

JOHNS HOPKINS UNIVERSITY SCHOOL OF MEDICINE
JOHNS HOPKINS UNIVERSITY SCHOOL OF NURSING
JOHNS HOPKINS BLOOMBERG SCHOOL OF PUBLIC HEALTH

SOURCE

(Student Outreach Resource Center)

The *SOURCE* for Community Involvement Opportunities



Student Recruitment Kit
2011 — 2012



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

SOURCE's Mission:

SOURCE provides academic, professional and personal development opportunities for the members of the JHU Schools of Medicine, Nursing, and Public Health through community outreach and service-learning partnerships with community-based organizations.



Public Health Student, Janie Pak (center), with her Community Preceptors at the House of Ruth, MD

Frequently Used Acronyms:

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

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Students Help to Build Raised Beds for Local Garden at EBDI

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 (full list at http://webapps.jhu.edu/jhuniverse/schools_centers_affiliates/). There are numerous facilities and campuses located in Maryland and around the world. Even in Baltimore, there are several major campuses – Bayview, East Baltimore Medical Campus, Harbor East, and Homewood.

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 Medicine, and the School of Nursing. SOURCE (Student Outreach Resource Center) 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 entities, and therefore, are not a part of this tri-school community service and service-learning center (though we do communicate with one another).

Creation of SOURCE (Student Outreach Resource Center)

The close collaboration of three separate divisions for programming within JHU is unprecedented. Students, faculty, staff, and 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 service and service-learning center: SOURCE! SOURCE officially launched in January 2005, and has come a long way in its short history.

*To learn more about the formation of SOURCE, read the article “Infrastructure for Teaching and Learning in the Community: Johns Hopkins University Student Outreach Resource Center (SOURCE) Levin, Mindi B.; Rutkow, Lainie in the July/August 2011 issue of the Journal of Public Health Management & Practice 17(4).

Details at <http://bit.ly/ktP82S>

One of our key goals is to provide students with exposure and opportunities for hands-on experiences in the community. By creating more opportunities for our students to work with our partnering CBOs, we can meet this goal *and* help meet the needs of our partners as well. Additionally, SOURCE has worked to integrate community involvement into the academic curriculum within the Schools of Medicine, Nursing, and Public Health. This 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 Staff (3 full-time staff)
- Part-Time Center Staff (1 Community Consultant, 1 Student Program Assistant)
- SOURCE’s Governing Board (including deans, faculty, and students from all 3 School, members of other JHU outreach programs, & Community Council reps)
- SOURCE’s Community Council (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, view our website at:

http://www.jhsph.edu/source/our_team/

Full-Time Center Staff:



*SOURCE Founder and Director: **Mindi B. Levin, MS, CHES***

Mindi Levin is the founder and director of SOURCE. Prior to the creation of SOURCE, Mindi worked as the Manager of JHSPH’s InterAction Community Outreach Program. As the founding director, she 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 JHSPH’s Health Policy and Management Department and SON’s Department of Community Public Health Nursing. She is a Course Co-Director for the Health Disparities Intersession in the School of Medicine.

*SOURCE Assistant Director: **OPEN POSITION (as of press time)***

*(NOTE: Jessica Harrington has been selected to move into a senior staff position within JHSPH Student Affairs. **Congrats to Jessica!** She will be working with SOURCE until the end of July. SOURCE is currently recruiting to hire a replacement.)*

SOURCE's Assistant Director is responsible for advising service-based student groups from our Schools, providing one-on-one counseling and referral services for interested individuals, and planning SOURCE's major events and activities, such as Baltimore Week, National Volunteer Week, and our SOURCE Tri-School Days of Service.



*SOURCE Administrative Coordinator: **Cherise Roberts***

Cherise Roberts has served as SOURCE's Administrative Coordinator since March 2009. Cherise serves as SOURCE's primary point of contact, responding to general inquiries, answering our phones, and checking SOURCE's general email account. She also schedules meetings, organizes SOURCE's Weekly Service Scoop, and assists with planning and implementing SOURCE's programs and activities.

