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From the Breadwinner's Institute to Queens Blvd: Infusing the Immigrant Work Experience Into Counselor Training

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From the Breadwinner's Institute to Queens Blvd.

INFUSING THE IMMIGRANT WORK EXPERIENCE INTO COUNSELOR
TRAINING

Reactions to the Advertisement?



What themes would you extract from the ad?

Did you gain any new insight into the history of our profession?

How do these themes remind of us the current world-of-work?

What historic themes might be repeating themselves today?

Plan for session today

- Extract key quotes from the Breadwinner's advertisement to structure a reflection on our cultural immersion course.
- Share course objectives, experiences, and outcomes.
- Tie the immigrant experience into salient career development needs as expressed in today's world-of-work.



In 1915 the Immigrant Inspector, sitting at a similar desk, may have asked you, "How much money do you have?"
Entrance to the museum is free.
Thank you for your donation to preserve Ellis Island.

07/11/2010

Case Study

- Ajla is a 22 year old Bosnian immigrant to your community who recently arrived from Tuzla with the name, telephone number, and address of a family friend who resides here. Upon arrival, Ajla was unable to reach the contact because the telephone has been shut off. After much difficulty, Ajla is able to get a cab to the apartment where she was supposed to stay which is vacant. Ajla is currently staying in a hotel that costs \$79 per night. She has \$425 more which is not enough to fly back home. She remains committed to staying in your community to build a life there.
- You decide to meet with Ajla pro bono.
 - What questions would you need to ask in the intake?
 - What personal and career issues must you address?
 - What community resources would you use to help Ajla transition?

“The ambition and actual thirst for culture spurring on the brighter members of this community of toilers, press them forward to higher planes of coordinated knowledge and thought.”



- Each day your students will engage in discussions, interactions, and reflections with cultural and educational leaders and New York City school counselors who represent the many various populations of New York City as well as explore cultural centers, museums and the neighborhoods of New York City.

- The Summer Institute is appropriate for an experiential curriculum foundation for the Diversity, Multicultural, or related course(s) given at your university.
- Immerse your students for 5 days in the diversity of New York City in an experiential learning opportunity which will broaden their ability to work with culturally and ethnically diverse student populations.
- Your students will acquire new strategies to collaborate with culturally diverse students and their families or caregivers to develop systemic approaches to equalize the educational experiences for every student.



“Mr. Meyer Bloomfield is the visible head of this latest expression of that well-known intelligent and untiring philanthropy which has ever made education of the deprived classes its main and special object, with a truly far-seeing sagacity and the highest of public alms.”



“It requires a good deal of character and a genuine taste for study, together with a habit of devotion to duty, to turn from amusements into a schoolroom immediately after supper at the end of a long day’s confinement at work; but many there be who make these sacrifices for education, as the full ranks of the evening schools attest.”

Monday – Recent Immigrants

- Ellis Island
- Immigrant student panel
- World Trade Center
- Crossing the Blvd.



Tuesday - Harlem

- Panel of School Counselors
- Museum Tour
- Lunch
- Abyssinian Baptist Church
- Neighborhood tour



Wednesday – Jewish & Muslim

- Visit Orthodox Synagogue
- Visit Islamic Mosque



Thursday

- Tour of Museum of Chinese in Americas
- Panel of Asian Counselors
- Neighborhood tour
- Tenement Museum

