Annual Report | 2016-2017

July 1, 2016 – June 30, 2017

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
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 2016-2017 SOURCE STAFF
Mindi B. Levin, MS, CHES  Founder and Director
Kristen Wright, MA  Associate Director
Shane Bryan  Assistant Director
Keilah Jacques, MSW  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
1. **Enhance Academic Service-Learning Engagement and Awareness**
In 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 through the support of limited-time grant from JHU President Ron Daniels. After the grant funding ended, these programs are now supported for faculty (Fellows Program) and students (SSS) by the JHU 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 a community-identified project. Scholars are required to recruit a minimum of 4 additional JHU students to support Scholar projects.

2. **Expand Intentional Programming Opportunities**
Based on the current climate around community engagement and commitment to Baltimore, SOURCE expanded its intentional programming opportunities. The new Assistant Director for Academic Service-Learning provided additional programming around social justice education through the development of SOURCE’s Social Justice Task Force. SOURCE worked with the university’s Work, Life and Engagement Office to expand the University’s Take Time for Schools Program to become “Takes Time for Baltimore.” The program was announced with a start date of July 1, 2017. SOURCE formalized protocol for service-based student groups in the health professional schools, in order to support and strengthen programming opportunities. SOURCE received a grant to develop The Identity Clinic, in partnership with the Living Classrooms Foundation. The Identity Clinic is an opportunity for students, faculty, and staff to volunteer to support returning citizens.

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 improved their work. With additional staffing at SOURCE, each staff member serves as the primary point of contact for a subset of CBOs. This has allowed SOURCE to work more closely with CBOs, and develop a greater understanding of the CBOs’ staff and programming. SOURCE engaged in outreach to potential new partners in areas of interest identified by students (such as organizations that serve the elderly or refugees). SOURCE worked with our Community Council to identify strategic partnerships. SOURCE offered new professional development opportunities for partnering CBOs, in collaboration with other organizations.
1. **Strengthen intentional programming efforts, through systematic program refinement based on guidance found in data and feedback from stakeholders.**
   - Create, implement, and evaluate new resources and trainings for student leaders on leading reflection activities, measured by the completion of two trainings
   - Strategically modify and update core curriculum and programs based on the work of the Social Justice Task Force. Actions that will indicate success include reviewing surveys, developing assessments, and presenting materials to the Governing Board for review

2. **Provide consultation and training services for faculty and staff at JHSPH and JHSON through seminars, town halls, and strategic meetings.**
   - Schedule and facilitate town halls related to the work of the Social Justice Task Force to engage faculty and staff from JHSPH and SON in the development of programming and to provide a forum for the collection of feedback
   - Develop a series of one-time trainings for faculty from JHSPH and SON around service-learning design and/or social justice pedagogy
   - Consult and advise JHSPH and SON faculty and staff around the implementation of new initiatives specific to each school, including:
     - JHSPH: Bloomberg American Health Initiative
     - JHSPH: Plans for improving Departmental Community Engagement
     - JHSPH and SON: Hopkins Takes Time for Baltimore
     - SON: Public Health Nursing Clinical- student and clinical faculty sessions
     - SON: Hoffberger Foundation Grant
     - SON: MSN/MPH Program Strategic Planning group (practicum process and curriculum committees)

3. **Enhance relationship management practices with community-based organizations by establishing and measuring key performance indicators that assess the health and impact of our partnerships.**
   - Develop a *community impact assessment* with community input, in conjunction with the Program Planning for Health Behavior Change practicum course
   - Review current community-based organization tracking and communications protocols to develop a more streamlined system that provides a clear indication of engagement with SOURCE
   - With SOURCE’s Governing Board and Community Council, implement suggested procedural and language changes to the community-based organizations partner application process to ensure clarity, intentionality, and responsiveness to the needs and timelines of our community organizations

4. **Improve marketing and communications for SOURCE**
   - Update SOURCE identity and branding to incorporate social justice, including, mission revision and values update
   - *If additional funding is secured from JH Medicine*, hire a Marketing and Communications staff member to lead additional efforts including:
     - Develop a strategy around how to utilize programming and student giveaways to garner SOURCE pride
     - Increase SOURCE recognition around campus, the community, and regionally
     - Develop a clear communication and marketing strategy, including incorporation of new identity into programs and courses, using newly developed brand standards.
2016-2017 Service Hours Reporting

