conflicts.
- Students report their activities through an online activities log.
- Maintain documents within the SON portal to track students’ activities.
- Host monthly required reflective sessions with students.
- Review written reflective assignments.
- Improve training, orientation, and outreach materials.

At the completion of the academic school year, SOURCE’s Director works to report the summary statistics for the COP. Some of the key data includes:

- **60** students reported their experiences through the online log (vs. 41 in 2014-2015; 36 in 2013-2014; 70 in 2012-2013).
- **18** CBOs were served (vs. 19 CBOs in 2014-2-15; 14 CBOs in 2013-2014, 23 CBOs in 2012-2013)
- **1,325** hours of service were reportedly contributed in the community (vs. 1,984 in 2014-2015; 1,220 in 203-2014)
Online Feedback and Reflection Form

154 students reported their community involvement experiences via SOURCE’s Online Feedback and Reflection Forms. The following chart shows the breakdown of figures by separate schools, and hours given to the community.

<table>
<thead>
<tr>
<th>School</th>
<th>Total # of Volunteers</th>
<th>Total Hours (one-time and on-going vols)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JHSPH</td>
<td>121</td>
<td>4,000.5</td>
</tr>
<tr>
<td>SOM</td>
<td>31</td>
<td>884.5</td>
</tr>
<tr>
<td>SON</td>
<td>24</td>
<td>281.75</td>
</tr>
<tr>
<td>Tri-School Total</td>
<td>176</td>
<td>5,167 hrs</td>
</tr>
</tbody>
</table>

Total Hours of Service Contributed to the Community, Reporting Form Only: 5,167 hrs

*Please see adjusted total estimates below (p. 24) for additional tracking information.

SOURCE relies on students to self-report their community involvement experiences. This information does not capture the full picture of students’ community involvement. Quarterly announcements were sent to all students via student listservs in each of the three Schools which requested students to fill out our online feedback and reflection form. Other students were involved in community activities, but failed to report this information through SOURCE’s online forms.

*In order to provide a better sense of the overall numbers of students and hours committed to the community, we provide the following data that has been collected by our other means and sources. Combined with the information collected through SOURCE’s online form, these numbers help to better illustrate our involvement numbers. We are unable to account for other unreported hours. We do know that there are other student group service activities whose hours and student volunteer numbers are still not reported. This information reports our best estimates.
### Internal Event Tracking by SOURCE

<table>
<thead>
<tr>
<th>Internal Event Tracking by SOURCE</th>
<th>CBO(s) Supported</th>
<th># of Vols</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH Day of Service</td>
<td>Civic Works</td>
<td>34</td>
<td>136</td>
</tr>
<tr>
<td>Dept of Pop Fam and Repro Health</td>
<td>POWER House of Living Classrooms Foundation</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>Harbor Clean Up with Hopkins Life</td>
<td>Blue Water Baltimore</td>
<td>40</td>
<td>160</td>
</tr>
<tr>
<td>JB Grant</td>
<td>IRC</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Epi Student Org</td>
<td>Western High School teaching</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>B'More Funk Musical Performance</td>
<td>House of Ruth</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>JHSHP Epi Dept Centennial Service Days</td>
<td>Moveable Feast, Franciscan Center, MD Food Bank, Our Daily Bread</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Department of Environmental Health Sciences</td>
<td>Earth Day at Community Gardens, Civic Works</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>JHSHP CTL</td>
<td>Beans and Bread</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Financial Futures for Families</td>
<td>Harriett Lane Clinic</td>
<td>15</td>
<td>551</td>
</tr>
<tr>
<td>JHSHP Admissions Service Day</td>
<td>Francisca Center</td>
<td>8</td>
<td>32</td>
</tr>
</tbody>
</table>

#### Connection Community Consultant Projects

<table>
<thead>
<tr>
<th>Connection Community Consultant Projects</th>
<th># of Vols</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back on My Feet Baltimore, Baltimore City Department of Recreation and Parks, Baltimore City Department of Social Services, Baltimore Student Harm Reduction Coalition, Franciscan Center, MERIT, NAMI, Project PLASE, The Door (41 JHSPH; 1 SOM; 1 SON)</td>
<td>43</td>
<td>2,150</td>
</tr>
</tbody>
</table>

#### SOURCE Fall TSDOS

<table>
<thead>
<tr>
<th>SOURCE Fall TSDOS</th>
<th># of Vols</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSHRC, Civic Works @ Amazing Grace, Civic Works @ Clifton Mansion, Commodore John Rodgers, Living Classrooms Foundation, Moveable Feast, Parks &amp; People Foundation, Project PLASE, The Door,</td>
<td>113</td>
<td>467</td>
</tr>
</tbody>
</table>

#### SOURCE Spring TSDOS

<table>
<thead>
<tr>
<th>SOURCE Spring TSDOS</th>
<th># of Vols</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amazing Grace, Blue Water Baltimore, BSHRC, Civic Works, Living Classrooms Foundation, Parks &amp; People, YO! Center,</td>
<td>89</td>
<td>374</td>
</tr>
</tbody>
</table>

| ESTIMATED TOTAL                  | 418     | 4,094          |

### Student Groups Reporting to SOURCE

<table>
<thead>
<tr>
<th>Student Groups Reporting to SOURCE</th>
<th># of Vols</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>B'More Fit for Kids!</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Taussig College</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Wolfe St. Academy</td>
<td>11</td>
<td>132</td>
</tr>
<tr>
<td>HPREP</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>Hopkins for Hope (Relay for Life)</td>
<td>10</td>
<td>70</td>
</tr>
<tr>
<td>Student Sight Savers Program</td>
<td>44</td>
<td>344</td>
</tr>
<tr>
<td>Community Care Initiative (CCI)</td>
<td>13</td>
<td>260</td>
</tr>
<tr>
<td>Community</td>
<td>Adolescent Sexuality Education</td>
<td>Geriatrics Interactions through Volunteering and Education (GIVE)</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Lesson planning and teaching at multiple middle schools</strong></td>
<td></td>
<td>FutureCare Northpoint Nursing Home</td>
</tr>
</tbody>
</table>