Services Offered to Our Partnering CBOs

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 JHSPH, SOM, and SON.
- Ability to advertise service opportunities through *SOURCE's Weekly Service Scoop* (distributed every **TUES**. All entries due by **MON afternoon at 3 pm** to source@jhsp.edu).
- Assist in the creation of meaningful and productive roles for engaging Hopkins health professional students.
- Provide information about the Schools, including skills, competencies, schedules, and descriptions of academic programs.
- Use of a centralized webpage for Baltimore outreach opportunities.
- Use of a database of community-based organizations.
- Help identify appropriate opportunities for community involvement.
- Organize one-time events such as neighborhood cleanups and donation drives.
- Opportunity to participate in the annual SOURCE Community Involvement Fair (held in September of each year – September 21, 2011).
- Assistance with short-term projects through the Connection Community Consultant program (*See p. 27 for details*)

The Three Schools – Medicine, Nursing, and Public Health

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, federal work-study, and volunteer positions.
- Listings of community service opportunities in Baltimore.
- Personal advising for student organizations and individual students, faculty and staff.
- An online directory of partnering community-based organizations (CBOs).
- Assistance with planning, advertising and evaluating community service events.
- An annual SOURCE Community Involvement Fair on campus, with over 50 CBOs looking to collaborate with our Hopkins schools.
- 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.



Students Host Diabetes Workshops at Tench Tilghman Elementary/Middle School

The School of Medicine



The Johns Hopkins University School of Medicine is an international leader in the education of physicians and clinical scientists in biomedical research and the application of medical knowledge to patient care. In addition to its M.D. program, the School of Medicine offers Ph.D. and masters degrees.

Students in the School of Medicine come to Hopkins for a variety of reasons, including the grand tradition of the inter-relationship among teaching, research and patient care. Students have come here to:

- Uncover the underlying mechanisms and elements of life and health.
- Explore the roots of human functioning.
- Complete public health studies that look at how lifestyle, income, environment and ethnicity affect health and well-being.
- Develop new knowledge, techniques and technology for patient care.
- Hone, test, debate, teach, and apply ideas for the benefit of the human race.
- Explore their passion for medicine, science, and learning.
- Dedicate themselves to helping others through service.

As the students move out into the world, they go to every part of the medical and scientific professions. Some return to their hometowns to set up practice. Some go on to formulate health policy. A large number choose to enter academic medicine and join faculties and laboratories at esteemed institutions around the world.

Because the students are passionate about helping others, many choose to get involved with projects in the nearby Baltimore communities. They tutor in local schools, teach sports to neighborhood kids, explore solutions to health disparities, introduce youth to various health professions, and much more.

Helpful information about medical students:

- Medical students are in class until 1 p.m. on all weekdays (1st years).
- Many medical students do not have cars and rely on public transportation.
- Flexibility with time commitments is needed. Students' schedules change about every two months.
- 1st and 2nd year students have more flexibility in their schedules than 3rd and 4th year students.
- The leadership in student groups changes from year to year.

- Service-based student groups in the SOM:
<http://www.jhsph.edu/source/audiences/Students/MedGroups>
- Academic calendar is online at:
<http://www.hopkinsmedicine.org/som/students/academics/calendar.html>

Health Care Disparities Intersession

The School of Medicine has worked to implement a relatively new “Genes to Society” curriculum. In the new curriculum, all 120 entering first year medical students now take part in the “Health Care Disparities” Intersession. This three day course is the first days of formal course instruction for the students, immediately following their Orientation. The course covers topics pertaining to health care disparities, cross-cultural sensitivity, and community outreach. A special feature of this intersession is that all students will participate in a service-learning project. The day of the community service project will be **Thurs, Aug 18th, 2011**. We are seeking project proposals from SOURCE’s partnering CBOs for this particular day. We’ll provide a small group of medical students (approximately 10-14 students per project) and transport them to the CBO’s site. In exchange, we request that the CBOs do the following:

- Provide any necessary materials/supplies for the project
- Give a brief overview and orientation to your CBO’s work
- Discuss your how CBO and/or the particular service project relates to health disparities



