JOHNS HOPKINS BLOOMBERG SCHOOL OF PUBLIC HEALTH  
Course 180.605.01: Food System Sustainability Practicum  

4th Quarter, Spring 2015, 3 Credits  
Fridays 1:30-3:20, Room #W3011  

Instructors:  
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1. COURSE DESCRIPTION  

Converging crises in resource depletion, resource contamination, climate change, and population – and extensive food waste, inefficiency and resource overuse – combine to create unprecedented threats to longterm food security and thus to the public’s health. Many of these threats are substantially or partly rooted in the ways we produce, distribute and consume food. Others have broader roots. There is a tremendous need to understand and develop effective responses, with particular concern for inequities. Further, there is a need for a systems approach, recognizing that these concerns are complex and intertwined with one another and with factors in domains including society, economics, biology, and policy. There are often nutritional or other public health co-benefits to addressing these environmental issues. While some negative effects are inevitable, there is much we can do to support food system resilience.  

This course is substantially structured around hands-on practica in which students will undertake projects that address food system resilience/environmental sustainability from a variety of angles. Students will work on these in teams for approximately four hours a week outside of class. While working on these projects, students will have the opportunity to gain in-depth knowledge of the relevant food system environmental sustainability issues, and to observe real-world challenges. These opportunities are intended to be mutually beneficial to the students, organizations, the Johns Hopkins Bloomberg School of Public Health, and overall to food system sustainability goals.  

Approximately half of the in-class time will be devoted to discussing the practica and related topics. Discussions and assignments will help students draw useful lessons from their experiences and build students’ understanding and capacity to be effective public health professionals. In the other half of the class period, instructors  

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and guests will provide a broad overview of food system sustainability issues, focused exploration of selected topics in food system sustainability linked with the different practica, and the chance to think deeply about ways to advance food system sustainability.

2. LEARNING OBJECTIVES

1. Discuss concepts of food system environmental (and social) sustainability, including important threats, barriers to change, and approaches to addressing these barriers.
2. Describe the operation of a program or project, including the site’s relationship with its community.
3. Reflect on the student’s own role as a professional engaging with an organization, including identifying strengths and areas for further improvement.
4. Discuss the contributions to food system environmental sustainability of the programs other students in the class worked with, and otherwise draw broader lessons from these site experiences.
5. Critically evaluate tradeoffs and potential unintended consequences from interventions.
6. Discuss selected topics in food system sustainability in depth.

3. LOGISTICS AND DETAILS

**Practicum:** Students will be asked to indicate their site preferences, as well as whether they have a ride or can offer rides. They will be assigned to teams of 2-5. Teams will jointly discuss and plan transportation needs. The projects will begin with orientation/training meetings with site preceptors during the week of March 30th. Reading assignments will be shared in advance, and you can use some of your first week practicum time for doing them. The initial team meetings will include:

- Basic orientation to organization
- Overview of the project and deliverables
- Detailed discussion of steps needed to accomplish the project and how students will split and organize the task
- Where appropriate, basic training in needed skills
- Discuss student division of labor, scheduling and transportation
- Plan structure of regular check-ins with preceptor and team members, especially those who are not regularly available at the same time.

Students will spend approximately four hours a week on the projects during the second through eighth weeks of the course. Any deliverables should be submitted to the course site before the end of the class, and you should be cognizant of timing as the projects unfold, **so that they fit into the seven week/four-hour slot.** Following each weekly shift, students will be asked to record field notes (see below) and to log their hours. In the final week, students and preceptors will meet to
debrief. Practicum work will be graded by both preceptors and peers. Deliverables should be turned in to us before sharing with preceptors. **We urge you to speak with us and/or with preceptors about any concerns as soon as they arise.**

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<tr>
<th>Site</th>
<th>Sustainability Theme</th>
<th>Skill and/or task</th>
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| Meatless Monday                                 | . Corporate efforts to promote environmental sustainability  
. Reducing meat consumption | Interviews, background research, synthesis, report writing                         |
| Real Food Farm                                  | . Farming  
. Developing a sustainable eating guide and recipe cards | Farming, researching and creating sustainable recipes and a guide to sustainable eating |
| Baltimore City Schools Food and Nutrition Services and Friends of Great Kids Farm | . Farm to school  
. Wasted food | Gather data on school salad bar plate waste to assess impacts of farm to school and salad bar programming. |
| CLF Aquaponics Project                          | . Urban farming  
. Vermicomposting | Vermicomposting, background research, synthesis and report writing, possible building. |
| Farm Alliance of Baltimore                      | . Economic sustainability/job creation  
. Urban agriculture | Background research for developing farm incubator training program. Interviews, research, synthesis, report writing |

**Seminar:** Our weekly seminar is from 1:30-3:20 on Fridays. The class is discussion-centric, and will also have presentations and activities. Attendance is expected; absence without prior notice results in a zero for the day’s participation grade.

