SOURCE (Student Outreach Resource Center) is the community engagement and service-learning center for the Johns Hopkins University Schools of Public Health, Nursing and Medicine. SOURCE serves as a centralized, interdisciplinary resource for coordinating community outreach efforts at all three health professional schools on JHU’s East Baltimore campus.

**SOURCE’s Mission:**
*SOURCE provides academic, professional and personal development opportunities for the members of the JHU Schools of Public Health, Nursing, and Medicine through community outreach and service-learning partnerships with Baltimore City community-based organizations.*

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**Frequently Used Acronyms:**
- CBO: Community-Based Organization
- FWS: Federal Work-Study
- JHSPH: Johns Hopkins Bloomberg School of Public Health
- JHU: Johns Hopkins University
- SOM: School of Medicine
- SON: School of Nursing
- MPH: Master of Public Health

*Nursing Students Participate in a Community Involvement Poster Contest*
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Hopkins Overview

The Johns Hopkins University is extremely large, and the organizational make up can be quite confusing to individuals both outside of and within the university. JHU includes ten academic and research divisions, and numerous centers, institutes, and affiliated entities. There are several facilities and campuses located in Maryland and around the world. Even in Baltimore, there are a few major campuses – Bayview, East Baltimore Medical Campus, Harbor East, and Homewood. SOURCE is located on the East Baltimore Medical Campus, near the Johns Hopkins Hospital.

EAST BALTIMORE MEDICAL CAMPUS
Located side by side on the East Baltimore Medical Campus, you will find the Bloomberg School of Public Health, the School of Nursing, and the School of Medicine. SOURCE (Student Outreach Resource Center) serves all three of these separate divisions on the East Baltimore campus (therefore, we serve 3 of the 10 JHU divisions). The Johns Hopkins Hospital & Health System are separate entities, and therefore, are not a part of the tri-school community engagement and service-learning center (though we do communicate with one another).

CREATION OF SOURCE (STUDENT OUTREACH RESOURCE CENTER)
The close collaboration of three separate divisions for programming within JHU is unprecedented. Students, faculty, staff, and community-based organizations (CBOs) recognized that the three Schools in East Baltimore had similar programs which focused on community service initiatives, primarily for their students. Since outreach efforts occurred in the same community, with many of the same CBOs, representatives from the three Schools worked to create this one-stop shop: our community engagement and service-learning center: SOURCE! SOURCE officially launched in January 2005, and has come a long way in our short history.

One of our key goals is to provide students with exposure and opportunities for hands-on experiences in the community. By creating more opportunities for our students to work with our partnering CBOs, we can meet this goal and help meet the needs of our partners as well. We prefer to respond to community-identified needs, so we rely on receiving requests from our partnering CBOs. Additionally, SOURCE has worked to integrate community involvement into the academic curriculum within the Schools of Public Health, Nursing, and Medicine. This has expanded the opportunities for our partnering CBOs to find committed, sustainable assistance from our student body.
SOURCE TEAM

Our SOURCE team consists of:

- Full-Time Center Staff (5 full-time staff)
- Part-Time Center Staff (1 Community Consultant, 4 Student Program Assistants)
- SOURCE’s Governing Board (including deans, faculty, and students from all 3 Schools, members of other JHU outreach programs, & Community Council reps)
- SOURCE’s Community Council (15 reps from SOURCE’s partnering CBOs)
- SOURCE’s Student Governing Board
- Partnering Student Groups
- Partnering CBOs
- Partnering Faculty

To learn more about SOURCE’s team, view our website at:
http://SOURCE.jhu.edu/our-team/

Full-Time Center Staff:

**SOURCE Founder and Director: Mindi B. Levin, MS, CHES**
Mindi Levin is the founder and director of SOURCE. Prior to the creation of SOURCE, Mindi worked as the Manager of JHSPH's InterAction Community Outreach Program. As the founding director, she has been with SOURCE since its creation in January 2005. Mindi is responsible for SOURCE’s academic activities, including courses that she teaches, as well as courses that she works with in collaboration with other faculty in the Schools. Mindi is also a faculty member, with appointments in JHSPH’s Health Policy and Management Department and SON’s Department of Community Public Health Nursing. She is a Course Associate Director for TIME: Health Care Disparities, a required course in the School of Medicine. She also co-coordinates the School of Nursing’s Community Outreach Program, serves on the School of Public Health’s Practicum Working Group, and serves as faculty co-sponsor for the certificate in Community-Based Public Health. Mindi supports SOURCE’s various programs, including the Service-Learning Faculty and Community Fellows Program, as well as the SOURCE Service Scholars.

**SOURCE Associate Director: Kristen Wright**
Kristen Wright is our new SOURCE Associate Director. She joined the team in April 2016. Kristen’s role is to expand SOURCE’s capacity to integrate community engagement activities into the academic mission of our schools. Kristen supports faculty and community partners as they develop service-learning courses and other scholarly engagement activities. She also oversees SOURCE’s Service-Learning Faculty and Community Fellows Program. Additionally, Kristen serves on the School of Public Health’s MPH Practicum Working Group.
SOURCE Assistant Director: Shane Bryan
Shane Bryan is responsible for advising service-based student groups from our Schools, providing one-on-one counseling and referral services for interested individuals, coordinating SOURCE’s HIV Counseling and Testing Program and planning SOURCE’s major events and activities, such as Baltimore Week, National Volunteer Week, and our SOURCE Tri-School Days of Service. Shane is also the primary contact for our SOURCE Service Scholars program. This will be Shane’s 3rd academic year with SOURCE.

NOW HIRING

SOURCE Assistant Director: TBD
At press time, SOURCE is working to hire our inaugural Assistant Director of Academic Service-Learning. This position will focus on academic service-learning programs, support our service-learning programs: SOURCE Service Scholars and SOURCE Service-Learning Faculty and Community Fellows, enhance our social justice education opportunities, and lead several special events and initiatives.

SOURCE Administrative Coordinator: Vanessa Pinkney
Vanessa Pinkney serves as SOURCE’s primary point of contact, responding to general inquiries, answering our phones, and checking SOURCE’s general email account. She also schedules meetings, organizes SOURCE’s Weekly Service Scoop, handles the budget, and assists with planning and implementing SOURCE’s programs and activities. Vanessa is the backbone to our operation!

Part-Time Center Staff:

SOURCE Community Consultant: Glenn L. Ross
Glenn Ross serves as a Community Consultant to SOURCE. His primary functions for the center include: conducting tours of the East Baltimore community, speaking in a variety of academic settings, assisting with orientation activities for new students, and serving as a member of SOURCE’s Governing Board and Community Council. Glenn is active in a variety of local groups, and provides SOURCE with important updates and news from the surrounding communities. He has been a valuable member of our SOURCE team since the center was founded in 2005.

Other Part-Time Center Staff
SOURCE also hires graduate student program assistants and teaching assistants to support the center, as well as summer high school student interns. CBOs will likely be in contact with various student workers from SOURCE. Dr. Carey Borkoski will serve as Faculty Research Fellow.
SERVICES OFFERED TO OUR PARTNERING CBOs
Here are some of the services that are offered to our partnering CBOs:

- Act as a primary liaison to CBOs for the recruitment of volunteers from JHSPH, SOM, and SON.
- Ability to advertise service opportunities through SOURCE’s Weekly Service Scoop (distributed every TUESDAY). All announcements from community partners are due by MONDAY afternoons by 3 pm to SOURCE@jhu.edu.
- Assist in the creation of meaningful and productive roles for engaging Hopkins health professional students.
- Provide information about the Schools, including skills, competencies, schedules, and descriptions of academic programs.
- Use of a centralized webpage for Baltimore outreach opportunities.
- Use of a database of community-based organizations.
- Help identify appropriate opportunities for community involvement.
- Organize one-time events such as neighborhood cleanups and donation drives.
- Opportunity to participate in the annual SOURCE Community Involvement Fair (held in September of each year – September 14, 2016).
- Assistance with short-term projects through the Connection Community Consultant program (See p. 34 for details).

THE THREE SCHOOLS – PUBLIC HEALTH, NURSING, & MEDICINE
As the center continues to grow, we will work to develop even more involvement opportunities for our students, faculty, staff, and alumni. However, the three Schools themselves will continue to operate as separate entities. Our center is the crucial link to centralize community involvement efforts on the East Baltimore campus.

Here are some of the services that SOURCE provides to students, faculty, and staff in the three Schools:

- Information about opportunities for community involvement, including special studies, capstones, internships, practicum, federal work-study jobs, and volunteer positions.
- Personal advising for student organizations and individual students, faculty and staff.
- An online directory of partnering community-based organizations (CBOs).
- Assistance with planning, advertising and evaluating community service events.
- An annual SOURCE Community Involvement Fair on campus, with over 50 CBOs looking to collaborate with our Hopkins schools.
- Special events, including a monthly seminar series to highlight our partnering CBOs, one-time service projects, and festivities during Baltimore Week (Fall of each year) and National Volunteer Week (April of each year).
- Tours of the East Baltimore community.
- Online Modules to prepare students for community-engaged work.
- A growing number of service-learning courses.
Overview of Johns Hopkins Health Professional Schools

The Johns Hopkins Bloomberg School of Public Health (JHSPH) is the oldest and largest school of public health in the world. JHSPH has been educating public health professionals for a century to protect and improve the health of people around the world (the School’s centennial was June 13, 2016).

The diversity of the student body, together with the world-renowned faculty and the exciting curriculum of study, provides an unrivaled educational experience in the science and practice of public health. Our graduates take positions throughout the world: international and local, community organizations as well as universities, and the private sector.

The world faces both old and new public health challenges—age-old scourges such as malaria, tuberculosis, and measles; the HIV/AIDS pandemic; the threat of bioterrorism; epidemics ranging from heart disease to cancer to obesity; the declining health of aging populations; the safety of our water and food; and the high-risk behaviors that endanger our health, such as smoking and substance abuse.