<table>
<thead>
<tr>
<th>Type of Tracking</th>
<th>Number of Volunteers</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOURCE Online Reporting Form</td>
<td>180</td>
<td>5,667</td>
</tr>
<tr>
<td>SOURCE Service Scholars’ engaged volunteers</td>
<td>78</td>
<td>865</td>
</tr>
<tr>
<td>SON COP Log</td>
<td>37</td>
<td>1,332</td>
</tr>
<tr>
<td>Service-Learning Courses</td>
<td>306</td>
<td>39,719</td>
</tr>
<tr>
<td>Student Groups Reporting to SOURCE</td>
<td>455</td>
<td>2,855</td>
</tr>
<tr>
<td>Additional Tracking (Consultants, SOURCE Events, Internal Tracking, etc.)</td>
<td>240</td>
<td>13,516</td>
</tr>
<tr>
<td><strong>ESTIMATED TOTALS FOR 2016-2017</strong></td>
<td><strong>1,296 volunteers</strong></td>
<td><strong>63,954 hours</strong></td>
</tr>
</tbody>
</table>

Breakdown by School

<table>
<thead>
<tr>
<th></th>
<th>JHSPH</th>
<th>JHSON</th>
<th>SOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteers</td>
<td>497</td>
<td>335</td>
<td>387</td>
</tr>
<tr>
<td>Hours</td>
<td>15,162</td>
<td>39,260</td>
<td>9,234</td>
</tr>
</tbody>
</table>

*Names not provided for 310 volunteers providing 849 hours. Of these volunteers, there are unknown school affiliations for 77 volunteers, and 298 hours of service.

**Public Health Nursing Clinicals**

During the 2016-2017 academic year, SOURCE collaborated with faculty from the Johns Hopkins School of Nursing’s Public Health Nursing Clinical course to incorporate service-learning pedagogy into the curriculum. As a required course, this collaboration greatly increased the number of students participating in academic service-learning at the JHSON.

Of all of the students that participated in the course, **134 unique SON** students were not reported as serving the community in another capacity. The significant hour requirement for these students (168 hours) **added 32,256 hours** to SOURCE tracking. Without the inclusion of this required service-learning course, volunteers would be **1,162** and total hours would be **31,698**.

**Financial Value of Volunteer Time**

The estimated dollar value of volunteer time in Maryland in 2016 was $26.79 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 2016-2017 for the 63,954 hours of volunteer time is **$1,713,328**.
**Community Outreach Program (COP) at the Johns Hopkins School of Nursing (JHSON)**

During the 2016-2017 academic 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 JH SON Community Outreach Program (COP). Levin and Wilson are the co-coordinators of the COP. In order to participate in the COP, all students must complete NR100.426 Community Outreach to Underserved Populations in Urban Baltimore. The year-long COP requires a great deal of effort, and consists of the following activities:

- Educate CBOs about the program and requirements
- Gather, fine tune, and approve CBO job descriptions
- Provide info sessions for students
- Review student applications, and place students with COP positions
- Secure FWS contracts with CBOs
- Provide COP Orientations and Trainings
- Track students’ employment paperwork, and collaborate with Business Office and Financial Aid
- Alter student placements as needed
- Review student timesheet and activities log on a weekly basis
- Maintain COP documents within the SON portal to track students’ activities, employment paperwork, etc.
- Convene monthly required reflective sessions with students
- Review written reflective assignments
- Continue to make programmatic improvements based on stakeholder feedback and procedural changes

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:

- **37** students reported their experiences through the online COP log
- **18** CBOs were served
- **1,332** hours of service were reportedly contributed in the community
Our SOURCE Service-Learning Faculty and Community Fellows Program (Fellows Program) accepted 7 faculty fellows and 3 community fellows through a competitive application process into its 2016-2017 cohort. The program kicked off with a June seminar, co-led by SOURCE staff (Mindi Levin, SOURCE Founder and Director and Kristen Wright, 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 2016-2017 Service-Learning Faculty Fellows cohort includes the following faculty members: Kamila Alexander (SON), Gundula Bosch (JHSPH), Margaret Burke (JHSPH), Danielle German (JHSPH), Beatriz Kohler (SON), Kathi Pendleton (SON), and Terri Powell (JHSPH). Community fellows include: Michael Glenwick of The Commodore John Rodgers School, Mark Carter of Elev8 Baltimore, and Gary Dittman of Amazing Grace Lutheran Church.

