Building Bridges to Strengthen Communities and Cultures through Service Learning Internships Locally and Abroad: Opportunities and Challenges

Intercultural Strategies in Civic Engagement

October 5, 2012

Suny Global Center
New York, NY
Presenters

**LEAD:** DOROTHY J. KNAUER, PHD STUDENT IN URBAN SYSTEMS AND INTERNSHIPS ADVISOR/INSTRUCTOR, SCHOOL OF PUBLIC AFFAIRS AND ADMINISTRATION, RUTGERS UNIVERSITY- NEWARK

**PUBLIC SERVICE MAJORS:** HUGO TORRES, PONCE DIENHOUE, ABEL JIMENEZ

**COMMUNITY PARTNERS FOR SERVICE LEARNING AND INTERNSHIPS:** UNITED WAY OF ESSEX AND W. HUDSON; AIDS RESOURCE FOUNDATION FOR CHILDREN; PASSAIC ALLIANCE
Our Communities

- Rutgers-Newark
- Newark and NJ
- SPAA and Public Service Majors
- Internship sites in communities and organizations
- Individual cultural and ethnic ties
Newark and NJ –

- Third oldest city in nation
- Home to 5 Universities (contiguous in center of city)
- Rich in assets, but known for challenges plaguing urban cities including high poverty, high drop out rates, high unemployment, many health problems (e.g. asthma) and environmental challenges
- Largest and poorest city in NJ – nearly 30% of children live in poverty (Kids Count, 2011) within one of the wealthiest counties and states.
Rutgers-Newark
“local roots, global reach”

- Quick Facts
- Mission-culture, diversity, inclusion, pluralism, equity… fostering an enriching learning community
- “US News and World Report has ranked us the most ethnically diverse national university in the country for 14 years in a row”
- Connected in mission to the city of Newark
School of Public Affairs and Administration, Rutgers-Newark

- Four mission pillars:
  - Competence
  - Diversity
  - Knowledge
  - Service
PUBLIC SERVICE DAY:

Mayor Cory Booker with Public Service majors at Rutgers-Newark
Public Service Undergraduate Major

- Interdisciplinary
- “Designed to bring students to a deeper understanding of their roles as public servants, broadly defined, … in the context of civic engagement … and the public good.”
- Seeks to equip students with knowledge, analytic skills, perspectives to respond effectively and fairly to major social problems, esp. urban (our Rutgers-Newark context).
DR. KYLE FARMBRY (LEFT), ASSOCIATE PROFESSOR AND FOUNDING DIRECTOR OF THE UNDERGRADUATE PUBLIC SERVICE MAJOR AT SPAA RUTGERS-NEWARK

Photo by djknauer
Public Service Major Core Courses

- Public Service as Responsible Citizen
- Urban Experience in the U.S.
- Ethical Public Service
- The Global Urban Experience
- Government and the Non-Profit Sector
- Service Learning Internships I & II
- Other major courses: The Arts and Culture of Public Service; Volunteerism and Philanthropy in Public Service; Public Service Organizations; Leadership for the Service Professions; Special Topic electives
Public Service Major Internships

Integrated Partnership Model

- Community Agency Mission and Community Needs
- Rutgers Public Service Major Goals
- Student’s Goals and Needs
Types of Internship Placements/ Partnerships

- **Non-profits**: Youth Development, Early childhood, K-12, & Higher Education; School-based and Community-based, Fund-development, Marketing and PR, Citizen Action, Leadership, Teaching, Family services
- **Government**: Elected Officials (municipal, federal, county) and Citizen Services
- **Health**: Community outreach, Rutgers 4-H, Senior Residential Care Administration, and Hospitals, CBO’s and clinics, Mental health and wellness, Campus Health Awareness outreach and UNITY theater
- **Research and policy**
- **Wide geography**: Local, state, DC Summer Internships, International (South Africa, Tanzania, Dominican Republic)
SPAA GRADUATION 2012