The School offers eight master's degrees (http://www.jhsph.edu/academics/degree-programs/masters-programs/) — Master of Bioethics (MBE), Master of Health Administration (MHA), Master of Health Science (MHS), Master of Public Health (MPH), Master of Public Policy, Master of Science in Public Health (MSPH), Master of Health Sciences (MHS), and Master of Science (ScM), Master of Applied Science (MAS)—and three doctoral degrees (http://www.jhsph.edu/academics/degree-programs/doctoral-programs/): Doctor of Public Health (DrPH), Doctor of Science (ScD), and Doctor of Philosophy (PhD).

The students attend classes in a quarter system. Therefore, every eight weeks, their schedules change. The academic calendar for the School can be found online at: http://commprojects.jhsph.edu/academics/calendar/

JHSPH has a number of academic departments, which helps our students discover their niche in the realm of public health. Our departments include:

- Biochemistry and Molecular Biology
- Environmental Health Sciences
- Biostatistics
- Epidemiology
Our school touches upon virtually every public health career path. We have a variety of students who engage in a diversity of health topics. Here are some things that our students study:

- design and implement programs
- chronic diseases
- create equitable health legislation
- effects of agents on the environment
- plan public health campaigns
- identify behavioral interventions
- urban and rural health issues
- improve access to health
- injury prevention strategies
- population and reproductive health
- and much more…

- epidemiology & causes of conditions
- community health
- disease prevention
- genetic research
- health communication
- health education
- health management/finance
- infectious diseases
- international health
- nutrition
The Johns Hopkins University School of Nursing offers new and challenging opportunities in academic study, clinical experience, and groundbreaking research. The SON set the standard for quality nursing education and remains at the forefront of vital health care and nursing issues. Armed with a strong spirit and their Hopkins education, nursing students will go out into the world and make a difference.

A variety of degrees are offered by the SON [http://nursing.jhu.edu/academics/programs/index.html](http://nursing.jhu.edu/academics/programs/index.html), including pre-licensure options, master of science in nursing, doctoral nursing programs, and post-degree opportunities. The number of years that a student attends the school depends on the degree that is being pursued.

The Johns Hopkins University School of Nursing is a place where exceptional people discover possibilities that forever change their lives and the world. With more than a century of established excellence in connection with the Johns Hopkins Hospital and the University, the School of Nursing is both connected to the past and focused on the future. SON attracts students and faculty from around the world to collaborate, research, and learn the best practices to advance the science and art of nursing.

Recognized as a leader by its peers, the School of Nursing is the top ranked accredited nursing school in the nation, according to U.S. News & World Report.

The School’s academic calendar can be found online at: [http://nursing.jhu.edu/academics/resources/calendar/index.html](http://nursing.jhu.edu/academics/resources/calendar/index.html)

**IMPORTANT NOTE REGARDING CLINICAL CARE:**
Due to state laws and university policy, students are unable to offer ANY medical or clinical services to CBOs unless the students are under the direct supervision of a JHU SON faculty member. Therefore, our students are unable to take blood pressures, give flu shots, administer medications, etc. at health fairs and other locations, unless they are accompanied by a JHU SON faculty. We need at least 1 month notice of community events in order to recruit both faculty and students to assist with health fairs. Additionally, we cannot guarantee that we will be able to fulfill requests for clinical volunteers.
The Johns Hopkins University School of Medicine is an international leader in the education of physicians and clinical scientists in biomedical research and the application of medical knowledge to patient care. In addition to its M.D. program, the School of Medicine offers Ph.D. and master’s degrees.

Students in the School of Medicine come to Hopkins for a variety of reasons, including the grand tradition of the inter-relationship among teaching, research and patient care. Students have come here to:

- Uncover the underlying mechanisms and elements of life and health.
- Explore the roots of human functioning.
- Complete public health studies that look at how lifestyle, income, environment and ethnicity affect health and well-being.
- Develop new knowledge, techniques and technology for patient care.
- Hone, test, debate, teach, and apply ideas for the benefit of the human race.
- Explore their passion for medicine, science, and learning.
- Dedicate themselves to helping others through service.

As the students move out into the world, they go to every part of the medical and scientific professions. Some return to their hometowns to set up practice. Some go on to formulate health policy. A large number choose to enter academic medicine and join faculties and laboratories at esteemed institutions around the world.

Because the students are passionate about helping others, many choose to get involved with projects in the nearby Baltimore communities. They tutor in local schools, teach sports to neighborhood kids, explore solutions to health disparities, introduce youth to various health professions, and much more.

**Helpful information about medical students:**

- 1st year medical students are in class until 1 p.m. on all weekdays.
- Many medical students do not have cars and rely on public transportation.
- Flexibility with time commitments is needed. Students’ schedules change about every 7-8 weeks.
- 1st and 2nd year students have more flexibility in their schedules than 3rd and 4th year students.
• The leadership in student groups changes from year to year.
• Service-based student groups in the SOM:
  http://source.jhu.edu/our-team/partnering-student-groups/student-groups-in-the-school-of-medicine.html
• Academic calendar is online at:
  http://www.hopkinsmedicine.org/som/students/academics/calendar.html

![Medical Students Volunteering at Civic Works' Real Food Farms](image)

**IMPORTANT NOTE REGARDING CLINICAL CARE:**
Due to state laws and university policy, students are unable to offer ANY medical or clinical services to CBOs unless the students are under the direct supervision of a JHU SOM faculty member. Therefore, our students are unable to take blood pressures, give flu shots, and administer medications, etc. at health fairs and other locations, unless they are accompanied by a JHU SOM faculty. We need at least 1 month notice of community events in order to recruit both faculty and students to assist with health fairs. Additionally, we cannot guarantee that we will be able to fulfill requests for clinical volunteers.
**Ongoing/Long-Term Projects**

Because the JHU health professional schools run on such short terms, when we refer to ongoing and long-term projects, these are opportunities that last over multiple terms or all the way through an academic year (late August through early May). The following are SOURCE’s ongoing/long-term opportunities with details in the individual sections below.

**SOURCE SERVICE SCHOLARS (SSS)**

The SOURCE Service Scholars (SSS) program is a unique opportunity for community partners to engage health professional students in long-term (academic year) commitments. Funding to start SSS for the first 3 years was generously provided by JHU President Ronald Daniels. JHSPH and SON have provided additional funds to sustain the program. Currently, only public health and nursing students are eligible to participate in SSS.

SOURCE works with community organizations to identify and refine projects and make connections to students who express interest in a long-term, regular commitment. Part of the Scholar requirement is to recruit other Hopkins-affiliated volunteers throughout the service year. Therefore, all projects must describe how the SSS (or the project student leader) can engage additional volunteers in the defined work.

Scholars are required to log a minimum of 150 total hours over the course of the year in partnership with their community organization. Not only do Scholars log impressive hours, they also undergo training in the core concepts of service-learning. As part of their commitment, Scholars receive training and guidance from SOURCE staff covering: service-learning theory and practice, project management, volunteer recruitment and management, and delivering and reporting on outcomes. These trainings are delivered through the SOURCE Service Academy, as well as one-on-one consultations with dedicated SOURCE advisors.

*If you would be interested in hosting a SOURCE Service Scholar for the 2017-2018 academic year, please mark off your interest in the attached paperwork. Recruitment for CBO projects occurs in early Winter, and student recruitment occurs in the Spring.*

**BALTIMORE COMMUNITY PRACTICUM**

The “Baltimore Community Practicum Course” (BCP) supports student projects with local community-based organizations. JHSPH students (mostly Masters of Public Health candidates, but MHS, MSPH, and first year doctoral students also participate) conduct a project involving a *defined population*. Concurrently, students participate in a seminar which covers basic methods of outreach to the community, attitudes, and values about the role of professionals in community-based work, the social contract required of service professionals, and the attitudes required for effective public health practice. Students in these seminars will be doing projects at a variety of practice sites, on a wide range of topics, and at differing levels of difficulty. It is hoped that their presentations and discussion cross-fertilize innovation, as well as engage more academic scholarship in the many complex issues of public health practice.

The projects completed by students must arise from the organizational priorities of the sites.
Coordination between the site preceptors and academic faculty is essential and require dedicated staff time and support. Student projects are expected to make a contribution to the work of the site, while demonstrating a significant level of scholarship.

The purpose of these experiences is to provide students an opportunity to practice the application of their classroom learning to real-world situations. The student is expected to function in a role as a student/practitioner within their site. The experience is considered to be service-learning and therefore it is expected that the student will make a contribution to the work of the site within the limits of their responsibility and authority. The result should be mutually beneficial to the site, the student, the Johns Hopkins Bloomberg School of Public Health, and most importantly, to the community/population served by the site.

The Baltimore Community Practicum course is a non-paid, for-credit practicum program sponsored in partnership with SOURCE and participating CBOs. SOURCE Director, Mindi Levin, teaches this course.

Students will work 4 hours per week at the CBO on their project (some students may be able to work up to 8 hours per week at the CBO). Students are committed to their sites for a total of 16 weeks (late October through mid-March of each year). CBOs must have a dedicated preceptor to work with a student on a project. Preceptors must meet with their student(s) at least once per week.

