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PASADENA CITY COLLEGE

A field trip to China town in LA

International Student Pathway Program

About Dr. Han

- Born and raised in Taiwan, educated in US
- Attended CSM before transferring to UCLA for BA and BS
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Overview:

1. Demographics of International Students in California Community Colleges
2. Common problems, barriers, and challenges they face
3. Define our roles in their lives: case manager, counselor, mentor, therapist, advocate, pseudo-parent
4. Clinical implications and practical strategies

AAPI

International Students Native Pacific Islanders

Your Role:

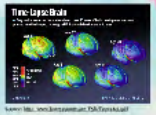
- Therapist: Empathy and
- Mentor: Guidance and
- Teacher: Navigating the
- Coach: Setting healthy
- Case manager: Help them connect with support
- Ally: fostering a safe learning environment
- Advocate: Program development

News Headline:

Teens in US sentenced to prison for kidnap, torture of fellow "parachute kid"

Big Picture

Neurocognitive Development



Working with International Students in California Community Colleges

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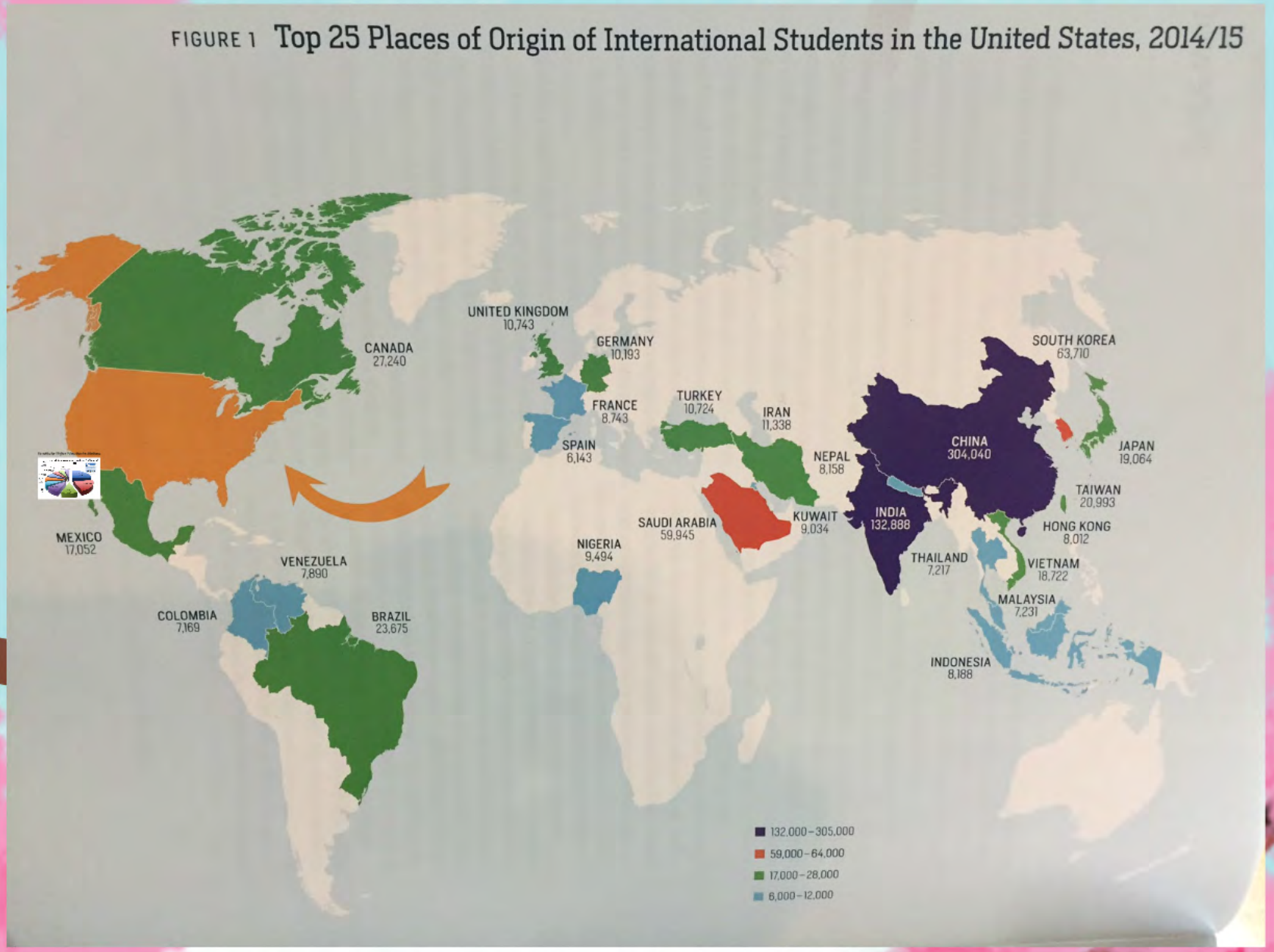
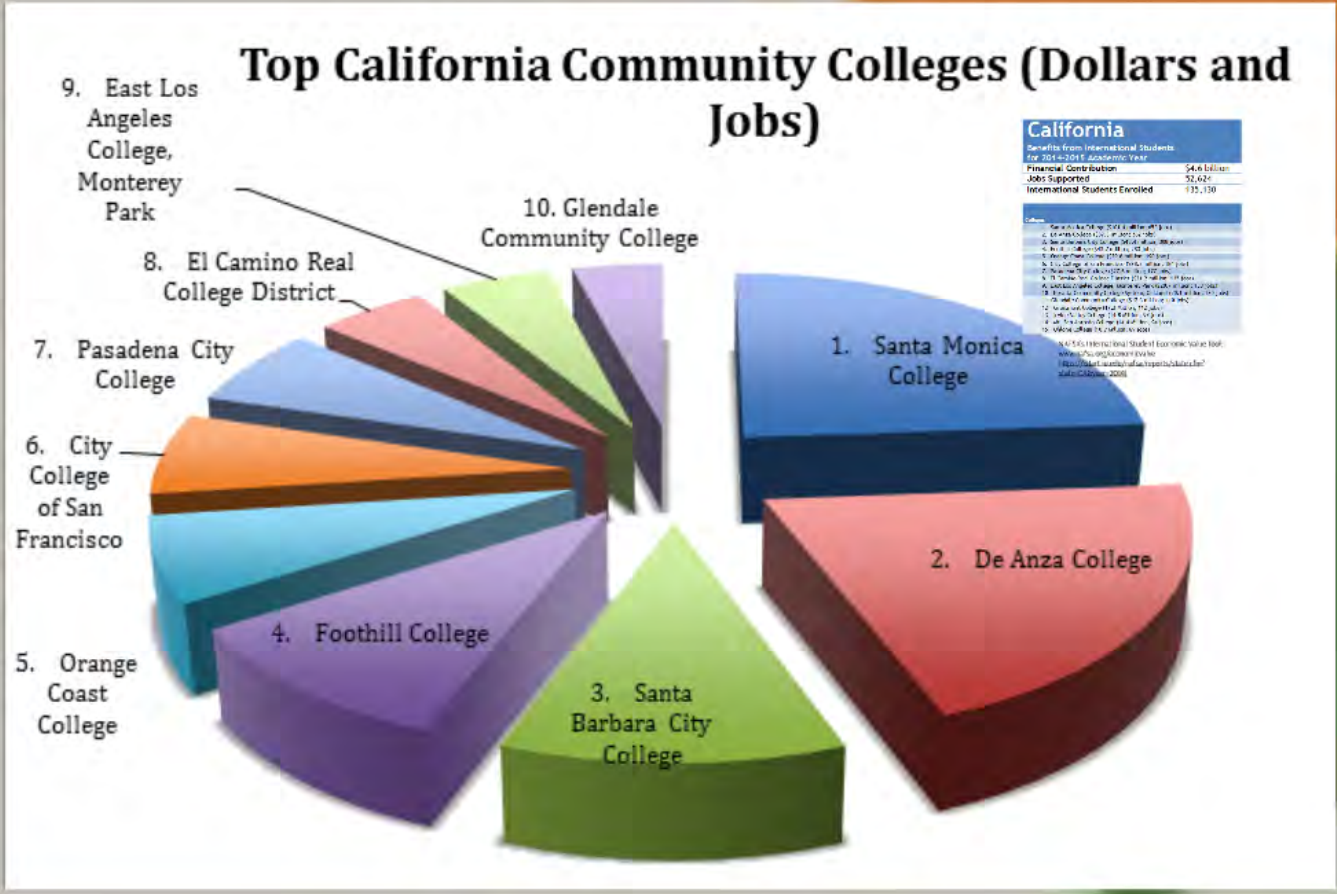


