SOURCE

Opportunities Guidebook
2022-2023

COVID-19 Update
Statement on Remote/Virtual Activities

The University has returned to in-person learning on campus, and we will respond to University and City guidance in the event that COVID numbers increase to high levels again in Baltimore. In order to adapt to the potential for some continued remote work and courses, we are asking our community partners to note if their projects could be completed by students either **fully in-person, hybrid** (some in-person and some virtual work), **or remotely.** Regarding in-person collaboration, all JHU students are required to be vaccinated, and we will work with our organizational partners to ensure that all of our students and community members remain as safe as possible in accordance with all City and University public health guidelines.

Hopkins Engage

Hopkins Engage, powered by GivePulse, is the university's community engagement platform that allows JHU students, staff, and faculty to connect directly with community partners, Baltimore nonprofit agencies, and other community-engaged campus departments. The platform provides easy search function to connect JHU volunteers directly with organizations and projects they are passionate about. Hopkins Engage serves as a resource to Hopkins affiliates and our communities, all with the goal of positively impacting the Baltimore community through community service and civic engagement.

All SOURCE community partners should use Hopkins Engage to post volunteer, special event, and internship opportunities, as we will be fully on-boarding new students to the platform. SOURCE can support our community partners with setting up and utilizing Hopkins Engage. Contact SOURCE@jhu.edu for assistance.

Interactive Partner Map

SOURCE has developed a new web-based Interactive Map of our SOURCE partner community-based organizations (CBOs). Each SOURCE partnering CBO is listed on the website with a brief description and short video in order to better introduce our students, faculty, and staff to the important missions our partners in the community are pursuing. This resource is a "one-stop shop" where our students can see exactly where our community partners are all located throughout Baltimore, learn more about their work, and discover opportunities to get involved!

If your organization has not yet submitted a video for our Interactive Partner Map, we are here to help record a short video and work together with you to ensure that your organization's presence on our map is as engaging as possible. For assistance, contact SOURCE@jhu.edu.

Advocacy   Built and Natural Environments   Education and Youth   Faith-Based   Health and Wellness   Serving Specific City Populati...   Social Issues   →
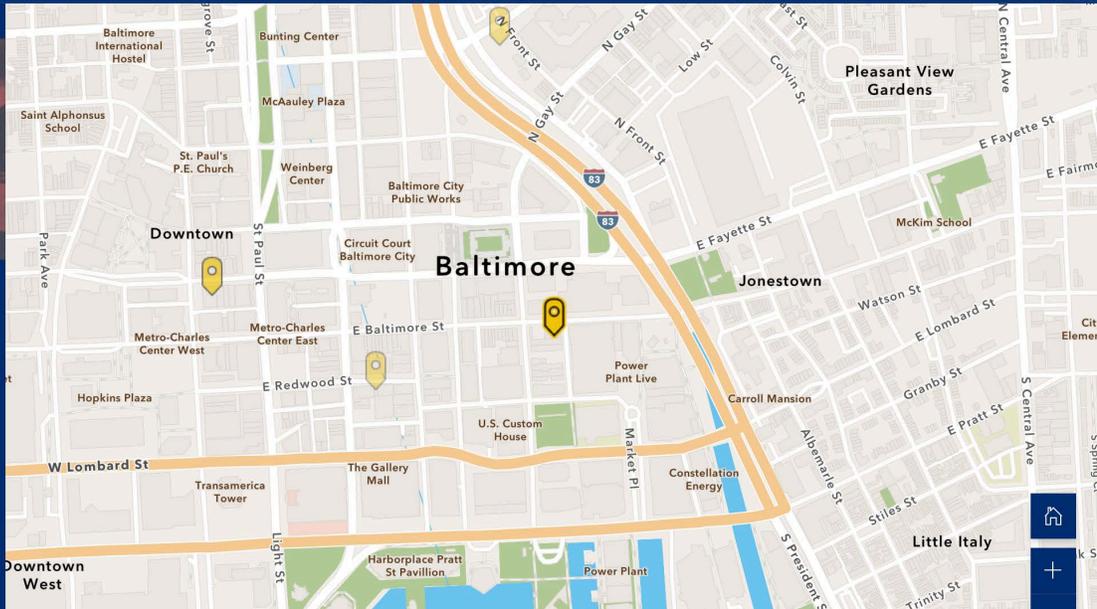
CASA de Maryland

CASA works with Latino and other low-income immigrant communities to improve the quality of life and fight for equal treatment and full access to resources and opportunities; to advocate for social, political and economic justice for all

SOURCE

JHU SOURCE is the community engagement and service-learning center for the Johns Hopkins University (JHU) Schools of Public Health, Nursing and Medicine. SOURCE serves as a centralized, interdisciplinary resource for coordinating community outreach efforts at all three health professional schools on JHU's East Baltimore campus.

Our Mission

SOURCE's mission is to engage the Johns Hopkins University health professional schools and Baltimore communities in mutually beneficial partnerships that promote health and social justice.

Our Values

Reciprocity – To exchange with others for mutual benefit
Justice – To promote fair and equitable treatment for all
Service – To be of service to others
Collaboration – To work with others intentionally

Frequently Used Acronyms

CBO: Community-Based Organization
FWS: Federal Work-Study
BSPH: Johns Hopkins Bloomberg School of Public Health
JHU: Johns Hopkins University
SOM: School of Medicine
SON: School of Nursing
MPH: Master of Public Health

Hopkins Overview

The Johns Hopkins University is extremely large, and the organizational make up can be quite confusing to individuals both outside of *and* within the university. JHU includes **ten academic and research divisions**, and numerous centers, institutes, and affiliated entities. There are several facilities and campuses located in Maryland and around the world. Even in Baltimore, there are a few major campuses – Bayview, East Baltimore Medical Campus, Harbor East, and Homewood. SOURCE is located on the East Baltimore Medical Campus, near the Johns Hopkins Hospital.

East Baltimore Medical Campus

Located side by side on the East Baltimore Medical Campus, you will find the Bloomberg School of Public Health, the School of Nursing, and the School of Medicine. SOURCE serves all three of these separate divisions on the East Baltimore campus (therefore, we serve 3 of the 10 JHU divisions). The Johns Hopkins Hospital & Health System are separate legal entities from the University, and therefore, are not a part of the tri-school community engagement and service-learning center (though we do communicate with one another).

JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

JOHNS HOPKINS
SCHOOL *of* MEDICINE

JOHNS HOPKINS
SCHOOL *of* NURSING

Creation of SOURCE

The close collaboration of three separate divisions for programming within JHU is unprecedented. Students, faculty, staff, and community-based organizations (CBOs) recognized that the three Schools in East Baltimore had similar programs which focused on community service initiatives, primarily for their students. Since outreach efforts occurred in the same community, with many of the same CBOs, representatives from the three Schools worked to create this one-stop shop: our community engagement and service-learning center: SOURCE! SOURCE officially launched in January 2005, and has come a long way in our short history.

One of our key goals is to provide our JHU students, faculty and staff with exposure and opportunities for hands-on experiences in the community. By creating more opportunities for our JHU audiences to work with our partnering CBOs, we can meet this goal *and* help meet the needs of our partners as well. We prefer to **respond to community-identified needs**, so we rely on receiving requests from our partnering CBOs. Additionally, SOURCE has worked to integrate community involvement into the academic curriculum within the Schools of Public Health, Nursing, and Medicine. This effort has expanded the opportunities for our partnering CBOs to find committed, sustainable assistance from our student body.

SOURCE Team

Our SOURCE team consists of:
- Full-Time Center Team (5 full-time faculty and staff)
- Part-Time Center Staff (1 Community Consultant, 8-10 Student Program Assistants)
- SOURCE's Governing Board (including deans, faculty, and students from all three Schools, members of other JHU outreach programs, & Community Council reps)

- SOURCE's Community Council (12-15 reps from SOURCE's partnering CBOs)
- SOURCE's Student Governing Board
- Partnering Student Groups
- Partnering CBOs
- Partnering Faculty

To learn more about SOURCE's team, read more below or view our website at: **SOURCE.jhu.edu/our-team**

Full-Time Center Faculty & Staff

Mindi Levin, MS, CHES ®, *SOURCE Founder and Director*

Mindi Levin is the Founder and Director of JHU SOURCE, and has been with SOURCE since its creation in January 2005. Mindi is responsible for SOURCE's academic activities, including courses that she teaches, as well as courses that she works with in collaboration with other faculty in the Schools. Mindi is also a faculty member, with appointments in BSPH's Health, Behavior and Society Department (primary), Health Policy and Management (joint) and at the JHSON. She also coordinates the School of Nursing's Community Outreach Program, serves on the School of Public Health's Practicum Working Group, and serves as faculty co-sponsor for the certificate in Community-Based Public Health. Mindi supports SOURCE's various programs, including the Service-Learning Academy, the Connection Community Consultants Program, and Baltimore Action Projects with the Bloomberg American Health Initiative.

Tyler Derreth, PhD, *SOURCE Associate Director*

The role of our Associate Director is to expand SOURCE's capacity to integrate community engagement activities into the academic mission of our schools. Tyler Derreth supports faculty and community partners as they develop service-learning courses and other scholarly engagement activities. He also oversees SOURCE's Service-Learning Academy, and organizes the SOURCE Community Council. In addition he leads SOURCE's research and scholarly efforts through grant writing, conference presentations, and publications.

