

Chapter VII

Service

CEPH Criterion

The School shall pursue an active service program, consistent with its mission, through which faculty and students contribute to the advancement of public health practice, including continuing education

Service

CEPH Expected Documentation

- 1 A description of the School's service program, including policies, procedures and practices that support service. If the School has formal contracts or agreements with external agencies, these should be noted
 - 2 A list of the School's current service activities, including identification of the community groups and nature of the activity, over the last three years
 - 3 A description of the School's continuing education program, including policies, procedures, and practices that support continuing education
 - 4 A list of the continuing education programs offered by the School, including number of students served, over the last three years
 - 5 A list of other educational institutions, if any, with which the School collaborates to offer continuing education
 - 6 Identification of the measures by which the School may evaluate the success of its service program, along with data regarding the School's performance against those measures over the last three years
 - 7 A description of student involvement in service
 - 8 Assessment of the extent to which this criterion is met
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Introduction

Throughout its history, the School has maintained strong professional service and practice components. We reaffirmed our commitment to practice in our 2000 mission statement that emphasizes the inseparable link between public health education, research, and practice. The Strategic Plan 2000 put forth several objectives related to professional service and practice (Chapter 1 Mission, Goals). In addition, the four overarching criteria for faculty promotion include service or practice (Table VII.1 and http://www.jhsph.edu/schoolpolicies/ppm_faculty_1.shtml).

Table VII.1 **The Overarching Criteria for Faculty Promotion**

Creative scholarship that involves public health-related research, practice, and/or education
Excellence in teaching in the lecture hall, the conference room, at the laboratory bench, or in the field
Excellence in discharging professional service responsibilities in the community, at various levels of government, to professional organizations, and to the global community
Active and effective participation in various administrative, advisory, and other services to the School and to the University

The School's Service and Professional Practice Program

The School's faculty participate in a wide range of professional practice and service activities. Some activities are related to funded projects that are department- or center-based. Faculty also sit on advisory, editorial, or review boards; hold office in professional societies; provide expert testimony; and consult for industry. The School offers many short- and long-term training opportunities for public health practitioners in the US and internationally. Student internships and field placements may also engage faculty advisors, as well as students, in service and practice. Some courses require a service or practice project, such as evaluating a community-based health program or assessing the environment of an industrial factory. In addition to the activities by individual and collaborating faculty and students, the School has committed substantial core resources to four service/practice initiatives, three of which were begun or expanded in response to Strategic Plan 2000. They are described below.

InterAction – SOURCE: In 1990 the School established the InterAction Community Outreach Program to build and sustain links with the East Baltimore community. The program served as a clearinghouse for students, faculty, and staff interested in community service. In response to Strategic Plan 2000, the School increased support for InterAction by hiring a full-time coordinator in 2001. As a result, the number of public health students who reported volunteering in the community has more than doubled since 2002, and the number of partnering community-based organizations has increased by more than 300 percent. In 2005, due to student interest, the Schools of Nursing, Medicine, and Public Health created a joint interdisciplinary community service and service-learning center, the Student Outreach Resource Center (SOURCE) that replaced the School's InterAction Program. During the 2005–2006 academic year, SOURCE helped link 137 student volunteers to 89 local

community organizations; more than 40 of these organizations have projects appropriate for student internships (<http://www.jhsph.edu/source>).

To increase and strengthen its relationship with community-based organizations (CBOs), SOURCE created a Community Council of 15 participating CBOs. The council meets quarterly to discuss recruitment efforts and communication strategies. In addition, the council created a set of mutual expectations for all partners and specific criteria for other organizations that would like to join the network of CBOs. SOURCE also conducts site visits to partnering agencies and provides them with Student Volunteer Recruitment Kits. In 2005, SOURCE and the MPH Program developed a special studies course and conducted informational sessions for MPH students interested in collaborating with local CBOs for their capstone projects. The course has been further developed and in 2006 will be offered as a regular two-term course, MPH Community Practicum ([550.864](#)), that includes mentored practicum experiences (see Chapter V.B Professional Programs).

Urban Health Institute: In 1998 President William Brody renewed the University's commitment to improve the health of East Baltimore residents. In 1999 he commissioned a council of University and community representatives whose report led to the creation of the Urban Health Institute in 2000. The multidisciplinary institute for research, education, and community outreach maintains close connections to the community, government, health agencies, and other academic institutions. It receives core funding from the President's Office; the Schools of Medicine, Nursing, and Public Health; and Johns Hopkins Health System. The institute's director reports to an advisory board that is chaired by the Provost and includes deans of the three East Baltimore schools and one other academic division of the University (<http://urbanhealthinstitute.jhu.edu>).

