SERVICE-LEARNING AND PUBLIC HEALTH PRACTICE AT THE BLOOMBERG SCHOOL OF PUBLIC HEALTH

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Models for Engagement with Practice Webinar
November 25, 2015
Session Overview

- SOURCE Intro and Partnership Model
- About Service-Learning
- Examples of Service-Learning
- Service-Learning Practicum Placement Process
The Community Service and Service-Learning Center
Serving the Johns Hopkins University
Schools of Medicine, Nursing, and Public Health

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The SOURCE for community involvement opportunities.
A Bit About SOURCE

• Partnerships with 100 Community-Based Organizations (CBOs) through formal process (criteria, mutual expectations, application, interviews, site visit, voting)

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

• Interprofessional Education

• Online Modules to Prepare for Community Work

• Variety of Community Engagement Options (internships, practicum, capstone, service-learning courses, CBPR, student groups, placements, etc.)
Core Values and Approaches

- Reciprocity
- Collaboration
- Service-learning
- Respond to Community-Identified Needs
- Do’s and Don’ts of Community Partnerships
- Consistently revisiting Principles of Partnership

SOURCE Presents: “The Do’s & Don’ts of Community Partnerships”

<table>
<thead>
<tr>
<th>DO</th>
<th>DON’T</th>
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<tr>
<td><strong>Listen</strong> to and learn from your community partner. Understanding the context and history of the project is an important part of addressing community-identified needs.</td>
<td><strong>DON’T</strong> ask a community organization to just implement your program. Communities do not want to be “laboratories” for student projects. Imposing your vision will not lead to true collaboration.</td>
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<td>Approach involvement as a means for social change. Think about the impact of your work in the long-term, even if the timeline for your community engagement is only short-term.</td>
<td><strong>DON’T</strong> be careful not to approach your partnerships as a resident “expert.” This attitude will not contribute to a balanced, reciprocal partnership.</td>
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<td>Be <strong>honest</strong> about the parameters of your schedule. Open communication is paramount to an effective partnership. Let your partners know what your other obligations are.</td>
<td><strong>DON’T</strong> overcommit to a schedule you can’t keep. Don’t view your engagement as optional. Remember that your partners are relying on you to hold up your end of the work.</td>
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<td><strong>Dedicate</strong> time to growing your partnership. Developing the trust and understanding necessary for a good working relationship requires listening, patience, and persistence.</td>
<td><strong>DON’T</strong> assume an immediate partnership. Partnerships must be built. Do not take your partners or their goodwill for granted!</td>
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<td>Consider communities in terms of their <strong>assets</strong>. Building upon the strengths of community organizations is just as important as capacity development.</td>
<td><strong>DON’T</strong> focus on the deficits of the communities you work with. Remember that you are working with passionate and resilient people with years of experience. They know their communities best.</td>
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<td><strong>Recognize</strong> (and embrace) <strong>lessons</strong> from partners. Be careful not to take an attitude of privilege. Be mindful of how this might affect your perceptions and assumptions.</td>
<td><strong>DON’T</strong> expect partners to be desperate for any help they can find. The community organizations you work with are capable institutions. They need partners, not “helpers.” “Saviors,” or “experts.”</td>
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<td>Keep the <strong>sustainability</strong> of your partnership in mind. Be sure to work with SOURCE, faculty, and students to understand how to continue partnerships when students leave. Various programs and courses exist to help sustain projects.</td>
<td><strong>DON’T</strong> assume new students will maintain your connection. New students may have different interests, and not continue with your service project. It is always possible to damage or destroy a partnership by walking away without a sustainable plan of action.</td>
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<td><strong>Keep SOURCE</strong> involved with your experiences. Update our office on your community involvement. Don’t forget to report your service activities!</td>
<td><strong>DON’T</strong> try to single-handedly facilitate your involvement. Students are encouraged to work with SOURCE directly, to understand history, context, logistics, policies, and resources for preparation, recruitment, action, reflection, and evaluation.</td>
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Sources: The Unheard Voices: Community Organizations and Service Learning (eds. Stacker and Elizabeth A. Tryon, Temple UP 2008); Community-Campus Partnerships for Health (http://www.cch.org); SOURCE (Student Outreach Resource Center)’s “Misa’s Expectations for Partners” (http://www.jHU.edu/srch/Misa/Expectations.pdf)
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**.”

