SOURCE Service-Learning Faculty Fellows Program
2012-2013 Courses

2012-13 FFP Cohort Celebration
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Name of Faculty Member: Emily Frosch, MD

Name of Course: At Risk Youth: learning from, with, and about east Baltimore youth through community based work

School: School of Medicine

Number of credits: elective course

Course Description:
Many medical students participate in community-based organizations (CBOs) that focus on the needs of at-risk youth in east Baltimore in an effort to learn about, give back to, and connect with the community. The decision to participate in various CBOs may be personal and is often part of a larger sense of purpose. The experiences in the daily work with these programs and the populations that they serve can be surprising, inspiring, confusing, exhilarating, and frustrating—often all at the same time.

This elective is designed to create a space to consider, think through, and discuss the service-learning component of this volunteer work for medical students currently participating in CBOs working with youth in east Baltimore. Topics that may arise over the course of the discussion sessions include: the system of care, disparities, and supports that surround youth in at risk communities; the impact of mental illness on families, parenting, and youth development; child abuse/neglect and navigating boundaries in working with youth and families; and the way that working with CBO/at risk youth can impact medical students in different ways—both anticipated and unanticipated and thus influences perceptions, beliefs, and goals.

Course Learning Objectives:

General Goals
1. Create space to share and discuss experiences that arise in working with youth in East Baltimore
2. Process the experiences to inform personal/professional development constructively
3. Clarify expectations and focus decisions about current and future volunteer work
4. Appreciate the multidirectional learning and impact that can come with community based work

Objectives
1. Synthesize current literature on service learning as it relates to the participants experiences
2. Begin to understand how biases impact working with youth
3. Develop an understanding of one's own biases/assumptions/perceptions as they impact choices/decisions/expectations related to community based volunteer work with youth in east Baltimore
4. Identify barriers and assumptions that impact learning from and satisfaction with volunteer work

Description of Service-Learning Project and Coursework:
- Faculty facilitated confidential group discussion
- Pre-session: students will be expected to read selected article (~10 pages)
- In session: students will be expected to complete a reflective writing exercise in response to prompts that reference their own experiences and the article
- Post session: students will be expected to complete a reflective writing exercise in response to prompts that references their experience of the discussion and subsequent thinking

Partner Organizations: [MERIT, IMP, DSC, and others]
This course is open to any currently enrolled medical student who is already volunteering with Baltimore youth. Students should have had at least 4 contacts with the CBO/identified target population prior to the elective beginning. Organizations with which the students worked included MERIT Baltimore (Medical Education Resources for Teens) and Incentive Mentoring Program.
Impact:
The course facilitated the development of a rich matrix of connections between students, faculty, and community organizations. This group is continuing to meet on a regular basis outside of the curricular structure to sustain interest and sense of purpose. As an example of their continued energy, the students have organized an event that highlights community work with at-risk youth—something that students can learn about from the community.

Upon starting the course, one of the medical students stated, “this is going to be my best class in med school” proving that students are eager to connect the social issues in our community to their academics.

In the final evaluation of the course, 100% of the students indicated “strongly agree” that their “volunteer experience with youth has/will improve because of [their] participation in the course” and likewise that “the content of the course offered new perspectives on working with at-risk youth.” Last, 100% said that they would recommend this elective to other students and that they wouldn’t have learned what they did without the service-learning course.

Additional comments included:

This was an unbelievable opportunity to delve into the nuances inherent in working with at-risk youth.

This was the first opportunity I have had to critically think about work that has been vital to my life experience and it was hugely beneficial to my growth in this field.

I will certainly be a better physician because of what I learned through this course.

This was possibly the best academic course I’ve ever taken.

I think this course is wonderful and important for people interested in continue to work with youth. I think it’s also important to keep the class size small to allow thoughtful development and trust to build because much of this discussion is based on confidence in the group and instructor. During my week, this was the one thing I continually looked forward to when the rest of medical school felt so rote.
**Name of Faculty Member:** Sosena Kebede, MD, MPH  
**Name of Course:** Social Determinants of Health and the Community  
**School:** School of Medicine  
**Number of credits:** 2  
**Term/Dates:** Summer course between June 24th-August 12th, 2013

**Course Description:**

Many medical students find the experience of living and learning in a world premiere medical school such as JHU, right in the middle of one of the most health disparate cities in the United States somewhat of an irony. Some may see it as a great opportunity to engage in community service, whereas others may find the experience overwhelming but few are able to dismiss this paradoxical reality as being inconsequential.