These estimated totals account for those activities that were not self-reported through SOURCE’s online system, but could still be quantified based on other reporting mechanisms or programs directly sponsored by SOURCE. These numbers still do not account for the multiple other courses, student group activities, and independent work carried out by students, faculty, and staff in our 3 health professional schools that were not reported. Total community engagement numbers are certainly higher than what is reported in the SOURCE Annual Report each year.
## Adjusted Data Totals:

<table>
<thead>
<tr>
<th>Type of Tracking</th>
<th>Number of Volunteers</th>
<th>Number of Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOURCE Online Reporting Form</td>
<td>176</td>
<td>5,167</td>
</tr>
<tr>
<td>SOURCE Service Scholars’ engaged volunteers</td>
<td>57</td>
<td>638</td>
</tr>
<tr>
<td>SON COP Reports</td>
<td>60</td>
<td>1,325</td>
</tr>
<tr>
<td>HIV Counseling and Testing Program - End of Year Report, includes only those who did not submit ongoing reports (5 JHSPH for 164 hours; 3 SOM for 124 hours; 3 SON for 384 hours)</td>
<td>11</td>
<td>672</td>
</tr>
<tr>
<td>Service-Learning Courses</td>
<td>353</td>
<td>12,546</td>
</tr>
<tr>
<td>Internal Event Tracking by SOURCE (above)</td>
<td>418</td>
<td>4,094</td>
</tr>
<tr>
<td>Student Groups Reporting to SOURCE (above)</td>
<td>453</td>
<td>6,945</td>
</tr>
</tbody>
</table>

**ESTIMATED TOTALS FOR 2015-2016**

<table>
<thead>
<tr>
<th></th>
<th>1,528 volunteers</th>
<th>31,387 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>vs. 2014-2015</td>
<td>1,636 volunteers</td>
<td>36,907 hours</td>
</tr>
<tr>
<td>vs. 2013-2014</td>
<td>1,350 volunteers</td>
<td>24,409 hours</td>
</tr>
<tr>
<td>vs. 2012-2013</td>
<td>1,460 volunteers</td>
<td>37,936 hours</td>
</tr>
<tr>
<td>vs. 2011-2012</td>
<td>953 volunteers</td>
<td>17,287 hours</td>
</tr>
<tr>
<td>vs. 2010-2011</td>
<td>1217 volunteers</td>
<td>20,778 hours</td>
</tr>
<tr>
<td>vs. 2009-2010</td>
<td>891 volunteers</td>
<td>19,500 hours</td>
</tr>
</tbody>
</table>

## Financial Value of Volunteer Time

The estimated dollar value of volunteer time in Maryland is $26.64 per hour (Independent Sector, Department of Labor - [https://www.independentsector.org/volunteer_time](https://www.independentsector.org/volunteer_time)). Therefore, the estimated economic contribution by our volunteers in 2015-2016 for the 31,387 hours of volunteer time is **$836,150.**
### Tri-School Utilization of Services: STUDENTS

<table>
<thead>
<tr>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Listserv Subscribers</td>
<td>4,504</td>
</tr>
<tr>
<td>Total Student Phone and Email</td>
<td>6.022</td>
</tr>
<tr>
<td>Correspondence</td>
<td></td>
</tr>
<tr>
<td>Total Student In-Person Meetings</td>
<td>1,113</td>
</tr>
</tbody>
</table>

### SOURCE Total Student Services

![Bar chart showing service utilization numbers from FY06 to FY16 for different categories: Total Listserv Subscribers, Total Student Phone and Email Correspondence, Total Student In-Person Meetings.](chart.png)
**Tri-School Utilization of Services: FACULTY**

<table>
<thead>
<tr>
<th>Faculty</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Faculty Phone and Email</td>
<td>2,526</td>
</tr>
<tr>
<td>Correspondence</td>
<td></td>
</tr>
<tr>
<td>Total Faculty In-Person Meetings</td>
<td>523</td>
</tr>
</tbody>
</table>

**SOURCE Total Faculty Services**

![Chart showing the utilization of faculty services from FY06 to FY16 for Total Faculty Phone and Email Correspondence and Total Faculty In-Person Meetings.](chart_image)

- **Type of Service**
  - Total Faculty Phone and Email Correspondence
  - Total Faculty In-Person Meetings

The chart illustrates the service utilization numbers from FY06 to FY16 for both types of faculty services.
### Tri-School Utilization of Services: CBOs

<table>
<thead>
<tr>
<th>CBOs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total CBO Phone and Email</td>
<td>2,700</td>
</tr>
<tr>
<td>Correspondence</td>
<td></td>
</tr>
<tr>
<td>Total CBO In-Person Meetings</td>
<td>223</td>
</tr>
</tbody>
</table>

#### SOURCE Total CBO Services

![Graph showing the utilization of CBO services from FY06 to FY16 for Total CBO Phone and Email Correspondence and Total CBO In-Person Meetings.]
The SOURCE Service-Learning Faculty and Community Fellows Program (FFP) accepted 5 faculty fellows and 3 community fellows through a competitive application process into its 2015-2016 cohort. The program kicked off with a June seminar, co-led by SOURCE staff (Mindi Levin, SOURCE Founder and Director and Elizabeth Doerr, SOURCE Associate Director) and 3 SOURCE Senior Service-Learning Faculty and Community Fellows (Carey Borkoski, Vanya Jones, and Larry Schugam). Session instruction and discussion topics included Service-Learning Definition and Principles, Experiential Learning, Ethical Implications, Curriculum Design, Critical Reflection, Evaluation, Risk Management, Scholarship, and Action Planning. Additional discussions occurred with a panel of community-based organization (CBO) leaders; visits to two community partner agencies ensured that participants had the opportunity to learn about and from community leaders and representatives, thus expanding on the views and content material presented by the academic instructors.

The 2015-2016 Service-Learning Faculty Fellows cohort includes the following faculty members: Kelly Bower (SON), Janice Bowie (JHSPH), Sarah Dutton (SON), Amanda Latimore (JHSPH), and Beth Marshall (JHSPH). Community fellows include: Sally Atland Bjornholm of Green & Healthy Homes Initiative, Patrick Diamond of Health Care for the Homeless, and Eric Seymour of the Esperanza Center.