Sequean Mahnke, *SOURCE Assistant Director*

As our Assistant Director, Sequean is responsible for advising service-based student groups from our Schools, providing one-on-one counseling and referral services for interested individuals, coordinating SOURCE's HIV Counseling and Testing Program and planning SOURCE's major events and activities, such as Baltimore Week, National Volunteer Week, and our SOURCE Tri-School Days of Service. Sequean also co-leads our SOURCE Service Scholars program and coordinates our Tri-School Donation Drives.

Rosemary Riel, *SOURCE Assistant Director of Academic Service-Learning*

Rosemary Riel, our Assistant Director of Academic Service-Learning, co-leads our SOURCE Service Scholars program, SOURCE Service-Learning Faculty and Community Fellows Programs, and coordinates our social justice programming efforts. She also facilitates critical reflection training for our Student Governing Board members.

Ezzat Shehadeh, *SOURCE Communications Specialist*

Ezzat Shehadeh is SOURCE's inaugural Communications Specialist and is responsible for managing various elements of SOURCE's strategic communication efforts. He manages SOURCE's Weekly Service Scoop, social media accounts, and website content, as well as coordinates marketing efforts for SOURCE programming and events.

Part-Time Center Staff

Glenn Ross, *SOURCE Community Consultant*

Glenn Ross serves as a Community Consultant to SOURCE. His primary functions with the center include: conducting tours of the East Baltimore community, speaking in a variety of academic settings, assisting with orientation activities for new students, and serving as a member of SOURCE's Governing Board and Community Council. Glenn is active in a variety of local groups, and provides SOURCE with important updates and news from the surrounding communities. He has been a valuable member of our SOURCE team since the center was founded in 2005.

Other Part-Time Center Staff

SOURCE also hires graduate student program assistants and teaching assistants to support the center, as well as a summer high school student intern. CBOs will likely be in contact with various student workers from SOURCE.

Services Offered to Our Partnering CBOs

As a SOURCE partnering CBO, you are able to receive a variety of services from the center. Here are some of the services that are offered to our partnering CBOs:

- Act as a primary liaison to CBOs for the recruitment of volunteers from BSPH, SON, and SOM
- Ability to advertise service opportunities through **SOURCE's Weekly Service Scoop** (distributed every **Tuesday**. All announcements from community partners are due by **Monday afternoons by 3 pm** to SOURCE@jhu.edu)
- Assist in the creation of meaningful and productive roles for engaging Hopkins health professional students, faculty, & staff
- Curricular service-learning opportunities with faculty and students from BSPH, SON, and SOM
- Professional development opportunities
- Provide information about the Schools, including skills, competencies, schedules, and descriptions of academic programs
- Use of a centralized webpage for Baltimore outreach opportunities and use of a database of community-based organizations
- Help identify appropriate opportunities for community involvement
- Organize one-time events such as neighborhood cleanups
- Use of our Languages Volunteers Database (but <u>not</u> medical translation)
- Assistance with short-term projects through the **Connection Community Consultants program** – otherwise known as "The Connection"
- *SOURCE Annual Community Involvement Fair*: Each Fall, we host partner CBOs and service-based student groups for the Community Involvement Fair to introduce students, faculty and staff in our Schools to our community partners.
- *Baltimore Week*: Each Fall, SOURCE organizes as week-long series of events meant to educate Hopkins students about Baltimore, its public health challenges as well as the assets. This is carried out through a series of panels and talks.
- *National Volunteer Week*: SOURCE celebrates National Volunteer Week by celebrating Hopkins volunteers and showcasing the work our programs do all year long.
- *Annual SOURCE Awards:* Each year during National Volunteer Week, SOURCE celebrates community engagement champions in our CBOs and the three health professional schools.
- *Donation Drives*: SOURCE hosts five donation drives each year where donations are given to different SOURCE partners.

Curricular Service-Learning

Since launching our SOURCE Service-Learning Academy (SOURCE.jhu.edu/Fellows), the number of SOURCE-supported service-learning courses has increased tenfold. SOURCE utilizes the Community-Campus Partnerships for Health (CCPH) **definition of service-learning**:

> *"Service-learning is a structured learning experience that combines community service with preparation and reflection. Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens."* Seifer S.D. (1998). Service-learning: Community-campus partnerships for health professions education. Academic Medicine, 73(3): 273-277.

> * More information on service-learning in the health professions can be found at www.ccph.info.

Working with a service-learning course is a unique opportunity for a CBO to have students focus on a **scholarly project** (e.g. data analysis, program evaluations, quality improvement among many other examples) with an individual or group of students who receive mentorship from **faculty trained to combine service with academic coursework**.

Although most projects are scholarly in nature, many courses work with organizations on typical community service activities (e.g. mentoring/tutoring, beautification projects) as long as they connect to the course objectives.

The Three Schools – Public Health, Nursing, & Medicine

As the center continues to grow, we will work to develop even more involvement opportunities for our students, faculty, staff, and alumni. However, the three Schools themselves will continue to operate as separate entities. Our center is the crucial link to centralize community involvement efforts on the East Baltimore campus.

Here are some of the services that SOURCE provides to students, faculty, and staff in the three Schools:

- Information about opportunities for community involvement, including special studies, capstones, internships, practicum, federal work-study jobs, and volunteer positions
- Personal advising for student organizations and individual students, faculty and staff
- An online directory of partnering community-based organizations (CBOs)
- An Interactive Partner Map which shows where our partner CBOs are located and includes videos with key details
- Assistance with planning, advertising and evaluating community service events
- Annual SOURCE Community Involvement Fair SOURCE: Each Fall, we host partner CBOs and service-based student groups for the Community Involvement Fair to introduce our Schools to our community partners
- Special events, including a monthly seminar series to highlight our partnering CBOs, one-time service projects, and festivities during Baltimore Week (Fall of each year) and National Volunteer Week (April of each year)
- Tours of the East Baltimore community
- Online Modules to prepare people for community-engaged work
- A growing number of service-learning courses
- Social Justice Programming

Important Note Regarding Clinical Care

Due to state laws and university policy, students are unable to offer ANY medical or clinical services to CBOs unless the students are under the direct supervision of a JHU SON or SOM faculty member. Therefore, our students are unable to take blood pressures, give flu shots, administer medications, etc. at health fairs and other locations, unless they are accompanied by a JHU SON or SOM faculty. We need at least 1 month notice of community events in order to recruit both faculty and students to assist with health fairs. Additionally, we cannot guarantee that we will be able to fulfill requests for clinical volunteers.

One-Time and Short-Term Projects

	Description	Sample Projects	CBO Requirements	Application & Project Dates
Community Connection Consultants	Students work on short-term projects for free, focused on strategic consulting, performance measurement, fundraising strategy or communications. Ideal for organizational capacity-building. 3-5 students per project	• Policy & procedure development • Grant writing • Client satisfaction surveys	CBO must complete online project request form and designate a colleague to serve as CBO liaison to students	Application rounds (3) Fall: Sept-Oct Winter: Dec-Jan Spring: Feb Duration: 2 months maximum between Sept-May
Tri-School Days of Service	SOURCE recruits student & faculty volunteers to assist with one-time projects identified by CBO partners. Projects during Baltimore Week (Oct.) and National Volunteer Week (Apr.). Up to 14 students per project.	• Beautification • Gardening • Art activities	CBO must identify project, which must take place in Baltimore City, and the CBO must also provide materials and supplies.	Application rounds (2) Fall: Aug-Sept Spring: Mar-Apr Duration: Half-day up to 3 hours for project

	Description	Sample Projects	CBO Requirements	Application & Project Dates
SOURCE Service Scholars (SSS)	Students are matched with a CBO and together define an *academic year*-long project that engages Hopkins-affiliated volunteers. Student spends 3-4 hours per week at matched CBO for a minimum of 150 hours. 1 student Scholar per project with 3-4 more volunteers.	• Health and wellness strategy development • Volunteer program development	CBO designates a lead contact <u>and</u> SSS supervisor who must complete SOURCE Online Preceptor modules. Matched CBO allows minimum 4 student volunteers from SSS's school to serve project and permit SSS to attend all Service Academy sessions. Mid- and final evaluations.	<u>Application Period</u> November - January for the next academic year's cohort of SOURCE Service Scholars <u>Duration:</u> August - May
Baltimore Community Practicum (BCP)	CBO working with defined populations (e.g. children, immigrants) proposes project for JHU School of Public Health (JHSPH) student, allowing for "real world" application of classroom learning. One student per project.	• Program evaluation • Quality improvement	Requires separate application through JHSPH (BCP student is matched by JHSPH). CBO designate a colleague to serve as BCP preceptor who must complete SOURCE Online Preceptor modules and meet with students weekly.	<u>Application Period:</u> July - August <u>Duration:</u> October - March (16 weeks)
Community Outreach Program (COP)	Direct service opportunities for JHU School of Nursing (SON) students who spend 4 hours per week over the academic year. One or two students per project.	• Placements at various CBOs, requiring direct engagement with clients	Assignments require direct interaction with public. <u>Clinical assignments require SON faculty preceptor at host CBO.</u> Nonclinical assignments focus on community health education.	<u>Application Period:</u> July - August; Requires separate application through SON <u>Duration:</u> September - May

Ongoing and Long-Term Projects (cont.)