Distinguishing service-learning with other types of experiential learning

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<tr>
<th></th>
<th>Community Service</th>
<th>Academic Learning</th>
<th>Purposeful Civic Learning</th>
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<tbody>
<tr>
<td>Clinical Training</td>
<td>May</td>
<td>Yes</td>
<td>Generally Not</td>
</tr>
<tr>
<td>Volunteer Work</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Internship</td>
<td>May</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Service-learning</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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CCPH, 1999
SOURCE Service-Learning Programs

SOURCE Service-Learning Faculty and Community Fellows Program:

- Train faculty/comm in service-learning pedagogy
- Est. 2012 (21 faculty from three schools)
- Community Fellows Est. 2013 (7 community fellows)
- One-Year term includes:
  - $2,000 award
  - 2 ½-day seminar + ongoing training
  - Curriculum and syllabus support by SOURCE
SOURCE Service-Learning Courses

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

2 JHU School of Nursing:
• Community Outreach to Underserved Populations in Urban Baltimore
• SEEK (Service-Learning, Education, Enrichment, Knowledge) Immersion Experiences

2 JHU School of Medicine
• TIME: Health Care Disparities
• Social Medicine and the Community

1 Tri-School
• Inter-Professional Dialogues: Translating Service to Career Development

2014-15 will see an increase of up to 7 courses (total of 22 service-learning courses)
Service-Learning and Health Communications/Behavior Change

- Example of Past Projects:
  - Health Curriculum Development and Implementation
  - Wellness Program Implementation
  - Awareness Campaigns

- Example of Courses:
  - Health Literacy: photonovella project
  - Health Communications
Example Photonovella: Anti-Bullying

Superhero School
Princess Apple White and the Bullies

Bullying: The Facts

5 Things to do if you see someone being bullied:
1. Do not join in.
2. Support the victim, even if he/she is not your friend.
3. Tell your teacher or the school principal.
4. Cut the bully to stop.
5. Talk to your teacher or a trusted adult.

3 Warning signs a child is being bullied:
- They stay away from school.
- They become sick or sad that they cannot laugh.
- They do not want to go to school.

For more info, go to:
http://www.she.org/assets/pdf/education-minecraft/Bullying.pdf
http://www.she.org/assets/pdf/education-minecraft/Students.pdf
http://www.she.org/assets/pdf/education-minecraft/Parents.pdf

Created by:
Zoe Mcdonald
Mary Barr
Lisa McDonald
Jane Ferguson
Cathy O'Nara

In Collaboration With:
The Club at Collingwood Square
Service-Learning/Practicum Placement Process (Courses)

- Projects Identified by SOURCE and faculty member
- Joint partnership management
- Student preparation and reflection

(SOURCE Online Modules: www.jhsph.edu/SOURCE/Online-Modules)
Service-Learning/Practicum Placement Process (Courses)

- Student selection varies

- Student mentorship and evaluation
  - *Upcoming* SOURCE preceptor training module
  - Progress reports and reflections
  - Faculty check-ins with preceptor
  - Final evaluations
Evaluating Service-Learning

• Reflections
  • Formative assessment (written, group discussion, etc.)
  • Written and oral can be graded
  • Grading critical thinking *not* on content

• Evaluating the service-learning/practicum
  • Requires check-ins with organizations by teaching team
  • Not evaluated on deliverables, but on process
Example Grading Rubrics (Data Analysis)

- Students Evaluated on:
  - Project Management
  - Professionalism/Work Ethic
  - Oral/Written Communication
  - Openness to Feedback/Supervision
  - Teamwork/Collaboration
Example Grading Rubrics (Data Analysis)

- **Advanced (90-100)**
  - Group addressed client project, question or problem with excellence.
  - Project shows evidence of current research
  - Information is presented creatively using handouts, pictures and graphs.
  - Project shows evidence of active, direct collaboration with worksite supervisor and coworkers.

- **Proficient (80-89)**
- **Basic (70-79)**
- **Below Basic (60-65)**
Example Grading Rubrics for Reflections

- **Integration**
  - Provides clear connection between experience and learning
- **Depth**
  - Address salient questions that arise; avoiding over-simplification; consider complexities of the issue
- **Significance**
  - Draws important conclusions or setting meaningful goals around issues raised
- **Clarity**
  - Uses examples, illustrates points
- **Writing**
  - Few typographical, spelling, grammatical errors
Project Management for Faculty

- Rubrics
- Formative assignments (i.e. progress reports, reflections, etc.)
- Check-ins with preceptor/project supervisor
- Final presentation at project site
- Final evaluation from students and preceptor
Questions and Comments