**Readings:** Readings are posted on Courseplus. It is essential to do the readings and think about them in advance of class so that you are prepared to discuss them. You should include commentary about the readings in your journals and on the class discussion forums. Class discussions will operate from the premise that you have done the readings, and we will not spend class time reviewing the content.

We will be using the Strengthsfinder tool in class session 7 (May 8). You will need to purchase access to the quiz for $9.99 ([https://www.gallupstrengthscenter.com/Purchase/Product?Path=Clifton%20StrengthsFinder](https://www.gallupstrengthscenter.com/Purchase/Product?Path=Clifton%20StrengthsFinder)) or purchase it with the associated book for about $15. (Rath, T. & © 2015 Dr. Roni Neff
Conchie, B. (2008). Strengths based leadership. New York, NY: Gallup Press.) If you have already taken the quiz, you should be able to log in and review your results.

Discussion Forums: Students are encouraged to use the forums on Courseplus to continue and initiate class discussions, share materials, discuss readings, etc.

4. ASSIGNMENTS
1. Readings: Students are responsible for weekly readings as listed in Courseplus
2. Journal: Weekly journal entry to be submitted in drop-box by 8am on the Monday following each class. (See end of syllabus for details). We will give early feedback, but may not send feedback each week.
3. Participation: We will track both the quality and quantity of your participation in class and on the discussion forums, (with priority given to quality) and will give you feedback around midway through.
4. Eating ethically (as you define it): for 1 week –by 4/27, and incorporated in journal entry.
5. Product for preceptor: graded based on quality and completion based on the guidelines given by preceptor.
6. Writing Assignment: Students will develop public comments about environmental sustainability to submit to the US Dietary Guidelines Advisory Committee (see end of syllabus)

5. SCHEDULE
*Updates will be made to Courseplus, so please look there for the most up-to-date information.

SESSION #1, 3/27/15
Orientation to course – Roni Neff, Meg Burke, Mary Treinen
Introductions, course mechanics, assignments and syllabus
P (Practicum): Practicum and service-learning overview; teams; skills; activity
FSS (Food System Sustainability): Food system sustainability overview

SESSION #2, 4/3/15
P: Practicum-related discussion.
FSS: Meatless Monday, Alana Ridge, Center for a Livable Future

Assignments Due:
- SOURCE service-learning online modules – Listen to Module 2: From Service to Partnership: Principles and Best Practices for Engaging with the Community: parts 1,3,5 and Module 3, Working in a Community Setting - Essential Competencies. Parts 2,3,4,5,6 (for 6, may skip sections 9-24 on demographics/regs). The rest is optional. (If you listen to the entire orientation, you can take the quizzes and obtain a certificate.)

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• Reflective Journal 1 [due 8am on 4/6/15]

Readings
• Practicum-assigned readings (read during practicum hours)
• Practicum teams will meet with preceptors for orientation.

SESSION #3, 4/10/15
P: Practicum-related discussion.
FSS: Sustainable Diets (Roni)

Assignments Due:
• Journal 2 [due 8am on 4/13/15]
• Practicum

Readings:
• Marshall, T. Battle over dietary guidelines is all about politics, not science. http://beefmagazine.com/blog/battle-over-dietary-guidelines-all-about-politics-not-science

SESSION #4, 4/17/15
P: Practicum-related discussion.
FSS: Sustainable Agriculture, Molly McCullagh, Real Food Farm

Assignments Due:
• Journal 3 [due 8am on 4/20/15]
• Practicum

Readings

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SESSION #5, 4/24/15
P: Practicum-related discussion.
FSS: Farm to school, Chrissa Carlson, Executive Director, Friends of Great Kids Farm

Assignments Due:
- Journal 4 [due at 8am on 4/27/15]
  - Including: completion of 1-week ethical eating experiment and discussion
- Practicum Readings
- Oberholtzer et al., Local Foods in Maryland Schools and Implications for Extension: Findings from Schools and Farmers. Journal of Extension. 2012. 50;2. 2RIB4.

