410.651.01 Health Literacy: Challenges and Strategies for Effective Health Communication

(3rd quarter; 3 units; 2015)
Monday & Wednesday 3:30pm – 4.50pm
Hampton House Auditorium (Basement)

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COURSE DESCRIPTION

Functional health literacy deficits are widespread and represent a significant challenge to the health of the public and the delivery of quality health care. This course will present an introduction to the broad areas of literacy, numeracy and health literacy, discuss approaches to literacy assessment and review links between health literacy and health outcomes. Techniques useful in the creation and evaluation of traditional and non-traditional, participatory development of print material appropriate for low literate audiences will be demonstrated and practiced.

Course learning objectives:

Upon the successful completion of this course, students will be able to:

- Appreciate the nature and consequences of literacy and health literacy for health and empowerment
- Develop skill in evaluating the literacy burden of health education materials and websites

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• Develop skill in producing traditional and non-traditional health education materials suitable for diverse audiences, including those with restricted literacy
• Recognize the learner’s voice and appreciate the power of facilitating individual and community participation in development of learning materials

**Course methods:** Instructional strategies include lecture, in-class and on-line forum discussions, lab exercises and an opportunity for a practicum.

SOURCE has agreed to assist the course by facilitating links to community-based organizations (CBOs) interested in having a photonovel developed with their clients. Students who would like to work with a SOURCE CBO as part of a course project may be eligible for 30 practicum hours.

If you would like to use the class in partial fulfillment of your practicum requirement, please be sure to submit your Community Based Organization Preference Sheet to the Dropbox by Thursday, January 22 (11:59pm).

In order to receive credit for this work, you must complete an online practicum proposal form by Monday, January 26 (11:59pm). You must also complete the online practicum final report form by Wednesday, March 11 (11:59pm).

Practicum Proposal Form
[http://jhsph.us2.qualtrics.com/SE/?SID=SV_2nmZk8JkevDOMba](http://jhsph.us2.qualtrics.com/SE/?SID=SV_2nmZk8JkevDOMba)

Practicum Final Report Form

**ACCESSING ASSIGNED READINGS AND COURSE RELATED INFORMATION**

The Courseplus system will be used for course communications and assignment submission. All students must register for an eLearning account to use this system. The following is the Courseplus link for this course: [http://courseplus.jhsph.edu/](http://courseplus.jhsph.edu/)

**COURSE EXPECTATIONS**

*Students will be expected to:*

1) Attend classes and labs.
2) Be prepared to actively participate in discussion of class material and participate in lab exercises.
3) Complete all course assignments in a timely way.
I. Participation in discussion of class material on the course forum will comprise 10% (10 points) of your grade, as follows:

Formal Postings in the 200-250 word range that provides a thoughtful commentary on a newsworthy class-related story reported in traditional or new media is worth (include the link) is worth 5 points (5%); informal postings that continue a thread (in the 50 to 100 word range) are worth 2.5 points (2.5%) each. The postings will be used to facilitate an ongoing exchange of ideas and meaningful conversation outside of the classroom. There will be an opportunity to raise especially interesting ideas and comments from the course forum at the beginning of each class (with the exception of the labs).

II. Completion of the SOURCE Module #2 "From Service to Partnership: Principles and Best Practices for Engaging with Community" http://www.jhsph.edu/offices-and-services/source/publications-and-resources/source-online-modules.html

Completion of the module constitutes 5% of your grade and a record of completion (saved as a screenshot or pdf) should be submitted electronically to the course drop box by Monday, January 26th (11:59pm).

If you are planning to complete a photonovella project that involves work with children, you must complete the University Child Safety Policy. Follow the relevant school link at http://www.jhsph.edu/offices-and-services/source/policies-and-procedures/ to complete the online module. Upon completion, send your module completion certificate to the course drop box. Certificates are due prior to any direct contact with a youth group.

III. Completion of the NIH.gov Plain Language module. Login to the Plain Language module at http://plainlanguage.nih.gov/CBTs/PlainLanguage/login.asp and work through the modules. After completion, please submit a copy of the completion certificate. When you open the webpage, you need to register yourself by clicking on “Login” (Enter your name and email and for IC – select “other”).

Completion of the module constitutes 5% of your grade and a record of completion (saved as a screenshot or pdf) should be submitted electronically to the course drop box by Monday, February 9th (11:59pm).

IV. Create and evaluate a 2-page health education leaflet that is suitable for a low literate audience by applying the key design features reviewed in class.