The SOURCE Service-Learning Faculty and Community Fellows Program is one of the most comprehensive service-learning fellows programs in the country, and includes a rare feature of training faculty and community fellows together. A list of Service-Learning Fellows activities and details are highlighted below:

<table>
<thead>
<tr>
<th>Fellows Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 Day Retreat</td>
<td>Build the cohort, Service-learning pedagogy training, panels, community site visits, curriculum development, and more</td>
</tr>
<tr>
<td>Quarterly Group Meetings</td>
<td>Mandatory check-in meetings, reflection activities, group problem solving</td>
</tr>
<tr>
<td>Monthly Group Meetings</td>
<td>OPTIONAL. Cohort members added this activity. Reflection activities. Modeling activities.</td>
</tr>
<tr>
<td>SOURCE Advisor Meetings</td>
<td>Regular check-ins with SOURCE advisor to walk through course development and implementation</td>
</tr>
</tbody>
</table>
Nineteen service-learning courses taught by Faculty Fellows from the four fellows cohorts (2012-13, 2013-14, and 2014-15, 2015-16) were successfully completed in the 2015-16 academic year. To support these courses, SOURCE staff advised faculty one-on-one as they developed the service-learning component of their courses. Faculty utilized actual service experiences to serve as additional “text” for their courses. Additionally, faculty learned throughout the curriculum development process how best to integrate academically rigorous reflection to synthesize and dialogue about the experiences while connecting it with the course work and students’ future careers.

**Student Outcomes:**
From these courses, students reported serving approximately **12,546 hours** cumulatively which includes direct service time and time spent working on their projects. A breakdown of hours spent per course are included above.

When asked “would you recommend a similar experience for students who might follow you?” 82% of students answered “yes.” When asked “do you think you would have learned what you did without the service-learning component?” 72% of students answered “no.” Last, 78% of students had excellent or very good experiences when rating their overall service-learning experiences.

Qualitative responses indicated numerous positive outcomes for the students including: growing in personal and professional development; applying course materials to the “real world”; gaining a better understanding of academic material; and developing a greater understanding and appreciation for Baltimore. Below are some quotes describing as such:

**Personal and Professional Development**

> We gained practical insights on implementing programming in schools, including working with multiple stakeholders within the organization. (Baltimore Food Systems)

> The strong points were the connections that I made with the students I tutored. Our relationships grew over time, and I found that I learned just as much from them as they learned from me. This experience exposed me to a culture and way of thinking that I had not experienced before, and it reinforced topics that I had learned in class. (Children in Crisis)

**Real World Application of Academic Material**

> The service-learning component helped us think through how to approach the issue of HPV vaccination using concepts we learned in class, which made the concepts more salient, applicable, and memorable. It was great to be able to apply what we learned right away. (Formulating Policy)

> The service-learning aspect allowed me to apply what I learned to real data that could benefit an organization doing work I care about. It introduced new challenges I might not have encountered otherwise, which was more realistic than just working on data given by an instructor. (Data Analysis)

> I learned a lot about helping children and improve their well-being by using art class activities and I think in the future in can be an effective tool for me in clinical practice. (Children in Crisis)

**Greater Comprehension of Academic Material**

> It provided an opportunity to strengthen specific skill sets, such as conducting formalized interviews, making contacts, writing reports, and working with various people in different professions. (Formulating Policy)

> Getting to work with partner organizations that are both pushing forward policy and responding directly to policy really provides another layer of knowledge that goes beyond what we can learn in the classroom. Really getting
into some of the work helps us be more engaged in what we’re learning and seeing how it’s actually used. (Formulating Policy)

Greater Understanding and Appreciation for Baltimore

This was a great way to get more involved in the Baltimore food system, connect with community organizations and understand the past and future of urban farming. (Baltimore Food System)

It’s a good opportunity to engage in the local community and understand what young people are going through in Baltimore. (Children in Crisis)

It’s not enough that various individuals within the school are thinking critically and engaging in the community – it really needs to be a part of the school’s philosophy and mission. (Children in Crisis)

7 Service-Learning Courses that ran for the First Time in 2015-2016 included:

- Public Health Leadership, Management and Evaluation Practicum, Dr. Kelly Bower, SON
- Implementation Research and Practice Practicum, Dr. Melissa Davey-Rothwell, JHSPH
- Spanish for Healthcare Providers, Sarah Dutton, SON
- Applying Reproductive Biology Literacy through Service-Learning, Dr. Janice Evans, JHSPH
- Theory and Practice in Campaigning and Organizing for Social Justice I and II, Dr. David Jernigan, JHSPH
- Solving Urban Health Problems through the Application of Public Health Methods, Dr. Amanda Latimore, JHSPH
- Schools and Health, Dr. Beth Marshall, JHSPH

*Additional information, including full details regarding the service-learning courses can be found online at: http://SOURCE.jhu.edu/Fellows.*
The SOURCE Service Scholars (SSS) Program accepted 9 Scholars into its 2015-2016 cohort. The cohort participated in the SOURCE Service Academy, with both online and in-person cohort trainings, discussions, and reflections. Session instruction and discussion topics included Foundations of Effective Community Partnerships and Service-Learning, Volunteer Management and Cultivation, Design and Facilitation of Critical Reflection, Challenges and Opportunities of Working with Communities and Project Sustainability. The final Academy meeting and celebration included brief presentations by select Scholars and a poster session displaying the benefits and impacts of each project.

SOURCE staff advisors met regularly with the 9 Scholars through quarterly check-in meetings (including specific action assignments on individual project goals), consistent communication and one-on-one meetings with Scholars. The following is the 2015-2016 cohort and their partner organizations/projects:

<table>
<thead>
<tr>
<th>Johns Hopkins Bloomberg School of Public Health</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sean Blaufuss</td>
<td>Living Classrooms Foundation</td>
</tr>
<tr>
<td>Meagan Hawes</td>
<td>The Reproductive Health Initiative (RHI)</td>
</tr>
<tr>
<td>Braveen Ragunanthan</td>
<td>Elev8 Baltimore</td>
</tr>
<tr>
<td>Naomi Plasky</td>
<td>National Alliance on Mental Illness (NAMI)</td>
</tr>
</tbody>
</table>
Scholar Engagement Statistics

Over the course of the Scholar year, 47 unique JHU student volunteers were engaged in SOURCE Service Scholar projects. A total of 433 hours were logged from these volunteers. The 9 Scholars themselves dedicated a total of 1045.75 hours. Total hours of JHU engaged volunteers and Scholars amounted to 1478.75 hours during the 2015-2016 program year.