SESSION #6, 5/1/15
P: Practicum-related discussion.
FSS: Laura Genello, Farm Manager, Aquaponics Project, CLF.

Assignments:
- Journal 5 [due 8am on 5/4/15]
- Practicum Readings:

SESSION #7, 5/8/15
P: Practicum-related discussion. Strengthsfinder.
FSS: Allison Marshall, Farm Alliance of Baltimore

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Assignment:

- Journal 5 [due 8am on 5/11/15]
- Complete strengths finder quiz and review your “Strengths insight and action planning guide.” Bring to class. ([https://www.gallupstrengthscenter.com/Purchase/Product?Path=Clifton%20StrengthsFinder](https://www.gallupstrengthscenter.com/Purchase/Product?Path=Clifton%20StrengthsFinder))
- Share deliverables with course instructors prior to sharing with preceptors!

Reading:


SESSION #8, 5/15/15

P: Last week of the practicum. Wrap up practicum projects, debrief with preceptors.
FSS: General discussion and course wrap-up. What is needed to get from here to there?

Assignments

Reading:

- Introduction from Belasco, W. Meals to come: History of the future of food.
- **Final practicum assignment due TUESDAY, MAY 12.**
- **Practicum peer ratings due 5/13.** Please rate each member of your practicum team on a scale of 1-5 based on the quality of their participation. (1=missed many sessions, poor contributions, and or inappropriate; 2=subpar level of contribution; 3=adequate contribution – did everything expected; 4=good quality contribution; 5=excellent quality contribution, did more than fair share.)
<table>
<thead>
<tr>
<th>DATE/SESSION</th>
<th>SEMINAR</th>
<th>ASSIGNMENTS DUE</th>
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<tr>
<td>3/27, Session 1</td>
<td>Orientation to course</td>
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| 4/3, Session 2 | 1. Discuss practicum orientations; practicum-related skills.  
2. Meatless Monday, Alana Ridge, Center for a Livable Future | SOURCE service-learning online modules  
Reflective journal 1  
Readings for class and practicum |
| 4/10, Session 3 | 1. Practicum-related discussion  
2. Sustainable diets, Roni Neff | Reflective journal 2  
Readings |
| 4/17, Session 4 | 1. Practicum-related discussion  
2. Sustainable agriculture. Molly McCullagh, Real Food Farm | Reflective journal 3  
Readings |
| 4/24, Session 5 | 1. Practicum-related discussion  
2. Farm to school, Chrissa Carlson, Great Kids Farm | Reflective journal 4  
- Including ethical eating response  
Readings  
Written assignment due 4/24 at 11:59pm |
| 5/1, Session 6 | 1. Practicum-related discussion  
2. Laura Genello, Aquaponics Project, Center for a Livable Future | Reflective journal 5  
Readings |
| 5/8, Session 7 | 1. Practicum-related discussion  
2. Allison Marshall, Farm Alliance of Baltimore | Reflective journal 6  
- Complete Strengthsfinder quiz  
Readings |
| 5/15, Session 8 | Course conclusion | Final practicum papers due Tuesday, 5/12.  
Practicum peer ratings due 5/13. Wrap up practicum projects, debrief, share deliverables with instructors |
6. GRADING POLICY
Students are expected to arrive promptly for class sessions and scheduled
practicum events, and to be respectful of those who have taken the time to share
with us. Given the importance of the discussion and experience to the benefits you
will derive from this class, and given there are only 8 sessions, attendance is also
critical. If exceptional circumstances arise and you need to miss class, arrive late, or
submit an assignment late, you must notify us in advance to avoid having your grade
reduced. Even with notification, multiple absences or latenesses without strong
justification will lead to reduced grades. When working in groups, students are
expected to divide responsibility equitably.