You may create an original health education leaflet on any topic or revise an existing leaflet. If you revise an existing leaflet, please submit a copy of the original with your revision. Be sure that you format your work so that your final leaflet fills no more than
one double-sided page and that your leaflet has a clear descriptive title. You can use any one of several formats, for instance, tri-fold, bi-fold or full sheet but consider layout and white space when making your format decision. The February 23rd lab (class 10) will provide an opportunity to review your leaflet with others in a small group. Please bring a draft with you so you may benefit from peer feedback.

Complete an assessment of your leaflet using the suitability guidelines reviewed in readings and class. Be sure to address each of the 6 following domains in your leaflet evaluation in no more than 750 words:

(1) **Content:** Consider your leaflet’s clarity of purpose, limited scope, focus on behaviors, and reference to credible sources.

(2) **Literacy and numeracy demand:** show SMOG calculation of grade level and discuss presentation of numeric information.

(3) **Use of plain language:** Consider your leaflet’s use of active, conversational style, and use of jargon.

(4) **Layout and typography:** Consider your leaflet’s organization, use of visual cues and subheadings, use of white space, line length and, when appropriate, use of illustrations.

(5) **Learning, stimulation and motivation:** Consider your leaflet’s use of reader motivation and engagement strategies.

(6) **Summary and recap:** Consider presentation of key messages.

The final leaflet and suitability assessment should be submitted as a pdf. The assignment is due by Wednesday, February 25th (11:59pm) to the course drop box. This will account for 40% of your grade. A rubric will be posted to the Courseplus site.

V. **Participate in a small group or individual project, as described below. Completion of the projects will constitute 40% of your grade.**

A. **Participate in a small group project (5 students) to produce a photonovella in collaboration with CBO clients and/or stakeholders.** The photonovella should be suitable as a health education resource for community or patient audiences with limited literacy skills and include a fact sheet presenting key topic-related health information and behavioral messages.

**Please remember:** (a) If your project involves work with children, you must complete the University Child Safety Policy: [http://www.jhsph.edu/offices-and-services/source/policies-and-procedures/](http://www.jhsph.edu/offices-and-services/source/policies-and-procedures/) to complete the online module. Upon completion, send your module completion certificate to the course drop box. Certificates are due prior to any direct contact with a youth group.

(b) Photographic Permissions Form policy and forms can be found at: [http://www.jhsph.edu/offices-and-services/marketing-and-communications/policies/photography.html](http://www.jhsph.edu/offices-and-services/marketing-and-communications/policies/photography.html)
(c) You will also be expected to report your work with the CBO to https://source.sts.jhu.edu/ and complete a short SOURCE service-learning course evaluation through Qualtrics or SurveyMonkey.

The photonovella product will account for 20% of your course grade and this will be a group grade. An electronic copy (saved in pdf format) of the group product should be submitted prior to class by Monday, March 9th (3pm) to the course drop box. Submission of only one copy per group is necessary. A final product, including a viewing of the photonovella (by power point) and a brief discussion of how the process and product might be improved is expected as a group presentation of approximately 10 minutes. The presentations will be scheduled over the last two class meetings, March 9th and 11th.

In addition, you are expected to submit an individual reflective journal at the end of the term. The reflective journal is an individual assignment and will account for 20% of your course grade. An electronic pdf should be submitted to the course drop box by Wednesday, March 11th (11:59pm). We will only collect and grade your reflective journal once at the end of the course. However, we recommend that you write one reflection (150 – 250 words) after each session with your CBO. Your reflection should incorporate class material where appropriate. You should also discuss your experience in working with the CBO (individually and as part of the project group), the strengths and weaknesses of the group production process and how you might improve the process if you were to do the project again.

OR

B. Conduct a literacy and suitability comparative analysis of a set of websites addressing a common theme or topic of your choice, including at least one institutional, commercial and non-profit website, as well as an advocacy or support website, if available and applicable to your topic. You may use the DISCERN tool or another comparable approach applicable to web-site evaluation. Feel free to add evaluative criteria you think appropriate in light of class readings and the Website Lab.