Medical Students Volunteered at the Shepherd’s Clinic

**If your CBO is able to offer a one-time service project on Thurs, August 18th, 2011, as well as provide information regarding your organization’s efforts surrounding health disparities, please let us know by filling out the attached paperwork.*

Scholarly Concentration in “Public Health and Community Service”

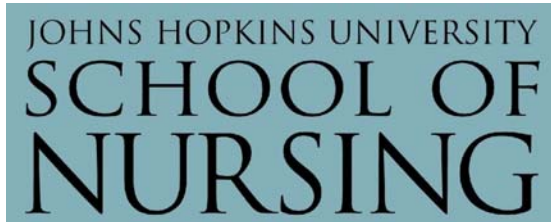
As of Fall 2009, all entering medical students in the Johns Hopkins University School of Medicine must select a particular “scholarly concentration” as a requirement. One option that students can choose to participate in is a Scholarly Concentration in “Public Health and Community Service.” The main 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 attached paperwork.*

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 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 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.

The School of Nursing



The Johns Hopkins University School of Nursing offers new and challenging opportunities in academic study, clinical experience, and groundbreaking research. The SON set the standard for quality nursing education and remains at the forefront of vital health care and nursing issues. Armed with a strong spirit and their Hopkins education, nursing students will go out into the world and make a difference.

A variety of degrees are offered by the SON, including bachelor's, master's, postmaster, business of nursing, and PhD. The number of years that a student attends the school depends on the degree that is being pursued. The traditional bachelor of science program runs for 2 years, but the accelerated program is completed in 13.5 months. The masters and doctoral programs are a bit longer, and concentrations include: nurse practitioner, public health nursing, health systems management, forensic nursing, primary care, and others.

Baccalaureate Students

Community Outreach Program

An exciting enhancement option for SON students is the Community Outreach Program (SON COP), which is coordinated through faculty in the Department of Community Public Health and SOURCE. Community partnerships allow students to work and learn in a variety of agencies throughout Baltimore City. Students have incredible experiences such as working in 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 East Baltimore Community Nursing Centers (EBCNCs). 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, grass roots 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.

Placement Process: During the summer (accelerated Returned Peace Corps Volunteer Fellows only) and fall months, 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 give **approximately 4 hours per week** for the entire academic school year at 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.



Nursing Students with the Isaiah Wellness Center at Apostolic Towers

**If your CBO is able to offer opportunities for the academic-based Community Outreach Program, please let us know by filling out the attached paperwork. 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.*

Graduate Students in the SON (MSN/MPH, MSN)

Community Assessment Course (summer)

“Public Health Nursing Theory & Practice – Practicum”

This graduate level course introduces students to the process of organizing a community needs assessment. Students enrolled in this course conduct a community assessment and write a proposal to address or prevent a risk factor or health problem in that population/community. The practicum is conducted in a community agency or established program. Students are able to run community assessment projects in partnership with community-based organizations. Additionally, students are asked to write a grant based on the completed community assessment. Students will be working with (and for) community partners to better understand an issue or community need. These projects are often the basis for future program designs, once a particular assessment about a given population or issue is reviewed. Students work under the direction of the community partner in order to conduct key information interviews and/or surveys. Students spend about 10-12 hrs per week on their projects from the beginning of June through the 1st week of August. Students need not be on-site for all 10-12 hrs/week. *(10-12 hrs/week throughout summer)*

Program Evaluation Course (Fall)

This course is an introduction to the basic methods of program evaluation. Emphasis is given to designs that are popular and feasible in health care settings, and to programs for vulnerable populations. Consultant and group facilitation skills are described and assessed. *Students work on a program evaluation project from September – December.

Other Academic Courses

SOURCE has assisted with identifying community projects for other academic courses, including Health Promotion, Outreach to Underserved Populations, and others.

The School’s academic calendar can be found online at:

<http://www.son.jhmi.edu/academics/calendar/2011.aspx>

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 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 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.

Bloomberg School of Public Health



The Johns Hopkins Bloomberg School of Public Health (JHSPH) is the oldest and largest school of public health in the world. JHSPH has been educating public health professionals for almost a century to protect and improve the health of people around the world.