The Urban Health Institute's accomplishments include a community health workers training program (Health Education Advocacy Leadership Training at Hopkins), the East Baltimore Technology Resource Center, the Caroline Street Clinic for the Uninsured, and a post-doctoral program. The institute is also developing a journal of community-based participatory research. In 2005, the institute's advisory board appointed a committee to review its administration and initiatives. While recognizing the accomplishments noted above, as well as other accomplishments, the committee recommended changes that would increase academic engagement and faculty participation. In April 2006, the School's Department of Population and Family Health Sciences became the institute's administrative home and a search began for a new director. The chair of the Department of Population and Family Health Sciences is serving as interim director during the search.

Applied Public Health: In 2004, Dean Alfred Sommer appointed a committee to recommend an organizational structure that would facilitate coordination of the School's practice activities related to local and regional governmental agencies. Based on the committee's report, the School's Advisory Board established the Interdepartmental Program in Applied Public Health (APH). Its goals are to increase the visibility and level of public health practice in the School and increase opportunities for student involvement in public

health practice. The APH director sits on the Committee of the Whole and Advisory Board to facilitate School-wide communication regarding service and practice opportunities.

The School provides core funds to the APH Program to support the APH director, up to 10 part-time faculty drawn from the public health practice community, and up to 50 percent effort for each of two full-time practice-oriented professorial faculty. The recruitment and appointments for these faculty are made in partnership with the academic departments. In addition, more than 20 full-time public health practitioners have been given unpaid part-time appointments. The responsibilities of these new faculty members include participating in preparedness and public health practice research and evaluation, and providing student practice opportunities in their health agencies. They also help facilitate training opportunities for the public health workforce, including the School's students. For example, the APH Program, the MPH Program, and SOURCE are collaborating to expand mentored internship opportunities (Chapter V.B Professional Degrees). In addition, APH is the administrative home of the Maryland Association of County Health Officers and the umbrella for three CDC-funded training programs: the Mid-Atlantic Public Health Training Center, the Mid-Atlantic Health Leadership Institute, and the Center for Public Health Preparedness (<http://www.jhsph.edu/researchcenters>).

Community-based Research and Professional Service and Practice Building: As previously noted (Chapter 1 Mission, Goals), Strategic Plan 2000 identified the need for a physical infrastructure in East Baltimore to facilitate research, teaching, and professional service and practice in partnership with the community. In response, the School is working with a developer who is constructing a 30,000 square-foot building the School will lease with an option for purchase (Chapter IV Resources). The building will allow the School to consolidate research, service, and professional practice programs now located in rented sites scattered throughout East Baltimore. It will also provide a visible “front door” for many of the School's sponsored community-based activities.

Professional Service and Practice Activities

Funded Projects: A number of the School's research grants include professional practice and service activities. For example, clinical trials and many field studies provide direct health care to participants that may indirectly improve care for non-participants through upgraded facilities or additional health care worker training. A major component of some grants is providing management and monitoring and evaluation technical assistance and training to governmental and non-governmental agencies locally, regionally, nationally, and internationally. Other grants focus primarily on monitoring and evaluating new or existing health care programs. Regardless of the type of research—basic science or applied—faculty consider that translating their work to policy and programs is an integral part of their research.

Centers: The School also has 48 interdepartmental and interdivisional centers supported primarily by external funding (<http://www.jhsph.edu/researchcenters> and Exhibit II.B.2 Centers). Through these centers faculty and students engage in research and in academic, practice, and service activities. We have chosen to briefly describe some of the service and practice activities of 10 centers (Table VII.2). The service and practice activities of two additional centers are described in greater detail and serve to highlight the diversity of our practice activities.

Table VII.2 **Examples of Centers Engaged in Professional Service and Practice**

Center for Adolescent Health

Works in community and program partnerships to help urban adolescents develop healthy adult lifestyles

Center for Communication Programs

Develops, implements, and/or assists strategic communication programs to influence health behavior internationally and in the US

Center for Excellence in Environmental Health Tracking

Develops a nationwide environmental health tracking network to advance the understanding of the relationship between health and the environment

Center for Gun Policy and Research

Works to reduce the toll guns take on the lives of Americans by developing, analyzing, and evaluating effective prevention policies and serving as an objective resource for information on the public health effects of guns in society

Center for Injury Research and Policy

Conducts research and evaluates policies to address the problem of injuries from a multidisciplinary approach

Center for the Prevention of Youth Violence

Supports academic/community collaboration for developing and sustaining programs to help prevent youth violence and promote positive youth development

Center for Refugee and Disaster Response

Promotes the development of emergency systems to meet the needs of refugees, displaced persons, and disaster victims

Center in Urban Environmental Health – Outreach Program

Identifies environmental exposures and susceptibility factors that increase risk for people living in urban environments, such as Baltimore, and develops prevention strategies to improve public health