The 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. Current and all prior cohorts are invited. 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>

Fourteen service-learning courses taught by Faculty Fellows from the five fellows cohorts (2012-13, 2013-14, and 2014-15, 2015-16, 2016-17) were successfully completed in the 2016-17 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 their experiences while connecting with the course work and students' future careers.

**Student Outcomes:**
From these courses, students reported serving approximately **39,719 hours** cumulatively which includes direct service time and time spent working on their projects.

When asked “would you recommend a similar experience for students who might follow you?” **80%** of students answered “yes.” When asked “do you think you would have learned what you did without the service-learning component?” **71%** of students answered “no.” Last, **81%** 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:

**2 Service-Learning Courses that ran for the first time in 2016-2017 included:**
- Social Context of Adolescent Health, Dr. Terri Powell, JHSPH
- Public Health Nursing Practicum, Dr. Kamila Alexander, SON

*Additional information, including full details regarding the service-learning courses can be found online at: [http://SOURCE.jhu.edu/Fellows](http://SOURCE.jhu.edu/Fellows).*

Our SOURCE Service Scholars (SSS) Program accepted 11 Scholars into its 2016-2017 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 11 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 a list of the 2016-2017 cohort and their partner community organizations/projects:

**SOURCE Service Scholar Partners and Projects**

<table>
<thead>
<tr>
<th>Name</th>
<th>Partner Organization</th>
<th>Project/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cora Frantz</td>
<td>NAMI Metro Baltimore</td>
<td>Strategic Outreach: Supportive Programming for Transition-Age Youth</td>
</tr>
<tr>
<td>Courtney Garry</td>
<td>Baltimore Harm Reduction Coalition</td>
<td>Harm Reduction Training Pilot Project</td>
</tr>
<tr>
<td>Kathryn Marwitz</td>
<td>The Commodore John Rodgers School</td>
<td>Commodore Health Consultants</td>
</tr>
<tr>
<td>Jace Nebeker</td>
<td>Project PLASE</td>
<td>Change 5!</td>
</tr>
<tr>
<td>Tichelle Porch</td>
<td>Baltimore City Department of Social Services</td>
<td>Health Disparities in the Catchment Areas of Family Investment Centers</td>
</tr>
<tr>
<td>Hilary Sama &amp; Alena Ross</td>
<td>Living Classrooms Foundation</td>
<td>Nutrition and Wellness at Living Classrooms’ Community Center</td>
</tr>
<tr>
<td>Lily Sussman</td>
<td>Green and Healthy Homes Initiative</td>
<td>Baltimore Pay for Success: Community Engagement Strategy</td>
</tr>
<tr>
<td>Jasmine Walker</td>
<td>Baltimore Squashwise</td>
<td>Service-Learning and Civic Engagement Program</td>
</tr>
<tr>
<td>Poonam Daryani &amp; Joseph Shen</td>
<td>Living Classrooms Foundation</td>
<td>The Identity Clinic</td>
</tr>
</tbody>
</table>

**Scholar Engagement Statistics**

Over the course of the Scholar year, 78 unique JHU student volunteers were engaged in SOURCE Service Scholar projects. A total of 865 hours were logged from these volunteers. The 11 Scholars themselves dedicated a total of 1801 hours. Total hours of JHU engaged volunteers and Scholars amounted to **2666 hours** during the 2016-2017 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:**

- A majority of community partner preceptors agreed the work completed by the Scholar was: useful to them and useful to their organization. Preceptors would recommend the SSS program to colleagues with similar needs and were satisfied with the work the Scholar had completed with **66.7%** highly agreeing.

  “[The Scholar] provided full direction for the project including recruiting, training, and managing the volunteers. They ensured we had real time data about the people served by the program and were exceptional in their role.”

**Impact and Quotes from Scholars**

- **90%** of Scholars reported their service experience in the Scholars Program was relevant to their academic coursework.