**WHEN will the course/program be offered?**

| Summer 2016 | Recruitment of CBOs for project and preceptor identification |
| Late Summer 2016– Sept 2016 | Recruitment of JHSPH students to participate (practicum required for some MPH students) |
| Sept 2016 – Oct 2016 | Student interviews and selections for specific projects |
| **Late Oct 2016– mid Mar 2017** | Students work on projects with CBOs. Students will commit to the CBO projects for 2 quarters (2nd and 3rd quarter of the JHSPH academic calendar). |
| **Mid-March 2017** | Final celebration/appreciation event |

**Examples of Past Baltimore Community Practicum Projects:**

- Program evaluation for Si Puedo intervention: An analysis of a culturally sensitive domestic abuse treatment interventions
- An Assessment of Baltimore City’s 10-year Plan to End Homelessness
- Increasing Enrollment in the Expanded Maryland Medicaid Program
- Development of a Client Feedback Survey for a Family Resource Desk: Project HEALTH Baltimore, Harriet Lane Clinic
- Researching collaborative public-health models for delivering healthcare to prisons in Maryland
Identifying the Opportunities for Childhood Obesity Services in Baltimore for the United Way of Central Maryland (UWCM)

Christopher Place Employment Academy: Program Assessment and Improvement

Implementing a Nutrition Education Program (Operation Frontline)

*Baltimore Community Practicum Student, Peijin, Working with her preceptor Glenda at The Shepherd’s Clinic

*If your CBO is able to offer opportunities for the academic-based Baltimore Community Practicum, please let us know by filling out the attached paperwork. A separate course description packet is available for CBOs, as well as examples of successful practicum opportunities from the past few school years. An online submission is required.

COMMUNITY OUTREACH PROGRAM

An exciting enhancement option for SON students is the Community Outreach Program (SON COP), which is coordinated through SON faculty member Patty Wilson, and Mindi Levin of SOURCE. Community partnerships allow students to work and learn in a variety of agencies throughout Baltimore City. Students have incredible experiences such as working in community-based clinics, implementing health education programs, working with culturally diverse populations, providing outreach and screening services, and working with family support programs, just to name a few. The SON has its own innovative nurse managed clinics, under the direction of faculty through the East Baltimore Community Nursing Centers (EBCNCs). Faculty and students provide vital community nursing services in several sites including a transitional housing program, a domestic violence shelter, and a senior citizen housing program. In addition to these centers, students may select from approved jobs for the SON COP with other participating SOURCE CBOs, including schools, grassroots community organizations, substance abuse programs, health departments, faith centers, children’s programs, community clinics, and more.

Under the direction of the faculty, students are able to choose from a wealth of options. Students are mentored to build upon their previous experiences, and apply their new nursing skills within Baltimore's communities. The profession of nursing has a rich history of reaching out to meet the extensive needs of underserved populations. The Community Outreach Program at the SON builds
upon this history and continues to address these needs by working in partnership with communities and building upon their strengths.

Placement Process: In the Fall, students are able to apply for placements in the Community Outreach Program. Students will have access to all available job descriptions and will select their top choices. Once applications are reviewed, students will be placed with their organizations. Students typically work **approximately 4 hours per week** for the entire academic school year at their organization. Students do receive a small stipend or FWS funds for their community involvement. Only non-clinical placements are acceptable at CBOs where a SON faculty member is not listed as the preceptor. Non-clinical placements must include direct interaction with the public, and typically entails health education. These placements require that the CBO have an appropriate preceptor to work with the student. For health education, particularly regarding sensitive topics, a curriculum must be identified as well. Additionally, selected students within the Community Outreach Program are Returned Peace Corps Volunteer (RPCV) Fellows who are completing their required service as part of their fellows program.

*If your CBO is able to offer opportunities for the academic-based Community Outreach Program, please let us know by filling out the attached paperwork. Clinical opportunities are not an option, unless students are under the direct supervision of our JHU SON faculty. New opportunities in this area must include direct contact with the general public, and typically entails health education.*

**MPH PRACTICUM**
As of 2013, all MPH (Master of Public Health) students at our Bloomberg School of Public Health are now required to have a **population-focused public health practice experience.** Students will be required to complete **100 hours** over the course of the year on their public health practice experiences.

**The Timeline:**
The MPH program is an 11-month program (July 2016-May 2017), thus students will be seeking out their practicum experiences likely from August-October 2016 to be completed throughout the academic year and finalized by late April 2017.

**The Requirement:**
We encourage SOURCE partners to recruit students to work on projects that would meet their practicum experience. When designing the experience, the following 5 basic criteria should be considered:

1. **Applies public health skills and competencies.** Students will identify the public health skills and competencies relevant to their area of specialization that are most beneficial to their career advancement. Students will apply these skills and competencies in concert with knowledge gained from their coursework.

2. **Is framed and carried out within a public health context.** The practicum will include **population-level** activities at an organization or agency. Students may engage in activities at an individual level, but the primary purpose of the experience is to gain practical experience in a
public health setting. Students will not merely crunch numbers, perform screenings, administer surveys, etc., but will be engaged in the larger public health context of the activities, as well as become familiar with the organization’s overall purpose and decision-making process. Students will develop a deeper understanding of the organization’s mission, hierarchy and practices, as well as the challenges faced (funding, politics, efficiency, etc.) in achieving desired goals.

3. **Is supervised.** The practicum preceptor will be qualified to evaluate the student’s professional competence and will supervise the student throughout the project. The preceptor will typically be from an outside organization (i.e. community-based organization, health department, private corporation, etc.), but can be a JHSPH faculty member if appropriate. The preceptor will provide background information, directions, feedback, and guidance with regards to student progress on well-defined learning objectives related to the student’s career growth and development. The faculty advisor will be kept informed of the student’s practicum activities and progress and may provide additional assistance if warranted.

4. **Is a significant (approximately 100 hours) experience.** The practicum requirement will be administered and tracked by the School’s practicum team. Students can meet practicum requirements in a variety of ways including a single experience or a combination of experiences. Students may work independently or in a team if warranted.

5. **An evaluated experience.** Students will be evaluated on achievement of defined learning objectives and deliverables by the preceptor. Faculty advisors will be informed and have an opportunity to provide feedback on the student’s progress if they choose to do so. As part of the practicum experience students will reflect on and evaluate their overall practicum experiences, particularly as they relate to their career goals.

*If you are interested in hosting a student for an MPH Practicum, please complete the attached paperwork. We will notify CBOs of the online form where project ideas can be submitted. **Online submissions are required.**

**MPH CAPSTONE**
The MPH Capstone Project is a specialized project. Many of our students choose to partner with a CBO in order to fulfill the project requirement. The capstone project can take many forms, including one of the designs below. The overarching principle for determining suitability of a capstone project is whether it provides students the opportunity to apply the skills and competencies acquired in the MPH program to a problem likely to be encountered in public health practice. The topic and format of the capstone project is flexible and is developed through discussions between the student, their capstone advisor, and the community partner. Some examples of formats or designs for the capstone project include:

1. **Literature Review:** The capstone project would be an analysis of an important public health problem through a survey of current literature on the topic. The project would include sections that clearly describe the problem, assess the problem and its magnitude, evaluate its causes and determinants, and discuss prevention and intervention strategies.

2. **Program Plan:** The capstone project would involve the development of a plan to implement a public health program. It would address critical issues such as management, fiscal,
ethical and logistical issues.

3. **Program Evaluation:** The capstone project would involve the evaluation/monitoring of an existing public health program, such as process evaluation, monitoring of outputs and outcomes, impact assessment, and/or cost analysis.

4. **Policy Analysis:** The capstone project would involve analysis of the public health implications of a current or proposed policy. The project could include perspectives on economics and financing, need and demand, politics/ethics/law, or quality/effectiveness.

5. **Research Proposal:** The capstone project would simulate a grant proposal or research plan. The project would include a clear statement of the research question, the specific aims of the proposal, review of literature, study design, methods of analysis, implications and significance of the work. The research question would be one that is encountered in professional work, such as the evaluation of a public health intervention.

6. **Research Report:** The capstone project could involve the collection, analysis, and/or interpretation of data to address a public health problem. The project could include sections on the research question, study design, data collection procedures, data analysis, interpretation, and significance of findings.

*Secondary Data Analysis*
Typically the capstone research report is in the form of a secondary data analysis, using an existing data set. Please note that the appropriate IRB approval may need to be obtained for any project that uses data gathered from human subjects. Even in cases where the data is de-identified, a determination should be sought from the IRB office.

*Primary Data Analysis*
Work for the MPH capstone can also involve the collection of data. Data collection for capstone is usually in the context of an ongoing study, but it is also possible (although not recommended) for MPH students to initiate an original study under the guidance of a Johns Hopkins faculty member. In the latter case, the student should allow substantial lead time for research planning and IRB approval.

For more information on the general requirements of the capstone project, go to: [http://www.jhsph.edu/academics/degreeprograms/mph/curriculum/H_Capstone.html](http://www.jhsph.edu/academics/degreeprograms/mph/curriculum/H_Capstone.html)

In addition to the time spent working on the capstone, students are required to submit written material to their faculty advisor and to give a presentation based on their work.

Students work with a CBO to determine the CBO’s need and interest in a topic. Students work independently on their projects, but do rely on some direction and resources from the partnering CBO. Students must receive approval for their project ideas by their faculty advisor.

**Examples of past MPH Capstone Projects:**
- “Treat them with Love’ Empowerment of Community Health Workers as Agents of Change
- Analysis of Interventions to Reduce the HIV Risk Behaviors of African American Female Adolescents: Where Do We Go From Here?”
SCHOLARLY CONCENTRATION IN
“PUBLIC HEALTH AND COMMUNITY SERVICE”
All 1st year medical students in the Johns Hopkins University School of Medicine must select a particular “scholarly concentration” as a requirement. One option that students can choose to participate in is a Scholarly Concentration in “Public Health and Community Service.” The main goal of this Scholarly Concentration is for students to develop expertise in a specific area of public health related work (service, policy, or research) in a local, national, or international setting. Students will participate in seminars designed to prepare them for making contributions to improving the health of communities and populations at risk of having poor health outcomes. Each student will be required to complete a project that could be service-oriented (e.g., working with a community-based organization to assist in the design, implementation, and/or evaluation of a community-based program), policy-oriented (e.g., working in a governmental health policy office to participate in the analysis of public health policy issues), or research-oriented (e.g., working with a faculty member or outside investigator to study a public health problem). For community-based projects, students should have a community-based advisor in addition to having a faculty advisor. Each student will be expected to work with the advisor(s) to prepare a proposal for the project, specifying the rationale, specific objective, planned methods, and expected product. The advisor(s) will oversee the student’s work on the project. In most cases, students will spend about 8 weeks of full-time effort on the project during the summer after their first year of medical school. Additional options would be for students to spend several hours per week working on the community-based project throughout the academic year. Upon completion of the project, each student will be required to submit a final report and give a presentation.

