CHALLENGES & OPPORTUNITIES OF EXPERIENTIAL LEARNING:

SOURCE AND JOHNS HOPKINS UNIVERSITY SCHOOLS OF MEDICINE, NURSING & PUBLIC HEALTH

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About SOURCE

Community engagement and service-learning center for the JHU Schools of Medicine, Nursing and Public Health since 2005

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

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

- Interprofessional Education

- Online Modules to Prepare for Community Work

- Variety of Community Engagement Options
  (internships, practicum, capstone, service-learning courses, CBPR, student groups, placements, etc.)
SOURCE 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.

SOURCE Values

- Reciprocity
- Collaboration
- Respond to Community-Identified Needs
- Do’s and Don’ts of Community Partnerships
“Service-learning is a **structured learning experience** that combines community **service** with **preparation** and **reflection**. Students engaged in service-learning provide community service in response to **community-identified concerns** and learn about the **context** in which service is provided, the **connection** between their service and their academic coursework, and their roles as **citizens**.”

Service-Learning

• Strives to balance service and learning
• Addresses community concerns and social determinants of health
• Integrates community partners
• Emphasizes reciprocal learning - traditional definitions of "faculty," "teacher" and "learner" are intentionally blurred
• Emphasizes reflective practice (fosters critical thinking and self-awareness)
• Develops civic skills and focuses on achieving social change
JHU School of Medicine

Strengths:
- Consistent student group engagement
- High quality student and faculty participation
- Long-term engagement with students possible
- SOURCE helps SOM comply with LCME standards to “make service-learning available”

Challenges:
- Bare minimum of requirement (service-learning only accessible to some students)
- Genes to Society curriculum too tight for SL
- Electives are limited
- Lack of admin understanding of experiential learning and its worth.
- Lack of time for faculty
- Lack of funding/support from school.
- Curriculum didn’t initially include experiential component – having to work it in after-the-fact.
JHU School of Nursing

Strengths:
• Funding and support for Community Outreach Program
• High quality student and faculty participation
• Students are mature and experienced
• Administration dedicating funding towards increased efforts and support
• Dept of Community-Public Health
• Strong connection with Center for Global Initiatives

Challenges:
• Definition of service-learning often misused or not understood
• Student schedules and clinical time limit commitment
• Electives are limited
• Faculty spread thin
• Extremely accelerated programs (although changing now that we’re moving to Masters Entry only)
• Accrediting body doesn’t have requirement that connects to experiential ed
JHU School of Public Health

Strengths:
• More typical academic schedule
• High quality student and faculty participation
• Students are mature and experienced
• Larger number of faculty participation for academic SL (wide variety of course options)
• Accrediting body “practicum” requirement (CEPH)
• Social determinants of health are inherently a part of public health education
• Strong administrative support and advocacy

Challenges:
• Accelerated programs
• Students busy and over-stretched
• Eight-week terms
• Teaching and community engagement not as valued in promotion and tenure process
Rationale for Increased SL

- Links directly with University’s Strategic Priorities
- Stronger link to Social Determinants of Health
- Real-world application of SDH
- Responsible community members – education in context of Baltimore City
- Experiential Learning Theory applied to community service context proven to enhance learning
- Students want service-learning
## Student Value of Service-Learning

Please rate the following statements regarding the value of community involvement for yourself, classmates, and the schools.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very Low</th>
<th>Low</th>
<th>Med</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of encouragement from your CLASSMATES for community involvement</td>
<td>6%</td>
<td>16%</td>
<td>35%</td>
<td>33%</td>
<td>10%</td>
</tr>
<tr>
<td>Level of encouragement from your school's FACULTY for community involvement</td>
<td>9%</td>
<td>30%</td>
<td>36%</td>
<td>21%</td>
<td>4%</td>
</tr>
<tr>
<td>Level of encouragement from your School's DEANS/ADMINISTRATION for community involvement</td>
<td>4%</td>
<td>21%</td>
<td>38%</td>
<td>29%</td>
<td>8%</td>
</tr>
<tr>
<td>YOUR level of support for encouraging greater emphasis on the importance/value of community involvement in our academic culture</td>
<td>4%</td>
<td>7%</td>
<td>26%</td>
<td>36%</td>
<td>28%</td>
</tr>
<tr>
<td>Rate your agreement with the following statement: &quot;Community involvement is an integral component of my health professional education.&quot;</td>
<td>4%</td>
<td>6%</td>
<td>13%</td>
<td>32%</td>
<td>45%</td>
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<tr>
<td>Rate your agreement with the following statement: &quot;I believe that service-learning should be a part of the academic curriculum in my School.&quot;</td>
<td>5%</td>
<td>6%</td>
<td>18%</td>
<td>26%</td>
<td>46%</td>
</tr>
</tbody>
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Total Student Responses: 253
We learn a lot during four years of medical school, but few things can contextualize our community as well as service-learning. Through my own service-learning experiences, I have learned so much about Baltimore and the lives of my patients. Not only has this made me a better clinician and physician-to-be, but it has also helped me to discern what I want for my future career. (4th Year Med Student)

SOURCE connected me to community leaders and activists with whom I continue to collaborate. SOURCE introduced me to TurnAround Baltimore’s primary domestic violence and rape crisis support organization, where I continue to volunteer as a victims advocate in the Mercy Hospital Emergency Department. Without SOURCE, I would have never been placed at Dayspring Inc. for my Community Outreach Project. Dayspring gave me the chance to work with the most resilient women I have ever met and to understand how violence, substance use, and negative experiences with the criminal justice system impact our community and add to a fundamental lack of trust between patients and care providers in Baltimore city.

(School of Nursing Alum, Class of 2014)
Community engagement, as facilitated by SOURCE, is the foundation of my health professional education, and hopefully, my career in the long term. In fact, SOURCE is the reason that I chose to do a PhD focused on the Social and Behavioral Aspects of Public Health with certificates in Community-Based Public Health and Maternal and Child Health. Sustained engagement in the community has provided me with a real world context to understand and apply ethical principles -- especially respect for persons, beneficence and justice -- and understand their importance beyond the context of research studies. I have learned the importance of respectful communication and challenges that may arise when I fail to acknowledge my own bias. And I've also seen how challenging it can be to consistently use participatory strategies in scholarly work when power differentials exist between partners at the table. It's challenging to list all of the different things that I've learned, but SOURCE has certainly been an integral part of my educational experience at Hopkins.

(MD/PhD student)
Top Barrier for Service-Learning:

*Don't have enough time due to academic responsibilities*

SOURCE’s Solution:

- Integrate service-learning as a part of the curriculum (SOURCE Service-Learning Faculty & Community Fellows Program). They aren’t mutually exclusive.
- Implement funding for long-term engagement with stipend (SOURCE Service Scholars Program)
- Working with med school to provide service-learning/experiential requirements outside of main curriculum.
Faculty Fellows Program

SOURCE Service-Learning Faculty & Community Fellows Program is a comprehensive program that engages faculty members each year from across the Johns Hopkins University Schools of Medicine, Nursing, and Public Health for a one-year term as they become part of a JHU community of faculty who use service-learning pedagogy.

www.jhsph.edu/SOURCE/FFP
The Community Engagement and Service-Learning Center
Serving the Johns Hopkins University School of Medicine, Nursing, and Public Health

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The SOURCE for community involvement opportunities.