

Administering High Impact, Faculty-Led, International Travel Courses

An aerial photograph of a university campus. In the foreground, there is a large, multi-story building with a grid-like facade. To the left, a body of water (a lake or river) flows through the campus, with a bridge crossing it. The background shows more campus buildings, green spaces, and a clear sky.

35TH ACADEMIC CHAIRPERSONS CONFERENCE

FEBRUARY 14-16, 2018
ORLANDO, FL - ORLANDO BUENA VISTA PALACE

Introductions

Kira Espiritu, PhD – University of San Diego

- Director, Office of International Studies Abroad



MONMOUTH UNIVERSITY

Chris Hirschler, PhD, MCHES
Chair & Associate Professor
Department of Health and PE
Service Learning Faculty Fellow
Former Faculty Director of Study Abroad





Post to
Dept.
Website

Hirschler Guatemala

Filters About 40 results

MU Guatemala Public Health (2013) by Chris Hirschler, Ph.D., MCHES
Chris Hirschler
3 years ago • 539 views
Monmouth students provide health education and work construction for Salud Y Paz in Guatemala. Monmouth and Rutgers ...
9:57

Monmouth Hawks Journey to Guatemala 2012
Chris Hirschler
4 years ago • 510 views
Monmouth University Health Studies and Social Work students provide assistance to "Salud y Paz" in Guatemala over spring ...
4:58

Guatemala Public Health 2014
Chris Hirschler
1 year ago • 193 views
Monmouth University and Rutgers University partner to assist Salud y Paz in Guatemala.
2:37

Chris Hirschler
Active 2 months ago • 43 videos
CHANNEL 31

Show at
Open
Houses



Include Hyperlink in Recruiting Communications



Student Created
(Independent Study)

vimeo.com/215945492



The Outlook

Article Submission

600 to 1,000 words

Email Professor for review: 3/20 @ noon

Submit to outlook.monmouth.edu: 3/23 @ noon



Required: Interview and quotes/ideas from:

- One or more Guatemalan community members who are served by NUEVOS HORIZONTES
- One or more employees/volunteers from NUEVOS HORIZONTES
- One or more students who participated in the course

Demonstrate an understanding of the Guatemalan culture you experienced

Address the following questions (in a descriptive manner):

- Who? (Professor, students, and people you met, etc.)
- What? (Academic experience/course, delivery of health education, hospital tours, etc.)
- Where?
- When?
- Why?
- How?

PROMOTION

Interest Meeting

(Held During Class)



Spring 2019: Guatemala Public Health

- Interest meeting Tuesday, March 27th @ 4:30 pm (Art 606)
- HE-376-01 (3-Credit Hours; Spring 2019 hybrid; 80 minutes once per week)
- Approved for Cultural Diversity (CD) & HE.EL.

\$2,300+/- (\$300 dep. due Friday, May 4th, 2018)

- Airfare from Newark Airport (EWR)
- Lodging at cool places
- Nearly all meals
- Teaching health lessons @ domestic violence shelter in Xela
- Hospital tours
- Hot Springs
- Antigua & Xela
- Chichicastenango (largest market in Central America)
- Lecture from Ayuda Clinic for cats and dogs
- Much more!

Thursday, 4/26/2018

email Dr. Chris Hirschler a 1-page essay describing your interest: chirschl@monmouth.edu
Search YouTube "Hirschler Guatemala"



Health Lesson at "New Horizons" Shelter



Hot Springs @ 9,000 feet elevation



Interest meeting in Art 606
Tuesday, March 27th @ 4:30 pm

Service Learning Reflections

- Preflection
- Post-training
- Service Learning
- Empathy & Civic Responsibility

“Preflection” (Paper #1)

- Prior to taking this course, what did you think of Guatemala and/or Guatemalans?
- Describe your positive and negative experiences with individuals from another culture and how these experiences (or lack of them) might influence your experience in Guatemala.
- Describe how you feel about the upcoming service learning week in Guatemala. What are you excited about? What concerns do you have?
- List at least two questions you have. Attempt to formulate “deep”/thought-provoking questions.

Post-Training Reflection

(Paper #2)

- Evaluate the training/preparation you received (reading materials, videos, classroom discussion, etc.)? How might the preparation component be improved?
- Describe how you felt learning about Guatemala and domestic violence.
- How has what you've learned impacted how you expect to approach your week of service in Guatemala?

Service Learning Reflection (Paper #3)

- Compare what you have learned in the classroom via lectures, discussions, videos, and presentations with what and how you've learned as a result of your service week in Guatemala.
 - Refer to specific, detailed examples (quotes, concepts, theories, etc.) from texts, lectures, and film/video and how it applies (or does not apply) to your experience in Guatemala.
 - Include a minimum of two photos that represent your learning and add descriptive text.
- Since returning from your service week in Guatemala, describe any changes in your thoughts, actions, and/or mood.
 - For example, has it impacted how you react to stressors such as daily hassles or physical, emotional, or social challenges?
- Include a section that describes how you are personally situated within hierarchies of race, class, gender, etc.
 - Compare /contrast your position in the U.S. and world with the Guatemalans we worked with as it relates to race, class, gender, etc.
 - Briefly, articulate the role of coursework in helping you to perform the public health work conducted in Guatemala. Reflect on ideas in "**7 Reasons Why Your Two Week Trip To Haiti Doesn't Matter**".
 - Demonstrate an understanding of the interconnectedness and interdependence of the global community. These interconnections should be examined at several levels: individual, group, nation-state, or international, and may include local-global connections.



