

SERVICE-LEARNING FACULTY AND COMMUNITY DEVELOPMENT: EXPANDING OUR REACH IN THE ACADEMY AND COMMUNITY

*Johns Hopkins SOURCE Service-Learning
Faculty & Community Fellows Program*



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National Society for Experiential Education
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SOURCE
Student Outreach Resource Center



Session Overview

- SOURCE Intro and Partnership Model
- SOURCE Service-Learning Faculty & Community Fellows Program
- Outcomes and Benefits
- Institutionalizing of Faculty & Community Engagement



Our Senior Fellows

Carey Borkoski, PhD Senior Faculty Fellow

*Faculty-Assistant Lecturer, Bloomberg School of Public Health,
Department of Health, Policy and Management
Director of the Graduate Program in Public Policy, Institute for
Health and Social Policy Studies (IHSP)*



Vanya Jones, PhD Senior Faculty Fellow

*Assistant Professor, Bloomberg School of Public Health,
Department of Health, Behavior and Society*



Andrew Timleck, MPH, PhD Senior Community Fellow *AIRS (AIDS Interfaith Residential Services)*





Discussion

- What is the current landscape of faculty and community engagement in service-learning at your own institution?
- Post-It: What do you think it'll take to institutionalize service-learning at your own institution?
(place post-it on flip chart)



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SOURCE

Student Outreach Resource Center

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

2017 E. Monument St.
410-955-3880
SOURCE@jhu.edu
www.jhsph.edu/SOURCE

The **SOURCE** for community involvement opportunities.



A Bit About SOURCE

- Partnerships with 100 Community-Based Organizations (CBOs) through formal process

(criteria, mutual expectations, application, interviews, site visit, voting)

- Special Programs

(HIV Counseling and Testing, SOURCE Service Scholars, Baltimore Week, National Volunteer Week, SOURCE Awards, Tri-School Days of Service)

- Interprofessional Education
- Online Modules to Prepare for Community Work
- Variety of Community Engagement Options

(internships, practicum, capstone, service-learning courses, CBPR, student groups, placements, etc.)



Core Values and Approaches

- Reciprocity
- Collaboration
- Respond to Community-Identified Needs
- Do's and Don'ts of Community Partnerships

SOURCE Presents: "The Do's & Don'ts of Community Partnerships"

DO		DON'T
Listen to and learn from your community partner Understanding the context and history of the project is an important part of addressing community-identified needs.	vs.	Ask a community organization to just implement your program Communities do not want to be "laboratories" for student projects. Imposing your vision will not lead to true collaboration.
Approach involvement as a means for social change Think about the impact of your work in the long-term, even if the timetable for your community engagement is only short-term.	vs.	Approach your partnership with the "Savior Syndrome" Be careful not to approach your partnerships as a resident "expert." This attitude will not contribute to a balanced, reciprocal partnership.
Be honest about the parameters of your schedule Open communication is paramount to an effective partnership. Let your partners know what your other obligations are.	vs.	Overcommit to a schedule you can't keep Do not view your engagement as optional. Remember that your partners are relying on you to hold up your end of the work.
Dedicate time to growing your partnership Developing the trust and understanding necessary for a good working relationship requires listening, patience, and persistence.	vs.	Assume an immediate partnership Partnerships must be built. Do not take your partners or their goodwill for granted!
Consider communities in terms of their assets Building upon the strengths of community organizations is just as important as capacity development.	vs.	Focus on the deficits of the communities you work with Remember that you are working with passionate and resilient people with years of experience. They know their communities best.
Recognize (and embrace) lessons from partners Be careful not to take an attitude of privilege. Be mindful of how this might affect your perceptions and assumptions.	vs.	Expect partners to be desperate for any help they can find The community organizations you work within are capable institutions. They need partners, not "helpers," "saviors," or "experts."
Keep the sustainability of your partnership in mind Be sure to work with SOURCE, faculty, and students to understand how to continue partnerships when students leave. Various programs and courses exist to help sustain projects.	vs.	Assume new students will maintain your connection New students may have different interests, and not continue with your service project. It is always possible to damage or destroy a partnership by walking away without a sustainable plan of action.
Keep SOURCE involved with your experiences Update our office on your community involvement. Don't forget to report your service activities!	vs.	Try to single-handedly facilitate your involvement Students are encouraged to work with SOURCE directly, to understand history, context, logistics, policies, and resources for preparation, recruitment, action, reflection, and evaluation.