- Journal (20%)
- Classroom and discussion forum participation (30%)
- Evaluation by site proctor (7.5%)
- Evaluation by peers on team (7.5%)
- Final product for preceptor (10%)
- Evaluation of written assignment (20%)
- Submission of SOURCE service-learning evaluation (5%)

**Participation is graded on a scale of 0-5:**
0= absent without prior notification (If absent with notification/valid excuse, the
day is omitted from average)
1=did not look engaged, no participation or inappropriate
2=appeared engaged but no participation
3=basic participation in quantity/quality
4=significant participation, in quantity and esp. quality
5=outstandingly thoughtful/insightful
Added credit for quality discussion forum contributions can bump up a grade.
NOTE: 4/5~ A; 3 could be A or B; 2~B or C; 1~C

**Journals are graded on a scale from 0-5:**
0= Did not complete assignment or completely off topic
1=Considerable difficulty expressing ideas or descriptions clearly
2=Doing the assignment but neutral experience without personal resonance or
impact
3=Gains affectively from experience but insights based on conscious reflection are
few or simplistic
4=Making connections and demonstrating insights into situations, issues and
growth based on experiences
5=Definite insights into issues and implications of experience and aware of
increased complexity of issues and situations

Journals should also reflect discussion of questions, practicum, readings.
Preceptor and peer grading: Preceptors and peers will be asked to grade each member of the team’s performance and participation on a scale of 1 to 5. (1=missed many sessions, poor contributions, and or inappropriate; 2=subpar level of contribution; 3=adequate contribution – did everything expected; 4=good quality contribution; 5= excellent quality contribution, did more than fair share.) Grades will be averaged together across individuals. If any one person’s grading is “off” from others, we will note that in calculations.

SOURCE evaluations: Students will be asked to complete a final evaluation of the practicum experience, for an easy 5% of your final grade. (They track names, but we do not learn who wrote what.) The evaluation serves to provide SOURCE with feedback about the organization as well as to assess what students gain from their service-learning experience. They will email the link at the end of the quarter.

ACADEMIC ETHICS
Academic ethics as discussed in the Policy and Procedure Memorandum for Students, October 26, 2006, will be adhered to in this class. This information is available in the Student Handbook and on the school’s webpage at: https://my.jhsph.edu/Offices/AcademicIntegrity/Documents/AE_PPM.pdf You are encouraged to run papers through https://turnitin.com/ to check for inadvertent plagiarism.

“Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.”

DISABILITY SUPPORT SERVICES
If you are a student with a documented disability who requires an academic accommodation, please contact Betty H. Addison in the Office of Career Services and Disability Support: dss@jhsph.edu, 410-955-3034, or Room E-1140.

7. ASSIGNMENTS
A. JOURNALS
Reflective journaling is a valuable tool for thinking through issues and gaining deeper insights into your work and life (we encourage its use even outside the class context.) You can write whatever you want, from structured thoughts and analyses to random ideas to pasting in photos or quotes, to rants and everything in between. Feel free to write in an informal style, use bullets, etc., but aim to have your journal communicate clearly. Most important to us is to see you thinking deeply about your experiences and sharing how they affect you.
Each week you will turn in a 1-2 page (single space) journal containing the following:
1) A journal entry reflecting on the questions below for that week (you don’t need to go through linearly and address each one – just use them as a guide for the types of issues to cover.)
2) Your field notes for the week (see below for how-to) plus any other notes or comments related to your practicum experience.
3) Reflections on the readings.
4) You are welcome and encouraged to also include other reflections on the speakers, class discussion, current events, etc.

Journals are due Monday mornings at 8am. You are strongly encouraged to at least draft your journal prior to the Friday class session, to aid in conversations.

FIELD NOTES: As soon as possible after you leave your practicum site or activities for the day, write at least 1/4-1/2 page of field notes to help you remember what you experienced. Field notes should be included in your weekly journal and should cover the following:
- Facts and details about occurrences
- Sensory impressions
- Personal responses
- Specific words, phrases, summaries of conversations.
- What you’d like to understand more about.

A note about photos – please use your discretion and avoid taking photos including community members, particularly children. An exception is that if they are volunteering with you, you can ask their permission to take their pictures. Do not share these photos in social media without permission from the subjects.

JOURNALING PROMPTS -- FOR WEEKLY JOURNALS, “PART 1”

Journal 1 (Due 4/6/15): Initial observations
- Who are the main people involved?
- Who are the key stakeholders in your project?
- What is the overall goal of the project?
- What do you expect your experience to be like?
- Predictions of challenges during the term
- What are some barriers to and facilitators of the project’s success?
- Is there a part of the project you don’t understand or can’t see a clear answer to?
- Was there a part of the project--or another aspect of the organization--that you hadn’t considered previously?