*If your CBO has an interest in proposing a project for a student’s Scholarly Concentration in “Public Health and Community Service,” please let us know by filling out the attached paperwork.

INTERNSHIPS
Are you interested in developing an internship position at your organization? Think of internships as an opportunity for a student to complete a special project for your CBO – for little or no cost!

There are two types of internships - 1) existing and 2) individualized. Many of our students come to SOURCE seeking existing internships—these are available to them immediately, have already been developed (see How to Develop an Internship below), and are advertised. This type, which you, the CBO, develop before recruiting a student volunteer, differs from an individualized internship, in which the student and the CBO work together – “starting from scratch”– to reach mutual goals. Both types of internships are valuable, but the individualized internship development process takes a little extra time and energy, for both our students and you. Thus, due to the intensity
of their studies and other personal obligations, our students often turn elsewhere to find advertised, available, existing internships. While we believe that some of our students will continue to create individualized internships specific to their interests, we have seen many students abandoning individualized internships, for the convenience of advertised existing internships. Thus, we encourage you to follow the guidelines below on developing an existing internship, so you may get an edge on the recruitment pool.

Additionally, there are both **OPTIONAL** and **REQUIRED** internships at our Schools. Most students look at internships as a great way to gain experience or to earn academic credit through a “special studies” or independent study with a faculty member. At JHSPH, there are also several cohorts of students within the departments that are **REQUIRED**. Typically, students that are required to complete an internship work **full-time for 3 months - 6 months** (depending on departmental requirements). Most of these internships occur in the summer and/or fall. Payment is not required for the students. However, there are many students that do seek funding because they are still required to pay for tuition during these terms. So, if your organization has the ability to pay an hourly rate or give a stipend, recruitment will be much easier for the internship.

### How to Develop an Internship

1. First, think about what you want a student to do.
2. Then, create a job description.
3. Determine the hours per week and length of the commitment for an internship (15 hours per week or less is the norm. **10 hours per week or less is the most realistic number**. For length of commitment, 1-2 terms are the norm. Our terms are 8 weeks in length, as we are on a quarter system, and not a semester system).
   
   *For required internships in the departments, many students can work full-time (40 hours per week) for their 3-6 month internship obligations.*
4. Decide if the internship will be paid, unpaid, or if a student will receive a stipend.
5. **SOURCE** will advertise your internship opportunity to our students.
6. Students seeking academic credit will need to contact their faculty advisor or another faculty member to discuss receiving academic credit. All departments have special studies credits available for field applications and research.
7. The student will agree on a plan with the faculty member, including the number of credits they will earn and how to show their learning (e.g., a paper or presentation).

This is a chance for community-based organizations to offer professional development opportunities to our students. Internships can consist of short-term projects for students to complete, special event planning, research, etc.

By having a job description for an available internship, our students can search through a catalog of internships and apply for those that are of interest to them. By creating more structure to this system, we believe that we will be able to place more students with community-based organizations.

Here are a few items to consider when developing your internship description:

- Project goals
- Primary responsibilities of the intern
Skills needed by the intern to complete this project
Minimum time commitment needed of the intern
Level of supervision provided to the intern
Expected length of the project
Number of interns needed for the project
Supervisor contact information at your agency

FEDERAL WORK-STUDY POSITIONS
The Federal Work-Study Program is a great way for organizations to “hire” our students. With this program, the federal government pays 75% of the student’s salary, while the community organization pays the remaining 25% of the student’s salary. The work performed must be in the public interest (work performed for the welfare of the nation or community, rather than work performed for a particular interest or group). This is a great way for CBOs to increase staff without the financial burden. Please note that clerical work is not appropriate work for the Federal Work-Study Program.

As the employer, your organization would have the following responsibilities:
- Arranging a work schedule with the student (maximum of 19 hours per week, but approximately 10 hours per week is more realistic for our students).
- Providing 25% of the student’s earnings for the stated period.
- Providing the student with work duties for the agreed upon hours per week.
- Ensuring that the student fulfills all conditions of employment (work performance, attendance).
- Assisting the student in maintaining time cards and providing the appropriate signatures on the time cards.
- Informing the student and the Financial Aid Office in writing if for any reason the duties as defined for this position are reduced causing a reduction in employment hours.
- Giving adequate notice in writing to the student and the Financial Aid Office if job termination is likely.

If this opportunity sounds desirable, then you should consider creating a Federal Work-Study opportunity for a Johns Hopkins Bloomberg School of Public Health student. Beginning in early July, we have a new group of students who are eligible for the work-study program. They will be searching for available positions.

Here is what you would need to do:
- Create a job description for the FWS position.
- Determine the hours per week and salary for the position (HOURS: 19 hours per week maximum, 6-8 hours per week is more realistic for our students, SALARY: $10-$25/hour is the range for students, with most earning about $15/hr. Your organization pays 25% of the student’s salary. Max annual earnings of $6K)
- Fill out the Off-Campus Federal Work-Study Student Employment Request Form and return it to the Financial Aid Office.
• The Financial Aid Office will review the information, agree upon a rate of pay, and form a contract agreement for both parties.
• The community-based organization will pay the 25% of the salary in one lump sum at the start of the student’s hiring. This money will be placed in a university account. The student will be paid from this fund. Any leftover monies will be reimbursed to the CBO for hours that are not fulfilled by the student.
• This process can take 1-3 weeks to complete.

The earlier you submit your paperwork, the better chance you will have in identifying an appropriate student to complete the work. Beginning in September, we will have the bulk of eligible students searching for work-study positions. Keep in mind that the Federal Work-Study Program pays students only during the academic school year. This means that students will NOT be eligible between late May and early July.

If you have questions concerning the specifics of the Federal Work-Study Program, please contact the Financial Aid Office at 410-955-3004. Their office can discuss the process with you in further detail, and can provide you with the necessary paperwork.

Additionally, if you are interested in the FWS program, we highly encourage you to START EARLY. Our MPH students begin school in early July, and many of them will begin searching for FWS positions immediately upon their arrival. JHSPH only receives a certain amount of funding for the FWS program, therefore we cannot assure CBOs that we can fill positions at a later date. In the past few years, all positions were filled by early October.
Curricular Service-Learning

Since launching the SOURCE Service-Learning Faculty and Community Fellows Program (http://SOURCE.jhu.edu/Fellows), the number of SOURCE-supported service-learning courses has increased tenfold. SOURCE utilizes the Community-Campus Partnerships for Health (CCPH) definition of service-learning:

“Service-learning is a structured learning experience that combines community service with preparation and reflection. Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens.” Seifer S.D. (1998). Service-learning: Community-campus partnerships for health professions education. Academic Medicine, 73(3): 273-277.

More information on service-learning in the health professions can be found at www.ccph.info.

Working with a service-learning course is a unique opportunity for a SOURCE partner to have students focus on a scholarly projects (e.g. data analysis, program evaluations, quality improvement among many other examples) with an individual or group of students who receive mentorship from faculty trained to combine service with academic coursework.

Although most projects are scholarly in nature, many courses work with organizations on typical community service activities (e.g. mentoring/tutoring, beautification projects) as long as they connect to the course objectives.

This section includes an overview of all of the confirmed service-learning courses in the Bloomberg School of Public Health and the JHU School of Nursing for the 2016-2017 academic year. Note that with the Fellows Program, new courses are being developed throughout the year, so keep an eye out on the SOURCE CBO emails for those new courses.

How this section is organized:
The service-learning projects are organized by school and timeframe. The section will begin with an at-a-glance overview of the courses with a very basic description of the type of projects as well as the timeframe the courses occur.