This course is designed to be an additional resource and a place of discussion and reflection for students who are participating in a community based health project.

It is an informal, faculty guided, group discussion based on students’ experiences and reflections. Students will be given one reading assignment per week that discusses topics on social determinants of health and are encouraged to see how published data/ideas on this topic fit with (or not) what they observe or experience in the community. Students are encouraged to keep a weekly diary based on their experiences. During class students will discuss their reflections both on their observations and their readings.

**Course Learning Objectives:**

As a result of this course...

- Students will be familiar with key SDH concepts that are known to affect the health of communities
- Students will be able to identify some of the key SDH that are at play in the Baltimore city communities
- Students will be able to identify available community health endeavors and resources in Baltimore city

**Description of Service-Learning Project and Coursework:**

Students have already sought out their summer internships. The site locations are TBD.

**Partner Organizations:** Multiple

**Impact:**

The primary impact on both the students and instructors is the increased awareness of the significant impact SDH have on the health of the population we serve. Secondly, students will be acquainted and given the opportunity to partner with community resources that are available for health improvement efforts in the clinical and research arena. Finally, we hope to see that the individuals in the community we serve are able to benefit from a closer relationship with the health system by improving their health status.
Name of Faculty Member: Lori Edwards, DrPH, MPH, BSN, RN, APHN, BC
Name of Course: Action, Reflection, Transformation
School: School of Nursing
Number of credits: 1
Term: Winter Break through February 2013

Course Description:
This course focuses on service-learning local to global. Students learned the foundational principles of community engagement and service-learning within the framework of action, reflection and transformation. Topics highlighted included: community service; working in academic-community partnerships; social justice; community and civic engagement; reverse technology transfer from local to global; and specific public health issues associated with communities of interest. Students integrated knowledge from nursing and their previous experiences into a service-learning experience. Through seminars, classroom discussions, service activities and required readings, students critically reflected upon service experiences. This course facilitated students’ role development into future nursing leaders committed to community engagement.

Course Learning Objectives:
1. Identify purpose of service-learning and community engagement.
2. Describe how service-learning experiences fit into nursing career goals and nursing roles locally or globally.
3. Discuss personal and professional transformation through service-learning experience
4. Discuss health care and public health issues specific to their communities or populations.
5. Describe the application and use of evidence based practice in service learning.
6. Discuss ethical issues pertinent to underserved communities locally and globally.

Description of Service-Learning Project and Coursework:
Prior to the course, students participated in one- to two-week immersion experiences in Baltimore, Peru, and Ghana (with support and training from SOURCE) and Ecuador and St. Croix (non-SOURCE supported). The immersions were a part of SEEK (Service-Learning, Education, Enhancement and Knowledge), a program for the 17-month accelerated nursing students to participate in active learning during the winter break. The projects varied from site-to-site, for the international experiences, students worked in clinics on non-clinical assistance to the clinic staff. The Baltimore City immersion worked with a variety of SOURCE partners on projects that ranged from construction to a food pantry. Additionally, SEEK Leaders organized educational and reflection activities during the immersions.

Partner Organizations:
Baltimore City:
- Amazing Grace Lutheran Church
- Habitat for Humanity of the Chesapeake
- Kennedy Krieger Southeast Early Head Start
- Moveable Feast
Peru and Ecuador:
- UBELONG as the parent organization (worked with locally community-based organizations and clinics on site)

Impacts:
Because of the fast pace of nursing school, students are often bombarded with the technical aspects of their career through clinical practice work. This course offered these students an opportunity to look harder at the soft skills (compassion, cultural humility, self-care) that are important to nursing. Through this, students identified the importance of reflection in these areas, especially with self-care.
Evaluation information (qualitative and quantitative):