Your work should be summarized in a 15 page (double-spaced) paper and should include: (a) brief rationale for selection of the problem area for the web review and specification of the population of interest (for instance, literacy, age, gender, ethnicity, language of origin and English fluency, health or health risk status); (b) description of the search strategy including the use of two search engines and a list of key words used; (c) report of the number websites meeting that meet selection criteria and the rationale used for final selection of websites; (d) identification of the informational and behavioral objectives of the websites (e) (f) analysis based on the application of the DISCERN or comparable instrument; (g) descriptive findings comparing websites (include tables as appropriate); (h) interpretation and recommendations for revision from both an evaluative heuristic and user perspective. The final paper is due by Wednesday, March 11th (11:59pm) to the course drop box.
1. Wednesday, January 21, 2015

Introduction and Overview of the Course

Objectives:
1. Clarify course goals, educational objectives and evaluation and grading criteria
2. Introduce SOURCE and practicum project opportunities with affiliated Community Based Organizations (CBOs) for a photonovella project
3. Preview course concepts and activities
4. Provide a perspective for understanding the nature of literacy of literacy rates in the US and globally
5. Discuss the relevance of literacy for health

REQUIRED READING


Adult Literacy and Empowerment through Narratives

Objectives:
1. Become familiar with the principles, theoretical background, and perspectives related to adult literacy
2. Gain an appreciation for the work of Paulo Friere and the link between literacy and social, community and personal empowerment
3. Understand how participatory materials development approaches use narratives as a mechanism for adult education and empowerment

REQUIRED READING

Recommended:

3. Wednesday, January 28, 2015

Photonovels, Comic Books and Graphic Novels

Objectives:
1. Become familiar with the power of the story to convey information and influence behavior
2. Consider a variety of story-telling formats useful in engaging adult learners
REQUIRED READING

Browse Courseplus site to access materials in the folder labeled “Photonovella examples.”


Interesting Supplemental Readings that cover photonovel labs and reflections


LAB – PHOTONOVEL PRODUCTION: Part 1

Objectives Part 1:
Work in groups to sketch a theme, storyline, characters, action elements, and page by page dialogue synopsis.

**REQUIRED READING**

**5. Wednesday, February 4, 2015**

LAB – PHOTONOVEL PRODUCTION: Part 2

Objectives Part 2:
Continue working in groups to produce complete layout, shoot photos and insert dialogue (volunteers needed to bring laptops and digital cameras or cell phones).

**REQUIRED READING**

**6. Monday, February 9, 2015**

Literacy and Health Literacy: assessment and impact across public health and medical contexts

Objectives:
1. Understand the mechanics of literacy assessment and become familiar with the terms describing literacy levels including reading level, grade level, functional literacy, and functional competence
2. Become familiar with popular measures of health literacy
3. Explore literacy demands in everyday health settings
4. Explore the link between health literacy and health

**REQUIRED READING**
Berkman ND, Sheridan SL, Donahue KE, Halpern DJ, Crotty K.


**Interesting Supplemental Readings**

**7. Wednesday, February 11, 2015**
Health Numeracy

Objectives
1. Discuss assessment of numeracy and health-related numeracy
2. Overview health consequences of numeracy deficits
3. Explore strategies to ameliorate numeracy deficits through simplified presentation of numeric information and tables

REQUIRED READING


Interesting Supplemental Readings


8. Monday, February 16, 2015

Ameliorating Literacy Deficits through Simplification of Written Materials

Objectives:
1. Discuss the relationship between average reading skills and the reading level of common health education materials
2. Discuss Plain Language elements and Suitability Assessment of Materials (SAM) criteria for simplification and evaluation of written materials
3. Consider the basic elements of an educational brochure and fact sheet
4. Participate in an in-class SAM exercise

REQUIRED READING
Browse Courseplus site to access examples of class produced materials in the folder labeled “Leaflets Folder”.


Interesting Supplemental Readings


9. Wednesday, February 18, 2015

Using Visuals to Reinforce Messages in Print Material: Use of Illustrations, Symbols, Pictographs and Cartoons

Objectives
1. Become familiar with strategies to simplify and reinforce text messages
2. Explore the use of pictographs, cartoons, and other visuals to enhance text
3. Review recall and persuasion potential of visuals for all audiences

REQUIRED READING


LAB / LEAFLET DEVELOPMENT, PEER REVIEW AND FEEDBACK
Remember to bring a draft of your leaflet to class

Objectives:
1. Discuss the application of Plain Language and SAM criteria to your draft leaflet
2. In small groups, provide and receive feedback on your draft leaflet. Consider ways to incorporate recommendations into your final product (due February 26th).
**REQUIRED READING**

Evaluating Literacy Burden of Websites

Objectives:
1. Consider the utility of websites as a substitute or supplement to traditional health education materials
2. Become familiar with approaches to website suitability assessment

**REQUIRED READING**


**Interesting Supplemental Reading**


Love B, MC,Crook, Charee M, Thompson CM Donovan-Kicken, E. Defining adolescent and young adult (AYA) exercise and nutrition needs: Concerns communicated in an online cancer support community Volume 92, Issue 1, July 2013, Pages 130–133

LAB / APPLYING SUITABILITY ASSESSMENT CRITERIA TO WEBSITES

Lam CG, Roter DL, Cohen KJ. Survey of quality, readability and social reach of websites on osteosarcoma in adolescents. Pt Ed & Counseling, 2012. (Dr. Lam was a student in this class and
the publication a result of her class project and capstone.)