Sources: *The Unheard Voices: Community Organizations and Service Learning* (eds. Stoecker and Elizabeth A. Tryon, Temple UP 2009); Community-Campus Partnerships for Health (<http://www.ccpb.info>); SOURCE (Student Outreach Resource Center)'s "Mutual Expectations for Partners" (<http://www.jhsph.edu/bin/cfw/MutualExpectations.pdf>).
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Background of Faculty Fellows Program

Origins:

- Student Interest
- Accrediting Bodies
- Community Requests





Program Goals & Objectives

For Overall Program...

- New service-learning courses
- Expand network of service-learning faculty and community leaders
- Increase the number of experiential learning courses for students in JHU health prof. schools
- Strengthen the connection between the JHU and SOURCE community partners in Baltimore City.
- Ultimately, contribute to improving the health—defined broadly—of Baltimore residents.

Fellows will be able to...

- Understand and utilize service-learning pedagogy
- Design and implement an academic rigorous course or project that integrates student learning with community-identified needs.
- Build new and/or strengthen existing partnerships between faculty and Baltimore-based organizations.
- Engage in critical dialogue with colleagues regarding the role of service-learning in higher education and the health professions.
- Understand and explain service-learning to students, colleagues and community partners.
- Develop plans to incorporate scholarship in their service-learning work (Faculty).



Fellows Program Activities

Activity	Description
2.5 Day Retreat	Build the cohort, Service-learning pedagogy training, panels, site visits, and more
Quarterly Group Meetings	Check-ins, reflection activities, problem solving
Monthly Group Meetings	OPTIONAL. Cohort added this activity. Reflection activities. Modeling activities
SOURCE Advisor Meetings	Regular check-ins with SOURCE advisor to walk through course development and implementation



SOURCE' s Comprehensive Support

- Financial Award (\$2000)
- Year-long Engagement with SOURCE
- Training
 - 2 ½ day seminar
 - Quarterly Meetings
- One-on-One Curriculum/Syllabus Development Support
- Tailored matching with SOURCE partner projects
- Cohort model – networking with faculty and community fellows
- Reflective Process



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SOURCE Service-Learning Courses

10 Bloomberg School of Public Health:

- Baltimore Community Practicum
- Baltimore Food Systems
- Children in Crisis: An Asset-Based Approach to Working with Youth in Vulnerable Settings
- Certificate in Quality, Patient Safety, and Outcomes Research (CQPSOR) Practicum*
- Data Analysis Workshop for Public Policy
- Ethnographic Fieldwork
- Evaluation-Informed Program Development and Implementation*
- Food System Sustainability Practicum
- Gaps and Opportunities in Public Mental Health
- Program Planning for Health Behavior Change Practicum

2 JHU School of Nursing:

- Community Outreach to Underserved Populations in Urban Baltimore
- SEEK (Service-Learning, Education, Enrichment, Knowledge) Immersion Experiences

2 JHU School of Medicine

- TIME: Health Care Disparities
- Social Medicine and the Community

1 Tri-School

- Inter-Professional Dialogues: Translating Service to Career Development

2014-15 will see an increase of up to 7 courses (total of 22 service-learning courses)



“This was possibly **the best academic course I've ever taken**”