The diversity of the student body, together with the world-renowned faculty and the exciting curriculum of study, provides an unrivaled educational experience in the science and practice of public health. Our graduates take positions throughout the world: international and local, community organizations as well as universities, and the private sector.

The world faces both old and new public health challenges—age-old scourges such as malaria, tuberculosis, and measles; the HIV/AIDS pandemic; the threat of bioterrorism; epidemics ranging from heart disease to cancer to obesity; the declining health of aging populations; the safety of our water and food; and the high-risk behaviors that endanger our health, such as smoking and substance abuse.

The School offers **five master's degrees**

(<http://www.jhsph.edu/academics/academicprograms/masters/>) —Master of Health Administration (MHA) in the Department of Health Policy and Management, Master of Health Science (MHS), Master of Public Health (MPH), Master of Science in Public Health (MSPH), Master of Health Sciences (MHS), and Master of Science (ScM)—and **three doctoral degrees** (<http://www.jhsph.edu/academics/academicprograms/doctoral/>) : Doctor of Public Health (DrPH), Doctor of Science (ScD), and Doctor of Philosophy (PhD).

The students attend classes in a quarter system. Therefore, every eight weeks, their schedules change. The academic calendar for the School can be found online at: <http://commprojects.jhsph.edu/academics/calendar/>

JHSPH has a number of academic departments, which helps our students discover their niche in the realm of public health. Our departments include:

- Biochemistry and Molecular Biology
- Environmental Health Sciences
- Health, Behavior and Society
- International Health
- Molecular Microbiology and Immunology
- Biostatistics
- Epidemiology
- Health Policy and Management
- Mental Health
- Population, Family, and Reproductive Health

Our school touches upon virtually every public health career path. We have a variety of students who engage in a diversity of health topics. Here are some things that our students study:

- design and implement programs
- chronic diseases
- create equitable health legislation
- effects of agents on the environment
- plan public health campaigns
- identify behavioral interventions
- urban and rural health issues
- improve access to health
- injury prevention strategies
- population and reproductive health
- epidemiology & causes of conditions
- community health
- disease prevention
- genetic research
- health communication
- health education
- health management/finance
- infectious diseases
- international health
- nutrition
- and much more...

In addition to typical volunteer opportunities, there are five areas that are popularly requested by our JHSPH students. Our students are looking for CBOs that can provide them with these opportunities:

- (1) MPH Capstone Projects
- (2) Baltimore Community Practicum Course placements
- (3) Internships
- (4) Federal Work-Study Positions
- (5) Academic Courses

The information that follows will give you more details regarding these five areas of interest.

**If your CBO is able to offer any of these opportunities, please let us know by filling out the attached paperwork.*

CATEGORY ONE: THE MPH CAPSTONE PROJECT

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:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

For more information on the general requirements of the capstone project, go to:
http://www.jhsph.edu/academics/degreeprograms/mph/curriculum/H_Capstone.html

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

CATEGORY TWO: BALTIMORE COMMUNITY PRACTICUM COURSE

The “Baltimore Community Practicum Course” supports student projects being done at community-based organizations. JHSPH students (mostly Masters of Public Health candidates, but MHS 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 done by students must arise from the organizational priorities of the sites. Several student projects may be clustered under strategic themes that meet organizational needs. 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.

Students will work **4** or **8** hours per week at the CBO on their project (earning a variable number of credits). Students are committed to their sites for a total of 16 weeks (late October through early 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.

WHEN will the course/program be offered?

Summer 2011	Recruitment of CBOs for project and preceptor identification
Late Summer 2011 – Sept 2011	Recruitment of JHSPH students to participate (practicum required for some MPH students)
Sept 2011 – Oct 2011	Student interviews and selections for specific projects
Late Oct 2011– early Mar 2012	Students work on projects with CBOs. Students will commit to the CBO projects for 2 quarters (2 nd and 3 rd quarter of the JHSPH academic calendar). <u>NOTE:</u> Students do have a Winter Break . Some students <i>may choose</i> to work through this period, but there is no requirement to do so. The winter break is from Christmas through MLK Day.
Mid-March 2012	Final celebration/appreciation event