Program Outcomes

Throughout the year, SOURCE asked Scholars and community partners to evaluate the success of the individual projects and overall program. Both quantitative and qualitative responses were tracked and compiled.

Impact and Quotes from Community Partners:

- 100% of community partner preceptors agreed the work completed by the Scholar was useful to them, useful to their organization, would recommend the SSS program to colleagues with similar needs and was satisfied with the work the Scholar had completed, with 77.78% giving the highest satisfaction rating.

  “The [Project] would not have succeeded without the work of our Scholar. She recruited and managed more than a dozen volunteers to facilitate group education classes. She also helped develop the curriculum and brainstorm about program sustainability.”
  “[Scholar] provided intensive support to a few of our students who were in a period of academic transition. Her continued follow-up and support with those students was hugely beneficial to their success.”  “[Our scholar] was a wonderful force of energy and interacted very professionally with the patients. She provided thoughtful education and a better understanding of health literacy.”

Impact and Quotes from Scholars

- 87.5% of Scholars reported they improved self-confidence, teamwork skills, they improved their communication skills and ability to cope with challenges.

  “This project made me feel so much more connected to my city, it made me feel like an important member of the community, like I have a place here and like it is home, my home. Professionally, I admired my preceptor very much and her level of professionalism metered out with compassion provided a valuable model for how I would like to come across to my future colleagues.”

  “I really learned, for the first time, the importance of upfront communication about goals and expectations. I also think the Academy sessions were effective in emphasizing that opportunities that seem like “failures” can really be opportunities for improvement.”
“I cannot think of any other way I would have had the kind of bond I had with other Hopkins members at the various Hopkins schools if it hadn’t been for the SOURCE Service Scholar Program. I would not have been as committed to my community service engagement if it hadn’t been for this program. I would not have been reminded about why I wanted to go into medicine in the first place if it hadn’t been for this program. The SSS program was a truly influential experience for me as I choose the type of career I want to carve for myself in the future.”

“I ADAMANTLY do not think I would have learned as much from my experience without the SOURCE Service Academy sessions. They were invaluable. There were times in my project that I felt I was floundering, but I always felt inspired, consoled, and motivated to make necessary changes after our academy sessions. I really enjoyed the sessions and it would have been a far less influential experience to have been a SOURCE Service Scholar without the academy sessions. I wish I could continue attending Academy sessions even after my time as a Scholar is over!!”

“Without Academy sessions, it would have been easy to write a lot of things off, to just check out mentally/emotionally and go through the motions. The Academy sessions forced me to engage in a critically reflective manner with all aspects of my service and that was valuable and kept me involved on a deeper and more personal level.”

- 100% of Scholars reported that the SSS program improved their understanding of themselves and their career goals, gave them a deeper empathy with organizations that provide services in Baltimore and developed a deeper understanding of the issues that face Baltimore City Residents.

“The SOURCE Service Scholar program reminded me of the many reasons I want came in to medical school wanting to work with community health in urban, under-served environments. I can sometimes lose sight of that in the chaos of exams and academic requirements, but I felt so grounded in all of my SSS program involvement. I am so grateful for the reminder!”

“My experiences with SSS have been some of the most enjoyable and instructive of my year at JHSPH. The rare opportunity to collaborate with other students in the nursing and medical health professional schools was wonderful, and the ability to partner with a community based organization made me feel connected to the city in which I live. I am grateful for the opportunity, and believe that others could greatly benefit from the same.”

“SSS has been an integral, defining experience of my time here at Johns Hopkins. It was part of my decision process to come here.”

“Some students want to supplement their experience at Hopkins with extracurricular activities that enable them to get involved in the community. The SSS program is the best way to provide a long-term commitment to those who want more than a one-time opportunity, who want to dive deeply into a program that would allow them to understand some of the structural factors that contribute to social disparities and injustice in Baltimore. The SSS program is also unique because of the academy sessions which provide a supportive environment where scholars and SOURCE advisors discuss freely their experience working with community-based organizations, discuss ways to overcome challenges and most importantly, celebrate each other’s success.”

“Life is interdisciplinary, thus education should too.”

“The SOURCE Service Scholar program reminded me of the many reasons I want came in to medical school wanting to work with community health in urban, under-served environments. I can sometimes lose sight of that in the chaos of exams and academic requirements, but I felt so grounded in all of my SSS program involvement. I am so grateful for the reminder!”
“This project made me feel so much more connected to my city, it made me feel like an important member of the community, like I have a place here and like it is home, my home. Professionally, I admired my preceptor very much and her level of professionalism metered out with compassion provided a valuable model for how I would like to come across to my future colleagues.”

“I am extremely grateful to SOURCE for allowing me the opportunity to participate in this program this past year. Engaging with the Baltimore community was a truly eye opening and powerful experience, and getting to know the fantastic students at the Schools of Nursing and Public Health really made me feel part of the Hopkins community in a way I had not experienced before. I was so impressed by the other SOURCE Service Scholars and it was a true privilege to be part of the same program as them.”

*For additional information, please visit: SOURCE.jhu.edu/scholars.

SOURCE’s HIV Counseling and Testing Program successfully recruited, trained, and retained 27 students from across the JHU health professional schools for the 2015-2016 cohort, including 14 JHSPH students, 7 SOM students, and 6 SON. All volunteers completed 20 hours of training in order to become certified by the state of Maryland as HIV counselors. Once trained, students were assigned to serve as HIV counselors/testers at one of the three participating sites: Johns Hopkins Hospital Emergency Department, Harriet Lane Clinic, and Sisters Together and Reaching (STAR). Throughout the academic year, the cohort participated in reflection sessions to learn from one another and to process their reactions to their work at the clinics. In total, 27 students reported providing 1,346 hours of service through the HIV Counseling and Testing Program.
The Connection Community Consultant Program 2015-2016 Projects

Survey Execution and Data Analysis for the Senior Home Maintenance Program

Organization: Banner Neighborhoods

Description: An important part of how Banner Neighborhoods works is by incorporating community feedback into how they develop and improve their programs. Students reviewed Banner Neighborhood’s existing survey tool and chose a representative sample of 20 HMP participants. Students mailed surveys and led a focus group session to discover how participants learn about the HMP, what services they use and how often, and what changes they would like to see. The team spent time reflecting on the survey tool and the process as a whole, providing written recommendations to Banner for future steps in their final report. Students utilized both their biostatistical and epidemiologic knowledge to improve how this community organization can proceed in the future.