PHOTOS BY DJ KNAUER
# Integrative Learning VALUE Rubric

**Definition**

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Connections to Experience</th>
<th>Capstone 4</th>
<th>3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connects relevant experience and academic knowledge</td>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view</td>
<td>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study</td>
<td>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own</td>
<td>Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests</td>
</tr>
</tbody>
</table>

| Connections to Discipline | | | | |
|--------------------------| | | | |
| Sets (makes) connections across disciplines, perspectives | Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective | Independently connects examples, facts, or theories from more than one field of study or perspective | When prompted, connects examples, facts, or theories from more than one field of study or perspective | When prompted, presents examples, facts, or theories from more than one field of study or perspective |

| Transfer | | | | |
|----------| | | | |
| Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways | Uses skills, abilities, theories, or methodologies gained in one situation to contribute to understanding of problems or issues | Uses in a basic way skills, abilities, theories, or methodologies gained in one situation in a new situation |

| Integrated Communication | | | | |
|-------------------------| | | | |
| Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression | Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience | Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form) | Fulfills the assignment(s) (e.g., to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form |

| Reflection and Self-Assessment | | | | |
|-------------------------------| | | | |
| Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work) | Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts | Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks) | Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness) | Describes own performances with general descriptors of success and failure |
Literature and Research

Experiential Learning, Service Learning and Reflective Learning

- John Dewey, 1939
- Kolb, 1986: “learning as a continuous process- grounded in experience”
- Boud and Walker, 1990: 3 stages of reflection associated with experiential learning: preparation focused on learner; reflection during experience; reflection after experience
- Cord, B. and Clements, M., 2010: Reward through Collective Reflection: “Collective reflection is the means by which two or more people embrace the reflective learning process together, thus resulting in collective knowledge. Reflection can be a social, relational and collective process (Reynolds & Vince, 2004). Collective reflection has been seen in the literature of organizational learning and professional development strategies. Collective reflection in experiential learning has also been connected to freedom, democracy and social justice as possibilities and actions of society and of the individual (Garfinkel, 1967). However, through this process, learning is both personal and collective (DeLawtyer & Sosin, 2000) as parties consciously and unconsciously engage to learn with each other. In our journey the outcomes that arise from the experiences are essentially that, a combination of both personal insights and collective knowledge (p.2)”
Diversity and Cultural Competence: Diversity literature review by Biling, 2008

- Cultural Competence: Cross et al, (1989). *Toward a Culturally Competent System of Care*. Cultural Competence as a continuum... both on individual and organizational level.

- Hurtado, Milem, Clayton-Peterson, and Allen, (1999), “demonstrated that students who socialize with individuals from multiple cultural backgrounds are more likely to be tolerant of diverse ideas, accepting of people unlike themselves, and are more likely to be culturally aware” (Biling lit review, 2008).

- Hammond and Heredia (2002) found that service learning fostered diversity, including helping individuals to become “cultural brokers” from different communities, finding mutual benefits, and with those being served benefiting through the wisdom of multiple cultures.” (Biling, 2008)

- Vang (2004-2005) studied immigrants and service learning... concluding that benefits can be considerable, including nurturing leaders, building infrastructure, and promoting international understanding (Biling, 2008).
Literature and Research

- “Value diversity, conduct self assessment, manage the dynamics of difference, acquire and institutionalize cultural knowledge, and adapt to diversity and the cultural contexts of communities they serve. . . . both individuals and organizations are at various levels of awareness, knowledge and skills, along the cultural competence continuum. . . . a complex framework.”

National Center for Cultural Competence, Georgetown University Center for Child and Human Development
Introductions

• Introductions
• How and Why did you become a Public Service Major?
HUGO, PONCE, DEAN STROYE, AND ABEL

Photo by djknauer
PONCE DIENHOUE
SPRING 2012
INTERNSHIP II
Rutgers

AIDS RESOURCES FOR CHILDREN
ARFC MISSION

- Transitional care for medically fragile children
- Supportive housing for individuals and families infected or affected by HIV/AIDS.
- Enrichment programs for children and families.
- Case management and supportive services.
- Advocacy to ensure optimal policies, funding, and support for the populations we serve.
Goals

• Internship Goals
  ◦ My main goal was to work with and learn from an executive director of a non-profit agency
  ◦ My second goal was to learn how to write a grant proposal
  ◦ My third goal was how to incorporate a nonprofit organization in the State of New Jersey which will give you the authorization to apply for a 501 (c) (3)
What did I Learn?