	Description	Sample Projects	CBO Requirements	Application & Project Dates
Baltimore Action Projects (BAP)	Students from JHSPH or SON work on projects identified by CBOs which connect to Bloomberg American Health Initiative's areas of focus. Students work for 100 hours throughout the academic year. One student per project.	• Developing healthy food retail alternatives • Policy development or advocacy • Improving stakeholder engagement or performing needs assessments	CBO must identify project and designate a preceptor who must complete SOURCE Online Preceptor modules. CBO also involved with interviewing recruited students for BAP.	<u>Application Period</u> Summer for upcoming academic year Duration: September - May
MPH Practicum	CBO proposes opportunity for JHSPH MPH students to apply classroom learning. One or two students per project working for 100 hours throughout the academic year.	Project examples involve: • Assessment/analytic skills • Policy development • Program planning	CBO must identify project and then designate a colleague to serve as MPH Practicum preceptor who must complete SOURCE Online Preceptor modules.	<u>Application Period:</u> Rolling throughout Summer and Fall; Requires separate application through JHSPH <u>Duration:</u> August - April
MPH Capstone	JHSPH MPH student approaches CBO and, together with CBO & faculty advisor, develop opportunity for student to apply classroom learning. One student per project.	• Monitoring and evaluation of existing programs • Program plan development • Public health data collection and analysis	CBO must designate a colleague to serve as MPH Capstone preceptor who must complete SOURCE Online Preceptor modules and coordinate with the MPH Capstone faculty advisor for a few hours.	<u>Application Period:</u> Rolling throughout the Fall <u>Duration:</u> Rolling throughout Fall and Spring

	Description	Sample Projects	CBO Requirements	Application & Project Dates
Scholarly Concentration in "Public Health and Community Service"	First-year JHU School of Medicine students complete mandatory public health project that is either service, policy, or research in orientation. One student per project.	• Public health projects determined with CBO	CBO must develop this concept and designate a colleague to serve as student CBO advisor. CBO advisor must coordinate with JHSOM faculty advisor.	Application Period Ideas requested from December to January Duration: June - August (8 weeks of full-time service after first year)

Service-Learning Courses

	Description	Sample Projects	CBO Requirements	Application & Project Dates
Qualitative Research Course Series	Students conduct qualitative research projects in partnership with local CBOs. Students then develop a research plan to address these questions, conduct the research and analyze the findings to then share with the CBO. 4-6 students per project.	• The American Red Cross: *Why do Red Cross Volunteers Drop Out of Volunteer Work?*	CBO must identify research questions that can be addressed using exploratory, qualitative methods, meet with students at project inception to develop a research plan that meets both CBO needs & course's learning objectives, and facilitate access to interviewees as appropriate	Application Period 2 months prior to start of course

Duration: October - May |
| **Formulating Policy: Strategies & Systems of Policymaking in the 21st Century** | Students produce policy documents based on a policy priority identified by the CBO. 3-5 students per project. | • Written testimony
• Policy memo | CBO must identify a policy priority, and designate a colleague to serve as CBO liaison to students and meet with them at least three times during the course. | Application Period 2 months prior to start of course

Duration: October - December |
| **Applied Environmental Health Practice** | Students apply concepts and principles of environmental health to real-world problems impacting communities in Baltimore. | • Literature review
• Draft testimony on an environmental health issue.
• Based on CBO needs | CBO must identify environmental health challenges, meet with students three times over two months | Application Period 2 months prior to start of course

Duration: October - December |

	Description	Sample Projects	CBO Requirements	Application & Project Dates
Doctorate of Nursing Practice Project	The purpose of the DNP project is to identify gaps between current and desired state of practice, and implement evidence-based solutions. There is no one model but all health professionals interfacing with the DNP student should be aware of the basic framework upon which the scholarly practicum is based to make a positive impact.	Program participant survey implementation, data analysis, and program modification recommendation.	CBO must designate a project supervisor, complete a project proposal, and provide project oversight, and share feedback on final deliverables	Application & Project Dates: February - March Duration: 12-month placement starting in June
Applications in Program Monitoring & Evaluation	Students learn and apply advanced program evaluation methods, identifying CBO evaluation needs and designing plans. 4-5 students per project.	• Identifying areas and strategies for continuous quality improvement such as by using Plan, Do, Study, Act cycles	CBO must provide background info on history, mission and goals of the organization. Meet with students three times during the course. Organize a final debriefing meeting with CBO staff to discuss next steps with students.	Application Period December - January Duration: March - May
A Service-Learning Approach to Implementation Research and Practice	JHSPH students work on implementation products with local CBOs to assess program implementation. 3-5 students per project.	• An agency readiness assessment which will assist organizations in determining if they have existing resources and capacity to develop a new program to identify areas that need strengthening	CBO must identify an existing or new program that the organization is planning to implement, meet with instructor and students, review drafts and final versions of implementation products and attend final presentation	Application Period September - October Duration: Late October - December

Service-Learning Courses (cont.)

	Description	Sample Projects	CBO Requirements	Application & Project Dates
Community-Based Practice Through Civic Engagement	A small group of students work with CBO to develop an evaluation tool along with an implementation and data analysis guide for future use.	Parent/Teacher survey evaluating the social-emotional outcomes of an Elev8 after-school program	CBO must identify a new or existing program or intervention that requires an evaluation tool to be developed. The CBO preceptor will periodically meet with students and review drafts of their work.	Application period: January - March Duration: March - May
Food Systems Practicum Course	A small group of students work with CBO to analyze food systems programs	Efficiency and effectiveness recommendations for a food distribution system	Provide an opportunity to engage directly with projects related to food systems. Meet with students periodically for feedback and review	Application period: September - October Duration: Late October - December
Baltimore Community Data Science	A small group of students work with CBO to clean, analyze, and visualize organizational or program data	Infographic designs showing program outcomes of an after school program	Provide students with details on the project goals and uses, access to relevant data. Meet with students periodically for feedback and review	Application period: Two months prior to start of course Duration: January - May
Stigma and Public Health: Issues and Interventions	A small group of students work with CBO to address issues of stigma in communities through programs and interventions	An outreach campaign that addresses vaccine hesitancy among various communities	Identify a program addressing a stigma issue. Meet with students periodically for feedback and review	Application period: December - January Duration: March - May

Ongoing and Long-Term Projects

Because the JHU health professional schools run on such short terms, when we refer to ongoing and long-term projects, these are opportunities that last over *multiple terms* or all the way through an academic year (late August through early May). The following are SOURCE's ongoing/long-term opportunities with details in the individual sections below.

SOURCE Service Scholars

Our SOURCE Service Scholars (SSS) program is a unique opportunity for community partners to engage health professional students in long-term (academic year) commitments. Funding to start SSS for the first 3 years was generously provided by JHU President Ronald Daniels. The three health professional schools have since provided additional funds to sustain the program.

SOURCE works with CBOs to identify and refine projects and make connections to students who express interest in a long-term, regular commitment. Part of the Scholar requirement is to recruit other Hopkins-affiliated volunteers throughout the service year. Therefore, all projects must describe how the SSS (or the project student leader) can engage additional volunteers in the defined work.

Scholars are required to log a minimum of 150 total hours over the course of the year in partnership with their CBO. Not only do Scholars log impressive hours, they also undergo training in the core concepts of service-learning. As part of their commitment, Scholars receive training and guidance from SOURCE staff covering: service-learning theory and practice, project management, volunteer recruitment and management, and delivering and reporting on outcomes. These trainings are delivered through the SOURCE Service Academy, as well as one-on-one consultations with dedicated SOURCE advisors.

If you would be interested in hosting a SOURCE Service Scholar for the 2023-2024 academic year, please mark off your interest in the Opportunities Checklist. Recruitment for CBO projects occurs in early Winter, and student recruitment occurs in the Spring.

Baltimore Community Practicum (BCP)

The "Baltimore Community Practicum Course" (BCP) supports student projects with local community-based organizations. JHSPH students (mostly Masters of Public Health candidates, but MHS, MSPH, and first year doctoral students also participate) conduct a project involving a **defined population**. Concurrently, students participate in a seminar which covers basic methods of outreach to the community, attitudes, and values about the role of professionals in community-based work, the social contract required of service professionals, and the attitudes required for effective public health practice. Students in these seminars will be doing projects at a variety of practice sites, on a wide range of topics, and at differing levels of difficulty. It is hoped that their presentations and discussion cross-fertilize innovation, as well as engage more academic scholarship in the many complex issues of public health practice.

The projects completed by students must arise from the organizational priorities of the sites. Coordination between the site preceptors and academic faculty is essential and require dedicated staff time and support. Student projects are expected to make a contribution to the work of the site, while demonstrating a significant level of scholarship.

The purpose of these experiences is to provide students an opportunity to practice the application of their classroom learning to real-world situations. The student is expected to function in a role as a student/practitioner within their site. The experience is considered to be service-learning and therefore it is expected that the student will make a contribution to the work of the site within the limits of their responsibility and authority. The result should be mutually beneficial to the site, the student, the Johns Hopkins Bloomberg School of Public Health, and most importantly, to the community/population served by the site.

The Baltimore Community Practicum course is a non-paid, for-credit practicum program sponsored in partnership with SOURCE and participating CBOs. SOURCE Director, Mindi Levin, teaches this course.

Students will work 4 hours per week at the CBO on their project (some students may be able to work up to 8 hours per week at the CBO). Students are committed to their sites for a total of 16 weeks (late October through mid-March of each year). CBOs must have a dedicated preceptor to work with a student on a project. Preceptors must meet with their student(s) at least once per week.