Friday

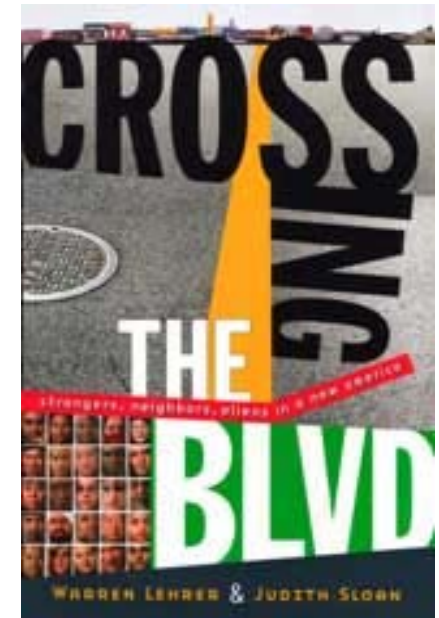
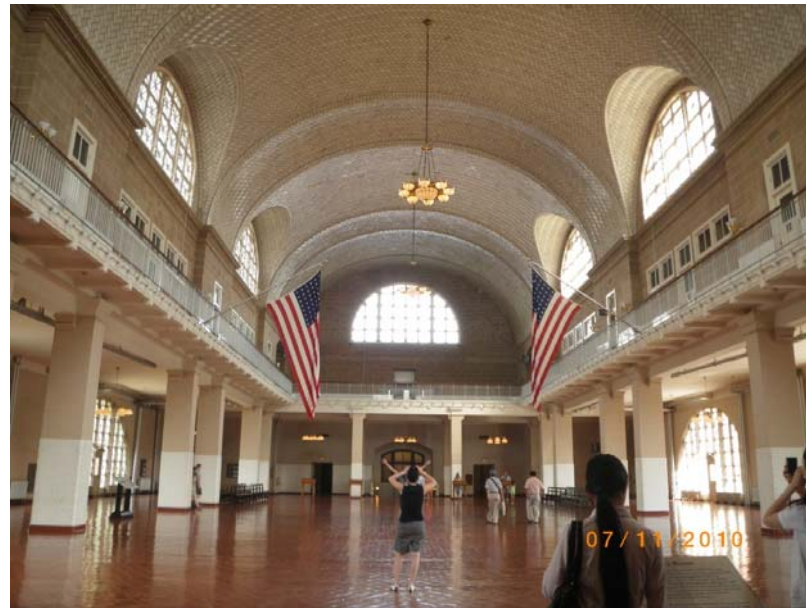
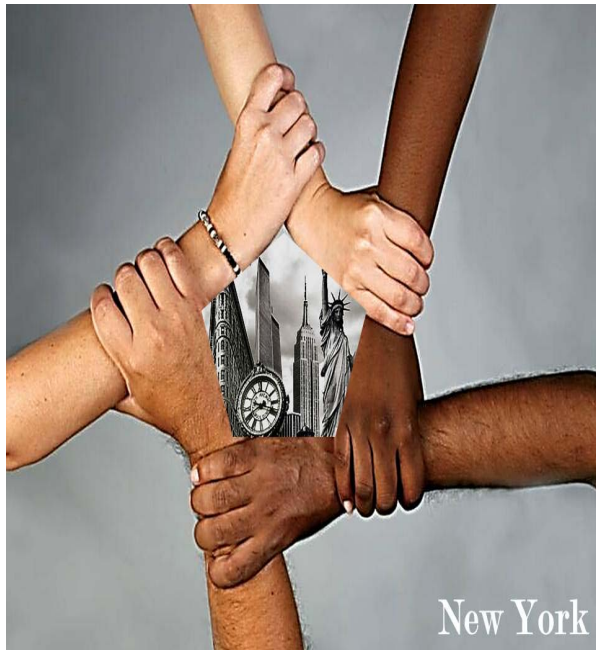
- Panel of Latina/o Counselors
- Museo de Barrio Tour
- Neighborhood tour/ lunch



Post Immersion

- Students complete self-reflection/ advocacy/ community projects

“But there is a large number of wage-earners, especially among the young generations of Russian Jews and Italians recently thronging hither, who need, besides the specific training for greater efficiency in some industrial or mercantile pursuit, the broader outlook depending on certain large elements of culture and training along intellectual lines.



“All preceding efforts are crowned by this purpose to discover and develop the special endowments of each individual among those who frequent the Civic Service House, in order to make them of use to him and his neighbor, and also bring him into active contact with the life and progress of the city, State and nation, and secure his contribution thereto.”