  “I was able to work on my leadership skills and speaking in front of other people while also working on my time management skills and putting myself out of my comfort zone.”
SOURCE’s HIV Counseling and Testing Program successfully recruited, trained, and retained 30 students from across the JHU health professional schools for the 2016-2017 cohort, including 14 JHSPH students, 8 SOM students, and 8 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, 30 students reported providing 1,500 hours of service through the HIV Counseling and Testing Program.
The Identity Clinic

After securing a grant from the JHU Idea Lab, SOURCE and the Living Classrooms Foundation launched The Identity Clinic. The clinic runs through Living Classrooms’ Adult Resource Center (ARC), a program that works with the reentry population and provides a variety of workforce development services. The clinic’s aim is to be the vital records concierge for returning citizens and works with them to reclaim their identity without the hassle of not having money, transportation, or time. For returned citizens, there is a tremendous amount of catching up to do and the Identity Clinic is of great support. The Identity Clinic assists returned citizens in rejoining society; and the clinic makes sure that the process is as seamless as possible.

The Identity Clinic is staffed with a team of volunteers (including students, faculty, and staff from JHU), trained by case managers from Living Classrooms. During clinic hours, volunteers sit down with returning citizens to ascertain what forms of identification they need. The volunteer then works with the citizen to find supporting documentation and complete the application. Grant funds were used to cover the costs associated with vital record retrieval and submission, including application fees, postage, and transportation vouchers for submitting and delivering documents. The clinic officially began in January 2017. From January 2017 through June 2017, there were roughly 750 unique community participants who came to The Identity Clinic for support. There were 16 JHU students who volunteered 186 hours.

Volunteer training to launch The Identity Clinic at the UA House on Fayette
In 2016-2017, **10 projects** requested by 10 SOURCE community partners were completed through the Connection Community Consultants Program. A total of **44 students** participated in the program. The following is a summary of the projects from the year:

<table>
<thead>
<tr>
<th>Housing for Adults with Disabilities</th>
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</thead>
<tbody>
<tr>
<td><strong>Organization:</strong> The National Alliance of Mental Illness Metropolitan Baltimore</td>
</tr>
<tr>
<td><strong>Final product:</strong> Literature and program review of current programs &amp; policies that exist in and around Baltimore presented as a written report and 15-minute presentation to board members.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Accreditation for Martha's Place</th>
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<tbody>
<tr>
<td><strong>Organization:</strong> Martha's Place</td>
</tr>
<tr>
<td><strong>Final product:</strong> Developed a Process Plan &amp; Policy and an Accreditation Timeline for recommended accreditation through CARF International.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MERIT Health Leadership Academy: Scholar Needs Literature Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization:</strong> MERIT Baltimore</td>
</tr>
<tr>
<td><strong>Final product:</strong> Literature review identifying the best programming practices for MERIT focusing on areas such as mentoring, family engagement, and student STEM &amp; healthcare achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moveable Feast Client Satisfaction Survey Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization:</strong> Moveable Feast</td>
</tr>
<tr>
<td><strong>Final product:</strong> Revitalized client satisfaction focusing on the home delivered meal project’s effectiveness considering quality of service, nutrition, and overall satisfaction.</td>
</tr>
<tr>
<td>Project Title</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Every Kid Needs a Village: Building a Community School Around Each Student</td>
</tr>
<tr>
<td>Texting for Chronic Disease Management</td>
</tr>
<tr>
<td>Defining Environmental Literacy in Baltimore</td>
</tr>
<tr>
<td>Strength to Love 2 Fundraising Initiative</td>
</tr>
<tr>
<td>Policies and Procedures for Franciscan Center Programs</td>
</tr>
</tbody>
</table>
Southeast Youth Collaborative Professional Development

Organization: SEYC/Living Classrooms Foundation

Final product: Develop best practices for career development and engagement that includes a Professional Development Calendar and Red-Day Toolkit for the summer program.

Baltimore Week 2016

From September 30 through October 8, SOURCE hosted its annual “Baltimore Week.” The weeklong celebration included several engaging activities, including:

- Author D. Watkins presentation on The Redeeming Power of Education and Art
- Community Involvement: Providing Tips and Dispelling Myths panel discussion
- The History and Institutions of Racism in Baltimore, featuring Steven Ragsdale, Elizabeth M. Nix, and Matthew Crenson
- Believe in Music youth performance
- SOURCE East Baltimore Community Bus Tour
- SOURCE Fall Tri-School Day of Service
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

Following the death of Freddie Gray, in April 2015, SOURCE recognized the unique role it maintained to support efforts to deepen relationships in Baltimore City by establishing critical consciousness development in service-learning pedagogy and programming.