**Johns Hopkins Center of Excellence in Community Environmental Health Practice
(Johns Hopkins Northeast Regional Academic Environmental Public Health Center)**

Enhances environmental public health practice by advancing research, providing technical assistance, and strengthening the community environmental public health workforce through training

Institute for Global Tobacco Control

Prevents death and disease from tobacco use around the world by developing research and interventions and serving as an educational resource

Center for Law and the Public’s Health: This center was founded in 2000 as a collaborating center of the Centers for Disease Control and Prevention (CDC). In 2005, it became a WHO/PAHO collaborating center in public health law and human rights. The center is an international, national, state, and local resource on public health law, ethics, and policy for public health practitioners, lawyers, legislators, judges, policymakers, academicians, and others. In collaboration with Georgetown University Law Center, the

center develops innovative public health law tools and model laws. In particular, the center developed the Model State Emergency Health Powers Act that grants specific emergency powers to state governments and public health authorities in the event of a public health emergency (<http://www.publichealthlaw.net/Resources/Modellaws.htm#MSEHPA>). The act authorizes the reporting and collection of data and records, and allows for immediate investigation by granting access to an individual's health information under special circumstances. As of February 2006, the act had been introduced in whole or in part through bills or resolutions in almost every state, the District of Columbia, and the Northern Mariannas Islands (<http://www.publichealthlaw.net>).

The Women's and Children's Health Policy Center: Activities of this center examine the means by which public and private health organizations can strengthen accountability for maternal and child health (MCH) through needs assessments, program evaluations, and quality assurance and quality improvement tools. The development of technical resource materials for states is grounded in the center's comparative studies of states' MCH information collection and use practices. Some of the center's products include seminars on needs assessment for states and federal MCH professionals, policy forums and research briefs on MCH quality, a capacity self-assessment tool for State Title V MCH programs, and a set of core indicators for monitoring the quality of state family planning programs (<http://www.jhsph.edu/wchpc>).

Individual Faculty Service and Practice: In addition to department activities, faculty also engage in individual service and professional practice activities. In particular, they collaborate with local, state, and federal governments; business and industry; and local, regional, national, and international public health-related organizations and agencies. These activities are not conducted under the umbrella of a central School entity or recorded in one location. As a result, we are not able to compile a complete list of the many and varied professional service and practice activities of all faculty members. We abstracted the non-sponsored service and practice activities that occurred since the last self-study from the *curricula vitae*¹ of 50 professorial faculty (Appendix VII.1 Faculty Service). This list is evidence of the broad and far-reaching activities of our faculty. It includes faculty service to the profession and governmental and non-governmental organizations; advising at the international, national, regional, and local levels; and community service, such as program planning, technical assistance, and serving on boards. Likewise, the School does not distinguish between sponsored awards that primarily focus on research and those with a service or practice focus. We recognize the importance of characterizing the type and extent of our research, service, and professional practice activities and recently implemented a new policy whereby the principal investigator of each sponsored project must complete a tracking form that identifies the type of activity before his/her sponsored project is given an account number.

¹ Curricula vitae of all faculty will be available at the CEPH site visit

Continuing Education

The School provides a large array of continuing education opportunities, including regular academic courses offered on- and off-campus and online. The courses can be taken for credit or non-credit by non-degree students, alumni, and self-learners. There are also numerous opportunities for non-degree students to take non-credit, specialized courses designed to meet the training needs of public health professionals and practitioners. These courses are offered online, on CD-ROMs, or in face-to-face sessions (http://www.jhsph.edu/academics/continuing_ed).

Policies and Procedures: The School's Office of Continuing Education provides coordination and oversight of continuing education opportunities. All courses and seminars offered for continuing education by the School's departments or programs must be approved by the office and are subject to the requirements of the appropriate accrediting agency. Continuing medical and nursing education courses are offered in partnership with the Johns Hopkins Office of Continuing Medical Education and the Institute for Johns Hopkins Nursing, respectively. Continuing education policies and procedures are detailed at www.jhsph.edu/schoolpolicies/ppm_academic_programs_6.shtml. Certificate program policies and procedures can be found at http://www.jhsph.edu/schoolpolicies/ppm_academic_programs_17.shtml.

Institutes and Programs: During the 2005–2006 academic year, enrollment in School-sponsored continuing education courses exceeded 11,000. Continuing education courses are offered as part of the School's summer, fall, and winter institutes (Appendix VII.2 Continuing Education). Certificate programs are available to degree and non-degree students. Several other programs target international public health professionals, and online OpenCourseWare courses are free to the public. The School's major continuing education opportunities are described below.