<u>Examples of Past Baltimore Community Practicum Projects</u>:

- Program evaluation for Si Puedo intervention: An analysis of a culturally sensitive domestic abuse treatment interventions
- An Assessment of Baltimore City's 10-year Plan to End Homelessness
- Increasing Enrollment in the Expanded Maryland Medicaid Program
- Development of a Client Feedback Survey for a Family Resource Desk: Project HEALTH Baltimore, Harriet Lane Clinic
- Researching collaborative public-health models for delivering healthcare to prisons in Maryland
- Identifying the Opportunities for Childhood Obesity Services in Baltimore for the United Way of Central Maryland (UWCM)
- Christopher Place Employment Academy: Program Assessment and Improvement
- Implementing a Nutrition Education Program (Operation Frontline)

Community Outreach Program (COP)

An exciting enhancement option for SON students is the Community Outreach Program (C.O.P.), which is coordinated by Mindi Levin of SOURCE. Community partnerships allow students to work and learn in a variety of agencies throughout Baltimore City. Students have incredible experiences such as working with community-based clinics, implementing health education programs, working with culturally diverse populations, providing outreach and screening services, and working with family support programs , just to name a few. The SON has its own innovative nurse managed clinics, under the direction of faculty through the Center for Community Innovations and Scholarship. Faculty and students provide vital community nursing services in several sites including a transitional housing program, a domestic violence shelter, and a senior citizen housing program. In addition to these centers, students may select from approved jobs for the SON COP with other participating SOURCE CBOs, including: schools, grassroots community organizations, substance abuse programs, health departments, faith centers, children's programs, community clinics, and more.

Under the direction of the faculty, students are able to choose from a wealth of options. Students are mentored to build upon their previous experiences, and apply their new nursing skills within Baltimore's communities. The profession of nursing has a rich history of reaching out to meet the extensive needs of underserved populations. The Community Outreach Program at the SON builds upon this history and continues to address these needs by working in partnership with communities and building upon their strengths.

COP Placement Process

In the Fall, students are able to apply for placements in the Community Outreach Program. Students will have access to all available job descriptions and will select their top choices. Once applications are reviewed, students will be placed with their organizations. Students typically work **approximately 4 hours per week** for the entire academic school year with their organization. Students do receive a small stipend or FWS funds for their community involvement. Only non-clinical placements are acceptable at CBOs where a SON faculty member is not listed as the preceptor. Non-clinical placements must include **direct interaction with the public**, and typically entails health education. These placements require that the CBO have an appropriate preceptor to work with the student. For health education, particularly regarding sensitive topics, a curriculum must be identified as well. Additionally, selected students within the Community Outreach Program are Returned Peace Corps Volunteer (RPCV) Fellows who are completing their required service as part of their fellows program.

If your CBO is able to offer opportunities for the academic-based Community Outreach Program, please let us know in the Opportunities Checklist. Clinical opportunities are not an option, unless students are under the direct supervision of our JHU SON faculty. New opportunities in this area must include direct contact with the general public, and typically entails health education.

Baltimore Action Projects (BAP)

In 2017, SOURCE partnered with the Bloomberg American Health Initiative to launch **Baltimore Action Projects**. These projects focus on the five areas identified by the Initiative to reshape the national public health agenda: Addiction and Overdose, Obesity and the Food System, Violence, Risks to Adolescent Health, and Environmental Challenges. The projects provide an opportunity to tackle these issues in Baltimore.

In partnership with the initiative's Working Groups and SOURCE partnering community-based organizations (CBOs), Baltimore Action Projects are community-identified projects which directly connect to the initiative's focus areas. Through the initiative's funding, graduate students from the Johns Hopkins Bloomberg School of Public Health and Johns Hopkins School of Nursing are hired to work a minimum of 100 hours to complete Baltimore Action Projects in partnership with CBOs.

Examples of Past Baltimore Action Projects:

- **Promoting Evidence-Based Policies for Treating Opioid-Exposed Dyads in Baltimore Area Birthing Hospitals** with B'More for Healthy Babies
- **Safer Public Syringe Disposal Project** with Baltimore Harm Reduction Coalition
- **Governor's Family Violence Council Workgroup Support: Healthy Teen Dating/Dating Violence Prevention** with House of Ruth, Maryland
- **East Baltimore Corner Store Outreach** with CASA

MPH Practicum

Since 2013, all MPH (Master of Public Health) students at our Bloomberg School of Public Health are required to have a **population-focused public health practice experience**. Students are required to complete **100 hours** over the course of the year on their public health practice experiences.

Timeline
The MPH program is an 11-month program (July -May), thus students will be seeking out their practicum experiences likely from August-October to be completed throughout the academic year and finalized by late April.

Requirement
We encourage SOURCE partners to recruit MPH students to work on projects that would meet their practicum experience. When designing the experience, the following 5 basic criteria should be considered:

- **Applies public health skills and competencies.** Students will identify the public health skills and competencies relevant to their area of specialization that are most beneficial to their career advancement. Students will apply these skills and competencies in concert with knowledge gained from their coursework.

- **Is framed and carried out within a public health context.** The practicum will include **population-level** activities at an organization or agency. Students may engage in activities at an individual level, but the primary purpose of the experience is to gain practical experience in a public health setting. Students will not merely crunch numbers, perform screenings, administer surveys, etc., but will be engaged in the larger public health context of the activities, as well as become familiar with the organization's overall purpose and decision-making process. Students will develop a deeper understanding of the organization's mission, hierarchy and practices, as well as the challenges faced (funding, politics, efficiency, etc.) in achieving desired goals.

MPH Practicum (cont.)

- **Is supervised.** The practicum preceptor will be qualified to evaluate the student's professional competence and will supervise the student throughout the project. The preceptor will typically be from an outside organization (i.e. community-based organization, health department, private corporation, etc.), but can be a JHSPH faculty member if appropriate. The preceptor will provide background information, directions, feedback, and guidance with regards to student progress on well-defined learning objectives related to the student's career growth and development. The faculty advisor will be kept informed of the student's practicum activities and progress and may provide additional assistance if warranted.

- **Is a significant experience (approximately 100 hours).** The practicum requirement will be administered and tracked by the School's practicum team. Students can meet practicum requirements in a variety of ways including a single experience or a combination of experiences. Students may work independently or in a team if warranted.

- **An evaluated experience.** Students will be evaluated on achievement of defined learning objectives and deliverables by the preceptor. Faculty advisors will be informed and have an opportunity to provide feedback on the student's progress if they choose to do so. As part of the practicum experience students will reflect on and evaluate their overall practicum experiences, particularly as they relate to their career goals.

If you are interested in hosting a student for an MPH Practicum, please let us know via the Opportunities Checklist. We will notify CBOs of the online form where project ideas can be submitted. **Online submissions are required.*

MPH Capstone

The MPH Capstone Project is a specialized project. Many of our students choose to partner with a CBO in order to fulfill the project requirement. The capstone project can take many forms, including one of the designs below. The overarching principle for determining suitability of a capstone project is whether it provides students the opportunity to apply the skills and competencies acquired in the MPH program to a problem likely to be encountered in public health practice. The topic and format of the capstone project is flexible and is developed through discussions between the student, their capstone advisor, and the community partner. Some examples of formats or designs for the capstone project include:

- **Literature Review:** The capstone project would be an analysis of an important public health problem through a survey of current literature on the topic. The project would include sections that clearly describe the problem, assess the problem and its magnitude, evaluate its causes and determinants, and discuss prevention and intervention strategies.

- **Program Plan:** The capstone project would involve the development of a plan to implement a public health program. It would address critical issues such as management, fiscal, ethical and logistical issues.

- **Program Evaluation:** The capstone project would involve the evaluation/monitoring of an existing public health program, such as process evaluation, monitoring of outputs and outcomes, impact assessment, and/or cost analysis.

- **Policy Analysis:** The capstone project would involve analysis of the public health implications of a current or proposed policy. The project could include perspectives on economics and financing, need and demand, politics/ethics/law, or quality/effectiveness.

MPH Capstone (cont.)

- **Research Proposal:** The capstone project would simulate a grant proposal or research plan. The project would include a clear statement of the research question, the specific aims of the proposal, review of literature, study design, methods of analysis, implications and significance of the work. The research question would be one that is encountered in professional work, such as the evaluation of a public health intervention.

- **Research Report:** The capstone project could involve the collection, analysis, and/or interpretation of data to address a public health problem. The project could include sections on the research question, study design, data collection procedures, data analysis, interpretation, and significance of findings.

Secondary Data Analysis
Typically the capstone research report is in the form of a secondary data analysis, using an existing data set. Please note that the appropriate IRB approval may need to be obtained for any project that uses data gathered from human subjects. Even in cases where the data is de-identified, a determination should be sought from the IRB office.

Primary Data Analysis

Work for the MPH capstone can also involve the collection of data. Data collection for capstone is usually in the context of an ongoing study, but it is also possible (although not recommended) for MPH students to initiate an original study under the guidance of a Johns Hopkins faculty member. In the latter case, the student should allow substantial lead time for research planning and IRB approval.

In addition to the time spent working on the capstone, students are required to submit written material to their faculty advisor and to give a presentation based on their work.

Students work with a CBO to determine the CBO's need and interest in a topic. Students work independently on their projects, but do rely on some direction and resources from the partnering CBO. Students must receive approval for their project ideas by their faculty advisor.