This program was a lesson in leadership for me. To that end, a strong point was the extent to which we were left to define our own experience. We were given a qualified, professional host (the P.A. at our clinic) and we were expected to fill in whatever needs we identified. I prefer this arrangement to a more structure hand-held service experience. (SEEK Final Eval)

Service-learning provided a positive learning experiences that allowed me a chance to witness and reflect on areas of health care I believe vital to my nursing education. Learning from other students as well as course work and classroom components aided in my reflection process. For me personally, SL will remain a crucial aspect of my nursing training. It will not be just a past experience but will be constant and dynamic in practice. I am lucky to have had the opportunity for reflection and hope that I can advocate for the importance of SL in future curriculums. (ART/SEEK Final Paper)

A simple service program would not have sufficiently allowed me to internalize what I experienced or to engage daily in the structured, analytical dialogue with my teammates. My journal served as a means of organizing my thoughts and reactions to the experience and added great value to the week. I hope my fellow students will consider participating in a program such as this and that, together, we can better our communities, armed with a vague understanding of the diversity of culture and community that exists in our own backyard. (ART/SEEK Final Paper)

This service learning experience helped enhance my cultural humility by showing me different ways of doing things, encouraging self-reflection, and highlighting the elements of a successful partnership. Additionally, concepts I learned involving patient-centered care, patient education, and teamwork can be integrated in my nursing education and future career. (ART/SEEK Final Paper)
Name of Faculty Member: Benita Walton-Moss, DNS, FNP-BC
Name of Course: Linking Primary Care to Public Health Principles through Service-Learning
School: School of Nursing
Number of credits: 2

Course Description:
The goal of this elective course is to provide an experience exploring approaches to integrating primary care and public health through project-based experiential learning. Students will work in small groups to implement one or more of the recommendations from the Institute of Medicine (IOM) report, “Primary Care and Public Health: Exploring Integration to Improve Population Health.” Students will complete a project in a real-world setting to be specified by a partnering community-based organization.

Course Learning Objectives:
Upon completion of this course the student will:

1. Integrate knowledge of nursing science with community-engaged service.
2. Identify the linkages between primary care and population health.
3. Evaluate the current health status of a population served by a community-based organization.
4. Assess barriers to primary health care services in the public health setting.
5. Articulate health care delivery and policy issues that can facilitate integration of primary health care in the public health setting.
6. Examine the impact of the client’s cultural beliefs on the perception of their own and community health status.

Description of Service-Learning Project and Coursework:
The project for this student was located at Health Care for the Homeless which requested masters level JHU nursing students to assist with a health education need. Nursing-run health education groups for homeless adults met on Wednesdays with rotating topics.

Partner Organization: Health Care for the Homeless

Impact:
Topics were presented on an elementary grade level. Although health education was delivered in the past, the notebook in which the material was kept was not well organized. Consequently, it was challenging for someone to deliver a class based on the available materials. One of the goals of this project was to have organized and detailed lesson plans that could be readily available for others to deliver these education sessions. With student assistance, HCH nurses will be able to continue to provide direct clinical care to clients in need.
Name of Faculty Member: Carey Borkoski, PhD
Name of Course: Data Analysis Workshop for Policymaking
School: Bloomberg School of Public Health
Number of credits: 3
Terms: 3rd & 4th

Course Description:
This course will provide students with a practical hands-on instruction in the analysis of policy-relevant data using the statistical package Stata. It will serve as a bridge between the theory of statistics/econometrics and the practice of social science research. This course also includes a service-learning component where students have the opportunity to apply the analysis skills learned to a “real-world” project with a Community-Based Organization (CBO) in Baltimore. This project will include specific goals and outcomes decided on by the instructor, CBO and students as well as a component of critical reflection carried out by the students with guidance from the instructor.

Course Learning Objectives:

Student Learning
At the end of this course a successful student will:
1. Explain the purpose of various Stata tools, including commands, do files and log files;
2. Perform various statistical operations using Stata;
3. Design a program to conduct a statistical analysis of a data set;
4. Interpret output from Stata and identify the policy significance (if any) in the results.