13. Wednesday, March 4, 2015

Literacy and Spoken Communication What is learned from television: Entertainment, Education and (Mis) Education

Objectives:
1. Consider possible benefits and hazards of DTC advertising of drugs and FDA regulations
2. Explore the role of literacy in mediating how much complex information is understood

REQUIRED READING


Interesting Supplemental Readings


STUDENT GROUP PRESENTATIONS

15. Wednesday, March 11, 2015

WRAP UP DISCUSSION SELECTED FINAL STUDENT PRESENTATIONS
2015 SOURCE Project Proposals

The following project proposals have been collected through SOURCE’s network of partnering community-based organizations (CBOs) for the 2014-2015 academic year.

Community-Identified Project Proposals:

1. Alzheimer’s Association, Greater Maryland Chapter (p. 2)
2. Baltimore City Health Department, in partnership with KIPP School (p. 3)*
3. Baltimore Curriculum Project’s Govans Elementary School (p. 4)
4. Living Classroom Foundation’s Patterson Park Youth Sports and Education Center (p. 5)
5. Men and Families Center, Inc. (p. 6)
6. NAMI Metro Baltimore (p. 7)

NOTE:
Once student teams have been organized, SOURCE will provide the teams with the appropriate contact information for each of the community sites. Throughout the process, should any issues arise, please consult with SOURCE. Remember, these projects have been identified through SOURCE’s network of partners. We must strive to maintain and strengthen these partnerships. All students will be required to submit their feedback and report their hours through SOURCE’s online form (login in with your JHED ID): https://source.sts.jhu.edu/ (*First time login requires completion of the introduction form. Subsequent entries can go directly to the Community Involvement Reporting Form)

For additional information, please contact:
Mindi B. Levin, MS, CHES
Founder and Director, SOURCE
mlevin@jhu.edu
410-955-3880

The Community Service and Service-Learning Center
Serving the Johns Hopkins University Schools of Medicine, Nursing, and Public Health

SOURCE (Student Outreach Resource Center)
2017 E. Monument St.
Baltimore, MD 21205
P: 410-955-3880
F: 410-502-2736
SOURCE@jhu.edu
www.jhsph.edu/SOURCE

Alzheimer’s Association, Greater Maryland Chapter
Organizational Overview:
The Alzheimer’s Association aims to eliminate Alzheimer’s disease through support of research. They also work to enhance care and support for individuals, their families, and caregivers. The project would be
working with the Greater Maryland Chapter of the Alzheimer’s Association, and their helpline volunteers.
www.alz.org/maryland

Photonovella Details:
The photonovella project would focus on “communication helps” for those who have family members
affected by Alzheimer’s disease. The organization receives over 4,000 helpline calls per year from the
public asking all kinds of questions, with varying needs. The helpline staff and volunteers report that
sometimes the “professional” materials that are sent out can be overwhelming, and possibly too difficult
for the audience to read or understand. The student team will be able to work with Alzheimer’s
Association staff and hotline volunteers to develop the photonovella, which will include helpful hints and
tips for caring for loved ones with Alzheimer’s. There is a group of 10 trained volunteers who answer
many of these calls. All of these volunteers have past experience as caregivers.

Possible topics include:
Importance of legal planning
How to stop the person with dementia from driving
Successful communication techniques
Importance of diagnosis
Safety issues in the home
How to choose a long term care facility

Meeting Times and Location:
Best times would be Tuesdays or Thursdays from 4 pm – 5 pm
1850 York Road, Suite D, Timonium, MD 21093
(14 miles; 22 minutes driving time)

*SOURCE Contact:
Please keep Mindi Levin, SOURCE Founder and Director, in the loop on your project progress. Mindi can
be reached at mlevin@jhu.edu or 410-955-3880.