Examples of Past MPH Capstone Projects

- 'Treat them with Love' Empowerment of Community Health Workers as Agents of Change
- Analysis of Interventions to Reduce the HIV Risk Behaviors of African American Female Adolescents: Where Do We Go From Here?"
- Baltimore City Emergency Response Plan for Radiological Incidents
- Evaluating the Impact of a Nutrition Education Program in Baltimore City Schools
- Pathway to Preparedness: A Social Marketing Strategy for Disaster Preparedness in 5 Counties in the State of Maryland
- Neighborhood Characteristics Are Associated with Cardiovascular Disease in Older Adults: Evidence from the Baltimore Memory Study, USA
- Evaluation Proposal for a Workplace Domestic Violence Awareness Program

Scholarly Concentration in "Public Health and Community Service"

All 1ˢᵗ year medical students in the Johns Hopkins University School of Medicine must select a particular "scholarly concentration" as a requirement. One option that students can choose to participate in is a Scholarly Concentration in "**Public Health and Community Service**." The main goal of this Scholarly Concentration is for students to develop expertise in a specific area of public health related work (service, policy, or research) in a local, national, or international setting. Students will participate in seminars designed to prepare them for making contributions to improving the health of communities and populations at risk of having poor health outcomes.

Each student will be required to complete a project that could be **service-oriented** (e.g., working with a community-based organization to assist in the design, implementation, and/or evaluation of a community-based program), **policy-oriented** (e.g., working in a governmental health policy office to participate in the analysis of public health policy issues), or **research-oriented** (e.g., working with a faculty member or outside investigator to study a public health problem). For community-based projects, students should have a community-based advisor in addition to having a faculty advisor. Each student will be expected to work with the advisor(s) to prepare a proposal for the project, specifying the rationale, specific objective, planned methods, and expected product. The advisor(s) will oversee the student's work on the project. In most cases, students will spend about 8 weeks of full-time effort on the project during the summer after their first year of medical school. Additional options would be for students to spend several hours per week working on the community-based project throughout the academic year. Upon completion of the project, each student will be required to submit a final report and give a presentation.

If your CBO has an interest in proposing a project for a student's Scholarly Concentration in "Public Health and Community Service," please let us know by filling out the Opportunities Checklist.

HIV Counseling and Testing Program

Each year, our JHU graduate health professional students are competitively selected to participate in our HIV Counseling and Testing Program. Selected students are trained to become certified HIV Counselors in the state of Maryland. Once trained, our student volunteers are required to volunteer for 2-4 shifts per month at one of our participating community sites. Student volunteers also participate in quarterly discussion groups and reflection activities. Community sites make their own arrangements for necessary testing processes and supplies. SOURCE coordinates the trained volunteer pool for community sites. If organizations are interested in becoming a participating community site, please let us know.

Internships

Are you interested in developing an internship position at your organization? Think of internships as an opportunity for a student to complete a special project for your CBO – for little or no cost!

There are two types of internships - **1) existing** and **2) individualized**. Many of our students come to SOURCE seeking existing internships– these are available to them **immediately,** have already been developed (see **How to Develop an Internship** below), and are advertised. This type, which you, the CBO, develop before recruiting a student volunteer, differs from an individualized internship, in which the student and the CBO work together – "starting from scratch"- to reach mutual goals. Both types of internships are valuable, but the individualized internship development process takes a little extra time and energy, for both our students and you. Thus, due to the intensity of their studies and other personal obligations, our students often turn elsewhere to find advertised, available, existing internships.

While we believe that some of our students will continue to create individualized internships specific to their interests, we have seen many students abandoning individualized internships, for the convenience of advertised existing internships. Thus, we encourage you to follow the following guidelines on developing an existing internship, so you may get an edge on the recruitment pool.

Internships (cont.)

Additionally, there are both **optional** and **required** internships at our Schools. Most students look at internships as a great way to gain experience or to earn academic credit through a "special studies" or independent study with a faculty member. At JHSPH, there are also several cohorts of students within the departments that are **required**. Typically, students that are required to complete an internship work **full-time for 3 months - 6 months** (depending on departmental requirements). Most of these internships occur in the summer and/or fall. Payment is not required for the students. However, there are many students that do seek funding because they are still required to pay for tuition during these terms. So, if your organization has the ability to pay an hourly rate or give a stipend, recruitment will be much easier for the internship.

How to Develop an Internship

- First, think about what you want a student to do.

- Then, create a job description.

- Determine the hours per week and length of the commitment for an internship (15 hours per week or less is the norm. **10 hours per week or less is the most realistic number.** For length of commitment, 1-2 terms are the norm. Our terms are 8 weeks in length, as we are on a quarter system, and not a semester system). *For required internships in the departments, many students can work full-time (40 hours per week) for their 3-6 month internship obligations.*

- Decide if the internship will be paid, unpaid, or if a student will receive a stipend.

- SOURCE will advertise your internship opportunity to our students.

- Students seeking academic credit will need to contact their faculty advisor or another faculty member to discuss receiving academic credit. All departments have special studies credits available for field applications and research.

- The student will agree on a plan with the faculty member, including the number of credits they will earn and how to show their learning (e.g., a paper or presentation).

This is a chance for CBOs to offer professional development opportunities to our students. Internships can consist of short-term projects for students to complete, special event planning, research, etc.

By having a job description for an available internship, our students can search through a catalog of internships and apply for those that are of interest to them. By creating more structure to this system, we believe that we will be able to place more students with community-based organizations.

Here are a few items to consider when developing your internship description:

- Project goals
- Primary responsibilities of the intern
- Skills needed by the intern to complete this project
- Minimum time commitment needed of the intern
- Level of supervision provided to the intern
- Expected length of the project
- Number of interns needed for the project
- Supervisor contact information at your agency

Federal Work-Study Positions

The Federal Work-Study Program is a great way for organizations to "hire" our students. With this program, the federal government pays 65-75% of the student's salary, while the community organization pays the remaining 25-35% of the student's salary. The work performed must be in the public interest (work performed for the welfare of the nation or community, rather than work performed for a particular interest or group). This is a great way for CBOs to increase staff without the financial burden. Please note that clerical work is not appropriate work for the Federal Work-Study Program.

As the employer, your organization would have the following responsibilities:

- Arranging a work schedule with the student (maximum of 19 hours per week, but approximately **8 hours** per week is more realistic for our students).
- Providing 25-35% of the student's earnings for the stated period.
- Providing the student with work duties for the agreed upon hours per week.
- Ensuring that the student fulfills all conditions of employment (work performance, attendance).
- Assisting the student in maintaining time cards and providing the appropriate signatures on the time cards.
- Informing the student and the Financial Aid Office in writing if for any reason the duties as defined for this position are reduced causing a reduction in employment hours.

Here is what you would need to do:

- Create a job description for the FWS position.
- Determine the hours per week and salary for the position (HOURS: 19 hours per week maximum, 6-8 hours per week is more realistic for our students, SALARY: $18-$25/hour is the range for students, with most earning about $18-22/hr. Your organization pays 25-35% of the student's salary. Max annual earnings of $6K)
- Fill out the Off-Campus Federal Work-Study Student Employment Request Form and return it to the Financial Aid Office.
- The Financial Aid Office will review the information, agree upon a rate of pay, and form a contract agreement for both parties.
- The CBO will pay the 25-35% of the salary in one lump sum at the start of the student's hiring. This money will be placed in a university account. The student will be paid from this fund. Any leftover monies will be reimbursed to the CBO for hours that are not fulfilled by the student.
- This process can take 1-3 weeks to complete.

The earlier you submit your paperwork, the better chance you will have in identifying an appropriate student to complete the work. Beginning in September, we will have the bulk of eligible students searching for work-study positions. Keep in mind that the Federal Work-Study Program pays students only during the academic school year. This means that students will NOT be eligible between late May and early July.

If you have questions concerning the specifics of the Federal Work-Study Program, please contact the Financial Aid Office at 410-955-3004. Their office can discuss the process with you in further detail, and can provide you with the necessary paperwork.

Service-Learning Courses

Qualitative Research Course Series

Qualitative Research 3-part Course Series: Qualitative Research Theory and Methods Qualitative Data Analysis, and Practicum

The qualitative research course series is designed to introduce students to qualitative research theory and methods (such as in-depth interviewing, focus groups, and participant observation) and qualitative data analysis. Students form teams of 4-6 students and conduct qualitative research projects in partnership with local community-based organizations. Organizations provide research questions which can be best answered through exploratory, qualitative methods. Students then develop a research plan to address these questions, conduct the research and analyze the findings to present back to the organization.

Examples of past projects include:

- *The American Red Cross:* Why do Red Cross volunteers drop out of volunteer work?
- *The International Rescue Committee:* What is the experience of refugees with disabilities living in Baltimore?
- *SquashWise:* What are the experiences of students, parents, and teachers associated with the Squashwise after school program?

Participating community-based organizations will be expected to:

- Identify research questions that will be helpful for the community organization and that can be addressed using qualitative methods.

- Meet with students to develop a research plan that meets the needs of both the community organization and the learning objectives for the course. (The course requires all projects to include one-on-one, in-depth interviews plus one or more additional methods of data collection such as focus groups, participant observation, etc.)

- Facilitate access to interviewees as appropriate (many organizations will want students to interview clients, staff, etc.).

- Communicate regularly with students during the course of the two terms to ensure smooth flow of activities and to ensure that organization needs are met.

Students will be expected to:

- Outline a set of objectives to discuss with the organization at the start of the project.

- Communicate clearly with the organization (e.g. delineate what help they need from the organization to facilitate meeting with interviewees, etc.).

- Provide a report or give a presentation to the organization to disseminate the results.

The community-based organization will receive:
- Report of findings in the form of a written report and brief PowerPoint presentation, or another format that is agreed to by both the students and the organization.

*If your CBO is able to offer opportunities for Qualitative Research course series, please let us know by filling out the Opportunities Checklist.

Formulating Policy: Strategies and Systems of Policymaking in the U.S.