Summer Institutes: The School's summer programs have grown annually in response to working students' interest in compressed course offerings. Most courses are for both credit and non-credit. In general, students enrolled for non-credit are charged reduced tuition. In 2005, the summer institutes offered approximately 75 courses, with a total enrollment of 1,664 students. Many of these students were part-time masters students enrolled for credit; however, over one-half were non-degree students who took courses on a non-credit basis. Ten institutes were offered during the summer of 2006 (www.jhsph.edu/summer and Table VII.3). Each institute has a range of individual courses.

Winter Institute: Part-time/Internet-based MPH students begin the MPH Program as a cohort by taking an intensive course, "Problem Solving in Public Health," on-campus during the summer or winter institute (see Chapter V Instructional Programs). The winter institute also offers for-credit, intensive short-term courses for part-time masters students and non-degree students (<http://www.jhsph.edu/Winter>).

Barcelona Fall Institute: In accord with the Public Health Agency and municipality of Barcelona, Spain, the School began offering short-term, non-credit courses in Barcelona in 2004. The courses are taught during a two-week period. In 2005, the courses were offered

for credit or non-credit. To accommodate students from Europe, western Asia, and northern Africa, the School will allow part-time/Internet-based MPH students to begin the MPH Program at the Barcelona Fall Institute in 2006. The “experiment” will be evaluated over several years to determine if it meets the needs of international students who otherwise would have difficulty beginning the MPH Program in Baltimore (http://www.jhsph.edu/dept/hpm/continuing_ed/fall_institute).

Table VII.3 **Schedule of 2006 Summer Institutes**

2006 Dates	Institute
June 4 - 9	Principles and Practice of Injury Prevention
June 5 - 16	Summer Institute in Population and Family Health Sciences and Maternal and Child Health
June 5 - 23	Summer Institute in Health Policy and Management
June 6 - 23	Leadership in Strategic Health Communication: Making a Difference in Infectious Diseases, HIV/AIDS, and Reproductive Health
June 15 - July 14	Summer Institute in Reproductive Health and Development
June 19 - July 7	Graduate Summer Institute of Epidemiology and Biostatistics
June 26 - Aug 18	The Summer Institute in Tropical Medicine and Public Health
July 5 - 14	Mental Health Summer Institute
July 10 - 21	The Johns Hopkins Center for American Indian Health Institute
July 10 - 28	H.E.L.P. Health Emergencies in Large Populations

Fogarty AIDS International Training and Research Program: This NIH-funded program began 18 years ago at the School and is now among the largest of the 23 Fogarty programs. It currently involves more than 20 faculty from the Schools of Medicine and Public Health and over 30 in-country collaborators. In 2006–2007, the program will support 14 degree students and 55 short-term trainees. During the past three years, the School trained 176 public health professionals from 15 countries through the program (Table VII.4). Since the program’s inception, the School has trained more than 500 public health professionals from of 28 countries (Table VII.5 and <http://www.jhsph.edu/fogartyaids>).

Table VII.4 **Number of Fogarty Trainees, 2003–2005**

Year	Long-Term		Short-Term			Total
	Degree Program	Mentored Post-doctoral Training	US Short Courses	Mentored Post-doctoral Training	Conference Support	
2003	6	4	27	5	6	48
2004	5	0	41	4	31	81
2005	8	0	37	0	2	47
Total	19	4	105	9	39	176

Table VII.5 **Countries with Fogarty-trained Public Health Practitioners**

2003–2005			Prior to 2003		
Burma	Georgia	Russia	Brazil	Kenya	Rwanda
Cameroon	India	South Africa	Colombia	Lithuania	Senegal
People’s Republic of China	Laos	Thailand	Congo	Malaysia	Zambia
Dominican Republic	Malawi	Uganda	Haiti	Peru	
Ethiopia	Pakistan	Vietnam	Hungary	Poland	

Certificate Programs: The School offers 19 certificate programs for degree students; 10 of these are also available to non-degree students. Two additional training certificates are offered to non-degree students only (Table VII.6). All certificate programs use the School’s regular academic courses (<http://commprojects.jhsph.edu/academics/Certificate.cfm>).

Table VII.6 **Certificate Programs Offered to Degree and Non-Degree Students**

Degree Students Only	
Gerontology	Injury Control
Health and Human Rights	International Health Policy and Financing
Health Communication	Maternal and Child Health
Health Disparities and Health Inequality	Vaccine Science and Policy
Humanitarian Assistance	
Degree and Non-Degree Students	
Environmental Health	Public Health Preparedness
Health Education	Public Health Training for American Indian Health Professionals
Health Finance and Management	Public Mental Health Research
Health Policy	Risk Sciences and Public Policy
Occupational Health	Tropical Medicine
Non-Degree Students Only	
Training Certificate in Public Health Practice	Training Certificate in Quantitative Methods in Public Health

PAHO Certificate Program in Epidemiology for Public Health Managers: In 2001 the director of Pan American Health Organization (PAHO) signed an agreement with the School to develop an Internet-based program to strengthen the capacity of epidemiologists who manage public health programs. The first two cohorts of 26 and 25 public health professionals came from numerous South American countries. The subsequent three cohorts of 29 or 30 students are primarily from the Brazilian Ministry of Health.