To Hell with Good Intentions

Ivan Illich

An address by Monsignor Ivan Illich to the Conference on InterAmerican Student Projects (CLASP) in Cuernavaca, Mexico, on April 20, 1968. In his usual biting and sometimes sarcastic style, Illich goes to the heart of the deep dangers of paternalism inherent in any voluntary service activity, but especially in any international service "mission." Parts of the speech are outdated and must be viewed in the historical context of 1968 when it was delivered, but the entire speech is retained for the full impact of his point and at Ivan Illich's request. Reprinted with Ivan Illich's permission.

7 Reasons Why Your Two Week Trip To Haiti Doesn't Matter: Calling Bull on "Service Trips"

Posted by [Michelle Lynn Stayton](#) on Dec 15, 2015 in [Global](#)



Reflection on Empathy & Civic Responsibility

(Paper #4)

- Evaluate the impact of the service experience and course content on your ability to empathize with the Guatemalans you encountered, especially those individuals at Nuevos Horizontes, hospitals, and families (where we delivered beds).
- Include a minimum of 2 photos that illustrate empathy and civic responsibility in action along with descriptive text.
- What conclusions have you arrived at regarding the importance of service for individuals (human or non-human) and organizations?
- What's next? Will this course and experience impact you beyond this semester? Explain.

Adventure Education

- Telling the story



Lessons Learned

- **Timing:**
 - Plan early – at least one year in advance
- **Student Ambassadors:** (“formers” are your best recruiters)
 - interest meeting upon return – during semester
 - Use of social media while abroad and upon return
- **Connection to Community abroad**
 - Engage – early and often
 - Concept of “co-educators”
- **Campus Buy-In**
 - Who needs to experience this type of program?
 - Who do you take to coffee, lunch, dinner?



Cognitive & Cultural Theories



- Justice-oriented service learning model
 - Concepts of difference, privilege, “the other”
 - “The challenge is to create relationships that neither ignore the realities of social inequality in our society nor attempt to artificially homogenize all people in the service-learning experience” (Mitchell, 2008, pp. 58—59).

Intercultural Maturity

- AAC&U's LEAP initiative (Liberal Education and America's Promise)
 - Four essential learning outcomes that guide institutions to meet challenges of 21st century (2007): intercultural maturity is woven throughout
- King & Baxter Magolda (2005):
 - "The developmental capacity that undergirds the ways learners come to make meaning, that is, the way they approach, understand, and act on their concerns. Thus, demonstrating one's intercultural skills requires several types of expertise, including complex understanding of cultural differences (cognitive dimension), capacity to accept and not feel threatened by cultural differences (intrapersonal dimension), and capacity to function interdependently with diverse others (interpersonal dimension)" (p. 574)
 - Cognitive maturity is the ability to "consciously shift perspectives and behaviors into an alternative cultural "worldview" and "use multiple cultural frames" (p. 587).

Successes & Mistakes

- The "Band-Aid" model
- Connecting with locals as "co-educators"
- Importance of building in time for reflection
- Concept of privilege
- Shifting students from "passive learners" to "active learners"

Practical Suggestions for Improvement

- Survey students (require)
- Student reflection
- Faculty member: Reflection, debrief department/chair/dean, complete brief report (require)
- Chair: Attend interest meeting (where recent “formers” show photos, videos, and discuss) and ask questions

Examples: Monmouth University

- Strategic plan & union contract
 - Financial support – university now covers travel costs of faculty member and co-leader (with 10 or more students) and provides \$130 stipend per student.
- “Adventure Education in Costa Rica”
- CETL workshops
- Syllabi development and review

Examples: University of San Diego

- Connection to Diversity & Inclusion Office, Center for Community Service Awareness and Action
- Jamaica Summer Program
- Pilot program in London (as part of London Summer program)

Discussion

References

- King, P.M., & Baxter Magolda, M.B. (2005). A developmental model of intercultural maturity. *Journal of College Student Development*, 46(6), 571-592. Retrieved from https://muse.jhu.edu/journals/journal_of_college_student_development/v046/46.6king.html
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- Lough, B, Sherraden, M., Moore, McBride, A. & Xiaoling, X. (2014). The impact of international service on the development of volunteers' intercultural relations. *Social Science Research*, 46, 48–58.
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- Mohamed, A., Loggins, J., & Floyd, C. (2014). Interdisciplinary Teaching and Community Service-Learning in Jamaica. In P. Green & M. Johnson (Eds.), *Crossing boundaries: Tension and transformation in international service-learning* (pp. 159-173). Sterling, VA: Stylus Publishing, LLC.
- Staton, M. (2015). 7 Reasons Why Your Two Week Trip To Haiti Doesn't Matter: Calling Bull on "Service Trips" and Voluntourism. Retrieved from <http://almost.thedoctorschannel.com/14323-2/>.