This course is taught during 2ⁿᵈ term (October-December). Students work in *small teams (3-5 people)* on projects focused on **a pre-identified policy need** by the organization. The project and the course will provide students with the opportunity to (1) **critically assess** factors that affect whether issues move onto the policy agenda and what solutions are adopted by stakeholders and why; (2) **identify policy options to address social problems** and discern how different options align with stakeholder interests; (3) **produce policy documents** (e.g., written testimony, policy memo, summary of available evidence) about a policy issue that reflects a partner's position and is responsive to their needs; (4) **work effectively as part of a team** to address a partner organization's policy needs; and (5) **practice effective partnering** that can be applied to future public health initiatives.

The CBO will be expected to participate in the following activities:

- **Identify a policy priority** that will focus the students' service-learning project. Based on that priority and the organization's needs, the student will work with the organization to identify what kind of policy document (e.g., a report, policy memo or other deliverable) that will be useful to the organization.
- Provide a contact with basic knowledge about the policy initiative, and with the ability to oversee the students' project throughout the course.
- Provide students with background information about the organization's policy agenda and the desired outcome and deliverables from the project.
- Meet with students *at least* **three times** during the term the course.
- Arrange a convenient time to meet with the instructor to orient the instructor about the organization's history and mission, and to discuss the objectives of the academic course and the purpose behind the service-learning project.
- Answer follow-up questions that students might have regarding the project.
- Provide feedback as the assignment is carried out to assure organization's needs are met.
- Participate with students in reflective activities during status meetings and/or regularly scheduled class time (this is not required but is an option for partners interested in this type of role).
- Organize a debriefing meeting with organization staff and clients who contributed to the student projects. The hope is the students can provide a summary of the project, receive feedback and discuss potential next steps.
- *If possible*, attend the final in-class presentation in mid-December.

Product:

The partner organization will receive one or more products from the students (who are supervised by a JHU Bloomberg School of Public Health faculty member) that **address a policy selected by the partner organization**. The partner organization will serve as the "client" in this relationship and direct the type of policy document(s) produced by the students, as well as provide input about the content and formatting of the students' product(s).

Students will be required to provide both a written and an oral policy product that is responsive to the partner organization's position on their selected policy topic as a part of the academic portion of their course. This product could include a policy memo, a written testimony reflecting the organization's position, and/or a policy pitch.

Example Benefits and Outcomes of the Project (*how a project could be carried out*):

- Interacting with program staff to understand how they assess what policy initiatives to pursue, including assessing the role of evidence and the readiness of the political climate for potential policies.
- Providing partner organization with a summary of the available evidence to inform a policy topic of interest to the organization.

Formulating Policy: Strategies and Systems of Policymaking in the U.S. (cont.)

- Presenting the summary of available evidence to the partner organization and receiving feedback about the content and presentation.
- Interacting with program staff to understand their strategy for moving a policy initiative forward.
- Discussing partner's policy needs and identifying policy products that will meet those needs.
- Preparing the policy documents jointly identified with the partner organization.
- Presenting the policy documents to the partner organization, receiving feedback about the documents produced, and incorporating the feedback to the partner's satisfaction.

Applications in Program Monitoring and Evaluation

This course will provide students with the opportunity to learn and apply advanced program evaluation methods. The goals of the projects are to 1) identify evaluation needs of an organization, 2) devise a preliminary evaluation plan in keeping with the needs and budget of the organization. The course incorporates principles of utilization-focused evaluation, the purpose of which is to identify and answer questions of importance to program stakeholders to promote the use of results in future program decision making. The course also covers key concepts in evaluability (pre-evaluation), implementation drivers, evaluation of complex interventions, program monitoring, and quality improvement. Students will collaborate with staff members of a CBO to assure that the evaluation plan will meet the needs of the organization. A small team of 4-5 students will be working on the project.

Examples:

- For a program in earlier stages of development or new to evaluation, an evaluation plan might include a brief overview of research/evaluation of similar programs, a synopsis of methods used to inform the development of the evaluation plan, a concise theory of change and logic model, and a list of measurable outcomes.
- For an expanding program, an evaluation plan may focus on formative activities that will inform the development of a new initiative.
- For a program aiming to improve operations or impacts, the plan may focus on identifying areas and strategies for continuous quality improvement such as by using Plan, Do, Study, Act cycles.
- For a complex program that works closely with other organizations, a plan may focus on ways to assess involvement or impact of one organization within a larger community or initiative.

The CBO would be requested to:

- Provide students with background information regarding the history, mission, activities, and short- and long-term goals of the organization
- Provide students with background information about any past or ongoing evaluations, as well as evaluation or reporting requirements
- Work with students to identify your evaluation and program monitoring needs. A few examples may be:
  ‣ Assistance developing a logic model with measureable outcomes
  ‣ Assistance identifying evaluation priorities
  ‣ Assistance developing a rigorous evaluation plan with a small budget
  ‣ Assistance using data to inform decision making
- Meet with students at least three times during the term the course is offered (March-May). One phone meeting allowed.
- Answer follow-up questions that students might have regarding the development of the monitoring or evaluation plan.
- Provide feedback as the assignment is carried out to assure organization's needs are met
- Organize a final debriefing meeting with community-based organization staff who contributed to the student projects. The hope is the students can provide a summary of the project, receive constructive feedback from the CBO, and discuss potential next steps.

Doctorate of Nursing Practice Project

The purpose of the DNP project is to identify gaps between the current and desired state of practice and implement evidence-based solutions. There is no one model but all health professionals interfacing with the DNP student should be aware of the basic framework upon which the scholarly practicum is based to make a positive impact.

Participating CBOs will be expected to:

Designate a project supervisor
Complete a project proposal
Provide project oversight
Share feedback on final deliverables

Sample projects:

Program participant survey implementation
Data analysis
Program modification recommendation

Baltimore Community Data Science

This course (January-May) aims to facilitate interactions between Johns Hopkins students with data skills and Baltimore community-based organizations (CBOs) to help support these CBOs to use data to support their causes. Students will participate in a hands-on project working with a Baltimore CBO to address data related needs.

Examples of projects include:
- Planning data collection so that it's tailored to assist the needs of the organization. This could include survey ethics, design, and implementation.
- Data wrangling/cleaning - working with the data to get it in a format that is readily usable for creating graphs, tables, and statistics. (This is often the most important step but often overlooked!)
- Data visualization - to enable partners to make highly flexible and effective visualizations to inform themselves and others about patterns in data.
- Dashboard creation - to showcase results in a user-friendly way through a public facing website.
- Data analysis - identify patterns about the data to assist with decision making processes and to assist with getting funding.

Expectations of the CBO Partner:
Partners will need to provide students with details on the project goals and uses, access to relevant data (could be de-identified or simulated if privacy is an issue), feedback about whether their goals are being met, and time and willingness to learn about how to use and possibly maintain the data product that the students work with them to create.

Stigma and Public Health: Issues and Interventions

This course (March-May) provides a broad understanding of the public health impact of stigma and discrimination related to a variety of identities and health conditions. It introduces students to frameworks for understanding stigma (including intersectionality), strategies for characterizing and measuring stigma, and intervention approaches for reducing stigma and discrimination at different ecological levels with the goal of improving health equity, access to quality healthcare services, and promoting psychosocial wellbeing. Interested CBOs should develop an opportunity for up to 5 graduate students to engage directly with a policy, program, or project that addresses an aspect of stigma or marginalization. The practicum should engage students for 2-4 hours per week for 4-6 weeks.

Examples of projects include but are not limited to:
- Curriculum design or evaluation
- Policy development or creation of an evaluation tool
- Marketing or advocacy campaign
- Organization practice assessment
- Relationship management guide *(Continued on next page)*

Stigma and Public Health: Issues and Interventions (cont.)

Expectations of the CBO Partner:
- Pre-project phase (estimated/suggested time: 3-4 hours)
  - o Assign a designated staff person to work with the JHSPH students
  - o Provide clear institutional protocols (e.g., training or background check requirements)
  - o Host a "site visit" (if possible) or help students learn about CBO's mission/community served
- Project phase (estimated/suggested time: 5-10 hours over 6 weeks)
  - o CBOs are invited to be co-educators, and in this spirit, to meet with students 3 times (or on an as-needed basis) throughout the project. During this time, the CBO can answer follow up questions students have and participate in reflective activities
  - o Complete an interim evaluation of student project and individual student performance
- Post-project phase (estimated/suggested time: 3-4 hours)
  - o Attend the students' final presentation about the service experience (if available)
  - o Complete a final evaluation of student project and individual student performance
  - o Organize a debriefing meeting with JHSPH partners to discuss the project, next steps, etc.

Applied Environmental Health Practice

This service-learning course applies concepts and principles of environmental health to real-world problems impacting communities in Baltimore. Groups investigate the driving forces that underlie complex environmental health issues and explore strategies for assessment and intervention. Classroom discussion integrates the practical experiences of community members and students wherever possible.

Participating CBOs will be expected to:
- Work with faculty to outline their environmental health challenges or questions
- Provide background information to set the context for understanding the problem
- Create a set of deliverables or tasks for students to potentially address
- Meet with the class three times over two months to talk about progress and roadblocks
- Assess the students and their deliverables
- Facilitate reflection on the process

The CBO will receive *(Based on the CBO's needs, some possible deliverables)*:
- a review of the scientific literature about an environmental health issue of concern, for example, asking is there a linkage between wireless signals like wifi and cancer
- draft testimony for city council or the state legislature regarding an environmental health issue, for example, the connection between fracking and health
- a study design to document an environmental health issue in the community, for example, seeing if a smell from a local industrial plant is linked to headaches or other health issues
- data analysis relating to an environmental health issue or exposure, for example, mapping asthma rates and pollution exposure in a neighborhood

A Service-Learning Approach to Implementation Research and Practice

This service-learning course is designed to supplement a larger course called "Implementation Research and Practice" to examine how programs and policies are implemented in real world settings. In the larger course students learn implementation science methods and theories, and in this service-learning course, they will apply that knowledge through partnerships with CBOs. Students will work in teams of 3-5 to develop an implementation product with their CBO.