The tables are followed by a section with more detailed descriptions of the courses. If you have questions about any of the courses (at any time), please reach out to SOURCE at SOURCE@jhu.edu. We make note of course interests on an ongoing basis and will follow up when we begin recruiting.
## PUBLIC HEALTH Service-Learning Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Basic Project Description</th>
<th>Course Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baltimore Community Practicum</strong></td>
<td>SOURCE’s flagship Service-Learning course taught by SOURCE’s Director. Projects are 16-week internships and scholarly in nature and vary based on organization project needs. Information for this course can be found in the ONGOING/LONG-TERM section.</td>
<td>2nd &amp; 3rd Term (October-March) – CBO Application Deadline: mid-Aug</td>
</tr>
<tr>
<td>Program Planning for Health Behavior Change Practicum</td>
<td>Students produce policy documents (e.g. written testimony, policy memo, summary of available evidence) on a policy priority identified by the organization.</td>
<td>1st Term (September-October)</td>
</tr>
<tr>
<td>Formulating Policy: Strategies and Systems of Policymaking in the 21st Century</td>
<td>Implementation Research examines how programs and policies that were developed in research settings are implemented in real world settings. Students work in teams of five to develop an implementation instrument in partnership with local CBOs. Instruments could include a fidelity assessment, interview guide or an agency readiness assessment.</td>
<td>2nd Term (October-December)</td>
</tr>
<tr>
<td>Implementation Research and Practice</td>
<td>As a part of this course, students work with orgs that work in reproductive health in some capacity. Projects will be defined by the organization based on programmatic needs and priorities.</td>
<td>2nd Term (October-December)</td>
</tr>
<tr>
<td>Fundamentals of Reproductive Biology Part II: Real-world application of reproductive biology literacy</td>
<td>Students in these courses work on a variety of projects that have a sustainability focus and/or give them insights into the food system in Baltimore City. Projects range from working in an urban garden to helping WIC participants sign up for SNAP benefits.</td>
<td>3rd Term (Jan-March) &amp; 4th Term (March-May), respectively</td>
</tr>
<tr>
<td>Baltimore Food Systems &amp; Food Systems Sustainability Practicum (Two separate, but similar courses taught back-to-back)</td>
<td>Students are required to work with a youth development organization in Baltimore throughout the term to engage with the community, fill an identified service need, observe issues discussed in class, and reflect on ways to positively impact youth world-wide.</td>
<td>3rd &amp; 4th Terms (Jan-May)</td>
</tr>
<tr>
<td>Children in Crisis Practicum: An Asset-Based Approach to Working with Vulnerable Youth</td>
<td>The goals of the community-based project are to outline the current data needs of an organization, examine existing reporting practices, craft a plan to leverage and/or expand outcomes measures, and devise and implement a short-term project to advance the proposed plan.</td>
<td>2nd, 3rd &amp; 4th Terms (Oct-May)</td>
</tr>
<tr>
<td>Data Analysis Workshop in Public Policy</td>
<td>Students form teams of 4-6 students and conduct qualitative research projects in partnership with local community-based organizations. Organizations provide research questions which can be best answered through exploratory, qualitative methods. Students then develop a research plan to address these questions, conduct the research and analyze the findings to present back to the organization.</td>
<td>3rd &amp; 4th Terms (Jan-May)</td>
</tr>
<tr>
<td>Qualitative Research</td>
<td>This course looks at trauma-based care within a school environment. Students serve within a school to gain a sense of how these methods play out.</td>
<td>4th Term (April – May)</td>
</tr>
<tr>
<td>Schools and Health</td>
<td>Students engage in data analysis and translation to address community-identified needs, develop products in collaboration with stakeholders that have direct implications for CBOs and/or government agencies.</td>
<td>4th Term (April – May)</td>
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</tbody>
</table>
### NURSING Service-Learning Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Basic Project Description</th>
<th>Course Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Outreach Program (Community Outreach to Underserved Populations)</strong></td>
<td>Nursing students complete a prerequisite course (Community Outreach to Underserved Populations) before they are eligible to participate in the Community Outreach Program. CBOs submit student job descriptions for consideration into the programs. Positions must allow a student to work 4 hours per week throughout the academic year, and include direct interaction with a population. Clinical activities are not suitable.</td>
<td>September - May</td>
</tr>
<tr>
<td><strong>Nursing Practicum Series</strong></td>
<td>Nursing students participate in 3, back-to-back practicum course, including: Population-Based Public Health Nursing Interventions Practicum, Public Health Nursing Theory and Practice Practicum, Public Health Leadership, Management, and Evaluation Practicum</td>
<td>Spring, Summer, Fall Terms</td>
</tr>
<tr>
<td><strong>Spanish for Healthcare Providers</strong></td>
<td>The course provides students with the specific medical vocabulary and terminology necessary to communicate with and help treat Latino patients with limited English proficiency.</td>
<td>Spring Term</td>
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</tbody>
</table>

### MEDICINE Service-Learning Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Basic Project Description</th>
<th>Course Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TIME: Healthcare Disparities Course</strong></td>
<td>This three day course is the first few days of formal course instruction for all new med students, immediately following their Orientation. The course covers topics pertaining to health care disparities, cross-cultural sensitivity, and community outreach. A special feature of this course is that all students will participate in a service-learning project.</td>
<td>The date of the community service project will be Thurs, Aug 18, 2016. We are seeking project proposals from SOURCE’s partnering CBOs for this particular day</td>
</tr>
</tbody>
</table>
School of Public Health Courses

1) **Baltimore Community Practicum** – Details about this course can be found within the *Ongoing/Long-term Project* section (page 12).

2) **Formulating Policy: Strategies and Systems of Policymaking in the 21st Century**

This course is taught during 2nd term (October-December). Students work in *small teams* (3-5 people) on projects focused on a *pre-identified policy need* by the organization. The project and the course will provide students with the opportunity to (1) **critically assess** factors that affect whether issues move onto the policy agenda and what solutions are adopted by stakeholders and why; (2) **identify policy options to address social problems** and discern how different options align with stakeholder interests; (3) **produce policy documents** (e.g., written testimony, policy memo, summary of available evidence) about a policy issue that reflects a partner’s position and is responsive to their needs; (4) **work effectively as part of a team** to address a partner organization’s policy needs; and (5) **practice effective partnering** that can be applied to future public health initiatives.

*The community-based organization will be expected to participate in the following activities:*

- **Identify a policy priority** that will focus the students’ service-learning project. Based on that priority and the organization’s needs, the student will work with the organization to identify what kind of policy document (e.g., a report, policy memo or other deliverable) that will be useful to the organization.
- Provide a contact with basic knowledge about the policy initiative, and with the ability to oversee the students’ project throughout the course.
- Provide students with background information about the organization’s policy agenda and the desired outcome and deliverables from the project.
- Meet with students **at least three times** during the term the course.
- Arrange a convenient time to meet with the instructor to orient the instructor about the organization’s history and mission, and to discuss the objectives of the academic course and the purpose behind the service-learning project.
- Answer follow-up questions that students might have regarding the project.
- Provide feedback as the assignment is carried out to assure organization’s needs are met.
- Participate with students in reflective activities during status meetings and/or regularly scheduled class time (this is not required but is an option for partners interested in this type of role).
- Organize a debriefing meeting with organization staff and clients who contributed to the student projects. The hope is the students can provide a summary of the project, receive feedback and discuss potential next steps.
- **If possible,** attend the final in-class presentation on **Dec 15th or 17th** from **9:00-10:30am** at the JHU School of Public Health.

*Product:* The partner organization will receive one or more products from the students (who are supervised by a JHU Bloomberg School of Public Health faculty member) that
address a policy selected by the partner organization. The partner organization will serve as the “client” in this relationship and direct the type of policy document(s) produced by the students, as well as provide input about the content and formatting of the students’ product(s). Students will be required to provide both a written and an oral policy product that is responsive to the partner organization’s position on their selected policy topic as a part of the academic portion of their course. This product could include a policy memo, a written testimony reflecting the organization’s position, and/or a policy pitch.

Examples Benefits and Outcomes of the Project:

Examples of how a project could be carried out:

- Interacting with program staff to understand how they assess what policy initiatives to pursue, including assessing the role of evidence and the readiness of the political climate for potential policies.
  - Providing partner organization with a summary of the available evidence to inform a policy topic of interest to the organization.
  - Presenting the summary of available evidence to the partner organization and receiving feedback about the content and presentation.
- Interacting with program staff to understand their strategy for moving a policy initiative forward.
  - Discussing partner’s policy needs and identifying policy products that will meet those needs.
  - Preparing the policy documents jointly identified with the partner organization.
  - Presenting the policy documents to the partner organization, receiving feedback about the documents produced, and incorporating the feedback to the partner’s satisfaction.

3) A Service-Learning Approach to Implementation Research and Practice

This course is designed to be a supplement to a larger course called “Implementation research and practice.” Implementation Research examines how programs and policies that were developed in research settings are implemented in real world settings. A critical component of implementation science is partnering with local organizations and learning about the context in which programs/policies are implemented.

In the larger course, students are introduced to implementation science methods and theories. Thus, they will gain knowledge and skills in the larger course then apply the knowledge and skills through partnerships with community-based organizations (CBOs) in this service-learning course.

Students, who will work in teams of 5 students, will develop an implementation instrument in partnership with local CBOs. Some examples of implementation instruments include:

- A fidelity assessment. A fidelity assessment is a tool that will determine how adherent a program is being operated/delivered as it was intended to be.
• **An interview guide** that may measure client satisfaction with a program/project. This interview guide will be tailored to a program.

• **An agency readiness assessment.** This type of tool will assist organizations in determining if they have existing resources and capacity to develop a new program. This assessment will identify areas that need to be strengthened.

In addition to developing the instruments, students will also meet with the organization to describe what to do with the data. In November, students will have an initial meeting with the CBO to learn about a program. Then, the instrument will be developed in Jan-March.

**Participating CBOs will be expected to:**

• Identify an existing program or a new program that the CBO is planning to implement.

• In early November, meet with students for an initial consultation. In this consultation, students and the CBO will discuss the program that will be the focus of the course.

• In December, review the student team’s proposed plan/recommendations for development of an implementation instrument.

• Facilitate access to staff involved in the program such as the facilitator, project manager, supervisor, etc.

• Communicate regularly with students during the course of the two terms to ensure smooth flow of activities and to ensure that organization needs are met.

**Students will be expected to:**

**In 2nd term (November-December):**

• Meet with CBO staff to learn about a program that is currently being implemented at the agency or the agency is planning to implement.

• Provide a report outlining their plans/recommendations for developing the implementation instrument.

• Outline a set of objectives to discuss with the CBO at the start of the project.

**In 3rd term (late January-March):**

• Give the agency a draft of the implementation tool to get mid-term feedback.

• Communicate clearly with the CBO (e.g. delineate what help they need from the CBO to facilitate meeting with interviewees, etc.). Provide a written report which will include the implementation instrument, purpose of instrument, and instructions for data collection and interpretation.

• Give a presentation to the CBO to disseminate the results.

**The CBO will receive:**

• A draft of the implementation instrument to provide feedback.

• A final report which will include the implementation instrument, purpose of instrument, and instructions for data collection and interpretation.

• A brief PowerPoint presentation, or another format that is agreed to by both the students and the CBO.
4) **Fundamentals of Reproductive Biology**

This course covers the basics of female and male reproductive function, and then applies that basic knowledge to health-relevant examples including contraception, infertility, and the biology behind the importance of pre-conception health. Students will have already completed the traditional/didactic course "Fundamentals of Reproductive Biology."

In this service-learning course, students **will have the opportunity to extend beyond hypothetical applications of what they have learned**, and apply their "reproductive biology literacy" to help in a professional, real-world setting. The goal of this course is for students to produce deliverable(s) of use/value for the CBO in the context of reproductive health.