Final product: A report reflecting data analysis of survey information collected with discussion of limitations and future recommendations.

Team members: 3 JHSPH students, 1 SON student

Grant Writing to Fund the Generation E4 Youth Programs

Organization: The DOOR, Inc.

Description: Generation E4 Afterschool and Summer programs provide math and science support in addition to life-skills, violence/substance abuse prevention instruction during the school year and summer for Title I students. The staff at The Door needs your help applying for 1-2 grants to fund the Generation E4 programs. They’ve identified the grant foundations and have staff with background knowledge of grant writing to serve as resources for your team. To write the application, you will learn about how the Generation E4 program fits with the grant foundation’s mission, as well as the program’s role in the community.

Final product: Application to 1-2 grants to fund the Generation E4 programs. Knowledge of how these programs impact the community and fit the principles of the grant foundations

Team members: 2 MPH students, 2 JHSPH students
Exploring Suboxone Substance Abuse Treatment Programs for the Homeless

Organization: Healthcare for the Homeless

Description: Healthcare for the Homeless (HCH) requested a team of clinically minded students to research suboxone programs – a less-regulated alternative to methadone – to kickstart their own program. Through meetings with the volunteer coordinator and Chief Medical Officer, the students gained exposure to how the HCH clinic functions and how a new program is started. The students generated a final report outlining best practices, various program designs, and suggested implementation strategies that other organizations have used when adopting suboxone substance abuse treatment programs. The team then went a step further to adapt these ideas for a homeless population.

Final product: Final e-version report reflecting the team’s literature review and recommendations

Team members: 2 SOM students (1 MD/MPH), 2 JHSPH students

Moving the NAMI Policy Manual into the 21st Century

Organization: The National Alliance of Mental Illness Metropolitan Baltimore

Description: Students worked with the new Executive Director of the National Alliance of Mental Illness Metropolitan (NAMI) in Baltimore, to revamp their personnel handbook. They brought valuable perspective to expanding on orientation guidelines for both staff and volunteers. Through this experience, the team gained knowledge about how a non-profit affiliate works at the director level, with a behind-the-scenes look at policy and procedures.

Final product: Electronic version of the NAMI-MB updated personnel handbook

Team members: 1 MPH student, 1 SON student, 2 JHSPH students

Quantitative Analysis of the Jubilee Arts Program

Organization: Newborn Holistic Ministries

Description: The Jubilee Arts Program provides dance, visual art, creative writing, and ceramics classes for youth and adults. Past SOURCE students helped them conduct a qualitative analysis of the program, and this team continued with quantitative analysis, demonstrating the value of the program to potential funders and partners. They developed a standardized survey tool for youth and adults and analyzed resulting data.

Final product: 2 standardized survey tools, Excel database for analysis

Team members: 1 SON student, 3 JHSPH students
A Guide to Greening Neighborhoods: City Policy and Best Practices

Organization: Parks and People Foundation

Description: The Parks & People Foundation provides a free copy of their Guide to Greening Neighborhoods to community groups interested in greening projects, such as adopting vacant lots and planting edible gardens. This team helped them incorporate new Baltimore City policies and updating best practices to their most current version in easy-to-understand terms for community groups.

Final product: Electronic version of the Parks & People Foundation updated Guide to Greening Neighborhoods

Team members: 3 JHSPH students

Introduce Southeast Early Head Start’s New Location to the Community

Organization: Kennedy Krieger Institute’s Southeast Early Head Start

Description: The Southeast Early Head Start program recruited SOURCE students to create a quarterly newsletter template and publish the first version. Students interviewed instructors who teach GED, ESL, and parenting programs, and also learned more about the child care programs. They included announcements and health tips for parents, and word searches and vacation tips for kids.

Final product: An easy-to-use quarterly newsletter template, with the first Winter version completed.

Team members: 2 MPH students, 2 JHSPH students

Weight Loss Program Development for the Uninsured

Organization: Shepherd’s Clinic

Description: Shepherd’s Clinic plans to put together a group weight loss program for their patients. They have successfully developed similar group programs of rother health conditions and wanted to respond to community request for a weight loss program. Students reviewed the literature to find out what other organizations did, what worked and what doesn’t, and what aspects of a weight loss program would be most advantageous for Shepherd’s Clinic.

Final product: Final report that outlined best practices, recommendations, strengths, designs, and strategies used by successful group weight loss programs for low income and uninsured individuals.

Team members: 2 MPH students, 2 JHSPH students
Early Head Start Program Federal Self-Assessment Project

Organization: Kennedy Krieger Institute’s Southeast Early Head Start

Description: The Federal government requires yearly self-assessments of all Head Start programs to track outcomes and inform planning. A SOURCE intern from the Baltimore Community Practicum program revised the SEEHS’s previous self-assessment tool, and worked with Connection volunteers to conduct the assessment. Students interviewed staff and parents, observed staff-participant interactions, and examined appropriate documents and records.

Final product: Completed data forms of the newly revised self-assessment tool.

Team members: 2 JHSPH students, 1 MPH student, 1 SON student

Baltimore Week 2015

From October 2nd through October 9th, SOURCE hosted its annual “Baltimore Week.” The weeklong celebration included several engaging activities, including:

- SOURCE’s Fall Tri-School Day of Service
- Panel Discussion on “Community Involvement: Dispelling Myths and Providing Tips”
- Film Screening of the 12 O’Clock Boys
- Opioid Overdose Training with Baltimore Harm Reduction Coalition
- Keynote Address by Steven Ragsdale on “Systematic Issues that Led to the Baltimore Uprising”
- Historical Trauma, Community Health and How We Can Make Baltimore Whole
- Youth Spoken Word Artists from DewMore Baltimore
- A Baltimore Photo Contest with the City Paper
In April, SOURCE hosted its annual “National Volunteer Week” in order to thank and recognize those that gave their time and talent to support Baltimore. The weeklong celebration featured a variety of events, including:

- SOURCE’s Spring Tri-School Day of Service
- SWEET Seminar with ABS Student Group featuring MPH students engaged in the Baltimore Community
- SOURCE Volunteer Appreciation & Awards Luncheon
- SOURCE Signature Service-Learning Programs Celebration and Poster Session
- SOURCE Community Involvement Poster Competition
**SOURCE Community Conversations Dinner: Responding Collaboratively to the Baltimore Uprisings**  
*(80 attendees)*

The Community Conversation Dinner included students and faculty from the JHU health professional schools, as well as key leaders from SOURCE partnering community-based organizations and other members of the Baltimore community.