The PAHO certificate program consists of three non-credit courses specifically developed for the program and taught in Spanish by School faculty. Each cohort convenes for the first course, “Problem Solving in Public Health,” which is offered face-to-face over six days.

During the course, students select from among several important problems identified as relevant by the Brazilian Ministry of Health. Over the next 12 months, the students address these problems through homework assigned by the two online courses and through group projects. The program culminates with the cohort convening again to present their reports to the faculty and Ministry of Health personnel.

Public Health Preparedness Center: The center is part of an integrated, national system of 40 US centers funded by the Centers for Disease Control and Prevention (CDC). These centers provide training and education to state and local health department personnel, community-based organizations, and other entities charged with carrying out CDC programs, particularly control and prevention of bioterrorism and infectious diseases. The School's center involves faculty and staff whose expertise includes radiation and dirty bombs, occupational health, food and water security, mental health, and cultural competence. The center is developing an array of interactive activities to meet the needs of public health practitioners in Delaware, Maryland, and the District of Columbia. The activities involve face-to-face and online training, seminars and conferences, certificate programs, and academic course work. In addition, the center has developed resources including CD-ROMs, reference books, and resource library materials (<http://www.jhsph.edu/preparedness>). To date, enrollment in continuing education activities sponsored by this center and the Mid-Atlantic Public Health Training Center has exceeded 5,000 (Appendix VII.2 Continuing Education).

Alumni Online Continuing Education: Alumni may enroll in online courses on a non-credit basis. For courses offered on-cycle, alumni are expected to participate fully in the course, including listening to lectures, participating in group discussions, interacting with faculty, and completing all course work. Tuition for these courses is discounted 50 percent. Some of the online courses are also offered off-cycle; alumni have full access to the course materials and lectures, but not to faculty or student interactions. Tuition is \$100 per course (http://www.jhsph.edu/alumni/online_courses.html).

Open Courseware: The Massachusetts Institute of Technology (MIT) has been a major force in initiating an international movement for free access to educational materials. In early 2004, MIT invited the School to be the movement's founding school of public health by providing free access to the content of some of our courses. The School's administration and Faculty Senate agreed to participate, and in 2004 we were awarded a pilot grant from the Hewlett Foundation to develop an OpenCourseWare site and publish the content of 10 courses online. The initiative has met with tremendous success, with visits from self-learners, public health practitioners, and academicians from around the world. There are currently approximately 900 visits per day to the site's 13 courses. Due to the overwhelming success of the pilot project, the Hewlett Foundation awarded the School another grant to publish the content of an additional 65 to 75 courses (<http://ocw.jhsph.edu>).

Collaborating Institutions for Continuing Education Programs

Within the University, the School collaborates primarily with the Schools of Medicine and Nursing on continuing education programs. We earlier described collaborations with PAHO and Barcelona municipality. Examples of other collaborations are described below.

Makerere University Institute of Public Health: Collaboration with Makerere University (Uganda) faculty began in 1987. Students from both universities have helped collect and analyze data from studies covering topics that include HIV/STI epidemiological and community-based research, evaluation of the Integrated Management of Childhood Illnesses program, and capacity building in strategic leadership and management for population and reproductive health. Our faculty has also played a critical role in the establishment of the MPH Training Programme at the Makerere Public Health Schools Without Walls (<http://www.cdc.gov/descd/uganda.html>). Since its inception in 1994, approximately 100 students have graduated. In addition, numerous Ugandan students have completed masters, doctoral, post-doctoral, and short-term training at the Johns Hopkins Bloomberg School of Public Health through funding from the Fogarty Training Program, the Gates Institute for Population and Reproductive Health (<http://www.jhsph.edu/gatesinstitute/PL/Uganda>), and other sources.

Muhimbili College of Health Sciences: In early 2006, the United States Agency for International Development awarded a \$2 million, five-year grant to the School to strengthen the capacity of public health schools in East Africa. Work will initially begin at Makerere University and the Muhimbili College of Health Sciences (Tanzania) in a partnership of Tulane University School of Public Health and Tropical Medicine, George Washington University School of Public Policy and Public Administration, and our School. The initiative's goal is "to create and sustain a network of trained public health professionals to provide leadership to the region" (http://www.jhsph.edu/publichealthnews/press_releases/2006).