Journal 2 (Due 4/13/15): Your organization and its role in sustainable food systems
- What about the project/organization made you choose it?
• What is the organization’s mission?
• What is their role in building a sustainable food system?
• How would you describe the organizational culture?
• Would you enjoy working there? Why or why not?
• From what you’ve seen so far, what are the organization’s main strengths and limitations? [we won’t share this with them!]

Journal 3 (Due 4/20/15): Your vision for a healthy, sustainable food system
• What do you see as the key elements of a healthy, sustainable food system?
• How would food production look under such a system?
• How would food be produced? Distributed? Accessed? How would costs change?
• What type of diet would be prevalent in your vision?
• How might this idealized system look different, in order to reach goals for equity, environmental sustainability, healthfulness, etc.?
• In what ways might others disagree with this vision, and how would you respond to their critiques?

Journal 4 (Due 4/27/15): Eating Ethically
• How did you define eating ethically?
• What compromises did you make in this definition in order to make compliance feasible for yourself?
• What is the most important aspect of eating ethically, in your opinion?
• What were the biggest challenges to eating in this manner for a week?
• Was there anything you found easier or harder than expected?
• How will you incorporate your experience eating ethically into your future eating habits?
• How do individual dietary choices fit into the greater context of food system sustainability?

Journal 5 (Due 5/4/15): Your strengths
• What stands out to you most in the strengthsfinder report you received (strengths or actions)?
• Out of all the talents it highlights, what would you most like for others to see in you?
• How does this information help you better understand your unique talents?
• How can you use this understanding to add value to your efforts?
• How does the information help you understand your potential contributions to a more sustainable/healthy food system?
• What will you do differently tomorrow as a result of this report?
• Looking at the recommended actions: Which are you most likely to take?
• How will you commit to taking action? Write your own personalized action item that you will take in the next 30 days.
Journal 6 (Due 5/11/15): Learnings from practicum, your role in the future food system

- How has your experience with the practicum project affected your ideas about what is needed and what works?
- What role could your project/organization play in the future as part of a sustainable food system?
- How has your practicum project helped you define how you see your future role in a sustainable food system?
- What skills did you develop in this practicum that could be useful in your professional career?

B. WRITTEN ASSIGNMENT –

The 2015 US Dietary Guidelines Advisory Committee (DGAC) has released its recommendations to the USDA, including recommendations to incorporate sustainability concerns into the 2015 Dietary Guidelines for Americans (DGA). The report can be found in class readings for session 3.) The USDA is requesting public comments. Your written assignment involves developing a public comment to submit, related to the sustainability recommendations. [http://www.health.gov/dietaryguidelines/dga2015/comments/](http://www.health.gov/dietaryguidelines/dga2015/comments/)

You may take any position (including opposing the inclusion of sustainability), and may comment on any aspect of the sustainability issues, including themes not covered in the guidelines, and including both broad and narrow topics.

As you write the comment: 1) Note that the chief concern for dietary guidelines is and will remain nutrition, so you MUST frame your argument in those terms. For example, the issue of declining fisheries should be presented as a challenge to the future ability to nourish the population, not a problem in its own right. 2) Similarly, international implications will be less salient to them than those in the US. 3) More broadly, be aware of political factors, and be strategic in your arguments. 4) Gain credibility by using peer-reviewed references where possible.

Your comment should: be at least 500 words, include references, and refer to at least two parts of the DGAC report by page and preferably line number. Regardless of your topic, be sure to include a general statement of your views on whether sustainability should be included in the DGA, and why. The USDA also requests a 250 word summary with the submission (could be identical to your first paragraph). You can see many examples of submitted comments on the public comments website, [http://www.health.gov/dietaryguidelines/dga2015/comments/](http://www.health.gov/dietaryguidelines/dga2015/comments/).

**Deadlines:** Papers are due on Friday, April 24 at 11:59pm.
Students will share about their public comments in class but do not need to prepare formal presentations. After you have incorporated feedback from us, you will be encouraged to submit your comments online prior to their May 8, 2015 midnight deadline.