Service
Work with a community based organization to:
1. Outline current data needs including possible measures and outcomes.
2. Examine existing reporting practices
3. Craft a plan to leverage and/or expand outcome measures
4. Devise a short-term project to advance the proposed plan.

Service-Learning
After participating in the course service-learning project students will know how to:
1. Coordinate with multiple stakeholders to define the role of outcome measures.
2. Gain an awareness of the role of data in a community-based organization.
3. Collaborate with a community-based organization to devise and implement a data-related proposal appropriate for their needs.
4. Navigate the challenges associated with using “real-world” data to achieve agreed upon goals.
5. Identify and leverage the value of the data used to meet the needs of the CBO.

Description of Service-Learning Project and Coursework:
This course assignment provided students with the opportunity to apply the analysis of policy-relevant data using the statistical package Stata in a community setting. The goals of this project were 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 collaborated with staff members of a community organization to assure that the project outcomes meet the needs of the organization.
Partner Organizations:

- AIRS (AIDS Interfaith Residential Services)
- Coalition to End Childhood Lead Poisoning/Green & Healthy Homes Initiative – Safe Homes Program
- MedStar Union Memorial Hospital
- Power Inside
- SOURCE

Impact:
The experience of creating and running this course has been a tremendous learning experience for me as well as my students. The course highlighted some of the important policy skills that students need but do not necessarily get from our typical academic courses. Students acknowledge the need to regularly communicate with clients. They report that they sometimes forgot that even though the group knew they were working on the project and making progress that they needed to keep the client in the “loop”. One student reported that he discovered that he could not simply treat this as another academic assignment where he works on his own on his part from start to completion. He described that students often receive their assignments and go “off on their own” to complete the work. This project required continual communication and collaboration with the client. He believes it has been a good experience as it better represents the work he will do in the policy field.

Other students discussed with me their concerns about whether they could produce what the client expected. New policy students lack some of the confidence in their abilities mostly due to lack of real-world experience. This project provided an opportunity to help them build skills and confidence in the work they would do in their future careers.

Another student commented how this project brought relevancy and validation to their studies during their first year as policy students. It strengthened their understanding of different statistical techniques but also demonstrated the value of the work they have put into improving their writing and analytical skills.

As this course is currently still under way, the final evaluations will provide some meaningful insight into the impact of the course.
Name of Faculty Member: Vanya Jones, PhD, MPH
Name of Course: Program Planning for Health Behavior Change Practicum
School: School of Public Health
Number of credits: 2 Credits
Term: 1st

Course Description:
This is an optional one-term practicum course for students concurrently enrolled in Program Planning for Health Behavior Change, 410.620. The purpose of this course is to experience and explore program planning through project-based experiential learning. Students worked in small groups to apply the PRECEDE-PROCEED needs assessment planning framework in a real world setting while working with a community-based organization (CBO) or local government agency. In addition to completing assignments for 410.620 Program Planning for Health Behavior Change, students participated in 4 seminar sessions that cover the basic methods of working with communities and community organizations, types of needs assessment tools, and the skills needed to develop these tools. Students were also required to visit the CBO or agency they are working with at least twice during the term.

Course Learning Objectives:
At the end of this course, a successful student will be able to:
1. Describe the components necessary to work on a community-based project.
2. Demonstrate the ability to obtain and incorporate feedback from their organization and the course faculty to successfully completing their deliverable for their partner organization.
3. Explain their attitudes and values about working with communities and developing community partnerships.
4. Incorporate theoretical constructs into a program planning tool such as a focus group guide.
5. Develop a data collection tool based on the needs of a community-based organization.

Description of Service-Learning Project and Coursework:
Each group of students was required to create an interview guide as a data collection tool for their assigned CBO. This tool was based on the PRECEDE model developed in 410.620, information provided by the CBO and feedback provided by course instructors. Length and number of items on the tool were predetermined by the CBO and course instructors. Students were required to create their own Reflection Map. The purpose of the Reflection Map was to help students integrate their in-class skills and knowledge with their experiences working with a CBO.