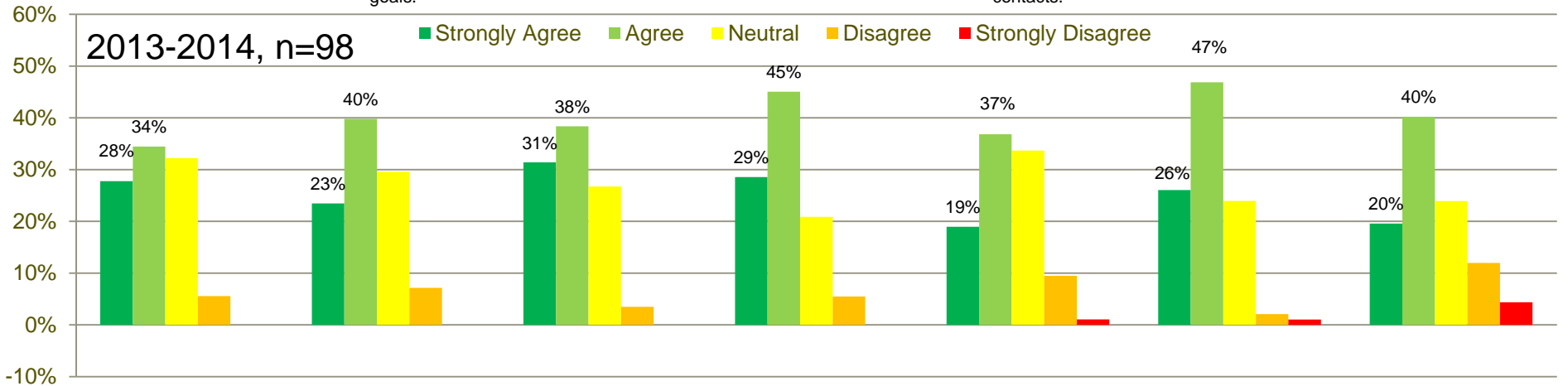
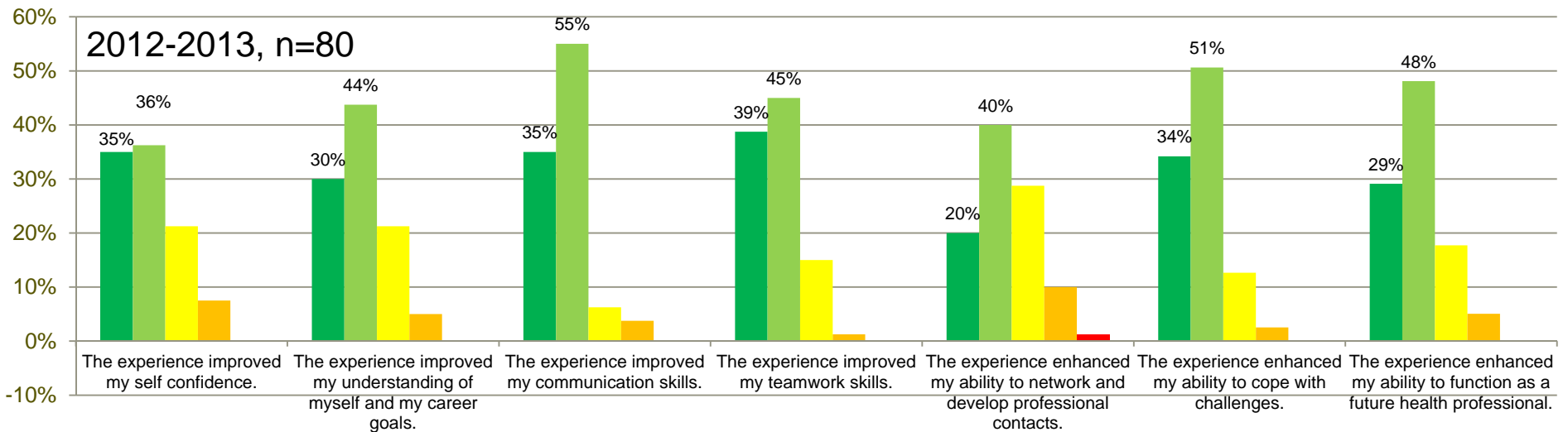
	2012-2013 ¹	2013-2014 ²
Had Positive Experience with S-L	76%	87%
Would Recommend S-L to Others	87%	72%
Would not have Learned Without S-L	82%	75%

