SOURCE Service-Learning Faculty & Community Fellows Program

March 24th, 2016
Agenda

- Overview of SOURCE
- Introduction to service-learning
- Overview of SOURCE Service-Learning Fellows Program
- Fellows seminar
- Faculty perspective
The Community Engagement and Service-Learning Center
Serving the Johns Hopkins University
Schools of Public Health, Nursing, and Medicine

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The SOURCE for community involvement opportunities.
SOURCE 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 community-based organizations (CBOs) in Baltimore City.
Partnering Community-Based Orgs

- Advocacy Organizations
- Chronic/Infectious Diseases
- Community Clinics/Hospitals
- Community/Neighborhood Development
- Cultural and Ethnic Groups
- Environmental Organizations
- Faith-Based Organizations
- Mental Health Organizations
- Public Schools
- Social Issues
- Tutoring and Mentoring
- Youth Groups and Adolescents
- Elderly, Disabled, GLBTQ, Women, etc.

View Our Online Directory!
SOURCE.jhu.edu
SOURCE Events and Programs

- One-Time to On-going Engagement
- Community Involvement Fair
- Tri-School Days of Service *(April 16)*
- Student Seminars and Workshops
- Charity/Donation Drives
- Community Bus Tours
- Baltimore Week
- National Volunteer Week *(April 15th-22nd)*
- Student Group Collaborations
- HIV Counseling and Testing Program
- SOURCE Service Scholars
- Connection Community Consultants
- Fellows Program
- Academic/Service-Learning Courses
Service-Learning
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 **role as citizens**.”

Service-Learning

• Addresses community concerns and broad determinants of health

• Emphasizes reciprocal learning - traditional definitions of teacher/student are intentionally blurred

• Emphasizes reflective practice
Benefits of Service-Learning

• Student Learning outcomes
  – Apply learning to “real world”
  – Increased critical thinking skills, problem analysis
• Student-faculty relationships
• Developmental outcomes
• Social outcomes

Summary of research about benefits of service-learning on student learning:

(Eyler et. al, 2001)
SOURCE Service-Learning Faculty and Community Fellows Program
Intro to Fellows Program

• Launched in 2012 *(initial funding from President Daniels’ office)*

• Created out of students’ response

• Community Fellows launched 2013

• Since 2012 Trained:
  – 26 Faculty Fellows
  – 10 Community Fellows

Provides:
Formal support for service-learning classes
Training in service-learning pedagogy
Faculty Fellows Program Goals

• Assist faculty as they create new or transform existing courses to incorporate service-learning as the pedagogy used

• Create and expand the network of service-learning faculty who engage in service-learning pedagogy and research

• Increase the number of experiential learning courses for health professional students

• Strengthen the connection between the Johns Hopkins University health professional schools and SOURCE community partners in Baltimore City

• Ultimately, contribute to improving the health—defined broadly—of Baltimore residents
Participant Requirements

• Attend 2.5 day training: June 6-8, 2016
• Quarterly meetings (other optional meetings each month)
• One-on-one SOURCE staff advising
• Implement service-learning course
• Participate in assessment and evaluation of students involved
• Recruit and mentor new Fellows
• Present on experience in year-end presentation and celebration
SOURCE Service-Learning Courses

- Applications in Ethnographic Fieldwork
- Applying Reproductive Biology through SL
- Baltimore Community Practicum
- Baltimore Food Systems
- Case Studies in Community Engagement: Applying the Principles of CBPR
- Children in Crisis: An Asset-Based Approach to Working with Youth
- Community Outreach to Underserved Populations (SON)
- Data Analysis Workshop in Public Policy
- Evaluation-Informed Program Development and Implementation
- Food Systems Sustainability Practicum
- Gaps and Opportunities in Public Community Mental Health
- Health Literacy
- Implementation Research and Practice Practicum
- Public Health Policy Formation
- Population-Based Public Health Nursing Interventions Practicum
- Program Planning for Health Behavior Change Practicum
- Qualitative Research
- Schools and Health
- Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders Service-Learning Practicum
- Solving urban health problems through the application of public health methods
- Spanish for Health Professionals
- TIME: Health Care Disparities
SOURCE Provides Support

- Training in service-learning pedagogy
- Consultations as develop/adjust curriculum, syllabus, course materials
- Identify and match with community partners
- Evaluations for students and community partners
About the Seminar

*Mon, June 6th – Wed, June 8th*

- Network with other Faculty Fellows from across the JHU health professional schools and SOURCE Community Partners
- Get to know SOURCE and what they do to support your course
- Provide useful tools to get you started on your service-learning course
Seminar Topics

- Service-Learning & SOURCE Overview
- Service-Learning & the Health Fields
- Models of Community Partnerships & Projects
- Service-Learning Course Design
- Critical Reflection and Critical Pedagogy
- Evaluation & Assessment in Service-Learning
- Action Planning
- Scholarship & Advocacy around Service-Learning
Student Value of SL Courses

Would you recommend a similar experience for students who might follow you?

- Yes: 87%
- No
- Unsure
Student Value of SL Courses

I feel that I have learned more about Baltimore, it's history and its relationship with Hopkins university than I would have done otherwise. Many of the exercises that we did in class were based on developing cultural competency skills. Learning about the backgrounds of the children was invaluable. Learning about their customs, and the unique difficulties they faced allowed me to develop this essential skill. At Patterson high school, the RYP teacher was outstanding. Additionally there were new and exciting activities every week, with continuous filed trips for the students which I thought was excellent. (Children in Crisis)

Without the service-learning, what I learned about the organization and about ethnography would have mostly been from reading, which can differ a lot from reality. Service-learning allowed me to have a more complete experience that goes beyond book learning and incorporates logistical issues and actual sentiments and feelings that aren't captured when the material is just looked at from a conceptual standpoint (Ethnographic Fieldwork)
Student Value of SL Courses

This practice experience adds a personal aspect to looking at systems of care. In classes we can hear lecture after lecture on these goals and ways that systems of care are delivered, but this project made it all real. That really gives you a better understanding of what you are learning about in class, and I believe that this is an important perspective to have in public health. (Gaps and Opportunities in Mental Health)

I don't think I would have gained an understanding of the practical relevance of the theories and program planning frameworks if I had not had the opportunity to work directly with a CBO to do a service-learning project. (Program Planning for Health Behavior Change)
What Faculty Have to Say

Dr. Carey Borkoski  Dr. Janice Evans
Examples

- **Data Analysis Workshop for Public Policy (JHSPH):** Students work in small groups to complete a data analysis project (with specifics and parameters determined by the organization) on behalf of a SOURCE partner. (Dr. Carey Borkoski)

- **Nursing Student Practicum (SON):** Types of projects could include any of the following, 1) population-based nursing interventions (e.g. advocacy, community organizing, policy development, outreach, etc.), 2) community needs assessment 3) program evaluation (Dr. Kelly Bower)

- **Applying Reproductive Biology through SL (JHSPH):** Students who have already taken the 1st term “Foundations of Reproductive Biology Course” qualify to take this practicum where they implement what they learn through a variety of SL projects. Most projects have been curriculum development, but they could be anything with and for an organization that works in the area of reproductive health. (Dr. Janice Evans)
Applications

Due Monday, April 11th
12:00 noon

Applications and Information:
http://SOURCE.jhu.edu/Fellows

Questions?
SOURCE@jhu.edu
Further Questions

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Questions
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