Examples of Past Baltimore Community Practicum Projects:

- 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)



Baltimore Community Practicum Student, George Le, Working at United Way of Central MD

**If your CBO is able to offer opportunities for the academic-based Baltimore Community Practicum, please let us know by filling out the attached paperwork. A separate course description packet is available for CBOs, as well as examples of successful practicum opportunities from the past few school years.*

CATEGORY THREE: INTERNSHIPS

Are you interested in developing an internship position at your organization? Think of internship 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 specific to their interests, for the convenience of advertised existing internships. Thus, we encourage you to follow the guidelines below on developing an existing internship, so you may get an edge on the recruitment pool.

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. In 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 or 6 months** (depending on the department). 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

1. First, think about what you want a student to do.
2. Then, create a job description.
3. 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).
4. Decide if the internship will be paid, unpaid, or if a student will receive a stipend.
5. SOURCE will advertise your internship opportunity to our students.
6. 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.
7. 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 community-based organizations 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

CATEGORY FOUR: 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 75% of the student’s salary, while the community organization pays the remaining 25% 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 **10 hours** per week is more realistic for our students).
- Providing 25% 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.
- Giving adequate notice in writing to the student and the Financial Aid Office if job termination is likely.

If this opportunity sounds desirable, then you should consider creating a Federal Work-Study opportunity for a Johns Hopkins Bloomberg School of Public Health student. Beginning in early July, we will have a new group of students who are eligible for the work-study program. They will be searching for available positions.

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, 10 hours per week or less is more realistic for our students, SALARY: \$10-\$25/hour is the range for students, with most earning about \$15/hr. If the salary is \$10/hr, you pay \$2.50/hour)
- 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 community-based organization will pay the 25% 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 left over 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.

Additionally, if you are interested in the FWS program, we highly encourage you to **START EARLY**. Our MPH students begin school in early July, and many of them will begin searching for FWS positions immediately upon their arrival. JHSPH only receives a certain amount of funding for the FWS program, therefore we cannot assure CBOs that we can fill positions at a later date. In the past few years, all positions were filled by early October.

CATEGORY FIVE: ACADEMIC COURSES

1. Program Planning for Health Behavior Change (410.620)

This course assignment will provide students with the opportunity to apply program planning skills in a community setting. The goals of this course assignment are for students to **design and/or conduct** a needs assessment for a **health behavior change problem** in a real world setting. The outcome of the needs assessment is a theory based behavior change program plan. Students will collaborate with staff members of a community organization to assure that the needs assessment and program plan meet the needs of the organization. Elements of the needs assessment and program plan include a conceptual framework, literature review, a plan for data collection (e.g., focus groups, surveys, document review) and/or actual data collection, and a description of the recommended behavior change program components that are designed to address the identified needs.

Examples of past projects include:

- Health Leads: Created a program plan to analyze patient behavior and Emergency Department utilization
- Shepherd's Clinic: Created a program plan to better understand why some patients used the Wellness Center services, and others did not

Community-based organizations will be expected to participate in the following activities:

- **Identify a health behavior change problem** that the organization would like to have addressed (e.g., unhealthy eating among clients; smoking during pregnancy)
- Provide students with background information about the intended audience for the program (e.g., numbers served, ages, previous programs offered to the intended audience)
- If possible, provide students access to the intended audience to conduct informal interviews or focus groups
- Meet with students twice during the term the course is offered (September – October)
- Answer follow-up questions that students might have regarding the needs assessment and development of the program plan
- Provide feedback as the assignment is carried out to assure organization's needs are met

The community-based organization will receive:

- Results of a needs assessment and program plan to address a health behavior change problem of interest to the organization
- A plan that is clear, usable, and grounded in behavior change theory and best practices in health promotion planning
- A plan that has been reviewed by Johns Hopkins Bloomberg School of Public Health faculty
- A plan that can be used to guide implementation and evaluation of a new program (or that can be used in a grant proposal to find funding for implementation and evaluation of a new program)

**If your CBO is able to offer opportunities for the Program Planning for Health Behavior Change course, please let us know by filling out the attached paperwork.*

2. Health Literacy

Health Literacy: Challenges and Strategies for Effective Health Communication (410.651.01)

This course provides an introduction to the broad areas of literacy, numeracy and health literacy, literacy assessment, and the links between health literacy and health outcomes. Techniques useful in the creation and evaluation of traditional and non-traditional print material appropriate for low literate audiences are demonstrated and practiced. Students develop a health education material with a target audience using participatory strategies and production approaches addressed in class.