1. 85 students from 7 courses

2. 94 students form 9 courses, 3 questions changed from Likert 1 to 5 scale, to “Good, Very good, Excellent”



Student Responses to the SL Experience





Themes from Student Responses

Relationship-Centered Learning

- The experience provided a foundation to continue **relationships** w/several local CBO's
- **Relationships** and conversations with community members
- **I learned a lot from** the CBO, faculty and my classmates
- Amazing. I started to **get much more out of my CBOs** as I began taking this course

Collaborating to Accomplish Goals

- Working w/ others, remaining focused on the goal, looking at the **overall picture**
- Learning to make sure we were **meeting the CBO's expectations**



Themes from Student Responses

Critical Thinking

- 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 learned how to **conceptualize the impact of my volunteerism**, and I learned much more about what impacts I was capable of making-- I'm not sure I would ever have made these leaps without this class

Group vs. Individual Processing

- We needed **context for our discussions**, and there is no way we would have achieved what we did without everyone being able to contribute their personal experiences
- There was a huge benefit to all of us coming in and being about to discuss current, evolving experience and go through **problem solving together** as a group



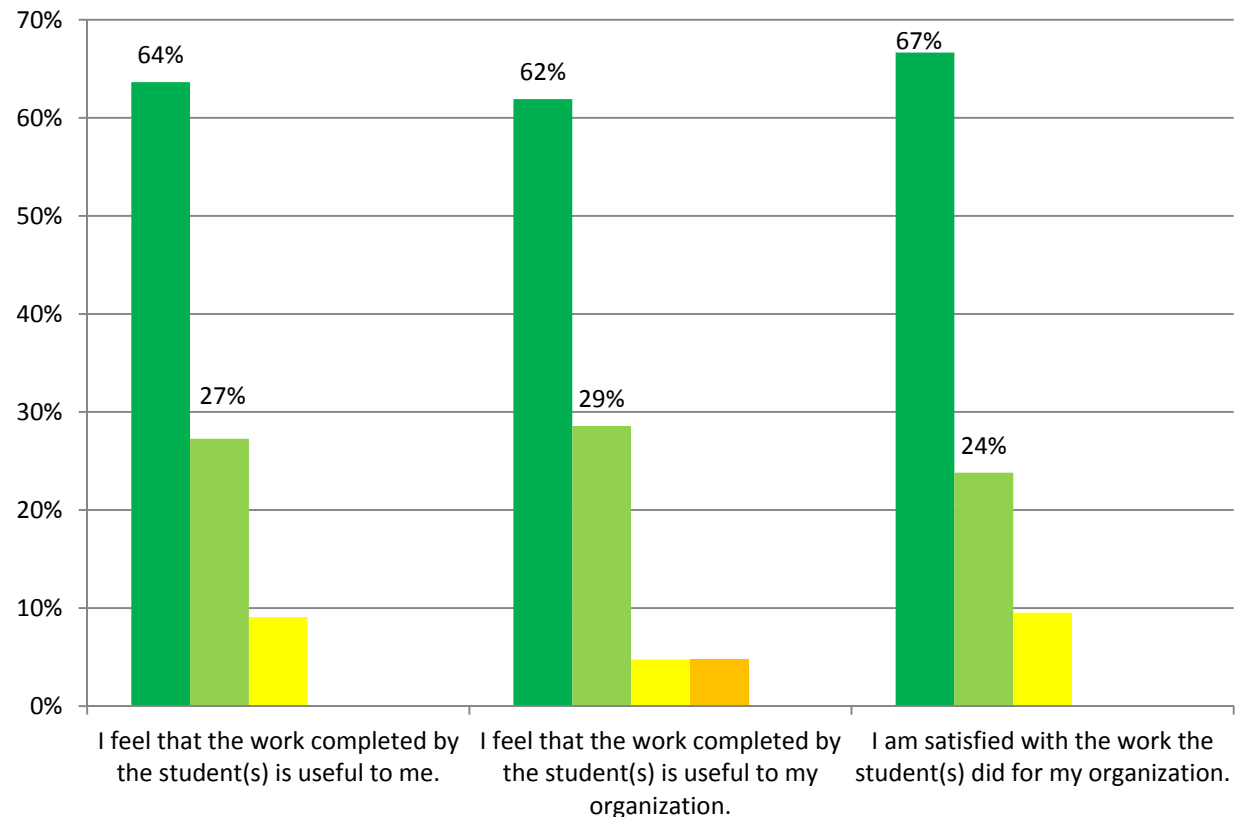
CBO Response to S-L 2013-14: Utility of S-L Projects to Partner CBOs