Through enhanced funding from the School of Public Health and Nursing, SOURCE was able to expand the team with a new staff position. SOURCE’s inaugural Assistant Director of Academic Service-Learning (ADASL) role was designed to provide faculty and community with service-learning program and course support, in addition to establishing social justice orientation for SOURCE. SOURCE hired Keilah A. Jacques to the position in September 2016.

After joining SOURCE’s team as the Assistant Director for Academic Service-Learning, Keilah launched our SOURCE Social Justice Task Force to help SOURCE move forward in relevant, intentional, and strategic incorporation of a social justice orientation in the work done with students, faculty and the Baltimore communities. The group process leans into collective impact as a structure and human centered design as a motivational foundation. The Task Force engages stakeholders as end-users, to design and propose the way SOURCE will execute a new approach to work centered in social-justice.
Over 12 months, a group of student, faculty, staff, from the Schools of Public Health, Nursing, and Medicine, in addition to community stakeholders, have committed to a yearlong plan development process. The process created a 3 year strategic plan, which guides the SOURCE team in effectively implement and measure the success of this new social justice approach. As a result, the Task Force helped SOURCE meet immediate needs, and purposefully set goals and sustainable solutions for the future.

The intended outcomes of the Task Force’s work include:

- Develop a 3 year strategic plan that guides the social justice approach, implementation, and evaluation.
- Support strategic curriculum alignment and community partner development which enhances existing SOURCE work and forges new projects and programs
- Spearhead implementation and elevation of the proposed approaches

Each work group spent 4 months examining, evaluating, SOURCE’s current work and proposing future work, as recommended by TD Mitchell’s. Traditional vs. Critical Service-Learning. In their investigation stage, each group identified best practice based on literature, advancements at other institutions, and the needs of stakeholders (community partners, students, and faculty). For more information, see the Social Justice Task Force website here: https://sites.google.com/view/ssjtf/ssjtf.

Engage Baltimore: From Engagement to Commitment (120 attendees)
The purpose of the September 30 Engage Baltimore event was to take a critical look at the JHSPH mission statement in service to not only protecting health and saving lives nationally and globally, but establishing health equity in our own backyard, the Baltimore community which is urgently our entrusted obligation and commitment. The September 30th rendition of the Engage Baltimore event continues a conversation amplified by the city’s response to Freddie Gray’s homicide by which we gathered community leaders with the Bloomberg community to consider how JHSPH resources might be mobilized to contribute to the dismantling of structural oppressions such as racism that have historical and present-day consequences on the quality of life and life-opportunities of Baltimore residents. The event highlighted the potential role of discovery, dissemination and translation of knowledge (and by extension power), and the education of a diverse global community, all of which are anchoring components written in the JHSPH’s mission statement, to improve health here at home.

The event was planned in collaboration with SOURCE, SPARC, and the Office of Public Health Practice in Training. In the afternoon, SOURCE and SPARC led a workshop on Understanding our Institutional Commitment to Engagement with Baltimore. The group presented initial results of a JHSPH departmental survey that they conducted in order to capture a sense of departments’ identify and culture, commitment, curricular engagement and outreach and partnerships. The full report and recommendations will be released in 2017-2018.

CBO Training on Engaging Audiences and Stakeholders: Using Data and Strategic Partnerships (22 attendees)
SOURCE offers capacity building workshops for partnering community-based organizations. In partnership with the MidAtlantic Regional Public Health Training Center, SOURCE hosted the workshop at Humanim.
Come Out, Meet and Greet
The LGBTQ Public Health Working Group and SOURCE hosted a networking event for community partners and JHU faculty, staff, and students to discuss opportunities for collaborating on projects pertaining to the LGBTQ+ community. SOURCE provided a presentation for community partners, in order to share the event.

Safe Zone Training (20 participants)
The JHU LGBTQ Life Office and SOURCE hosted a training for people to become better allies for the lesbian, gay, bisexual, and transgender community. The training covered respectful terminology, the needs of the LGBTQ community, campus experiences, and inclusion in the classroom.

Communications and Development Workshop for Community Partners
SOURCE worked with the JHSPH Office of External Affairs to implement a new program geared towards providing professional development for a cohort of community partners each year. Together, the offices developed an application and review process and selected 3 SOURCE partnering CBOs to participate in the inaugural cohort, including: Back On My Feet Baltimore, Men and Families Center, and Soccer Without Borders.