The community-based organization will be expected to participate in the following activities:

- An opportunity for up to five graduate students to **engage directly with your organization** for **2-3 hours per week** for 7 weeks: project (Jan-March). *Students should be challenged to read scientific and other research literature, position papers, etc., and synthesize the content in order to produce documents or materials that the CBO needs or can use.*
- Activities could include direct service activities or projects identified by your organization that can be completed during the course timeframe. Examples could include:
  - Researching and preparing educational materials for clients or board members, webpages, brochures, materials for fundraising or grant-writing, etc.
  - Tutoring or mentoring
  - Design and implementation of a multi-session reproductive health workshop
  - Teaching or facilitating workshops identified as a need
  - Design and run an event
- Provide clear institutional protocols in advance (e.g. training or background check requirements)
- Provide clear hours for service project.
- Assign a designated staff person to liaise with the JHSPH students.
- Meet with students **3-6 times (or on an as-needed basis) throughout the project** (Jan-March). The number of meetings depend on the focus and nature of the project. If the projects are being done on-site, it’s you’ll need to meet with students more frequently to check in. However, if the work is being done off-site, you likely will only need to meet at certain benchmarks. The *minimum number of meetings should be 3* (one orientation, one mid-point check-in, and one final presentation).
- Liaise with students throughout the eight weeks to ensure that the service opportunities are running smoothly and both JHSPH students and the organization are satisfied.
- Highly encourage organization representative attend the final presentation **during the last week of classes in May** about the service experience together with JHSPH students.
- Answer follow-up questions that students might have regarding the project.
- Provide feedback as the assignment is carried out to assure organization’s needs are met.
Participate with students in reflective activities during status meetings and/or regularly scheduled class time (this is not required but is an option for partners interested in this type of role).

Organize a debriefing meeting with organization staff and clients who contributed to the student projects. The hope is the students can provide a summary of the project, receive feedback and discuss potential next steps.

Product:
The partner organization will receive one or more products from the students (who are supervised by a JHU Bloomberg School of Public Health faculty member) that focus on a specific need of the organization at this time. The partner organization will serve as the “client” in this relationship and direct the type of document(s) produced or deliverable by the students, as well as provide input about the content and formatting of the students’ product(s). Additionally, if a student is not completing a specific document or deliverable, rather they are participating in the day-to-day activities of the organization, they will be required to create a final report reflecting about the work and connecting it to their academic coursework.

5) Baltimore Food Systems & Food Systems Sustainability

Baltimore Food System: A case study for urban food environments (410.180.655)
Food Systems Sustainability Practicum (180.605)

In brief: The two classes are taught in January–March [Baltimore Food Systems (BFS)], and March-May [Sustainability Practicum]. For each, we are seeking projects that would be good for teams of 4-5 students, for about six weeks each, with BFS students each contributing 2 hours/week and Sustainability students contributing 4 hours/week. It is possible to develop an opportunity that would continue across the two classes, although there will be student turnover.

Examples: Activities could include direct service activities or more in-depth projects. Past projects from the Baltimore Food System class include:
• Conducting focus groups at Baltimore public markets
• Helping WIC participants sign up for SNAP
• Interviewing urban gardeners
• Assisting with a farm club for middle-schoolers
• Gathering data about city supermarket offerings

The community-based organization would be requested to:
• Provide an opportunity for up to five graduate students to engage directly with projects related to the Baltimore food system (2 hours /week, late January – mid March); and/or food system sustainability (4 hours / week, late March – mid May).
• With course faculty, flesh out the project in detail, including identifying objectives, training methods, background readings, how the students will perform the project,
desired outcomes, potential pitfalls, and preferred weekdays/times for students to be onsite.

- Provide clear institutional protocols in advance (e.g., training, or background check requirements).
- Assign a designated staff person to liaise with the JHSPH students.
- Meet with students in the first week to discuss the organization, project, and expectations.
- Liaise with students throughout the course to ensure that the service opportunities are running smoothly and that both JHSPH students and the organization are satisfied.
- Evaluate student performance in the practicum.
- Participate in a debriefing meeting with students and faculty member after project completion.
- For the sustainability class, each project preceptor is also requested to speak in a class session about the issue related to their project, or about another issue on which they work, or to recommend someone who could give such a presentation.

6) **Children in Crisis: An asset-based approach to working with vulnerable youth**

This service-learning seminar uses personal narratives, experienced practitioners, community members and direct youth engagement to expose public health graduate students to a range of domestic and international youth welfare issues and interventions. Students are required to work with a youth development organization in Baltimore throughout the term to engage with the community, fill an identified service need, observe issues discussed in class, and reflect on ways to positively impact youth world-wide.

**Examples of past projects include:**

- Fresh Start: Participation in initial wood-working event where Fresh Start youth taught JHSPH students wood-working skills. After the initial event, JHSPH students tutored and mentored Fresh Start youth after school.
- Soccer without Borders: JHSPH tutored and mentored students in the after-school program linked to the soccer programming.

**Community-based organization will be expected to provide the following:**

- An opportunity for five graduate students to engage directly with the youth from your organization for 4 hours per week for 14-15 weeks from February-April.
- Activities could include direct service activities or projects identified by your organization that can be completed during the course timeframe. Examples could include:
  - Tutoring or mentoring
  - Design and implementation of a multi-session workshop
  - Coordination of service project with the youth (building, painting, gardening etc.)
  - Teaching or facilitating workshops identified as a need
  - Design and run an event
• Provide clear institutional protocols in advance (i.e. background check requirements)
• Provide clear hours for service project.
• Assign a designated staff person to liaise with the JHSPH students.
• Meet with the students during the first week of service to provide training and discuss the organization, project, and expectations.
• Liaise with students throughout the eight weeks to ensure that the service opportunities are running smoothly and both JHSPH students and the organization are satisfied.
• Highly encourage organization and youth to attend and jointly deliver a final presentation in May about the service experience together with JHSPH students.

*If your CBO is able to offer opportunities for the Children in Crisis course, please let us know by filling out the attached paperwork.

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7) **Data Analysis Workshop for Public Policy**

This course will provide students with the opportunity to apply the analysis of policy-relevant data using the statistical package Stata in a community setting. The goals of the community-based project are to **outline the current data needs** of an organization, **examine existing reporting practices**, **craft a plan to leverage and/or expand outcomes measures**, and **devise and implement a short-term project to advance the proposed plan**. Students will collaborate with staff members of a community organization to assure that the project outcomes meet the needs of the organization. Students will be working in **small teams of between 3-5 people** on the project.

**Past Project Examples:**

• **AIRS (AIDS Interfaith Residential Services):** Analysis and review best practices for performance-based management markers in determining progress and transition of its clients when moving from homelessness to housing.

• **Green & Healthy Homes Initiative:** Statistical analysis of pre-post health assessment survey administered to homes receiving interventions. Simple cost benefit analysis of measures related to the intervention.

• **Power Inside:** A secondary analysis of the data gathered as part of a study conducted by Johns Hopkins University School of Public Health of women in jail that examined their needs upon release from jail.

*The community-based organization will be expected to participate in the following activities:*

• **Identify a data set** that the organization would like to have analyzed for this project. Info about the data:
  - Data should be in electronic format (excel is preferable) and sent to SOURCE once original project description is accepted.
  - Data should be de-identified before given to the students (remove any names)
  - Example data can include: Small data sets collected by local community-based organizations; data from sources such as the Bureau of Labor Statistics, Census, World Health Organization and a variety of other government agencies. *Please see below for additional examples about the product and example benefits and outcomes.*
• Provide a contact from community organization with basic knowledge (or ability to connect students to someone that does have this knowledge) about the data set (i.e. how it was collected, format it is stored in, etc.)
• Provide students with background information about the data and the organization’s existing reporting practices.
• Meet with students at least five times (once/month) during the term the course is offered (February – May).
• Arrange a convenient time to meet with the instructor in order to orient the instructor on organization’s history, mission and to discuss the general objectives of the related academic course and the purpose behind the service-learning project.
• Answer follow-up questions that students might have regarding the data analysis
• Provide feedback as the assignment is carried out to assure organization’s needs are met
• Participate with students in reflective activities during status meetings and/or regularly scheduled class time (this is not required but is an option for partners interested in taking this type of role).
• Organize debriefing meeting with community-based organization staff and clients who contributed to the student projects. The hope is the students can provide a summary of the project, receive feedback and discuss potential next steps.

The community-based organization will receive:
• Data Analysis Report/Analysis including components requested by the CBO (may include others as determined by the faculty member).
• Data Analysis Workplan: This document will be created, reviewed and signed off on by the CBO. It will include the goal or goals of the project, an outline of the description of the work to be completed to achieve these goals, a timeline for completing the work and the unique milestones as well as the deliverables (i.e. Data, reports, tables, etc.)
• The data Analysis Workplan will be based on statistical theory and methods and reviewed by Johns Hopkins Bloomberg School of Public Health faculty.
• If requested, an additional report can be submitted to describe/discussed the possible next steps and/or value of the data analysis completed. This might include possible follow-up analysis, consequences of the data analysis findings, etc.

*If your CBO is able to offer opportunities for the Data Analysis course, please let us know by filling out the attached paperwork.

8) Qualitative Research

Qualitative Research 3-part Course Series: Qualitative Research Theory and Methods Qualitative Data Analysis, and Practicum

The qualitative research course series is designed to introduce students to qualitative research theory and methods (such as in-depth interviewing, focus groups, and participant observation) and qualitative data analysis. Students form teams of 4-6 students and conduct qualitative research projects in partnership with local community-based organizations.
Organizations provide research questions which can be best answered through exploratory, qualitative methods. Students then develop a research plan to address these questions, conduct the research and analyze the findings to present back to the organization.

**Examples of past projects include:**

- *The American Red Cross*: Why do Red Cross volunteers drop out of volunteer work?
- *The International Rescue Committee*: What is the experience of refugees with disabilities living in Baltimore?
- *Squashwise*: What are the experiences of students, parents, and teachers associated with the Squashwise after school program?