- I learned that as an Executive Director you will be working more hours than the rest of the employees.
- Not to express your emotion when it comes to dismissing a worker
- Be very organized with your schedule
Conclusion: Bridging theory to practice

- Government and Nonprofit
- Volunteer and Philanthropy
- Art and Culture

“We are here to add what we can to, not to get what we can from life.” Sir William Osler (Canadian physician, educator and author)
UNUNITED WAY OF ESSEX & WEST HUDSON

CENTRAL AMERICAN COMMUNITY ENGAGEMENT INITIATIVE
C.A.C.E
HUGO TORRES
United Way

- Global Movement – World Vision for Society
  - Education
  - Financial Stability
  - Healthy lives

- Volunteer-led Nonprofit organization
  - Root Causes of Key community issues
  - Foundation for increased impact
  - Accountable for Community change.
My Involvement

- Rutgers Public Service
  - Networking

Global Urban Experience

Internship Opportunity
Internship Goals

- **Understanding an N.P.O.**
  - How does it work?
    - Organizational structure

- **Program Development**
  - What are the steps?

- **Community Partnership**
  - Why is it needed?
Central American Community in New York/New Jersey

- El Salvador
- Guatemala
- Honduras
- Nicaragua
- Panama
- Costa Rica
- Belize
Central American Community

- Challenges
  - Limited access to healthcare.
  - Limited English proficiency.
  - Low levels of education and income.
  - Reduction in jobs due to the economic crisis.
  - Immigration issues.
The Need for C.A.C.E.

- Little U.S. demographic research
  - Demographers
    - Mexico & South America.
- Diversity of Hispanic populations
  - Community
    - Misunderstood or unrecognized
      - United way & Central American community
      - Bring clarity to this dynamic.
The Purpose of C.A.C.E

- Planning committee
  - Representatives of Central American countries
    - Deeper insight and partnership
    - Create a voice that will help respond to concerns.

- Develop of Programs
  - Strengthen relationship
  - Enhance visibility
    - Partnering with existing organizations and leaders.
    - Serve as “Cultural interpreters”
What I learned

• Difficulty in Consensus Building
  • Different Stakeholders have different views

• Prepare to Evolve
  • Be ready for anything and everything

• Importance of Time
  • Pace yourself
Conclusion: Theory to Practice

• Global Urban Experience
  • Public – Private Partnerships

• Government & Nonprofit
  • United Way & Stakeholders

• Volunteer & Philanthropy
  • Community Partnership

• Networking
  • United Way – Newark City Hall
Passaic Alliance

Service Learning Internship
Abel Jimenez
Background and Services

• Outpatient care focused on substance abuse

• Special Programs
  ◦ Addicted Criminal Justice Clients (obligated)
  ◦ HIV and AIDS programs (walk-in)

• First bilingual program in Passaic County - 2006

• Mostly Federal and State grant funded
Duties

- Primary counselor for assigned clients
- Led weekly educational group sessions
- Processed initial assessment interviews
- Admit and Discharge clients
Learnings

- Improved management skills
- Became more culturally aware
- Counseling techniques
- Enhanced interpersonal skills
Theory to Practice

- U.S. Urban Experience, Ethical Public Service, Public Service as Responsible Citizen and Service Learning Internship
- Take action
  - “Be the change you wish to see in this world.”
  - Mahatma Ghandi
Conclusion

- Additional thoughts and comments
  - Supervisor and mentor
  - Networking
- Questions and Discussion

THANK YOU!

Contact Information: djknauer@gmail.com