Examples of past projects include:

- Hampstead Hill Academy: Created a comic book about diabetes and healthy eating.
- Tench Tilghman Elementary/Middle School: Created a comic book about dental hygiene.
- Youth Opportunity (YO!) Center: Created a comic book about mental health issues and YO! Center services

Community-based organizations will be expected to participate in the following activities:

- Meet with students to identify health communications topics relevant to the community organization and the learning objectives for the course. (The course requires all projects to include group interviews with clients and staff members. This is a participatory project. Often, the health topic is not finalized until clients and staff met with the Hopkins students).
- Facilitate access to interviewees as appropriate.
- Communicate regularly with students during the course of the two month course (**late January through mid-March**) 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 and collaborate with staff and clients to generate content for the photonovella.
- Obtain the proper permissions before taking photos of clients or using their images in the photonovella.
- Provide a finished photonovella.

The community-based organization will receive:

Hard copy and files of the photonovella for distribution and reproduction by the organization. (*Limited funds may be available to reproduce a small number of photonovellas*).

**If your CBO is able to offer opportunities for the Health Literacy course, please let us know by filling out the attached paperwork.*

3. Qualitative Research

Qualitative Research 2-part Course Series: Qualitative Research Theory and Methods (224.690) and Qualitative Data Analysis (224.691)

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 attached paperwork.*

4. Applications in Program Monitoring and Evaluation (380.612.01)

In this course, students are given the opportunity to apply program monitoring and evaluation skills in a community setting. The goals of this course assignment are for students to design an evaluation plan for a program currently implemented/planned by a community-based organization and to collaborate with staff members to assure that the evaluation plan meets the needs of the organization. Elements of the evaluation plan include a conceptual framework, multiple measurable objectives/indicators, etc.

The community-based organization will be expected to participate in the following activities for the course project:

- Identify a program within the organization that you would like to create an evaluation plan for
- Provide students with detailed program information including goals, objectives, and program activities
- Meet with students twice during the course of the quarter (Late March 2011 – early May 2011)
- Answer follow-up questions that students might have regarding program activities
- Provide feedback as the evaluation plan is developed to assure organization needs are met

The community-based organization will receive:

- Evaluation plan that is clear, usable, and grounded in program monitoring and evaluation theory
- Evaluation plan that addresses the important aspects of the program as identified by the organization
- Evaluation plan that has been reviewed by Johns Hopkins Bloomberg School of Public Health faculty

**If your CBO is able to offer opportunities for the Applications in Program Monitoring and Evaluation course, please let us know by filling out the attached paperwork.*

OTHER ACADEMIC COURSES

Other courses that SOURCE has assisted with in JHSPH include:

- Communication Strategies for Health Education and Health Promotion
- Practicum in Community Health for undergraduate Public Health students
- Quality Assurance
- Clinical Aspects of Reproductive Health
- And more

**If your CBO is able to offer opportunities in any of these courses, please let us know.*

THE CONNECTION COMMUNITY 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. A student group of Community Consultants, calling themselves "*The Connection*," formed during the 2005-2006 school year. Students will **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 (typically in the **Fall:** September/October; **Winter:** Dec/Jan; and **Spring:** February). CBOs must fill out a project request form for our consultants. Forms and more information are available online at: <http://www.jhsph.edu/source/audiences/CBOs/Consultants>

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 attached paperwork.*



A Team of Connection Consultants Working on a Project

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

Two times per year, SOURCE hosts our "SOURCE 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 on our vans). Past service projects include: painting, gardening, building, demolition, community fairs, educational sessions, food bank, book bank, food shelters, etc.