Do you think the time you spent on the project was worth the outcome?

87% of CBOs said "Yes"

Overwhelming agreement from CBOs on quality and utility of projects

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

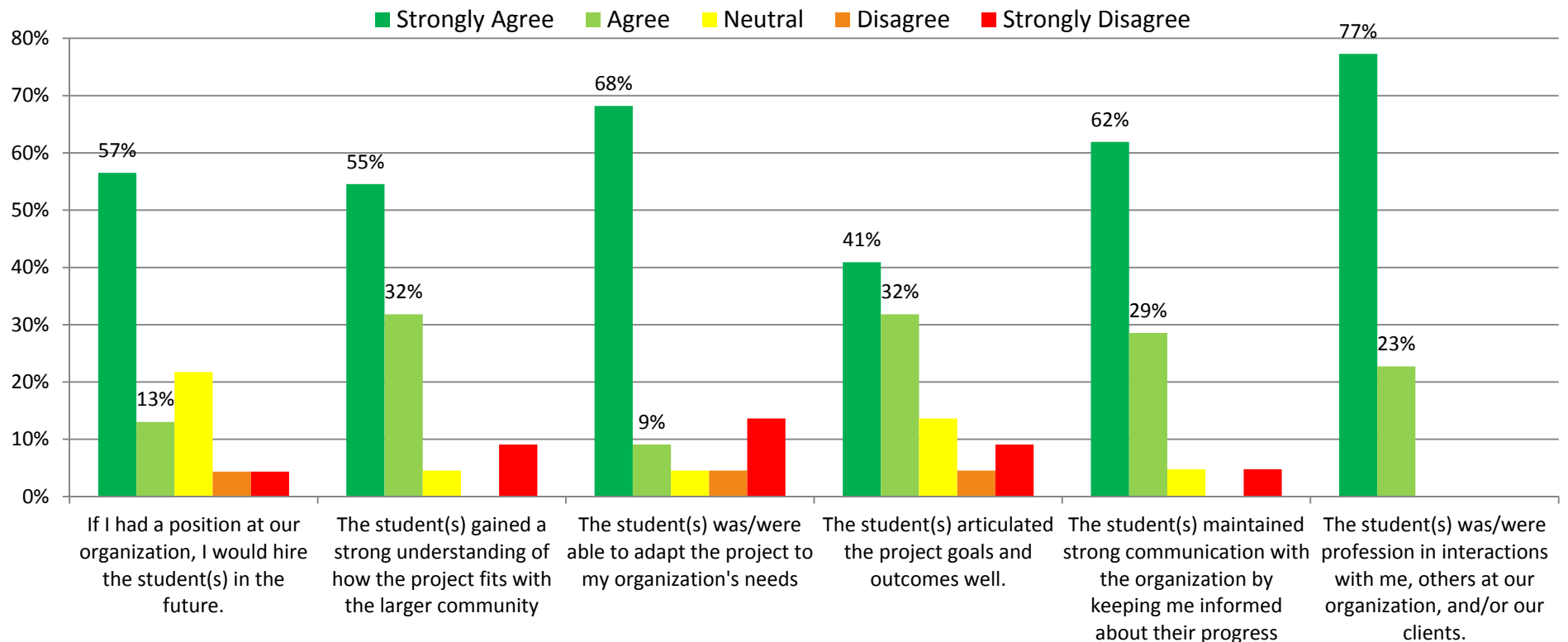


Total number of respondents: 22 from 6 courses (*Data Analysis, Baltimore Community Practicum, Baltimore Food Systems, Ethnographic Fieldwork, Food Systems Sustainability, & Children in Crisis*)