Baltimore City Health Department, in partnership with KIPP School

Org Overview:
The mission of Baltimore City Health Department is to advocate, lead, and provide services of the highest
quality in order to promote and protect the health of the residents of Baltimore City.
The target population for the photonovella project is low-income, minority youth in Baltimore City. Low-
income residents (income < $15,000) are more likely to smoke than their higher income counterparts
(income >= $75,000) with a ratio of 2.29:1 (Baltimore City Health Disparities Report Card, 2013).
http://health.baltimorecity.gov

Photonovella Details:
Baltimore City’s youth also have an alarming rate of access to and use of tobacco. New data from Synar
reported that over 25% of Baltimore youth who attempt to buy tobacco products are successful in
obtaining these products (2014). Given this, it is not surprising that only 54.1% of Baltimore’s middle
school students report learning about tobacco at school, compared to 81.6% of Maryland middle school
students (YRBS, 2013).
In order to address the issue of youth tobacco use and access, the Baltimore City Health Department will
partner with 4th grade students at KIPP Harmony Academy in Park Heights on the Health Literacy
Photonovella Project. The project will provide a constructive method for children to participate in
addressing and influencing social problems and allow them to become advocates for a smoke and
tobacco-free environments prior to the age when smoking becomes an acceptable cultural norm. Some
possible topic ideas include:
• Cigars and cigarillos – Twice as many Baltimore City middle school students (9.1%) report using cigars and cigarillos compared to their Maryland counterparts (4.2%) (YRBS, 2013)
• Secondhand smoke exposure – 52.8% of Baltimore City middle schoolers report living with someone who smokes cigarettes or cigars (YRBS, 2013).
• Youth tobacco access/tobacco access laws – 33.3% of Baltimore City high schoolers report regularly purchasing cigarettes at a store or gas station (YRBS, 2013).
• Harms of tobacco and nicotine use – 58.4% of Baltimore City high school students say that young people who smoke definitely or probably have more friends (YRBS, 2013).
• Smokeless Tobacco or Electronic Cigarettes – Between 2010 and 2013, the percent of Baltimore City School Students reporting the use of smokeless tobacco rose from 2.9% to 7.3% (YRBS, 2013).

Meeting Times and Location:
Thursdays from 3 pm – 4 pm
KIPP Harmony School
4701 Greenspring Ave, Baltimore, MD 21209
(7 miles; 15 minutes driving time)

*SOURCE Contact:
Please keep Mindi Levin, SOURCE Founder and Director, in the loop on your project progress. Mindi can be reached at mlevin@jhu.edu or 410-955-3880.

Baltimore Curriculum Project’s Govans Elementary School

Org Overview:
The Baltimore Curriculum Project’s mission is develop, implement, and advocate for an innovative, sustainable, and replicable education model that improves student outcomes. In so doing, the Baltimore Curriculum Project will help to raise educational standards and opportunities for disadvantaged youth and Baltimore City schools.

Govans Elementary School’s mission is to increase the academic achievement of all students in partnership with the entire community by ensuring that all students receive a quality education and the tools to become productive, responsible citizens. Govans Elementary serves over 385 students in grades PreK through 5. Approximately 97% of the students are African-American, 3% are Hispanic, none are White, and 90% of the students qualify for the Federal Free and Reduced Price School Meals (FARMS) program.

Photonovella Details:
The school is interested in creating a photo-novella that addresses bullying. The photonovella team will work with 4th grade students who have Ms. Williams as their teacher.

Meeting Times:
Thursdays from 12:15 pm – 1 pm
Govans Elementary School
5801 York Road, Baltimore, MD 21212
(6 miles; 15-20 minutes driving time)

*SOURCE Contact:
Please keep Mindi Levin, SOURCE Founder and Director, in the loop on your project progress. Mindi can be reached at mlevin@jhu.edu or 410-955-3880.
Living Classroom Foundation’s Patterson Park Youth Sports and Education Center

Org Overview:
Living Classrooms Foundation’s mission is to strengthen communities and inspire young people to achieve their potential through hands-on education and job training, using urban, natural, and maritime resources as “living classrooms.” Since 2007, LCF has been working on a long-term community development initiative called the East Baltimore Children’s Target Investment Zone (CTIZ). One of the main goals of the CTIZ is to improve health and wellness for children and families in East Baltimore. The Patterson Park Youth Sports and Education Center (PPYSEC) which opened in 2012, is the main hub of their health and wellness initiatives.