SOURCE's Fall Tri-School Day of Service = Sat, September 24, 2011

SOURCE's Spring Tri-School Day of Service = TBD: either Sat, April 14th or Sat, April 21st, 2012

**If your CBO would have opportunities for one-time service projects for a group of approximately 14 students, please let us know by completing the attached paperwork.*



Students Volunteering for a SOURCE Tri-School Day of Service Project

Join SOURCE's Community Council

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.

We are in need of approximately 5 new Community Council members to join our team this year. Meals and parking passes are provided during all meetings.

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

SOURCE's Community Council meets in-person 3 – 4 times per year on the East Baltimore campus. SOURCE provides free parking and food for these meetings. Other communication occurs via phone and email throughout the year.

**If you are interested in joining our team, please let us know by completing the attached paperwork.*

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 website. Students, faculty, and staff from the three Schools use our website to identify potential community involvement experiences. Simply email your information to our center and we'll upload your information (source@jhsph.edu). Feel free to send as much information as possible. In addition to the website, we send out our **SOURCE Weekly Service Scoop**, which includes over 3,500 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 the vast majority of our students have already earned bachelors degrees (except for the SON bachelors students). 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@jhspk.edu).

Best times of the year to recruit. Each summer and fall, our Schools host separate orientations for their incoming classes. At the start of June, SON welcomes their accelerated students. By the start of July, JHSPH welcomes all of their new MPH students. At the end of August and beginning of September, the other incoming classes in JHSPH, SOM, 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 60 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@jhspk.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.

GENERAL EXPECTATIONS FOR ALL PARTIES WHEN A COMMUNITY SERVICE OR VOLUNTEERISM PROJECT IS UNDERTAKEN

Community-Based Organizations are expected to:

- Orient students to the CBO's mission and goals, as well as expectations about the student's duties, so that they can better understand their role.
- Provide work that is meaningful and challenging to the student.
- Provide the training, supervision, feedback, and resources necessary for student success in the service opportunity.
- Ensure a safe work environment and reasonable hours for the student.
- Have an organizational commitment to involving students in your CBO.
- Be aware of and respect the fact that the student has agreed to a specific assignment and may not be open to other volunteer duties.
- Update any changes in your CBO's volunteer coordinator/contact person, address, phone number, or other pertinent information related to the volunteer opportunities you have available with the SOURCE.
- Notify SOURCE when any student, faculty, or staff from the Johns Hopkins University Schools of Medicine, Nursing, or Public Health volunteers.

Students are expected to:

- Be prompt, willing, respectful, and positive at their CBO.
- Fulfill all agreed upon duties and responsibilities at the CBO.
- Provide feedback about their experience and its relevance to their field of study through SOURCE's online feedback and reflection form.
- Be open to learning about cultures and lifestyles different from their own.
- Speak with their supervisor if uncomfortable or uncertain about their responsibilities.
- Speak with SOURCE staff if they are displeased with their service experience or need mediation with difficult situations.
- Respect the confidentiality of the clients served by the CBO.
- Know that they are not able to provide clinical care without the direct supervision of a faculty member from their Johns Hopkins University school (i.e. a medical student must be supervised by a JHU SOM faculty).

SOURCE (Student Outreach Resource Center) is expected to:

- Serve as an advisor on logistical, risk management, and troubleshooting issues.
- Be familiar with the purpose and programs of CBOs.
- Promote volunteerism, service opportunities, service-learning, and community-based participatory research on campus and in the community.
- Provide information about our schools, students, schedules, and special programs.
- Strive to continually improve our services by evaluating the effectiveness and appropriateness of those services and involving all stakeholders in that process.
- Inform CBOs of any feedback we get from students and faculty who have worked with them through the Center.