The CBO will be expected to:
- Identify an existing or new program that the organization is planning to implement
- Meet with course instructor in October to review potential products
- Meet with students for initial consultation in November to discuss the project that will be the course focus
- Review drafts and final version of implementation product
- If possible, attend final student presentations

Some examples of implementation science projects include:
- An interview guide that may measure facilitators and barriers of a program
- An agency readiness assessment which will assist organizations in determining if they have existing resources and capacity to develop a new program to identify areas that need strengthening
- A fidelity assessment which will determine how adherent a program is being operated/delivered as it was intended to be

Community-Based Practice Through Civic Engagement

This service-learning course examines a participatory, online service-learning approach to enable students regardless of geographical location to engage in community-based educational projects, and prepares students to develop evaluation plans and materials for the organizations' identified programs. Students will work in a small group to develop an evaluation tool along with an implementation and data analysis guide for future use. **The CBO is expected to:**

- Identify a new or existing program or intervention that requires an evaluation tool to be developed
- Periodically meet with students
- Review drafts of students' work and share feedback on final deliverables

Sample project: A Parent/Teacher Survey evaluating the social-emotional outcomes of an afterschool program

Food Systems Practicum Course

This course (October-December) addresses immediate program and policy needs to advance healthy and sustainable food systems. Students gain in-depth knowledge and observe real-world challenges and opportunities while working in small teams for 5-6 hours a week outside of class. We apply a social equity lens to projects and reflect upon the importance of equity for successful food systems change. The course considers food's connections to a broad range of public health issues and draws useful lessons from lived experiences so that we can become more effective public health professionals and changemakers. We focus on tools for effecting food systems change, including health education, political advocacy, and media communications.

Examples of projects include:
- Conduct interviews with a CBO's organizational partners to understand the perceived benefits and challenges associated with a CBO's program (e.g., planting fruit and nut trees on their premises)
- Assist with background research to inform a city- or county-wide plan (e.g., food system resilience plan)
- Develop a survey that the CBO can use for a needs assessment with community members
- Conduct a literature review that could then be used to inform a CBO's advocacy efforts (e.g., improvement to SNAP benefits).
- Evaluate and suggest improvements to a CBO's program.

Expectations of the CBO Partner:
- Provide an opportunity for up to five graduate students to engage directly with projects related to food systems
- Work with course instructors to outline the project in detail, including identifying objectives, training methods, how the students will perform the project, desired outcomes, potential pitfalls, and preferred weekdays/times for students to be onsite, if applicable.
- Provide clear protocols in advance (e.g., training or background check requirements).
- Meet with students at the beginning and end of the course, and evaluate student performance in the serving-learning project.
- If appropriate, hold a debriefing meeting where students can present their findings or experiences. We suggest other staff from the organization (who are not the main contact for the project) be invited to this meeting. Note: These presentations are optional for students.
- Some CBO partners may lecture in the class about tools (e.g., advocacy, health education) they use to effect change.

One-Time and Short-Term Projects

Community Connection Consultants

Are you in need of consultants for projects in Strategic Consulting, Performance Measurement, Fundraising Strategy, or Communications Consulting?

If you answered yes, then we have an exciting service for you. SOURCE developed "The Connection Community Consultants Program" (or "The Connection," for short) in 2005. Student volunteers **work in small teams** (3 - 5 students) to complete **short-term projects** (up to 2 months maximum) for our partnering CBOs.

Project possibilities include:

- Strategic Consulting (mission development, policy and procedure writing)
- Fundraising Strategy (grant writing research and proofing)
- Performance Measurement (program evaluations, service satisfaction surveys)
- Communications Consulting (teaching health topics, publication assistance, community outreach)

Project requests are only sent to The Connection a few times per year **(Fall, Winter, Spring)**. CBOs must fill out a project request form for our consultants. Forms and more information are available online at **SOURCE.jhu.edu/Connection**. Consultants services are free of charge, but CBOs do need to have a contact on-site to work with the Connection team. Remember, these are **students** who are **not** professional consultants.

*If your CBO is able to offer opportunities for a Connection project, please let us know by filling out the Opportunities Checklist.

SOURCE Languages Volunteers Program

Over the years, SOURCE has received various requests from our partnering community-based organizations for assistance working with clients who speak little or no English. Within our diverse Hopkins family, we have many students, faculty, and staff who have various language skills, including native speakers, international scholars, Returned Peace Corps Volunteers, and people who have studied different languages. In order to assist our existing SOURCE community partners, we recruit Hopkins students, faculty, and staff who would be interested in using their language skills to respond to community-identified needs. Types of assistance may include: translating documents, translating during non-medical appointments (such as school orientations), phone assistance, and much more. Volunteers could be asked to be available by phone, computer, or in-person. The program does not include any medical interpreting, and does not send volunteers to any private residencies. Over 30 requested languages have been identified by community partners! If you wish to call upon our JHU volunteers for your language-related needs, please enter your request **via our online SOURCE Languages Volunteers Request Form** or contact SOURCE@jhu.edu. This service is only available to our SOURCE community partners.

SOURCE-sponsored Donation Drives

Throughout the academic school year, SOURCE hosts several campus-wide donation drives to support our partnering community-based organizations. Typically, one donation drive is hosted per academic term. Various student groups and academic departments help to co-sponsor and co-organize the donation drives. Some of the items that we've typically collected have included School Supplies, Canned Food, Power Bars, Cleaning Supplies, and Toiletries. Once items are collected, SOURCE selects one or more of our community partners to receive the items based on the total amount of collected items. If your organization has regular donation needs, please let us know. We like to rotate the community recipients of donation drives.

SOURCE's Spring and Fall Tri-School Days of Service
One-Time Project

Two times per year, SOURCE hosts our "SOURCE Tri-School Days of Service." These special days are typically hosted in early October (Fall Day of Service, during our annual "Baltimore Week" celebration) and in April (Spring Day of Service, during our annual "National Volunteer Week" celebration). On these Days of Service, we recruit volunteers to assist with one-time projects that are identified by our partnering CBOs. Projects are typically about 2-4 hours in length, and can accommodate 14 students (the number of students that fit in our vans). Past service projects include: painting, gardening, building, demolition, community fairs, educational sessions, food bank, book bank, food shelters, etc.

Hopkins Takes Time For Baltimore
One-Time Group Projects for Faculty/Staff

Beginning in July 2017, JHU expanded its' "Takes Time for School" program to "JHU Takes Time for Baltimore." The program allows JHU staff to take up to 2 paid days of leave to volunteer with approved Baltimore City non-profits. The program is operated by JHU's Work Life and Engagement (WLE) office. However, SOURCE has partnered with WLE to develop the program, and coordinates service activities for faculty and staff from the Schools of Public Health and Nursing. All projects must be group projects (2 or more people together). Additionally, *half-day* projects are ideal. Projects can occur during normal business hours, when employees would be able to be excused from their typical work to support service projects. Should you have any needs for volunteers, please contact SOURCE@jhu.edu. We look forward to supporting this initiative.

Professional Development Opportunities

Over the past few years, SOURCE has worked to engage community partners in our work in a deeper way. Part of that engagement is through training and others are offering opportunities for greater engagement in our partnership process through the Community Council. The following are the ways in which community partners can get more involved with SOURCE.

SOURCE Online Preceptor Training Module

SOURCE recently launched our SOURCE Preceptor Training Module. It is available, along with other online learning modules offered by SOURCE, at: http://SOURCE.jhu.edu/Modules. Many of our courses and academic-based projects now **require** community preceptors to complete the online module. This module is free and open to any community partners who wish to learn more about partnering with SOURCE and the JHU Schools of Public Health, Nursing and Medicine, and receive tips and resources on best practices of supervising graduate students. The content was created by experienced SOURCE partners including the inaugural SOURCE Community Fellow cohort.

SOURCE Service-Learning Academy

After receiving a generation start-up grant from JHU President Daniels, SOURCE implemented a program to train faculty and community leaders in service-learning pedagogy. Since June 2012, SOURCE has trained 75 faculty and community leaders in service-learning. The faculty fellows are developing new service-learning courses and/or integrating a service-learning component into an existing course in a significant way. Therefore, we will be offering additional service-learning course offerings at our schools. The community fellows work together on a community fellows project, and work with faculty to offer service-learning opportunities at their organizations.

Community Fellows Objectives:
• Understand and utilize service-learning pedagogy, engaging students in critical reflection around power, privilege and ethics in the health fields.
• Design a service-learning project in conjunction with a JHU health professional school faculty member.
• Build new and/or strengthen existing partnerships with Johns Hopkins faculty members and SOURCE.
• Engage in critical dialogue with colleagues regarding the role of service-learning in higher education and the health professions. Network and collaborate with colleagues engaged in service-learning pedagogy.

SOURCE Service-Learning Community Fellows benefit from a $1,750 award. Fellows are required to participate in a 2.5 day virtual seminar, attend virtual quarterly check-in meetings, and participate in at least one scholarly academic-community partnership throughout the year.

SOURCE Community Council – Join Us!

