

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



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Models for Engagement with Practice Webinar
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SOURCE
Student Outreach Resource Center



Session Overview

- SOURCE Intro and Partnership Model
- About Service-Learning
- Examples of Service-Learning
- Service-Learning Practicum Placement Process



SOURCE

Student Outreach Resource Center

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"

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

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



Distinguishing service-learning with other types of experiential learning

	Community Service	Academic Learning	Purposeful Civic learning
Clinical Training	May	Yes	Generally Not
Volunteer Work	Yes	No	No
Internship	May	Yes	No
Service-learning	Yes	Yes	Yes



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

Superhero School

Princess Apple White and the Bullies

GOOD MORNING SUPERHEROES! WE HAVE A NEW STUDENT TODAY.

PRINCESS APPLE WHITE SITS DOWN AT THE BACK OF THE CLASS. NO ONE SITS NEXT TO HER.

AT LUNCH...

LOOK AT THAT BULLY PRINCESS! WHY IS SHE EVEN HERE?

HAHAHAHA

SHE DOESN'T HAVE ANY SUPERPOWERS!

SUPERHEROES, PLEASE SAY HELLO TO PRINCESS APPLE WHITE

PRINCESS APPLE WHITE SITS DOWN AT THE BACK OF THE CLASS. NO ONE SITS NEXT TO HER.

AT LUNCH...

LOOK AT THAT BULLY PRINCESS! WHY IS SHE EVEN HERE?

HAHAHAHA

SHE DOESN'T HAVE ANY SUPERPOWERS!

AT RECESS APPLE WHITE IS LYING BEHIND THE PLAYGROUND.

PRINCESS APPLE WHITE CAN'T EVEN RUN - NO LEGS!

I SAW THEM BULLYING YOU! ARE YOU OK? YOU CAN HAVE ONE OF MY SHIRTS.

THANK YOU!

HA! LOOK AT HER. SHE HAS NO POWERS! LET'S SHOW HER WHAT REAL SUPERHEROES CAN DO!

THE MAGIC WEB!

OH NO! NOT NEW! I'M NOT GOING TO JOIN THEM!

PRINCESS APPLE WHITE, LET ME HELP YOU GET THIS BEE OUT OF YOUR HAIR!

THE BEE AND PRINCESS APPLE WHITE ARE BOTH GOING TO THE HONEY POT!

NO ONE CARES ABOUT ME! I'M NO BEE IN THE HONEY POT!

HEHE... PRINCESS APPLE WHITE IS BEING HELD BACK BY THE BEE!

NOW, YOU ARE ONE OF US!

YOU SURE NEED TO RESPECT THE PRINCESS! JUST BECAUSE SHE IS DIFFERENT FROM US DOESN'T MEAN WE OBLIVIOUS HER! LET'S ALL GO TO GET ALONG, CHIN!

OH NO! PRINCESS APPLE WHITE IS BEING HELD BACK BY THE BEE!

WE FEEL BAD!

THANK YOU MIND BODIES! IT'S GREAT TO BE A SUPERHERO, BUT EVEN GREATER TO BE PART OF THE GROUP!

the end

Bullying The Facts

What is bullying?

- Making threats
- Spreading rumors
- Saying mean things
- Hurting someone
- Leaving someone out on purpose

Bullies' actions are unwanted, mean, and may happen over and over.

3 Things to do if you are being bullied:

1. Do not fight back.
2. Calmly tell the bully to stop.
3. Walk away.

5 Things to do if you see someone being bullied:

1. Do not join in.
2. Support the target, even if he or she is not your friend.
3. Ask "Are you okay?"
4. Let them know you will be their friend.
5. Tell the bully to stop.

This helps the bully see how hurtful their words and actions are.

4. Talk to your teacher or a trusted adult

It is not settling if you ask a trusted adult for help.

5. Get to know your classmates for who they are.

Just because they are not like you, does not mean they are not cool!

5 Warning signs a child is being bullied:

- You see him/her alone a lot
- They seem sad or afraid
- They have bruises or cuts that they cannot explain
- They do not want to go to school
- They feel bad about themselves

For more info, go to:

<http://www.edl.gov/assets/pdf/education-outreach/Be-an-Ally-Six-Ways-online-version.pdf>

<http://www.nlm.nih.gov/medlineplus/bullying.html>

<http://www.stopbullying.gov/kids/facts/index.html>

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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