The overall goal of the dinner was to encourage collaboration and discussion among the three health professional schools and our local community partners about moving forward together in partnership after the uprisings. The interactive dinner created space for conversation about the surfacing of inequities among residents of our city in April, the challenges and opportunities inherent to academic-community partnerships, and ways in which our community can heal, reinvest and move forward through thoughtful and mutually beneficial partnerships.

**CBO Training on Managing Multiple Projects and Priorities**, in partnership with the MidAtlantic Public Health Training Center *(30 attendees)*

Participants were introduced to proven techniques, guidelines, and strategies for staying on top of the competing priorities and conflicting projects faced by all public health professionals.
SOURCE Service-Learning Networking Event (35 attendees)
The overall goal of the event was to provide a forum for faculty and community partners to connect and discuss potential projects and upcoming courses. The interactive discussion began with examples of past service-learning courses and projects. SOURCE provided a space for small group discussions to brainstorm project ideas.

Engage Baltimore Community Planning Meeting (20 attendees)
Together with the student group SPARC, SOURCE hosted a community planning meeting with SOURCE community partners to ask for input in planning for this year’s Engage Baltimore event in the spring.
From Engagement to Commitment: Collaboratively Planning for the Future of Baltimore (100 attendees)
As we approached the one year anniversary of the death of Freddie Gray and Baltimore’s Uprising, SPARC, SOURCE, and the Office of Public Health Practice and Training commemorated the historical event by:
1) Reviewing what has been accomplished in the past year to improve the health and wellbeing of the City, both within and outside the institution and
2) Strategizing ways in which the Johns Hopkins Bloomberg School of Public Health could expand its service to the Baltimore community in pursuit of social justice.

The event began with a panel of leaders who discussed initiatives in Baltimore both within and outside the Hopkins institution that were created in response to the needs identified by the Uprising. Following the panel, small group discussions were organized by the following topic areas:
(1) making Baltimore-based JHSPH research and data free and available to the public,
(2) continuous and ongoing evaluation of institutional standards of engagement within Baltimore, and
(3) improving JHSPH’s culture around diversity and respect.

Presentations at JHU Diversity Conference on “Working with Community to Build a Stronger Baltimore: Beyond Civil Unrest” (200 attendees)
Members of SOURCE and SPARC presented at JHU’s annual Diversity Conference. The session abstract is as follows:
Rebuilding Baltimore isn’t something we should be doing because an evening of unrest in April. Rather, we should build a stronger Baltimore to ensure the new normal doesn’t mean going back to how things were before April 27, 2015 when nearly 25% of the city residents lived in poverty, only 56% of students graduated from high school, or there is a 20 year difference in life expectancy between those who live in affluent City neighborhoods versus those who live in impoverished neighborhoods. This session will discuss community-led efforts and how we all can play a role in building a stronger Baltimore.
Special Thanks to Individuals, CBOs, Faculty, Student Groups, and Others Connected to SOURCE

SOURCE Governing Board Representatives 2015-2016

**JHSPH:**
- Paulani Mui, MPH – MPH Practicum Coordinator
- Lainie Rutkow, PhD, JD, MPH – Faculty Representative
- Josh Sharfstein, MD – Associate Dean for Public Health Practice and Training
- Mike Ward, M.Ed - Associate Dean for Student Affairs

**Student Representatives:**
- Bethany Allen, Cory Bradley, William Menson, Tracy McClair, Michelle Sun

**SOM:**
- Barry Solomon, M.D., M.P.H - Assistant Dean for Student Affairs
- Roy Ziegelstein, M.D. - Vice Dean for Education

**Student Representatives:**
- Ryan Bickley, Cody Cichowitz, Ankur Doshi, Anna Goddu, Melissa Lavoie, Melissa Liu, Mary Peeler, Amy Quan, Julia Ramos, Sam Scharff, Sneha Shah, Colleen Shannon, Katie Washington Cole, Mark Wilcox, Ophelia Yin

**SON:**
- Jennifer Dotzenrod - Associate Dean for Enrollment Management and Student Affairs
- Phyllis Sharps, PhD - Associate Dean for Global and Community Programs

**Student Representatives:**
- Rachel Bock, Kelsi Brooks, Kelli DePriest, Ellie Falletta, William “Pete” Linkroum, Demetrius Marcoulides, Meera Mohan, Andrea Perri, Keitra Thompson, Phoebe Uricchio, Meredith Zoltick

**Other JHU Representatives:**
- Amy Gawad – Urban Health Institute
- Tony Bridges - Government, Community, and Public Affairs
- Abby Neyenhouse - Center for Social Concern at Homewood

SOURCE Community Council Representatives 2015-2016

- Gayne Barlow-Kemper, Kennedy Krieger Southeast Early Head Start
- Pamela Bohrer Brown, Baltimore Medical System, Inc.
- Molly Greenberg, IBR/REACH
- Stephanie Jacobs – The Family Tree
- Vaile Leonard – The Light of Truth Center
- Rebekah Lin Meyer – Living Classrooms Foundation
- Connie Phelps, Wolfe Street Academy
- Jamille Pitts, YOI Center
- Glenn L. Ross – Community Consultant
- Larry Schugam – Baltimore Curriculum Project
- G. Wesley Stewart – Green and Healthy Homes Initiative
**SOURCE 2015-2016 Service Award Recipients**
JHSPH Student: Jordan White  
SOM Student: Joshua Prudent  
SON Student: Elizabeth Harkins  
JHSPH Student Group: Child Health Society  
SOM Student Group: Bienestar  
SON Student Group: Student Nurses’ Association  
Faculty Excellence in Service-Learning Awardee: Dr. Janice Evans  
Community Mentor Awardee: Wilburn Fenwick – Sisters Together and Reaching (STAR)