Partner Organizations:
- American Heart Association
- International Rescue Committee

Impact:
In the final evaluation, two important indicators to highlight were:
What I learned in the academic course was relevant to my practice experience. 100% Strongly Agree and Agree
Would you recommend a similar experience for students who might follow you? 100% Strongly Agree and Agree

Quote from student taking the course:
"I mean, working with CBO was one of my favorite part of that class but it is kind of mess. I love the fact that practicum is a small class and you were with us for the meeting make sure everybody was on the same page. And I also think having the class with the big class is a great approach. I heard some peers were talking about reschedule it on the 2nd term but I don't think that's a good idea. I think having the practicum is actually enhance my understanding of PPHBC class material. And it is awesome to apply theories to the real world when theories are "fresh". When I was at health literacy class, I was always bothered because of I don’t have enough time for the project I really hoped my team could devote more time on this. This is exactly the practicum providing me, more time and more attention on the case. This is awesome!"
Name of Faculty Member: Daniela Lewy, MPH  
Name of Course: Children in Crisis: An asset-based approach to working with vulnerable youth  
School: School of Public Health  
Number of credits: 3  
Term: 4th

Course Description:
This 3-credit service-learning seminar uses personal narratives, experienced practitioners, community members and direct youth engagement to expose students to a range of domestic and international youth welfare issues and interventions focused on violence, juvenile justice, education, child protection, resiliency, and refugee resettlement. Utilizing an asset-based approach, the class highlights commonalities between international and domestic youth challenges. Class sessions feature reflection, discussion, youth voices, expert lectures, and examination of existing programs.

Course Learning Objectives:
• Describe the social, political and economic conditions that place children in crisis situations and perpetuate their at-risk status  
• Demonstrate how to utilize an asset-based community development model  
• Define and apply the concept of allophilia as it relates to service-learning, community engagement, and youth programming  
• Identify similarities/differences between vulnerable youth circumstances in Baltimore and those in another part of the world while observing the global relevance of working in Baltimore  
• Recognize best practices in youth interventions from across contexts and explain ways to develop culturally responsible plans to help children currently experiencing crises  
• Investigate the use of youth voices and personal narratives in the development and improvement of youth programming, and as a supplement to traditional analytical and academic training at JHSPH  
• Inform, improve, and/or develop a project requested by the community organization by engaging directly with the youth to capture their perspectives and input  
• Develop a personal approach to working across cultures in the global context and in Baltimore by identifying personal tendencies, stereotypes, strengths and challenges  
• Integrate one’s learning through the course towards motivations for intellectual, career, and volunteer pursuits

Description of Service-Learning Project and Coursework:
Students are required to work with a youth development organization in Baltimore throughout the term to engage with the youth in community, complete a project requested by the CBO, observe issues discussed in class, and reflect on ways to positively impact youth world-wide. Projects include tutoring, creating community service opportunities for local youth, cross-cultural workshops and exchanges, and a youth-led fundraising project. The selected partners serve refugee youth, juvenile offenders, out-of-school youth, and disadvantaged urban students. JHSPH students, together with youth from their placement, will deliver a final presentation.

Partner Organizations:
• UMAR Boxing  
• Soccer Without Borders  
• Fresh Start  
• Mi Espacio  
• YO! Baltimore
Impact
The course is currently in progress, but already through the ongoing reflection activities, the students indicate a great deal of learning and benefit from the service-learning experience and likewise for the organization. A final evaluation will be administered to both students and community partners at the conclusion of the course in May 2013.

Student Impact
The class is legitimately the class of a lifetime and I’m so glad I got to take it.
- MSPH student, International Health, JHSPH

I feel like this is the kind of class that could change my life. But actually it’s only been 2 lectures, but after each week, I leave just bubbling over and can’t stop talking about it or thinking about it. It’s amazing.
- PhD student SON

In thinking about [a] broadened definition of community, I realize that my own definition was limiting my potential to create support networks and become involved in activities around me. This brings me to consider “community engagement,” which I am now redefining for myself. Rather than engaging in an assumed community of peers, shouldn’t we be engaging with those around us to build relationships? Community is what you make of it; it is not a pre-defined concept, and can be expanded. Community engagement is the act of strengthening community ties through involvement, support, and innovation. My experience with [this class] has encouraged me to re-evaluate my preconceptions of what is possible with community. As this project progresses, my goal is to continue to have preconceptions challenged, and to accept these challenges openly.
- MSPH student, Population Family Reproductive Health, JHSPH