The purpose of SOURCE's Community Council is to provide community input into the planning and implementation of events and programs that affect the community, as well as to work collaboratively to recruit volunteers for meaningful service experiences.

In Spring 2023, we will have additional spots available on our Community Council. CC members serve a **3 year term**, meeting quarterly throughout the academic year (Sept-May). Meals are provided during all meetings, and the council takes turns meeting at different CBOs.

Being a part of SOURCE's Community Council will benefit you and your CBO by:
- Building bridges between your CBO and the Hopkins community
- Improving student recruitment efforts
- Networking with other CBOs and Hopkins representatives
- Developing sustainable relationships
- Enhancing the reciprocal learning process between students and CBOs
- Receiving payment of $50/meeting to honor participation on the Council

*If you are interested in joining our team, please let us know by completing the Opportunities Checklist. We will be sure to contact you when our formal application process opens.

Mutual Expectations of Partners

SOURCE aspires to maintain productive relationships with its community partners. In order to succeed, these relationships must be reciprocal. Listed below are expectations, defined by SOURCE's Community Council and Governing Board, regarding partnerships between SOURCE and community-based organizations (CBOs). The partnership may dissolve if either party does not meet these expectations.

SOURCE is expected to:

- Advertise opportunities and recruit volunteers to serve partnering CBOs. While SOURCE is unable to guarantee volunteers, SOURCE will make every effort to publicize CBO needs.
- Serve as an advisor on logistical, risk management, and troubleshooting issues.
- Be familiar with both the purpose and programs of all partnering CBOs.
- Promote community engagement opportunities in Baltimore City.
- Provide information about our JHU health professional schools, students, academic calendars, and special programs.
- Strive to improve services by evaluating their effectiveness and appropriateness, and by involving all stakeholders in the process.
- Inform CBOs of any feedback received from students and faculty who have worked with them.
- Serve as a coordinator between faculty, staff, students & CBOs to supplement and facilitate service-learning & community engagement
- Keep records of service-learning agreements, project goals, and completed activities.
- Offer consultations to CBOs who are interested in increasing their knowledge of service-learning and strengthening their partnership with the JHU Schools of Public Health, Nursing, and Medicine.

CBOs are expected to:

- Orient JHU participants (students, faculty, staff, alumni) to the CBO's mission and goals.
- Outline expectations about the JHU participant(s)' duties so they understand their roles in the designated activity.
- Provide work that is both meaningful and challenging to the JHU participant(s), and is related to their professional or academic skills.
- Provide appropriate training, supervision, feedback, and resources necessary for JHU participants' success in their service opportunity.
- Agree on expected deliverables and duties, and document the agreement with the participant(s).
- Ensure a safe work environment as well as reasonable hours for the participant(s) to perform agreed upon tasks.
- Support an organizational commitment to involving JHU participants in the CBO.
- Be aware of and respect that a JHU participant agreed to a specific assignment, and may not be open to other volunteer duties.
- Update any changes in the CBO's volunteer coordinator, main contact person, address, phone number, or other pertinent information related to involvement opportunities available through SOURCE.
- Report any student, faculty, or staff from the JHU Schools of Public Health, Nursing, and Medicine that collaborates with the CBO to SOURCE.
- Promptly inform SOURCE of any infractions of agreement by a JHU student, faculty or staff.

JHU Participants are expected to:

- Agree on expected deliverables and duties, and document the agreement with the CBO.
- Meet the time and task agreements set with the CBO.
- Be prompt, willing, respectful, and positive in interactions with the CBO.
- Provide feedback about their experience and its relevance to their field of study through SOURCE's online **Service Reporting Form.**
- Be open to learning about cultures and lifestyles that are different from their own.
- Speak with their CBO supervisor/partner if uncomfortable or uncertain about their responsibilities.
- Speak with SOURCE if they are displeased with their service experience or would like mediation.
- Adhere to the CBO's rules and procedures, including but not limited to the confidentiality of the clients served.
- Know that JHU students are not able to provide clinical care without the direct supervision of an approved faculty member from their respective JHU school. For example, a medical student must be supervised by a faculty member from the JHU School of Medicine.
- Accept supervision as well as feedback that will enhance their service experience.
- Adhere to HIPPA, human subjects research, and ethical standards.

Volunteer Recruitment Best Practices

Over the years, we've seen CBOs successfully recruit student volunteers using key strategies. To help you improve your recruitment efforts, we have included some recruitment concepts for your review. We are happy to assist you in developing the recruiting strategies that will work best for your organization.

Build a presence. Use our annual Community Involvement Fair (held in September) and on-campus presentations to share information about your organization. Unsuccessful recruiting stems from a lack of information. Students from all three schools gather on the East Baltimore campus in September to seek volunteer, internship, federal work-study, and other community involvement opportunities. RSVP to attend the Community Involvement Fair. Give us a call if you wish to hold an on-campus presentation.

Disseminate information. Post internships, federal work-study, special projects, and volunteer opportunities on our Hopkins Engage online platform. Students, faculty, and staff from the three Schools use Hopkins Engage to identify potential community involvement experiences. Email SOURCE@jhu.edu for assistance with Hopkins Engage. In addition to HE, we send out our **SOURCE Weekly Service Scoop**, which includes over 5,800 subscribers who are interested in community outreach opportunities. SOURCE's Weekly Service Scoop is sent out on Tuesdays only. Remember to send your information to us in time so that it can be included in our Tuesday postings **(deadline is Monday afternoon by 3 pm for all Tuesday postings)**.

Create meaningful involvement opportunities. When thinking about available involvement opportunities with your CBO, keep our specific student population in mind. Focus on their interest in the field of public and community health. Remember that our students have already earned bachelor's degrees. Many of our students already have real world professional experience. Our students are highly skilled and are among the top scholars in the world, with our schools consistently ranking at the top of U.S. News and World Report. This means that our students will most likely have little interest in solely performing clerical duties. While our office recognizes that this work is both needed and important, we encourage you to think outside of the box when recruiting our students to work with your organization. Remember that our students can offer a more professional level skill set to your CBO.

Develop job descriptions. Providing students with a job description for available opportunities with your CBO will help them understand how they can help fulfill your organization's needs. Equipped with this understanding, they will have a stronger sense of purpose, and will see the meaning behind such work. You should think of the job description that you develop for students as the equivalent of the course syllabus that they receive from their professor. It should summarize the project goals and explain how the student is expected to help fulfill them. Suggested items to include in your job descriptions are: Your CBO name, mission statement, student's role, detailed description of the project, training and orientation requirements, time requirements, and location/travel information.

Send frequent updates. We recognize that CBOs have new projects, events, and opportunities all the time. We'll keep your typical volunteer opportunities posted at all times, but we can also add your latest and greatest projects to our lists. In addition to your updates on volunteer positions, remember to forward any changes in contact information including names, addresses, phone numbers, web site, and email addresses to our center (SOURCE@jhu.edu).

Best times of the year to recruit. Each summer and fall, our Schools host separate orientations for their incoming classes. By the start of July, BSPH welcomes all of their new MPH students. In early August, SOM welcomes their new class of first year medical students. At the end of August and beginning of September, the other incoming classes in BSPH and SON come to campus for orientation. Be sure that your most up-to-date information is on file with our center. Through our experience, we have learned that the best time for us to capture the interest of our students is during orientation. Additionally, we host several one-time service projects in the community during the warmer months (fall and spring). Commit to hosting a group of students for a service project during a SOURCE Tri-School Day of Service.

Work with student groups. Our Schools have over 40 student groups that meet for seminars, panel discussions, and information sessions. Participating in one of these events will go a long way in marketing your organization. Additionally, many of our student groups are interested in participating in group service projects. The sizes of our student groups vary from small groups (approximately five students) to large groups (75 to 100 students). Keep us informed. Let us know when you have upcoming group service project opportunities and the maximum number of students that you can accommodate.

Build relationships. SOURCE aspires to maintain functional relationships with all of our affiliates, but the relationship must be reciprocal in order to succeed. This includes keeping the program abreast of current volunteer coordinators, contact information, emails, as well as volunteer and special event needs. Updates and other information can be sent via the center's electronic mail to SOURCE@jhu.edu. Feel free to give us a call at 410-955-3880 with any questions about our schools, programs, and students. Schedule a site visit with our staff. It helps us learn more about YOU and YOUR organization when we come for a site visit.

The following information has been adapted from the Louisiana State University Center for Academic Success Service-Learning Manual for Community Partners:

Why Students Remain Committed

- They feel appreciated.
- They can see that their efforts make a difference.
- There are opportunities to increase their level of involvement.
- There are opportunities for personal growth.
- They receive recognition for their work.
- They feel capable of handling tasks assigned to them.
- They feel a sense of collegiality with their co-workers.
- They have the opportunity to talk about how the theory they learn in the classroom relates to the work they are doing with the CBO.
- They are involved in work integral to the functioning of the organization
- They recognize the significance of the CBO's work.
- Their personal needs are met.
- They are properly oriented and precepted by staff at the CBO.

Why Students Lose Interest

- There is a disconnect between the expectations that were outlined for them and the reality of their serving situation.
- There is nobody easily available to offer support, leadership, or guidance.
- They receive little or no recognition for their efforts.
- They cannot see the significance of their efforts.
- The tasks assigned to them are too routine or monotonous.
- Their relationship with their co-workers is not a supportive and friendly one.
- There are no opportunities for personal growth.
- There are few opportunities to express creativity or demonstrate initiative.
- The CBO is not flexible regarding students' changing academic schedules.

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