**Student Groups Who Have Contributed to SOURCE’s Work**

<table>
<thead>
<tr>
<th><strong>JHSPH:</strong></th>
<th><strong>SOM:</strong></th>
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<tbody>
<tr>
<td>African Public Health Network</td>
<td>American Medical Association</td>
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<td>Ahimsa</td>
<td>Asian Pacific American Medical Students Association</td>
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<td>Anna Baetjer Society</td>
<td>Bamboo Sprouts</td>
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<td>Child Health Society</td>
<td>BASE (Boys Alliance for Science Education)</td>
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<td>Epidemiology Student Organization</td>
<td>Colleges Service Chairs</td>
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<td>J.B. Grant Society</td>
<td>Community Care Initiative Health Fair</td>
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<td>Latino Public Health Network</td>
<td>CASE (Community Adolescent Sexuality Education)</td>
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<td>SPARC</td>
<td>Charm City Clinic</td>
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<td>Student Assembly</td>
<td>GIVE Leadership Initiative</td>
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<td>Student Assembly’s Community Affairs Committee</td>
<td>Health Care for the Homeless Pathways</td>
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<td>Healthy Minds</td>
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<td>Hopkins Community Conferencing</td>
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<td>Hopkins Med for Harm Reduction</td>
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<td>Medical Student Senate (MSS)</td>
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<td>Refugee Health Partners</td>
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<td>Relay for Life</td>
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<td>SHARE (Supporting Hospitals Abroad with Resources and Equipment)</td>
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<td>Student National Medical Association</td>
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<td>Student Sight Savers Program</td>
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<td>Wolfe Street Workforce</td>
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<th><strong>SON:</strong></th>
<th><strong>Tri-School:</strong></th>
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<td>Black Student Nurse Association</td>
<td>Bienestar Baltimore</td>
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<td>Birth Companions</td>
<td>Baltimore Student Harm Reduction Coalition</td>
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<td>Community Outreach Program</td>
<td>HIV Counseling and Testing Program</td>
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<td>Geriatric Interest Group</td>
<td>Connection Community Consultants Group</td>
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<td>Johns Hopkins Student Nurse Association</td>
<td>Thread Student Group</td>
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<td>Men in Nursing</td>
<td>Interprofessional Education Group</td>
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<td>Nursing Students For Reproductive Health and Justice</td>
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<td>Pediatric Health Interest Group</td>
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<td>Returned Peace Corps Volunteers</td>
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<td>Student Government Association</td>
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Thanks to all of our Partnering Community-Based Organizations!
SOURCE partners with approximately 100 CBOS in the Baltimore area. Thanks to all of you for working with our center, our students, and our faculty and staff. We could not do our work without your involvement! To view a full listing of our current partners, visit: [http://source.jhu.edu/our-team/partner-community-based-organizations/](http://source.jhu.edu/our-team/partner-community-based-organizations/)

Thanks to all of our Partnering Faculty and Staff
SOURCE works collaboratively with faculty and staff across the Schools of Medicine, Nursing, and Public Health. Faculty and staff collaborations from some of SOURCE’s key programs and academic courses include:

- **Advanced/Beginner Spanish for Health Professionals** – Sarah Dutton
- **Applying Reproductive Biology through Service Learning** – Janice Evans
- **Baltimore Community Practicum** – Mindi Levin
- **Baltimore Food Systems** – Roni Neff
- **Certificate in Community-Based Public Health** – Janice Bowie, Barbara Diehl, Mindi Levin
- **Campaigning & Organizing for Public Health** – David Jernigan, Cassie Greisen
- **Children In Crisis** – Beth Marshall, Teri Powell, Elizabeth Doerr
- **Data Analysis Workshop for Public Policy** – Carey Borkoski
- **Ethnographic Fieldwork** – Deborah Gioia
- **Etiology of Mental Disorders** – Lisa Townsend
- **Food Systems Sustainability Practicum** – Roni Neff, Meg Burke
- **Formulating Policy course** – Shannon Frattaroli
- **Health Literacy Course** – Debra Roter
- **Implementation Research and Practice** – Melissa Davey-Rothwell
- **Population-Based Public Health Nursing Interventions** – Joan Kub, Kelly Bower
- **Practicum Working Group** – Marie Diener-West, Elizabeth Doerr, David Earle, Mindi Levin, Paulani Mui, Paul Whong, Beth Resnick
- **Population-Based Public Health Nursing Interventions** – Joan Kub
- **Public Health Leadership, Management, and Evaluation** – Kelly Bower
- **Qualitative Research** – Caitlin Kennedy
- **Schools and Health** – Beth Marshall
- **Solving Urban Health Problems through the Application of PH Methods** – Amanda Latimore
- **SON COP** – Mindi Levin, Patty Wilson, Phyllis Sharps, Brenda Smaw, Mariah Whisenhunt
- **TIME: Health Care Disparities** – April Fitzgerald, Mindi Levin
- **Qualitative Research Course Series** – Larissa Jennings, Caitlin Kennedy, Pam Surkan, Joel Gittelsohn

There are still many more faculty and staff that SOURCE collaborates with across our schools and the university. While there are too many to name individually, we want to acknowledge your participation with SOURCE. We thank each and every one of you for your time, energy, and wisdom. Thank you!

**Exciting News From 2015-2016**

- **Expert Advising** – SOURCE presented about its service-learning initiatives and trainings to the Institute of Medicine (IOM) committee working on a new report on “A Framework for Educating Health Professionals to Address the Social Determinants of Health.” Elizabeth Doerr and Mindi Levin attended the release and discussion in Washington, DC on March 9th.

- **SOURCE Strategic Plan** – Throughout the academic year, SOURCE embarked on a strategic planning process led by Heather Mason from Hopkins’ Organizational Development (see the Executive Summary on p. 39).
• **Grant Funding Received** – In May 2016, SOURCE was selected as a winner of the 2016 Ten by Twenty Challenge through the JHU Idea Lab. A $20,000 grant will be provided for SOURCE and the Living Classrooms Foundation to develop “The Identity Clinic,” a vital records concierge for returning citizens.

• **Nursing and Public Health Strengthen SOURCE** – In December 2015, the JHU Schools of Nursing and Public Health agreed to strengthen SOURCE, and provide additional resources to support programs and services.