I allowed my fears over an assumption of preconceived ideas to change my very interactions, something I need to consider rectifying.
- MHS student, Mental Health, JHSPH

Blind judgment, however subconsciously, is a curse that breaks relationships without ever even forming them. I would have gone about my life assuming the worst about Baltimore city youths, boys who had been to prison, with the notion that they were trigger-happy, tough kids that would never respect or accept people like me – people of social, economic and cultural privilege. I vow to never be so quick to jump to conclusions about people without at least one attempt to try and understand the world from their point of view.
- MSPH student, International Health, JHSPH

Learning to “let go” and knowing things will not go exactly according to plan is important when working with this CBO.
- MSPH student, Health Behavior and Society, JHSPH

Community Partner Impact
After each one-hour engagement/exchange that our youth have with the JHSPH students, the young people can’t wait for the next meet-up. I wish this collaboration could happen for the entire year or longer.
- Youth Development Community Partner

This is a great course, it is rare that community members and local youth are invited to attend the actual class sessions. This class exposes our young people to both a university environment and issues that are bigger than them.
- Youth Development Community Partner
Name of Faculty Member: Roni Neff, PhD, MS
Name of Course: Baltimore Food Systems: A Case Study in Urban Food Environments
School: School of Public Health
Number of credits: 4
Term: 3rd

Course Description:
This course uses experiential learning, discussion, service-learning, and related texts to challenge students to look closely at the environment of Baltimore City’s complex food systems. Students consider what it would take to improve these systems to assure access for all to nutritious, adequate, affordable food; to address diet-related disease; to create just and sustainable food labor conditions; to increase the supply of and demand for healthy and sustainably produced foods; and to reduce food system environmental harms.

Course Learning Objectives:
• Analyze responses to challenges and opportunities within Baltimore's food system
• Discuss key factors that have shaped food systems in Baltimore and other urban locales
• Describe from first-hand experience the clientele, operations, key opportunities, and challenges in advancing positive change in Baltimore food and agriculture system sites
• Discuss innovative food system interventions being considered in Baltimore and elsewhere
• Describe how food systems and food environments relate to public health broadly and environmental public health more specifically
• Conduct and document oral history interviews
• Comment on how the city’s history has contributed to the current food system
• Provide assistance targeted to a community organization’s needs, and reflect on the experience.

Description of Service-Learning Project and Coursework:
The class was divided into five service-learning teams, each working on a different project:
1. Conducting outreach to WIC clients about potential eligibility for SNAP (formerly known as food stamps).
2. Performing focus groups at two of the city’s public markets (Lexington and Hollins markets) to gain insights into consumer preferences and ideas related to improving the healthfulness of market food offerings
3. Collecting data at supermarkets around the city regarding specific food offerings and prices, to help refine our understanding of neighborhood variation in food availability.
4. Contacting urban gardeners to understand both their interests in the Community Greening Resource Network (CGRN) and reasons for attrition.
5. Assisting with operation of Farm Club for middle schoolers

Students received both general and project-specific training. They participated in four structured in-class reflections addressing different aspects of the project experience. The projects were also frequently raised as part of in-class discussions. Lastly, the final class paper involved presenting a structured reflection on the service-learning, including bringing in outside literature to provide depth and context.

In addition to these projects, the midterm assignment was also a separate service-learning project of sorts, as the students performed interviews with members of the city’s Food Policy Task Force, in part to gather data that would assist its operation.

Partner Organizations:
• Maryland Hunger Solutions
• Baltimore City Food Policy Initiative
• Baltimore City Food Policy Initiative and Johns Hopkins Center for a Livable Future.
• Community Greening Resource Network
• Real Food Farm

**Impact:**
In the final evaluation of the course, 95% of the students indicated “strongly agree” or “agree” that “What I learned in the academic course was relevant to my service experience” and 90% indicated “strongly agree” or “agree” to “What I learned in the service experience was relevant to the academic course”. Last, 90% said that they wouldn’t have learned what they did without the service-learning course (see chart below).