Association of Community Health Nursing Educators (ACHNE) national conference presentation
Dr. Kelly Bower from the JHU School of Nursing and Mindi Levin from SOURCE presented “Using Service-Learning Pedagogy to Enhance Public Health Nursing Education” at the national ACHNE conference in Baltimore. The presentation highlighted SOURCE’s Service-Learning Faculty and Community Fellows Program, as well as examples of how service-learning is being integrated into the JHU School of Nursing curriculum.
Special Thanks to Individuals, CBOs, Faculty, Student Groups, and Others Connected to SOURCE

SOURCE Governing Board Representatives 2016-2017

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

Student Representatives:
Cory Bradley, Colson Campbell, Mona Dai, Kyrra Engle, Mara James, Kelly King, Shazeen Suleman, Jill Thiede, Dan Woznica

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, Katie Washington Cole, Ankur Doshi, Anna Goddu, Aravind Krishnan, Melissa Lavoie, Melissa Liu, Mary Peeler, Amy Quan, Julia Ramos, Jose Reyes, Max Romano, Sam Scharff, Colleen Shannon, Lauren Sutherland, Ophelia Yin

SON:
Adam Beaman – Executive Specialist, Dean’s Office
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, Kodiak Soled, Keitra Thompson, Tim Whelden, 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
Michael Preston - Government, Community, and Public Affairs
SOURCE Community Council Representatives 2016-2017

Gayne Barlow-Kemper - Kennedy Krieger Southeast Early Head Start
Pamela Bohrer Brown - Baltimore Medical System, Inc.
Mike Glenwick - Commodore John Rodgers
Molly Greenberg - Health Care for the Homeless
Vaile Leonard - The Light of Truth Center
Todd Marcus - Intersection of Change
Rebekah Lin Meyer - Living Classrooms Foundation
Connie Phelps - Wolfe Street Academy
Jamille Pitts - YO! Center
Glenn L. Ross - SOURCE Community Consultant
Eric Seymour - Esperanza Center
Larry Schugam - Baltimore Curriculum Project
Casey Thomas - Soccer Without Borders
G. Wesley Stewart - Green and Healthy Homes Initiative

SOURCE 2016-2017 Community Service Award Recipients

JHSPH Student: Poonam Daryani
SOM Student: Melissa Lavoie
SON Student: Courtney Garry
JHSPH Student Group: Qualitative Research Team – The Men and Families Center
SOM Student Group: Community Adolescent Sex Education
SON Student Group: Student Nurses’ Association
Faculty Excellence in Service-Learning Awardee: Dr. Kamila Alexander
Faculty Excellence in Public Health Practice in Baltimore: Eileen McDonald
Community Mentor Awardee: Dee Mendoza – Living Classrooms Foundation
Director’s Award of Appreciation: Dean Michael J. Klag
### Student Groups Who Contributed to SOURCE’s Work in 2016-2017

<table>
<thead>
<tr>
<th>JHSPH:</th>
<th>SOM:</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>LEAD</td>
<td>Charm City Clinic</td>
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<td>SPARC</td>
<td>GIVE Leadership Initiative</td>
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<td>Student Assembly</td>
<td>Health Care for the Homeless Pathways</td>
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<td>Student Assembly’s Community Affairs and Public Health Promotion Committee</td>
<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>HPREP</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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<td>Black Student Nurse Association</td>
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<td>Birth Companions</td>
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<td>Community Outreach Program</td>
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<td>Geriatric Interest Group</td>
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<td>Johns Hopkins Student Nurse Association</td>
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<td>Men in Nursing</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>Nursing Student Senate</td>
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<td>Tri-School:</td>
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<td>Baltimore Student Harm Reduction Coalition</td>
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<td>HIV Counseling and Testing Program</td>
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<td>Connection Community Consultants Group</td>
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<td>Thread Student Group</td>
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<td>Interprofessional Education Group</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 Public Health, Nursing, and Medicine, as well as from other areas of the University and health system. 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!
SOURCE Staff 2016-2017
Founder and Director: Mindi B. Levin
Associate Director: Kristen Wright
Assistant Director: Shane Bryan
Assistant Director: Keilah Jacques
Administrative Coordinator: Vanessa Pinkney
Community Consultant: Glenn L. Ross

SOURCE Annual Report 2016-2017
July 1, 2016 – June 30, 2017

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