AT A GLANCE: Proposal Deadlines for Student Recruitment Efforts

Involvement Type	Activities	Type of Student	Proposals Due	Students Will Work During
Community Outreach Program p. 10	Students work 4 hrs/week, direct interaction with the clients	Nursing	Fri, June 17th (small accelerated class cohort only)	Throughout academic school year (with breaks for holidays)
Federal Work-Study (FWS) p. 21	Students work up to 10 hrs per week at a CBO for payment; Org pays 25% of student's salary	Public Health	July 1 st is best (NOTE: positions accepted until FWS funding is exhausted)	Entire academic year
Health Care Disparities Intersession p. 8	One-time service projects, no more than 4 hours in length, approximately 10 medical students	Medical	Fri, July 1st	Thurs, Aug 18 th (afternoon hours only)
Baltimore Community Practicum course p. 17	Students work 4 or 8 hours/week for 16 weeks on a particular project	Public Health	Mon, Aug 8 th at 5 pm	Late October – Winter Break; and again Late January – mid-March
SOURCE's Fall Tri-School Day of Service (a part of Baltimore Week) p. 28	Teams of 14 students work on one-time projects identified by CBOs	Medicine, Nursing, and Public Health	Fri, Aug 12 th	Sat, September 24, 2011
Program Evaluation Course p. 12	Students work about 4 hrs per week	Nursing	Fri, Aug 12th	Late Aug - October
Program Planning for Health Behavior Change p. 22	Student teams work about 4 hrs per week	Public Health	Fri, Aug 12 th	Aug 29 – October 15 th
Community Outreach Program p. 10	Students work 4 hrs/week, direct interaction with the clients	Nursing	Sept 1 st (traditional class)	Throughout school year (with breaks for holidays)

Involvement Type	Activities	Type of Student	Proposals Due	Students Will Work During
The Connection Community Consultants p. 27	Small teams (3-5 students) work on short-term (4- 8 weeks max) projects identified by the CBO	Medicine, Nursing, and Public Health	September (proposal due date TBD)	October - December
MPH Capstone Projects p. 14	Student projects responding to a community-identified need	Public Health (MPH candidates only)	Late October (at the latest)	Spring months, end in April
Internships p. 19	Students work up to 10 hrs/wk at a CBO; some for credit, others for experience only	Public Health	Quarterly (early August, early October, early January, early March)	Academic Quarters
The Connection Community Consultants p. 27	Small teams (3-5 students) work on short-term (4- 8 weeks max) projects identified by the CBO	Medicine, Nursing, and Public Health	November (proposal due date TBD)	December - January
Qualitative Research p. 25	Small teams of students conduct focus groups to meet community-identified needs	Public Health	November (proposal due date TBD)	December - May
Health Literacy p. 23	Small teams of students design photonovella / comic books with health promotion message, in collaboration with CBO's clients	Public Health	November (proposal due date TBD)	Late Jan – Mid-March (3 rd term)
Applications in Program Monitoring and Evaluation p. 26	Small teams of students build a program evaluation plan for a particular program identified by a CBO.	Public Health	January	March – May

Involvement Type	Activities	Type of Student	Proposals Due	Students Will Work During
The Connection Community Consultants p. 27	Small teams (3-5 students) work on short-term (4- 8 weeks max) projects identified by the CBO	Medicine, Nursing, and Public Health	Jan/Feb (proposal due date TBD)	March - May
Scholarly Concentration in Public Health and Comm Service p. 9	Individual student projects responding to a community-identified need	Medical	January	A few hrs each month, OR during summer 2012
Required Summer Internships p. 19	Individual students work full-time on various community health projects	Public Health	January through early March	Students work full-time for 3 months or 6 months (depending on the department)
Community Assessment Course p. 12	Individual students run community needs assessments	Nursing	March (proposal due date TBD)	10-12 hrs per week throughout the summer
SOURCE's Spring Tri-School Day of Service p. 27	Teams of 14 students work on one-time projects identified by CBOs	Medicine, Nursing, and Public Health	Early March (proposal due date TBD)	Sat, April 14 th OR Sat, April 21st, 2012 (exact date TBD)



SOURCE

Student Outreach Resource Center

We're here to help!
Give us a call.



The Community Service and Service-Learning Center
Serving the Johns Hopkins University Schools of Medicine, Nursing, and Public Health

SOURCE (Student Outreach Resource Center)

2017 E. Monument St.

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www.jhsph.edu/source

The **SOURCE** for community involvement opportunities.



SOURCE

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