Student Involvement in Service

Students become involved in professional service and practice through a variety of ways. As discussed earlier, many students work with SOURCE to identify opportunities in Baltimore. These projects may or may not be related to the student's capstone or culminating experience. Other students participate in service activities through student organizations or service activities related to their own or faculty research. Some courses require a service or practice project. Professional masters students participate in service and practice activities through internships and field placements (Chapter V.B Professional Degrees). In addition, several doctoral programs offer extensive professional practice opportunities. Except for the SOURCE programs, there is no central coordinating office for students' service activities, although departments and degree programs track their students' service and professional practice activities (Appendix V.B.1 Field Sites). Below, we describe examples of student organizations involved in professional service and practice activities; student service activities in Baltimore, and service-related scholarship programs for doctoral students.

Student Organizations: The Student Assembly recognizes approximately 40 student groups. Many of these organizations participate in one-time and/or ongoing service projects in collaboration with local non-profits; others have organized service trips to less developed countries (see Chapter V.B Professional Degrees). Examples of professional practice activities include World AIDS Day educational campaigns in the community, sponsoring community environmental hazards “toxic tours,” and advocacy campaigns for health and human rights issues (see <http://www.jhsph.edu/assembly> for more information). Two new student organizations are described below.

The Connection – A Community Consultant Group: The Connection was created to offer the School’s students the opportunity to use their public health skills by assisting local non-profits, but without requiring a long-term commitment. During its pilot year (2005–2006), 30 students participated and seven projects were completed; they included grant writing, needs assessments, program development, and program evaluation. Because of its success, the Johns Hopkins University Alumni Association awarded The Connection \$1,500 to continue its program in 2006–2007.

SPARC: In 2005, another student group, SPARC (Students for a Positive Academic Partnership with the East Baltimore Community), was created. This advocacy group is working with the School’s faculty and administrators to establish new training opportunities in community-based research and public health practice through sustained, reciprocal community-academic partnerships.

Baltimore-based Service Projects: Examples of student service projects conducted in Baltimore between 2004 and 2006 are briefly listed below (Table VII.7). Although local projects are presented, many students choose to work in other locales across the globe.

Table VII.7 **Examples of Student Volunteer Service Projects in Baltimore, 2004–2006**

Archdiocesan Health Care Network	Identified potential grant sources, submitted grant proposal, created a template for future grant proposals
Asylum Seekers Housing Network	Helped to arrange housing and services for persons seeking asylum in the US
Baltimore Medical System	Assessed Baltimore school-based health centers and conducted a needs assessment to make recommendations for improvement
Baraka Youth Empowerment Team	Partnered with a community organization to create a scholarship program for Baltimore boys who attended the Baraka School in Kenya
Booker Taylor Coolidge Elementary	Developed a series of family nights discussing nutrition and exercise
CARES Mobile Safety Center	<ul style="list-style-type: none"> • Conducted media analysis, developed local media list, and designed press kit template • Conducted qualitative analysis of CARES partnerships

Table VII.7 **Examples of Student Volunteer Service Projects in Baltimore, 2004–2006, continued**

Center for Poverty Solutions

- Produced statewide inventory on health disparities initiatives conducted by Maryland organizations and agencies
- Utilized key findings from the inventory to inform the basis of a strategic action plan

Chase Brexton Clinic

HIV/AIDS counselor for STI walk-in clinic

Community Building in Partnership (CBP)

Trained CBP Urban Youth Corps to conduct air monitoring and related community-based surveys

Department of Juvenile Justice

Taught sex education to adolescent girls, organized the education program and logistics, enhanced the teaching curriculum, recruited new teachers

Dr. Rayner Browne Elementary School/YMCA After-school Program

Designed nutrition program to be taught in after-school program

Dunbar Middle/High School

Adapted and taught sex education curriculum

Environmental Justice Partnership

Worked with Environmental Justice Partnership Board to create by-laws for 501c3 application

The Family Tree

Taught parenting classes and evaluated difference between those who did and did not take the class

Fellowship of Lights

Taught girls (ages 12 to 17) about sexually transmitted infections, anatomy and physiology of the reproductive system, and how to protect themselves through abstinence and contraception

Gay Lesbian Transgender Community Center in Baltimore

Taught HIV prevention to high school students

GEMS of Hope, Inc.