The PPYSEC promotes a culture of health and well-being to the families and community of Patterson Park through a variety of initiatives. Student athletes have the opportunity to enroll in the Game Changer initiative for an hour of homework help and an hour of conditioning to support a student’s academic and athletic development. The PPYSEC provides after school programming as well as an initiative called Go Teams, where staff go to the school and lead a resource period on character development.

www.livingclassrooms.org

Photonovella Details:
There is a lack of information about diabetes nutrition and healthy cooking in this part of Baltimore City. They would like to promote these two areas through the PPYSEC. A photonovella on one of these topics specifically, or more generally about the importance of living a healthy and active lifestyle, would be a great starting point. They would like to turn this into a larger effort of educating the community, and having an engaging and interesting photonovella will be a great starting point.

Meeting Times and Location:
Tuesdays from 4:30 pm – 5:30 pm
Patterson Park Youth Sports and Education Center
200 S. Linwood Ave, Baltimore, MD 21224
(1.4 miles; 4 minutes driving time)

*SOURCE Contact:
Please keep Mindi Levin, SOURCE Founder and Director, in the loop on your project progress. Mindi can be reached at mlevin@jhu.edu or 410-955-3880.

Men and Families Center, Inc.

Org Overview:
The Men and Families Center, Inc. is a 501(c) (3) non-profit and holistic family services agency. Their mission is to create safer, more resilient men, women, children and families by supporting them in developing their inner strengths, life skills, parenting skills and networks of resources through holistic approaches that move them towards self-sufficiency and self-empowerment.

The Men and Families Center, Inc. has a unique community based program called the Neighborhood Navigators where people are reached through encounters, and linkages are made to address their healthcare needs and social determinants. With this in mind, they are able to reach multitudes of existing and new clients much more easily. Due to their credibility in the communities that they serve, people are more prone to listen to what comes from their center.

www.menandfamiliescenter.org

Photonovella Details:
The Men and Families Center, Inc. would like to have a photonovella that encourages residents to think that health care is a priority. They want to promote residents to sign up for health insurance, reduce visits
to the emergency room. Themes include “being a healthier me with a PCP,” “reducing ER visits,” and making health care/insurance and the costs associated with care a priority.

**Meeting Times:**
Thursdays from 3 pm - 4 pm  
2222 Jefferson Street, Baltimore, MD 21205  
(.32 miles; 1 minute driving time, 10 minute walk)

*SOURCE Contact:*
Please keep Mindi Levin, SOURCE Founder and Director, in the loop on your project progress. Mindi can be reached at mlevin@jhu.edu or 410-955-3880.

**NAMI Metro Baltimore**

**Org Overview:**
Established in 1983, NAMI Metropolitan Baltimore is a grassroots organization with the mission to improve the lives of individuals living with mental illness and their families through education, support, and advocacy. They offer an array of focused and effective education and support programs tailored for varied audiences including individuals with mental illnesses, family members and caregivers of those with mental illnesses, direct service providers, and the general public. Their activities reflect the NAMI core principles that: Mental illnesses are illnesses like any other; Stigma is real and has terrible consequences; Individuals with mental illness and families alike are essential to the recovery process; Education and support for family members and consumers of mental health services make substantial differences in outcomes; With appropriate treatment and services, people can and do recover from mental illnesses. They are an independently organized and funded 501(c)(3) organization affiliated with NAMI-Maryland and NAMI: the National Alliance on Mental Illness. Their education programs, workshops, support groups and help-line serve more than 4,000 people each year throughout the Baltimore metropolitan area.  
http://www.nami.org/MSTemplate.cfm?MicrositeID=82

**Photonovella Details:**
NAMI Metropolitan Baltimore serves a wide range of consumers in the comprehensive field of mental health; a brief list of potential audiences for the photonovella collaboration is given below:
- Providing Support as Parents and Guardians of Children and Adolescents
- Interaction with Police during Mental Health Crises
- Seeking Support with Dual Diagnosis (Concurrent Mental Health Diagnoses and Substance Abuse)

Within these populations, the photonovella is intended to serve as a means to address barriers created by stigma and misunderstanding to connect the audience with appropriate mental health education and resources.

**Meeting Times:**
Fridays between the hours of 2 pm – 4:30 pm  
5210 York Road, Baltimore, MD 21212  
(5 miles; 15-20 minutes driving time)

*SOURCE Contact:*
Please keep Mindi Levin, SOURCE Founder and Director, in the loop on your project progress. Mindi can be reached at mlevin@jhu.edu or 410-955-3880.