**Written assignment grading rubric:**

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<tr>
<td><strong>Sustainability-related content</strong></td>
<td>Content inaccurate, poorly researched, misses key nuances</td>
<td>Content is often inaccurate, not well researched, misses important nuances</td>
<td>Content is moderately accurate, moderately well researched, gets some nuances</td>
<td>Content is good, mostly accurate content, well researched, generally gets key nuances</td>
<td>Excellent and accurate content, well researched, gets key nuances</td>
</tr>
<tr>
<td><strong>Effective argument</strong></td>
<td>Ineffective or no argument</td>
<td>Argument is often ineffective, lacks strategy, misses important nuances</td>
<td>Argument is moderately mildly effective and has moderate levels of strategy, nuances</td>
<td>Argument is effective and has good strategy, generally accounts for nuances</td>
<td>Highly effective, convincing and strategic argument</td>
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<tr>
<td><strong>Well-written</strong></td>
<td>Poorly written and not proofread</td>
<td>Poor prose, unclear, not well organized/structured, not proofread</td>
<td>(2/3 of these) Poor prose OR unclear OR not well organized/structured, not proofread</td>
<td>(1 of these) Poor prose OR unclear OR not well organized/structured, not proofread</td>
<td>Beautifully written, clear, organized/structured, and proofread</td>
</tr>
<tr>
<td><strong>Uses literature effectivel y</strong></td>
<td>No references</td>
<td>Too few references, not used properly, not peer reviewed when such would be available, no direct references to DGAC report.</td>
<td>(2 of these) Too few references OR not used properly OR not peer reviewed when such would be available. Zero or one direct reference to DGAC report.</td>
<td>(1 of these) Too few references OR not used properly OR not peer reviewed when such would be available OR one direct reference to DGAC report.</td>
<td>Effective use of peer reviewed references, includes at least two direct references to DGAC report</td>
</tr>
<tr>
<td><strong>Response appropriate to assignment</strong></td>
<td>Inappropriate to assignment, does not follow directions</td>
<td>Off-base but follows some directions</td>
<td>Somewhat follows directions</td>
<td>Mostly follows directions</td>
<td>Response appropriate to assignment, follows directions</td>
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8. ADDITIONAL PRACTICUM-RELATED NOTES

SOURCE: SOURCE (Student Outreach Resource Center) is the community service and service-learning center for the Bloomberg School, the School of Medicine and the School of Nursing at Johns Hopkins University. SOURCE provides academic, professional and personal development opportunities through community outreach and service-learning partnerships with community-based organizations. They serve as a channel for student, faculty and staff involvement with community organizations and local projects by partnering with over 100 community-based organizations in Baltimore City. You can learn more about SOURCE at www.jhsp.h.edu/SOURCE or email SOURCE@jhu.edu with specific questions.

Reporting Your Service Hours: Students are required to track and report all of their service hours on a weekly basis. At the completion of each week, login to the SOURCE Online Reporting form which can be found at this link: https://source.sts.jhu.edu/. To log in, you will use your JHED ID. The first time you fill out the form, make sure to fill out your information on the “Introduction” page. Each subsequent time you login to report, you can go directly to the “Community Involvement Reporting Form.” If you have trouble, please reference the information on the SOURCE Reporting Form Information page: http://www.jhsp.h.edu/offices-and-services/source/our-stories/report-your-experience.html.

Practicum Information: This course has been approved for 55 practicum hours. If you are seeking to earn MPH practicum hours for this course, you must 1) take the class for a grade; 2) complete the Practicum Learning Plan Proposal Form in order to appropriately document participation in the course. The form can be located online under the Practicum website, For Students, Forms and Documents at: http://www.jhsp.h.edu/offices-and-services/practice-and-training/practicum/formss-and-documents.html. (NOTE: When answering the question “How did you connect with this practicum opportunity?” select “Identified a JHSPH course with practicum component”). The direct link to the Form is: www.tinyurl.com/mph-practicum-learning-plan.

Traveling to Off-Campus Service Sites
Students should understand that the University cannot fully assure safety for every off-campus activity. Thus when traveling to and from off-campus experiences, students are primarily responsible for their own well-being and safety. A number of field sites and community-based organizations (CBOs) are within walking distance of the campus; others require traveling a greater distance, and many, despite use of JHU shuttle system, public bus, subway, and light rail systems cannot be directly reached “door to door.” Therefore, students must take responsibility to keep themselves safe at all times. You are emphatically urged to contact us if you experience any difficulties or obstacles.