• **Honors and Awards for SOURCE Staff** – SOURCE staff were recognized for contributions including:
  
  o **Mindi Levin, Founder and Director** — *Institutional Leadership Award* from the Maryland DC Campus Compact, *Michael A. Jenkins Humanitarian Award* from CURE/Operation PULSE, *AMTRA (Advising, Mentoring and Teaching Recognition Award)* from the Bloomberg School of Public Health.
  
  o **Elizabeth Doerr, Associate Director** — Speaker at Hollaback! Anti-Street Harassment event, Stories featured in the *City Paper* including: Stop calling me Baby: Baltimore activists campaign against street harassment; Seeking Refuge: An uptick in raids has young immigrants on edge – and mobilizing for change, Aspiring to Dew More: Kenneth Morrison uses spoken-word poetry to empower young people and create social change.
  
  o **Shane Bryan, Assistant Director** — Served as Keynote Speaker at the University of South Dakota’s Department of Political Science Awards Banquet.

**SOURCE Staff 2015-2016**

- **Founder and Director:** Mindi B. Levin
- **Associate Director:** Elizabeth Doerr (through April 2016); Kristen Wright (started April 2016)
- **Assistant Director:** Shane Bryan
- **Administrative Coordinator:** Vanessa Pinkney
- **Community Consultant:** Glenn L. Ross
- **Program Assistants:** Bailey DeBarmore, Kelly King, Dan Sepe, Mariah Whisenhunt
Executive Summary

SOURCE (Student Outreach Resource Center) is the nationally recognized, award-winning community engagement and service-learning center for the Johns Hopkins University (JHU) Schools of Public Health, Nursing, and Medicine. Founded in January 2005, SOURCE provides academic, professional and personal development opportunities for the members of the JHU health professional schools through community outreach and service-learning partnerships with over 100 community-based organizations (CBOs) in Baltimore City.

On January 1, 2005, SOURCE was established as the tri-school center supporting JHU’s three health professional schools. In SOURCE’s first decade, the center has proven its worth to both the Schools and its partnering CBOs in Baltimore City. Over this time, the center has grown from two full-time staff members to four full-time staff members, a contractual employee, and several student program assistants. The successes of SOURCE have included expanding the number of service-learning courses, providing meaningful co-curricular service-learning opportunities, and most recently, responding to the April 2015 uprisings in Baltimore.

However, SOURCE often struggles with capacity issues, as the small team supports 3 separate schools with different programs, policies, procedures, and leadership, as well as 100 partnering CBOs and dozens of service-based student groups. Thus, SOURCE submitted a proposal to the 3 health professional schools to strengthen SOURCE. The need to strengthen SOURCE included the growth of unmet needs based on increased demand from students, faculty, staff, and community partners. A stronger SOURCE would involve more students, faculty, and staff, and would include further development of education and scholarship in service-learning in the health professions. The investment would also allow SOURCE to provide additional support to CBOs. With greater investment in SOURCE, more opportunities will be available to the students, faculty, and staff, including:

- New service-learning courses
- Ability to train more faculty and community partners in service-learning pedagogy
- Additional community partners in the SOURCE network, bringing more engagement opportunities
- Greater interprofessional education (IPE) opportunities
- More Tri-School Days of Service, increased opportunities for service-based student group projects
- Greater ability to enhance relationships with non-profits, and expand the number of Baltimore non-profits who participate in academic opportunities
- Increase the presence of non-profits participating in the training of health professional students, with a focus on social determinants of health

In December 2015, SOURCE announced that the Johns Hopkins Bloomberg School of Public Health and the Johns Hopkins University School of Nursing had both agreed to increase their investment in SOURCE. At this time, the School of Medicine (SOM) has not yet made a decision about the SOURCE proposal, as their leadership is currently exploring several possible opportunities to further support Baltimore. However, should the SOM also contribute to strengthening SOURCE, additional services will be provided to the SOM.
SOURCE submits the following goals and objectives in order to strengthen and grow SOURCE:

Goal 1: Increase academic service-learning engagement across the JHU Schools of Nursing and Public Health (and Medicine, if funding)

- **Objective 1:** SOURCE will continue to offer the SOURCE Service-Learning Faculty & Community Fellows program each year, which will grow the community of faculty and community educators using service-learning pedagogy.
- **Objective 2:** Increase outreach efforts to recruit faculty to participate in the SOURCE Service-Learning Fellows Program.
- **Objective 3:** Promote service-learning pedagogy, and discussions around social justice and social determinants of health within the JHU Schools of Nursing, Public Health (and Medicine, if funding)
- **Objective 4:** Build upon SOURCE research agenda and develop products to garner support for service-learning pedagogy and community-engaged scholarship.
- **Objective 5:** SOURCE will continue to offer the SOURCE Service Scholars program to fund and support students for long-term service-learning experiences in partnership with CBOs.

Goal 2: Enhance SOURCE’s commitment to the City of Baltimore

- **Objective 1:** Provide more opportunities for capacity building for community-based organizations through professional development and supportive organizational programming.
- **Objective 2:** Ensure Baltimore community remains a priority in University-wide strategic planning.
- **Objective 3:** Increase the number of partnering community-based organizations with capacity to provide mutually beneficial, scholarly opportunities.

Goal 3: Increase exposure by telling SOURCE’s story through improved marketing, communications, technology and events.

- **Objective 1:** Improve SOURCE’s technology that will assist in providing the center exposure.
- **Objective 2:** Streamline communications and marketing procedures for the center.
- **Objective 3:** Increase programming around SOURCE annual events.
- **Objective 4:** Expand and enhance SOURCE alumni engagement activities.

In order to achieve these goals and objectives, SOURCE would need to hire two additional positions that would focus on 1) academic service-learning and, 2) communications, marketing and expanded event efforts. However, SOURCE is unable to address all of the aforementioned goals and objectives without added financial support from all 3 health professional schools.

**Update:**
For 2016-2017, SOURCE hired an inaugural Assistant Director of Academic Service-Learning to support several goals. However, additional funding has only been provided by 2 of the 3 health professional schools. SOURCE does not currently have the capacity to address all of the goals and objectives identified in the plan.
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The SOURCE for community involvement opportunities.