CBO Response to S-L 2013-14: Utility of S-L Projects to Partner CBOs

Please rate your level of agreement with the following statements:



Total number of respondents: 22 from 6 courses (*Data Analysis, Baltimore Community Practicum, Baltimore Food Systems, Ethnographic Fieldwork, Food Systems Sustainability, & Children in Crisis*)



Community-Based Organization Impacts 2012-13

Engagement with Students

They've been great – enthusiastic, inquisitive and professional. Oh, and funny. :)

- CBO partner from Data Analysis Workshop in Public Policy

Thanks for helping make the opportunity a reality.

- CBO partner from Data Analysis Workshop in Public Policy

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.

- CBO partner from Children in Crisis: An asset-based approach to working with youth in vulnerable settings

Contribution to Organization's Mission

I feel that the work submitted by my team of public health students was useful to my CBO. They created a great plan for our program, Recess Baltimore.

- CBO from Program Planning for Health Behavior Change

As it is directly related to our food access research, it makes sense to partner with the students, who seem to gain great experience, as well as contributing to larger research effort.

- CBO partner from Baltimore Food Systems course

The (JHSPH) students were very professional, knowledgeable and good with our students. Students were enthusiastic and interested.

- CBO partner from Health Literacy course



Community-Based Organization Impact 2012-13

Connecting to and Accessing JHU resources

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.

- CBO partner from Children in Crisis: An asset-based approach to working with youth in vulnerable settings

Dr. Jones was extremely instrumental in helping aide the American Heart Association in creating an evaluation tool for the Recess Baltimore program...I personally have been able to work with Dr. Jones' students two years in a row and it has honestly help our program greatly. We would not have had a tool that measures what the children think of the program (year one,) and what the recreation center staff thought of the program (year two.) We genuinely look forward to working with Dr. Jones' class again in the future.

- CBO partner from Program Planning for Health Behavior Change Practicum



Cohort Benefits

- Inter-professional Collaboration
- Moral support
- Reflective Processing
- Power in Numbers
- Like-minded colleagues



Cohort Model Benefits

“I think one of the thing that’s nice that we don’t have often here on this campus – even if we’re working side-by-side – on this campus is...as a school of medicine faculty member, I don’t routinely interact with school of nursing or public health faculty. And I think that’s really been an enriching experience for me personally. It kind of changes how I think of education in general and how I think about the student’s experience in general and I think that’s been a real positive.”

- *School of Medicine Faculty*

“I had considered adding service-learning to my course, but joining the FFP gave me the push to make it happen, and taught me how to do it effectively.”

- *School of Public Health Faculty*



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Institutionalizing Service-Learning

- Senior Fellows Program
- Creation of Research Agenda
- Evaluation Design
 - Standardized evaluations for students and CBOs
 - Highly improved CBO evaluation
- Community Capacity Building
 - Involvement of Community-Based Organizations (Community Fellows Program)
 - Preceptor Training Module



SOURCE Recognition and Expansion

- Publications
- Reputation
- Expanded Staffing
- Leadership Support

Infrastructure for Teaching and Learning in the Community: Johns Hopkins University Student Outreach Resource Center (SOURCE)