	UMSL	PSU
Self reflection	<u>Group</u>	<u>Multi-Media Blogs</u>
Educational	<u>CCSC, JewQ, MusCal, Imm LP</u>	
Community Action	<u>Documentary</u>	

- Each faculty creates their own course objectives and assignments.
- Connecting immersion experience to course objectives occurs after the week in NYC.
- Principles of social justice and immigrant experience incorporated into all courses.

PSU Blogs: Awareness and Self-Reflection

- “I understand the harm in color blindness. Now I need the skills to address it.”
- “As I considered what it means for me to be a white male, I encountered a lot of my own defenses coming up. I think I avoided the topic because as I thought about it, I mainly felt guilt and shame.”
- “I need to change the 2-dimensional, passive watching of the important issues. . .into a truly 3-dimensional experience.”



PSU Blogs: Educational Applications

- “No matter what religion a person is there is a dial that trends from incredibly devote, adhering to every part of the religion, to more flexible.
- the arts are the connection that can bridge cultures, religions, races, and humans in general.



PSU Blogs: Community Outreach & Clinical Applications

- Art can be used as a medium to open up important dialogues. Ask what a person's experience is, never assume. Know the community where your school is situated. Don't just show it to them. Don't assume deviant behavior is reactive, it could be ignorance or lack of understanding. It's up to us to help students see that they are resilient, show them that they have options. Be prepared to spend a lot of time working on getting through the defensive walls which some kids live behind. Network and advocate for yourself. Reach out to the family to check misconceptions and concerns. You don't always have to have the solution, listen to the kids and parents, what are they saying and not saying. Talk through to a mutually acceptable solution. Put parents in the driver's seat, reach out for their expertise. Use peer relationships to talk about possibilities. Shrink the picture so students feel confident in their academic setting in the present, then build on that confidence towards career readiness. When working with teens try to understand where they see themselves socially and use 'social counseling'. Connect with the students in the way that feels natural to you.



Beyond the public-school period of the life of the youth of the North End, which is usually a very brief one, comes the life of labor and wage-earning. All the members of the family are usually breadwinners.

Data Analyses

Descriptive and inferential statistics were applied for analyses on both the pre and post surveys to include: demographic analyses, item means and standard deviations, categorical means and standard deviations.

T tests were applied to determine significance between the pre and post categorical means.

2009 - 39 participants

Table 3 - 2009 Participants

Subscale	Subscale Mean Scores	
	Pre-test	Post-test
*Cultural Identity	3.53	3.68
*Cultural Viewpoint	3.68	3.98
*Intercultural Communication	3.47	4.04
*Challenging Biases & Beliefs	3.76	4.21
*Cultural Competence	3.81	4.21
*Overall Subscales Mean	3.65	4.024

* Significant differences

2010 57 Participants

Table 4 - 2010 Participants

Subscale	Subscale Mean Scores	
	Pre-test	Post-test
*Cultural Identity	3.58	3.92
*Cultural Viewpoint	3.64	3.99
*Intercultural Communication	3.42	4.09
*Challenging Biases & Beliefs	3.39	4.02
*Cultural Competence	3.57	4.28
*Overall Subscales Mean	3.52	4.06
* Significant differences		

2011 44 Participants

Table 5 - 2011 Participants

Subscale	Subscale Mean Scores	
	Pre-test	Post-test
*Cultural Identity	3.46	3.86
*Cultural Viewpoint	3.57	3.93
*Intercultural Communication	3.23	3.87
*Challenging Biases & Beliefs	3.44	4.00
*Cultural Competence	3.43	4.10
*Overall Subscales Mean	3.426	3.952

* Significant differences

Final thoughts ...



How might a focus on immigrant career development help counseling students broaden their perspective with:

- Career concerns?
- Theoretical implementation?
- Cultural competence?