Developed a marketing and sales plan and a board development manual for GEMS of Hope, a new NGO helping commercial sex workers with drug addiction to find health and steady income

Grace Fellowship Church

Directed a ministry to the sick and dying, including oversight of all administrative aspects and training and development of volunteers; also helped with practical issues (e.g., finding free medications or health care, applying for disability) and attended at the deathbed or hospital during a crisis

Greater Homewood Community Corporation

Consulted to develop a monitoring and evaluation plan for the Youth Development Initiative at the Greater Homewood Community Corporation

HERO

Aided the volunteer coordinator in implementing HIV/AIDS programs; served as a buddy for an HIV-positive man

International Rescue Committee

- Assisted refugee youth with homework and learning English; participated in health education activities
- Developed questionnaire to assess needs of refugees resettled in Baltimore

Maryland Department of the Environment

Collaborated with Department of Environmental Health Sciences faculty and Maryland Department of the Environment to develop a lead toxicity prevention curriculum for area high school students

The Men's Center

Wrote a federal Community Development Block Grant application for the Men's Center

New Life Evangelical Baptist Church

Created a juvenile justice pilot intervention for high-risk youth

Table VII.7 **Examples of Student Volunteer Service Projects in Baltimore, 2004–2006, continued****Planned Parenthood of Maryland**

Developed and enhanced curriculum for adolescents

Police Athletic League

Taught Streetwise to Sex-Wise, a sex education program

Sidran Institute

Provided resources about post-traumatic stress disorder and other trauma-related mental health issues in response to hotline inquiries

Urban Health Institute's Free Clinic

Provided HIV counseling and interpreted and coordinated interpreters

William Donald Schaffer House

Taught sex education to adolescent boys

Scholarship Programs: Currently the School has two scholars programs that enable doctoral students to pursue service activities. A third program, the Brown Community Health Scholarship, will be inaugurated next year.

Johnson and Johnson Community Health Care Scholars Program: This innovative program pairs doctoral students at the Schools of Public Health and Nursing with health-related organizations that receive funding from the Johnson and Johnson Community Health Care Program. Students provide technical assistance to the community organizations in order to build in-house capacity to design and implement evaluation activities (Table VII.8). The program's director, a School of Public Health faculty member, supervises the scholars. Each student must have completed at least one year of doctoral study before applying to the two-year program. The program provides funding for two site visits per year, along with support for the student's ongoing work. Begun in 1998 with three students and a budget of \$40,000, the program has grown to 16 students and a budget of \$300,000 in 2005. Twenty students are expected in 2006 (<http://www.jhsph.edu/johnsonandjohnson/evaluation.html>).

Schweitzer Fellows: This program's goal is to reduce health and health care disparities in the United States by supporting students in health and human service professions. Graduate students from our School and the Johns Hopkins and University of Maryland Schools of Medicine and Nursing, and the University of Maryland Schools of Pharmacy, Law, and Social Work form multidisciplinary teams to work on service projects in local, underserved communities. For example, fellows recently assisted East Baltimore parochial school students with a student-originated, health-oriented radio program, "Uniquely Spoken." Fellows receive \$2,000 for 200 hours of work from funds that are raised locally. Since 1999, 10 of the 100 Baltimore fellows were students at the School of Public Health.

C. Sylvia and Eddie C. Brown Community Health Scholarship: Beginning in 2007, the Brown Scholarship will support up to three of the School's doctoral students who are interested in improving the health of underserved populations in Baltimore. In addition to tuition and stipend, students will receive \$15,000 to launch a community health project focused on local low-income populations.

Table VII.8 **Johnson and Johnson Community Health Care Scholars Program Sites**

1999–2001		2003–2005	
Food for Life Network	Miami FL	Alianza Dominicana, Inc.	New York NY
St. Joseph's Mercy Care Services	Atlanta GA	Gateway Maternal and Child Health Consortium	Newark NJ
Women's Cancer Screening Project	Camden NJ	La Comunidad Hispana	Kennett Square PA
		Resource Center for Women and Their Families	Hillsborough NJ
2002–2002		Samaritan Inns, Inc.	Washington DC
AIDS Coalition of Southern New Jersey	Bellman NJ	Tenderloin AIDS Resource Center	San Francisco CA
Operation Samahan Health Clinic	National City CA		
Pickens County Health Department	Carrollton AL	2004–2006	
Town of Bucksport, Community Health Advisory Committee	Bucksport ME	Cathedral Health Services	Orange NJ
		The Children's Clinic Serving Children and Their Families	Long Beach CA
2001–2003		Hart ISD School-based Health Center	Hart TX
Division of Adolescent and Young Adult Medicine, NJ Medical School	Newark NJ	Kid One Transport	Hoover AL
Health Promotion Council of Southeastern Pennsylvania, Inc.	Philadelphia PA	Project PLASE, Inc.	Baltimore MD
La Clinica del Pueblo, Inc.	Washington DC	Sumter Regional Hospital Ellaville Primary Medicine Center	Ellaville GA
Lighthouse Youth Services, Inc.	Cincinnati OH		
Perinatal Association of Delaware	Wilmington DE	2005–2007	
		Asian Pacific AIDS Intervention Team	Los Angeles CA
2002–2004		Heart Project of the Spanish Catholic Center	Washington DC
Bread for the City	Washington DC	HEALS at MLKES Program	Huntsville AL
Henry J. Austin Health Center, Inc.	Trenton NJ	Learn to Live Well Program, Kennedy Memorial Hospitals, University Medical Center	Cherry Hill NJ
La Esperanza Clinic, Inc.	San Angelo TX	Lennox Family Domestic Violence Crisis Program at the Lennox Family Healthy Start	Lennox CA
Larkin Street Youth Services	San Francisco CA	Marion County Juvenile Justice Grant	Marion OH
St. Luke's Roosevelt Hospital Center	New York NY	Panhandle Cardiovascular Disease Outreach and Education Program	Marianna FL
		Project EMBRACE of the Florida School of Traditional Midwifery and Birth Center	Gainesville FL