Mindi B. Levin, MS, CHES; Lainie Rutkow, JD, PhD, MPH

As health professional schools strive to offer students meaningful, structured community engagement activities, various support structures are needed. In 2005, Johns Hopkins University's Schools of Medicine, Nursing, and Public Health launched the interdisciplinary community service and service-learning center, Student Outreach Resource Center (SOURCE), which operates through reciprocal partnerships between the Hopkins schools and local community-based organizations. SOURCE is recognized on campus and in the Baltimore community for its ability to recruit and prepare students to collaborate with local partners on a wide range of practice initiatives, through both curricular and cocurricular offerings. This article describes SOURCE's history and formation, process for creating authentic partnerships, services and programs, governance, and lessons learned. In a short period of time and with a modest financial investment, the expertise and infrastructure provided by SOURCE have greatly benefited both the participating community-based organizations and the Johns Hopkins health professional schools.

KEY WORDS: community-based public health, education, public health practice, service-learning

room to real-world community settings are often grounded in service-learning which hold that objectives for service-learning be combined to create mutually beneficial academic partnerships.¹ Importantly, prefer to engage with the community in a volunteerism as opposed to activities.

In the early 2000s, in response to a mandate from students, faculty, and community organizations (CBOs), the 3 health professions (HPS) at the Johns Hopkins University went to lay the foundations for a multidisciplinary center that would coordinate and service-learning opportunities for faculty and staff. Now in its sixth year, the Student Outreach Resource Center is a well-established infrastructure to support numerous community-academic programs. SOURCE's infrastructure improvements offer generalizable lessons to seek to develop or augment resources based learning and engagement experiences.

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Meeting Local Needs While Developing Public Health Practice Skills: A Model Community-Academic Partnership

Lainie Rutkow, Mindi B. Levin, and Thomas A. Burke

Public health graduate education helps future practitioners to develop relevant skills, yet students have few opportunities to gain experience with community-level public health practice beyond work with health departments. Although the importance of academic-community partnerships is mentioned in the classroom, many students believe that they lack the time to pursue hands-on public health work in their local communities. Despite this, community-based organizations recognize the potential benefits of collaborating with public health students. This article describes the inception and implementation of the Connection Community Consultant Group, a program designed to increase interactions between students of public health and community-based organizations as well as to provide a forum for the application of students' developing public health knowledge and skills. Students who participate in the Connection gain public health practice experience in areas such as environmental health, healthcare access, health education, and violence prevention. The Connection serves as a model program for a mutually beneficial exchange: Graduate students can develop public health practice skills, and community-based organizations can capitalize on these skills to meet short-term needs.

KEY WORDS: collaboration, community-based organization, education, public health practice

Public health graduate education emphasizes the importance of developing proficiency in core competencies including analytic skills, policy development, cultural competency, and management skills.^{1,2} In addition

to gaining familiarity with these competencies, the accreditation criteria for schools of public health highlight the need for students to have practice opportunities and underscore the value of academic-community practice linkages.^{3,4} Yet, many schools of public health struggle to create or identify practice opportunities for their students.⁵ This may occur for a variety of reasons, including limited institutional support, lack of a means for identifying academic-community practice opportunities, or a perception among students that they do not have time to pursue public health practice given their coursework and other academic obligations.^{6,7}

These shortcomings challenge schools of public health to identify or create practice opportunities for students. This challenge becomes increasingly urgent when one realizes that many public health students are not pursuing traditional practice-based jobs, such as those offered by a health department or public health agency, when they enter the workforce.⁸ For these students, practice-based experiences during graduate school present a unique opportunity to understand how their future work as health professionals will impact the local community.⁹

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Lessons Learned

- Not all faculty needs are the same
 - One-on-one mentorship needed
- Cohort model is extremely valuable
 - Support amongst colleagues
 - Reflective practice
 - Potential development of interprofessional courses
- Advocacy from cohort members crucial for institutionalization
 - Cohort recruitment
 - Institutional/administrative support
- Faculty continue to build of successes from previous years
- Unintended benefits (e.g. network, professional support, friendship)





Discussion

- Review post-its: What do you think it'll take to institutionalize service-learning at your own institution?
- What are you taking with you from this presentation?



Questions