Overall, the projects were successful and the students stated that they got a lot out of the experience. One of the projects faced significant challenges, and that team had difficulty achieving the objectives. In a short 8-week quarter, this can be problematic. The final papers showed much learning and many insights gained from the experience. Feedback from the community partners indicates that they were grateful for the work the students did and overall had positive experiences.

**Student Quotes:**

_The service-learning offered the opportunity to better understand the administrative side of the federal nutrition programs. The discussions I’ve been a part of tend to focus on the policy and theoretical issues. Things are framed in straightforward, yet abstract terms; we talk about funding, access, eligibility and effectiveness in a very dehumanized way. This was the first opportunity I’ve had to really understand what the participants and administrators deal with on a daily basis._

_Conducting focus groups at Hollins Market and Lexington Market was one of the most interesting experiences that I have had in Baltimore. While we speak of access to healthy foods in the classroom, it was eye-opening for me to move from talking about it from an academic perspective to delving into these issues through the experiences of actual community members._

_I had a great experience working on this project. I learned a lot about the Baltimore food system from visiting the stores, and it was important for me to be able to see for myself the disparities between supermarkets in different neighborhoods and be able to happily imagine myself shopping at each of them._

**CBO Quotes:**

_Thank you for the opportunity to work with the students in this class. From the general feedback I got from the students, both students and BFPI benefited from working together. I would definitely be interested to more opportunities like this._

_The students were interested and willing to work hard, even through the type of work (conducting focus groups and working with the urban community) was new._

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**Pie Chart:**

- **90% No**
- **75% Yes**
Name of Faculty Member: Beth Resnick, MPH, CPH

Name of Course: The Maryland Family Planning Works Act (special studies)

School: School of Public Health

Number of credits: 4

Terms: 2nd & 3rd

Course Description:
The aim of this special studies course was twofold: 1) for students to learn practical applications of their public health policy studies and 2) actively contribute to the Baltimore community through the service they perform. This course focused on exploring the aims/intent of the Maryland Family Planning Act (passed in Jan. 2011) and the implications/impacts of this act on the provider and patient communities. The Maryland Family Planning Act was initiated in order to expand family planning services to low-income women and children. The final product will be a report and information presented back to the stakeholders, including policymakers, advocates, and providers with regards to if the legislation has achieved intended goals.

Course Learning Objectives:
1. Research history and development of the Maryland Family Planning Works Act and meet with legislators to gain an understanding of aims and implementation goals.
2. Collect and review existing data and meet with community agencies/service providers to determine implementation status and impact to date.
3. Develop recommendations to enhance implementation of and enrollment in the Maryland Family Planning Works Act.
4. Demonstrate an ability to be aware of, and reflect on, personal reactions to people, policies and organizations related to the Maryland Family Planning Act.

Description of Service-Learning Project and Coursework:
The service learning-project component focused on enhancing health outcomes for Maryland women and babies. Students served as communication conduits among policy makers, government agencies, and service provider organizations to share information on the Maryland Family Planning Works Act implementation status and impacts, challenges, and recommendations for improvements.

Students met with legislators, government agencies and community health service providers to determine aims and intent of the Act, implementation status, impacts, challenges, and opportunities for improvement. The information gathered was analyzed and recommendations for improvement were developed. Findings and recommendations were then synthesized and disseminated back to project participants in concise action oriented formats (briefing memos, fact sheets and frequently asked questions.) Throughout the course students reflected on the policy development and implementation process and the resulting impacts on population health. Students questioned their own assumptions and implications for their future public health work.

Partner Organizations:
- Maryland Department of Health and Mental Hygiene (DHMH)
- Maryland Delegate Heather Mizeur's Office
- Baltimore Medical System
- Baltimore City Health Department
- Planned Parenthood

Impact:
The students had many "ah ha" moments throughout the project on the disconnects between policy aims and implementation realities. One particular poignant "a ha" example was the appropriation of funds for direct services only as a means to maximize individual benefits. However, the lack of funding for marketing and administering the program hindered program marketing and ability for staff to assist with enrollment. Thus, the legislature's attempt to "maximize benefits" in actuality had the reverse effect.