**Participating community-based organizations will be expected to:**

- Identify research questions that will be helpful for the community organization and that can be addressed using qualitative methods.
- Meet with students to develop a research plan that meets the needs of both the community organization and the learning objectives for the course. (The course requires all projects to include one-on-one, in-depth interviews plus one or more additional methods of data collection such as focus groups, participant observation, etc.)
- Facilitate access to interviewees as appropriate (many organizations will want students to interview clients, staff, etc.).
- Communicate regularly with students during the course of the two terms to ensure smooth flow of activities and to ensure that organization needs are met.

**Students will be expected to:**

- Outline a set of objectives to discuss with the organization at the start of the project.
- Communicate clearly with the organization (e.g. delineate what help they need from the organization to facilitate meeting with interviewees, etc.).
- Provide a report or give a presentation to the organization to disseminate the results.

**The community-based organization will receive:**

- Report of findings in the form of a written report and brief PowerPoint presentation, or another format that is agreed to by both the students and the organization.

*If your CBO is able to offer opportunities for Qualitative Research course series, please let us know by filling out the attached paperwork.*

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**Schools and Health**

**Solving Urban Health Problems Through the Application of Public Health Methods**
School of Nursing Courses

9) Community Outreach Program and Community Outreach to Underserved Populations – Details about this program and course can be found within the Ongoing/Long-term Project section (page 14).

Nursing Practicum Series
Faculty meet one-on-one with nursing students to match students with non-profits. SOURCE approaches community partners as opportunities arise.

Spanish for Healthcare Providers

School of Medicine Courses

10) TIME: Healthcare Disparities Course – Information about this course can be found in the One-Time Projects section (page 35).

Short-Term Projects

THE CONNECTION COMMUNITY CONSULTANT PROGRAM

Are you in need of consultants for projects in Strategic Consulting, Performance Measurement, Fundraising Strategy, or Communications Consulting?

If you answered yes, then we have an exciting service for you. A student group of Community Consultants, calling themselves "The Connection," formed during the 2005-2006 school year. Students will work in small teams (3 - 5 students) to complete short-term projects (up to 2 months maximum) for our partnering CBOs.

Project possibilities include:

- Strategic Consulting (mission development, policy and procedure writing)
- Fundraising Strategy (grant writing research and proofing)
- Performance Measurement (program evaluations, service satisfaction surveys)
- Communications Consulting (teaching health topics, publication assistance, community outreach)

Project requests are only sent to The Connection a few times per year (typically in the **Fall**: September/October; **Winter**: Dec/Jan; and **Spring**: February). CBOs must fill out a project request form for our consultants. Forms and more information are available online at: [http://www.jhsphs.edu/source/audiences/CBOs/Consultants](http://www.jhsphs.edu/source/audiences/CBOs/Consultants)

Consultants services are free of charge, but CBOs do need to have a contact on-site to work with the Connection team. Remember, these are STUDENTS who are not professional consultants.

*If your CBO is able to offer opportunities for a Connection project, please let us know by filling out the attached paperwork.*

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**One-Time Projects**

**TIME: HEALTHCARE DISPARITIES COURSE**

The School of Medicine has worked to implement a relatively new “Genes to Society” curriculum. In the curriculum, all 120 entering first year medical students take part in the “TIME: Health Care Disparities” course. This three day course is the first few days of formal course instruction for the students, immediately following their Orientation. The course covers topics pertaining to health care disparities, cross-cultural sensitivity, and community outreach. A special feature of this course is that all students will participate in a service-learning project. The date of the community service project will be **Thurs, Aug 18, 2016**. We are seeking project proposals from SOURCE’s partnering CBOs for this particular day. We'll provide a small group of medical students (approximately 12-14 students per project) and transport them to the CBO’s site. In exchange, we request that the CBOs do the following:

- Provide any necessary materials/supplies for the project.
- Give a brief overview and orientation to your CBO’s work.
- Discuss your how CBO and/or the particular service project relates to health disparities.
- Recruit clients and/or staff to work with the students.
*If your CBO is able to offer a one-time service project on Thurs, August 18th, 2016, as well as provide information regarding your organization’s efforts surrounding health disparities, please let us know by filling out the attached paperwork.

**SOURCE’S FALL AND SPRING TRI-SCHOOL DAYS OF SERVICE**

Two times per year, SOURCE hosts our “SOURCE Days of Service.” These special days are typically hosted in early October (Fall Day of Service, during our annual “Baltimore Week” celebration) and in April (Spring Day of Service, during our annual “National Volunteer Week” celebration). On these Days of Service, we recruit volunteers to assist with one-time projects that are identified by our partnering CBOs. Projects are typically about 2-4 hours in length, and can accommodate 14 students (the number of students that fit in our vans). Past service projects include: painting, gardening, building, demolition, community fairs, educational sessions, food bank, book bank, food shelters, etc.

SOURCE’s Fall Tri-School Day of Service = Sat, Oct 8, 2016

SOURCE’s Spring Tri-School Day of Service = TBD, A Saturday morning in April 2017

*If your CBO would have opportunities for one-time service projects for a group of approximately 14 students, please let us know by completing the attached paperwork.

*Students On Their Way to Volunteer for a SOURCE Tri-School Day of Service Project*
Community Engagement Events

- **SOURCE Annual Community Involvement Fair**: Each Fall, SOURCE brings 40+ CBOs and service-based student groups together to showcase their work and recruit students at the community involvement fair.
- **Baltimore Week**: Each Fall, SOURCE organizes a week-long series of events meant to educate Hopkins students about Baltimore, its public health challenge as well as the assets. This is carried out through a series of panels and talks.
- **National Volunteer Week**: SOURCE celebrates National Volunteer Week by celebrating Hopkins volunteers and showcasing the work our programs do all year long.
- **Annual SOURCE Awards**: Each year during National Volunteer Week, SOURCE celebrates community engagement champions in our CBOs and the three health professional schools.
- **SOURCE Seminar Series**: An ongoing series of panels and discussions in partnership with service-based student groups that bring CBOs to campus to discuss salient issues related to public health in Baltimore.
- **Donation Drives**: SOURCE hosts five donation drives each year where donations are given to different SOURCE partners during each drive.

Advertising Volunteer Opportunities

**LANGUAGES VOLUNTEERS DATABASE**
Did you know that SOURCE maintains a Languages Volunteers Database? Through the years, we’ve received numerous requests from CBOs who were looking for someone who spoke a different language. Because we have a large number of international students, faculty, and staff, as well as US students who have language skills, we developed our Languages Volunteers Database. Individuals from Hopkins enter their reading, writing, and speaking skills for over 30 different languages into our database. We maintain their phone numbers and email addresses, and can search the database for specific languages. If you ever have a language-related volunteer need, please contact SOURCE. We will ask for volunteers from our database for just about anything. However, we do **NOT offer any medical translation services**, as we cannot guarantee that individuals are trained and certified to serve in this capacity.

**VOLUNTEER RECRUITMENT BEST PRACTICES**
Over the years, we’ve seen CBOs successfully recruit student volunteers using key strategies. To help you improve your recruitment efforts, we have included some recruitment concepts for your review. We are happy to assist you in developing the recruiting strategies that will work best for your organization.
**Build a presence.** Use our annual Community Involvement Fair (held in September) and on-campus presentations to share information about your organization. Unsuccessful recruiting stems from a lack of information. Students from all three schools gather on the East Baltimore campus in September to seek volunteer, internship, federal work-study, and other community involvement opportunities. RSVP to attend the Community Involvement Fair. Give us a call if you wish to hold an on-campus presentation.

**Disseminate information.** Post internships, federal work-study, special projects, and volunteer opportunities on our website. Students, faculty, and staff from the three Schools use our website to identify potential community involvement experiences. Simply email your information to our center and we'll upload your information (SOURCE@jhu.edu). Feel free to send as much information as possible. In addition to the website, we send out our **SOURCE Weekly Service Scoop**, which includes over 4,000 subscribers who are interested in community outreach opportunities. SOURCE's Weekly Service Scoop is sent out on Tuesdays only. Remember to send your information to us in time so that it can be included in our Tuesday postings (**deadline is Monday afternoon by 3 pm for all Tuesday postings**).

**Create meaningful involvement opportunities.** When thinking about available involvement opportunities with your CBO, keep our specific student population in mind. Focus on their interest in the field of public and community health. Remember that the vast majority of our students have already earned bachelor's degrees (except for the SON bachelor's students). Many of our students already have real world professional experience. Our students are highly skilled and are among the top scholars in the world, with our schools consistently ranking at the top of U.S. News and World Report. This means that our students will most likely have little interest in solely performing clerical duties. While our office recognizes that this work is both needed and important, we encourage you to think outside of the box when recruiting our students to work with your organization. Remember that our students can offer a more professional level skill set to your CBO.

**Develop job descriptions.** Providing students with a job description for available opportunities with your CBO will help them understand how they can help fulfill your organization's needs. Equipped with this understanding, they will have a stronger sense of purpose, and will see the meaning behind such work. You should think of the job description that you develop for students as the equivalent of the course syllabus that they receive from their professor. It should summarize the project goals and explain how the student is expected to help fulfill them. Suggested items to include in your job descriptions are: Your CBO name, mission statement, student’s role, detailed description of the project, training and orientation requirements, time requirements, and location/travel information.

**Send frequent updates.** We recognize that CBOs have new projects, events, and opportunities all the time. We'll keep your typical volunteer opportunities posted at all times, but we can also add your latest and greatest projects to our lists. In addition to your updates on volunteer positions, remember to forward any changes in contact information including names, addresses, phone numbers, website, and email addresses to our center (SOURCE@jhu.edu).

**Best times of the year to recruit.** Each summer and fall, our Schools host separate orientations for their incoming classes. At the start of June, SON welcomes their accelerated students. By the start of July, JHSPH welcomes all of their new MPH students. At the end of August and beginning of September, the other incoming classes in JHSPH, SOM, and SON come to campus for
orientation. Be sure that your most up to date information is on file with our center. Through our experience, we have learned that the best time for us to capture the interest of our students is during orientation. Additionally, we host several one-time service projects in the community during the warmer months (fall and spring). Commit to hosting a group of students for a service project during a SOURCE Tri-School Day of Service.