Evaluation of School's Service Program

The School's commitment to professional practice and service is described in our mission statement and reaffirmed in the criteria for faculty promotion and the goals and objectives of Strategic Plan 2000. Earlier in this chapter we referred to the non-sponsored service activities of 50 professorial faculty (Appendix VII.1 Faculty Service). Reported activities include service to governmental and non-governmental agencies across the globe and research-related service, such as serving on editorial boards of prestigious journals and committees advising the National Institutes of Health, Centers for Disease Control and Prevention, and the World Health Organization. The appendix does not include the non-sponsored service activities of the other 250 professorial faculty and 187 full-time scientist-track and research associate faculty. Nor does it include professional practice and service activities supported by research grants and contracts.

Following Strategic Plan 2000, the School created the Interdepartmental Program in Applied Public Health to facilitate the involvement of faculty and students in public health practice within governmental agencies. In 2007, the new community-based activities building will open. The School recently became the administrative home of the Urban Health Institute created to serve the East Baltimore community. Faculty working in Asia, Africa, and elsewhere provide service to other disadvantaged populations. Enrollment in the School's continuing education courses exceeded 11,000 during the 2005–2006 academic year. In addition, many of the School's interdepartmental and interdisciplinary centers have significant professional practice and/or service components as critical parts of their portfolios.

The School's financial investment in the Student Outreach Resource Center (SOURCE) has been fruitful. In 2005–2006 more than 100 students worked with approximately 90 local community-based organizations. Field placement sites for professional masters students include governmental agencies, non-profits, and industry. Scholarship programs also provide funding for doctoral students participating in community-based service projects. Student organizations, such as SPARC, and the School's faculty, administration, and MPH Program are collaborating to offer more professional practice opportunities, particularly mentored ones.

Assessment

Strengths

- The School's commitment to service and professional practice is articulated in the School's
 - Mission Statement
 - Faculty promotions criteria
 - Strategic Plan 2000
- Since the last self-study, core funds have been used to:
 - Establish the Interdepartmental Applied Public Health Program (APH)
 - Recruit and hire professional practice faculty
 - Support the Urban Health Institute
 - Expand the scope of SOURCE
 - Lease an East Baltimore building for the School's community-based activities
- Many of the School's 48 centers engage in service and professional practice activities that involve faculty, students, and often collaborating institutions and agencies
- Faculty are actively involved in local, national, and international service and professional practice activities with governmental and non-governmental organizations and industry
- Professional practice opportunities for students are increasing and include:
 - Local community-based activities identified by SOURCE
 - Student affiliation with centers that engage in service and professional practice activities
 - Professional practice opportunities at public health agencies or organizations are available through the School's part-time professional practice faculty
 - Courses with professional practice and service learning components, including new courses providing mentored opportunities for MPH students
 - Field experience for professional practice MHS students
 - Scholarships and scholars programs for doctoral students interested in community-based practice
- Continuing education including:
 - Course enrollment that exceeded 11,000 in 2005–2006
 - Scholarship programs that include short-term training
 - OpenCourseWare providing free access to School courses

Challenges

- Conflicting pressures and the rapid pace of course work make it difficult for students to participate in service opportunities
 - Continuing to integrate part-time professional practice faculty throughout the School
 - No central reporting of professional practice and service activities of individual faculty and students
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Plans

- Continue to:
 - Strengthen collaboration with local and regional community-based and governmental public health-related organizations
 - Increase the scope of faculty and student engagement in the activities of the Urban Health Institute and Applied Public Health Program, and assure that community liaisons are involved at every juncture
- Increase mentored professional practice opportunities for students
- Offer additional continuing education opportunities in Baltimore and elsewhere
- Develop databases to capture faculty and student professional practice and service activities and identify grants and contracts with service and professional practice components

The criterion is met
