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

Johns Hopkins SOURCE Service-Learning Faculty & Community Fellows Program

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Johns Hopkins University

National Society for Experiential Education
October 2014
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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• Outcomes and Benefits
• Institutionalizing of Faculty & Community Engagement
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
Session Overview

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- **SOURCE Service-Learning Faculty & Community Fellows Program**
- Outcomes and Benefits
- Institutionalizing of Faculty & Community Engagement
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

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

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<tr>
<th></th>
<th>2012-2013&lt;sup&gt;1&lt;/sup&gt;</th>
<th>2013-2014&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had Positive Experience with S-L</td>
<td>76%</td>
<td>87%</td>
</tr>
<tr>
<td>Would Recommend S-L to Others</td>
<td>87%</td>
<td>72%</td>
</tr>
<tr>
<td>Would not have Learned Without S-L</td>
<td>82%</td>
<td>75%</td>
</tr>
</tbody>
</table>

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

2012-2013, n=80

- The experience improved my self confidence: 36% Strongly Agree, 44% Agree, 35% Neutral, 23% Disagree, 28% Strongly Disagree
- The experience improved my understanding of myself and my career goals: 30% Strongly Agree, 40% Agree, 35% Neutral, 29% Disagree, 40% Strongly Disagree
- The experience improved my communication skills: 39% Strongly Agree, 45% Agree, 45% Neutral, 29% Disagree, 37% Strongly Disagree
- The experience improved my teamwork skills: 20% Strongly Agree, 40% Agree, 40% Neutral, 19% Disagree, 31% Strongly Disagree
- The experience enhanced my ability to network and develop professional contacts: 34% Strongly Agree, 51% Agree, 45% Neutral, 26% Disagree, 37% Strongly Disagree
- The experience enhanced my ability to cope with challenges: 29% Strongly Agree, 48% Agree, 45% Neutral, 20% Disagree, 40% Strongly Disagree
- The experience enhanced my ability to function as a future health professional: 3-10% Strongly Agree, 45% Agree, 40% Neutral, 20% Disagree, 38% Strongly Disagree

2013-2014, n=98

- The experience improved my self confidence: 28% Strongly Agree, 34% Agree, 31% Neutral, 23% Disagree, 20% Strongly Disagree
- The experience improved my understanding of myself and my career goals: 40% Strongly Agree, 40% Agree, 38% Neutral, 29% Disagree, 40% Strongly Disagree
- The experience improved my communication skills: 31% Strongly Agree, 45% Agree, 45% Neutral, 29% Disagree, 37% Strongly Disagree
- The experience improved my teamwork skills: 19% Strongly Agree, 37% Agree, 40% Neutral, 19% Disagree, 26% Strongly Disagree
- The experience enhanced my ability to network and develop professional contacts: 26% Strongly Agree, 47% Agree, 45% Neutral, 20% Disagree, 20% Strongly Disagree
- The experience enhanced my ability to cope with challenges: 20% Strongly Agree, 40% Agree, 40% Neutral, 20% Disagree, 20% Strongly Disagree
- The experience enhanced my ability to function as a future health professional: 28-10% Strongly Agree, 45% Agree, 40% Neutral, 20% Disagree, 38% Strongly Disagree
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**

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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:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I had a position at our organization, I would hire the student(s) in the future.</td>
<td>57%</td>
<td>13%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The student(s) gained a strong understanding of how the project fits with the larger community</td>
<td>55%</td>
<td>32%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The student(s) was/were able to adapt the project to my organization's needs</td>
<td>68%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The student(s) articulated the project goals and outcomes well.</td>
<td>62%</td>
<td>32%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The student(s) maintained strong communication with the organization by keeping me informed about their progress</td>
<td>29%</td>
<td>23%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The student(s) was/were profession in interactions with me, others at our organization, and/or our clients.</td>
<td>77%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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</table>

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
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
Recognizing and Expanding

- Publications
- Reputation
- Expanded Staffing
- Leadership Support
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 on 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