**Work with student groups.** Our Schools have over 40 student groups that meet for seminars, panel discussions, and information sessions. Participating in one of these events will go a long way in marketing your organization. Additionally, many of our student groups are interested in participating in group service projects. The sizes of our student groups vary from small groups (approximately five students) to large groups (75 to 100 students). Keep us informed. Let us know when you have upcoming group service project opportunities and the maximum number of students that you can accommodate.

**Build relationships.** SOURCE aspires to maintain functional relationships with all of our affiliates, but the relationship must be reciprocal in order to succeed. This includes keeping the program abreast of current volunteer coordinators, contact information, emails, as well as volunteer and special event needs. Updates and other information can be sent via the center’s electronic mail to SOURCE@jhu.edu. Feel free to give us a call at 410-955-3880 with any questions about our schools, programs, and students. Schedule a site visit with our staff. It helps us learn more about YOU and YOUR organization when we come for a site visit.

*The following information has been adapted from the Louisiana State University Center for Academic Success Service-Learning Manual for Community Partners:*

**Why Students Remain Committed**
- They feel appreciated.
- They can see that their efforts make a difference.
- There are opportunities to increase their level of involvement.
- There are opportunities for personal growth.
- They receive recognition for their work.
- They feel capable of handling tasks assigned to them.
- They feel a sense of collegiality with their co-workers.
- They have the opportunity to talk about how the theory they learn in the classroom relates to the work they are doing with the CBO.
- They are involved in work integral to the functioning of the organization
- They recognize the significance of the CBO’s work.
- Their personal needs are met.
- They are properly oriented and precepted by staff at the CBO.

**Why Students Lose Interest**
- There is a disconnect between the expectations that were outlined for them and the reality of their serving situation.
- There is nobody easily available to offer support, leadership, or guidance.
- They receive little or no recognition for their efforts.
- They cannot see the significance of their efforts.
- The tasks assigned to them are too routine or monotonous.
- Their relationship with their co-workers is not a supportive and friendly one.
SOURCE Trainings & Partner Learning Opportunities

Over the past few years, SOURCE has worked to engage community partners in our work in a deeper way. Part of that engagement is through training and others are offering opportunities for greater engagement in our partnership process through the Community Council. The following are the ways in which community partners can get more involved with SOURCE.

SOURCE ONLINE PRECEPTOR TRAINING MODULE
SOURCE recently launched our SOURCE Preceptor Training Module. It is available, along with other online learning modules offered by SOURCE, at: http://SOURCE.jhu.edu/Modules. Many of our courses and academic-based projects now REQUIRE community preceptors to complete the online module.

This module is free and open to any community partners who wish to learn more about partnering with SOURCE and the JHU Schools of Public Health, Nursing and Medicine, and receive tips and resources on best practices of supervising graduate students. The content was created by experienced SOURCE partners including the inaugural SOURCE Community Fellow cohort.

In many cases, SOURCE will require that preceptors complete this training before working with students as a part of our academic programs.

SOURCE SERVICE-LEARNING COMMUNITY FELLOWS PROGRAM
After receiving a generation grant from JHU President Daniels, SOURCE implemented a program to train faculty and community leaders in service-learning pedagogy. Since June 2012, SOURCE has trained 34 faculty from across the Schools of Public Health, Nursing, and Medicine. These faculty fellows are developing new service-learning courses and/or integrating a service-learning component into an existing course in a significant way. Therefore, we will be offering additional service-learning course offerings at our schools.

Another exciting development is that SOURCE implemented a partnering “Community Fellows” program. The SOURCE Service-Learning Community Fellows program is an opportunity for SOURCE community partners to become more integrated in the academic service-learning process. Launched in June 2013, the program is an extension of our SOURCE Service-Learning Faculty Fellows Program. The Community Fellows program is integrated into the Faculty Fellows trainings and
meetings so that partnering CBOs will gain an understanding of service-learning pedagogy while also finding practical ways to engage with JHU faculty and courses.

Community Fellows Objectives:
- Understand and utilize service-learning pedagogy, engaging students in critical reflection around power, privilege and ethics in the health fields.
- Design a service-learning project in conjunction with a JHU health professional school faculty member.
- Build new and/or strengthen existing partnerships with Johns Hopkins faculty members and SOURCE.
- Engage in critical dialogue with colleagues regarding the role of service-learning in higher education and the health professions. Network and collaborate with colleagues engaged in service-learning pedagogy.

SOURCE Service-Learning Community Fellows benefit from a $1,250 award. Fellows are required to participate in a 2.5 day seminar, attend quarterly check-in meetings, and participate in at least one scholarly academic-community partnership throughout the year.

*Applications will be available in February 2017 for the 2017-2018 Fellows Program. If you would like to be contacted, please complete the attached paperwork.

2-16-2017 SOURCE Service-Learning Faculty and Community Fellows, along with SOURCE Fellow Leadership Team
SOURCE COMMUNITY COUNCIL – JOIN US!
The purpose of SOURCE’s Community Council is to provide community input into the planning and implementation of events and programs that affect the community, as well as to work collaboratively to recruit volunteers for meaningful service experiences.

In Spring 2017, we will have additional spots available on our Community Council. CC members serve a 3 year term, meeting quarterly throughout the academic year (Sept-May). Meals are provided during all meetings, and the council takes turns meeting at different CBOs.

Being a part of SOURCE’s Community Council will benefit you and your CBO by:

- Building bridges between your CBO and the Hopkins community
- Improving student recruitment efforts
- Networking with other CBOs and Hopkins representatives
- Developing sustainable relationships
- Enhancing the reciprocal learning process between students and CBOs

*If you are interested in joining our team, please let us know by completing the attached paperwork. We will be sure to contact you when our formal application process opens.

Other Community-Engaged Entities at Hopkins

There are a lot of community engagement offices at Hopkins and oftentimes we hear from our community partner that it can be tough to keep these offices straight. We collaborate and are colleagues with the folks at many of these entities, however we typically do a lot of our work independently. If you have questions about any of these entities and what their functions are, please feel free to reach out to us. However, here is a brief summary of those offices that we typically work with the most.

- **Center for Social Concern (www.csc.jhu.edu)** – The JHU Center for Social Concern (CSC) is the student life office dedicated to community service and civic engagement at the Johns Hopkins Homewood campus, specifically amongst undergraduates, and is under the umbrella of JHU Academic Services. They work mostly with student groups and have robust summer internship program.

- **Urban Health Institute (www.urbanhealth.jhu.edu)** – The Urban Health Institute (UHI) serves as an interface between Johns Hopkins and the Baltimore community. They offer trainings, seminars, and panel discussion. Additionally, UHI distributes annual grants to community partners working with Hopkins, oversees the Henrietta Lacks Award, and organizes the annual Social Determinants of Health Symposium.

- **Johns Hopkins Government & Community Affairs (www.jhu.edu/administration/gca)** – The Office of Government and Community Affairs (GCA) works to build and strengthen Johns Hopkins’ relationships with a wide variety of stakeholders, policymakers, business and community leaders, and neighborhood residents, whose interest and support the mission of Johns Hopkins. GCA staff members serve both the Johns Hopkins University and the Johns Hopkins Health System by representing and coordinating the efforts of both institutions at the federal, state, and local levels and in surrounding communities.
Rising to the Challenge – Day of Action (http://rising.jhu.edu/johnshopkinsinaction) – Johns Hopkins in Action is a community-service program designed to engage alumni, parents, and friends of Johns Hopkins into the projects that make an immediate impact on the communities in which we live. They partner with local community organizations to provide a service opportunity that aligns with the priorities of the Rising to the Challenge campaign, particularly in the areas of clean water, urban revitalization, and school reform.

General Expectations of Partnership
For all parties when a community engagement or volunteerism project is undertaken

Community-Based Organizations are expected to:

- Orient students to the CBO’s mission and goals, as well as expectations about the student's duties, so that they can better understand their role.
- Provide work that is meaningful and challenging to the student.
- Provide the training, supervision, feedback, and resources necessary for student success in the service opportunity.
- Ensure a safe work environment and reasonable hours for the student.
- Have an organizational commitment to involving students in your CBO.
- Be aware of and respect the fact that the student has agreed to a specific assignment and may not be open to other volunteer duties.
- Update any changes in your CBO's volunteer coordinator/contact person, address, phone number, or other pertinent information related to the volunteer opportunities you have available with the SOURCE.
- Notify SOURCE when any student, faculty, or staff from the Johns Hopkins University Schools of Public Health, Nursing, or Medicine volunteers.

Students are expected to:

- Be prompt, willing, respectful, and positive at their CBO.
- Fulfill all agreed upon duties and responsibilities at the CBO.
- Provide feedback about their experience and its relevance to their field of study through SOURCE’s online feedback and reflection form.
- Be open to learning about cultures and lifestyles different from their own.
- Speak with their supervisor if uncomfortable or uncertain about their responsibilities.
- Speak with SOURCE staff if they are displeased with their service experience or need mediation with difficult situations.
- Respect the confidentiality of the clients served by the CBO.
- Know that they are not able to provide clinical care without the direct supervision of a faculty member from their Johns Hopkins University school (i.e. a medical student must be supervised by a JHU SOM faculty).
SOURCE (Student Outreach Resource Center) is expected to:

- Serve as an advisor on logistical, risk management, and troubleshooting issues.
- Be familiar with the purpose and programs of CBOs.
- Promote volunteerism, service opportunities, service-learning, and community-based participatory research on campus and in the community.
- Provide information about our schools, students, schedules, and special programs.
- Strive to continually improve our services by evaluating the effectiveness and appropriateness of those services and involving all stakeholders in that process.
- Inform CBOs of any feedback we get from students and faculty who have worked with them through the Center.