Open Doors 2015: Report on International Educational Exchange

Benefits for Higher Education Institutions



California

Benefits from International Students for 2014-2015 Academic Year

Financial Contribution	$4.6 billion
Jobs Supported	52,624
International Students Enrolled	135,130

Colleges

1. Santa Monica College ($101.4 million; 655 jobs)
2. De Anza College ($87.3 million; 562 jobs)
3. Santa Barbara City College ($48.4 million; 308 jobs)
4. Foothill College ($43.7 million; 283 jobs)
5. Orange Coast College ($29.6 million; 190 jobs)
6. City College of San Francisco ($28.3 million; 184 jobs)
7. Pasadena City College ($27.6 million; 177 jobs)
8. El Camino Real College District ($21.2 million; 135 jobs)
9. East Los Angeles College, Monterey Park ($20.7 million; 133 jobs)
10. Peralta Community College System, Oakland (20.1 million; 130 jobs)
11. Glendale Community College ($17.3 million; 110 jobs)
12. Grossmont College (17.2 Million; 112 jobs)
13. Irvine Valley College (14.8 Million; 97 jobs)
14. Mt. San Antonio College)14.4 Million, 94 jobs)
15. Ohlone College (10.7 Million; 69 jobs)

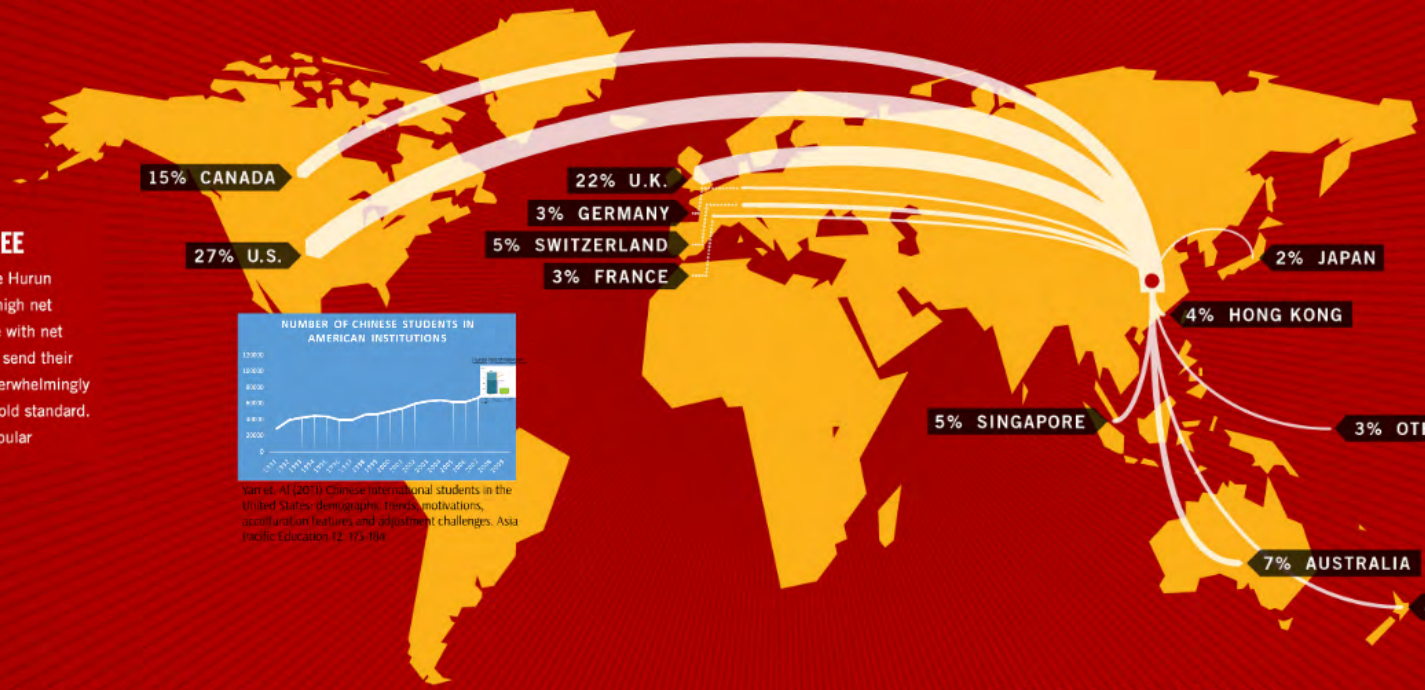
a Monica
llege

NAFSA's International Student Economic Value Tool; www.nafsa.org/economicvalve
https://istart.iu.edu/nafsa/reports/state.cfm?state=CA&year=2014)

An EXPORT of STUDENTS

Where Are China's Ultra-Rich Sending Their Children to Study?

China spends a relatively small percentage of its budget on education, ranking 101st of 187 countries included in a recent United Nations Development Program report. That fact, combined with a reverence for the prestige of western nations' elite schools, has prompted a growing number of wealthy Chinese parents to send their children abroad for high school and college.



THE LAND OF THE FREE

urvey by the Chinese magazine Hurun
ort found that 85 percent of high net
th individuals in China—those with net
ths above $1 million—plan to send their
dren overseas to study and overwhelmingly
sider Western education the gold standard.
United States is the most popular

Yan et. Al (2011) Chinese international students in the United States: demographic trends, motivations, acculturation features, and adjustment challenges. Asia Pacific Education 12: 173-184

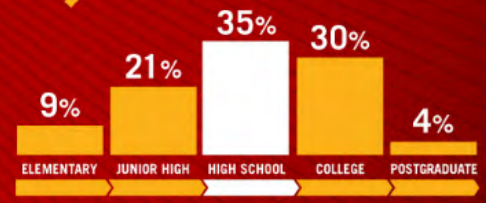
HY ABROAD?

nese parents say the most important reason to send their children
oad for school is so they can get a more well-rounded education
n they would under China's strictly regimented curriculum.

LL-ROUNDED DEVELOPMENT	46%
HIGHER QUALITY	41%
GREATER CREATIVITY	23%
OPEN-MINDEDNESS	17%
PERSONALIZED EDUCATION	14%
FUNDAMENTAL IMPORTANCE	9%

WHEN DO THEY SEND THEM?

More than one out of three wealthy Chinese families surveyed plan to send their children abroad for high school.



Percent of surveyed wealthy Chinese parents who plan to send their children abroad for an education during these times.

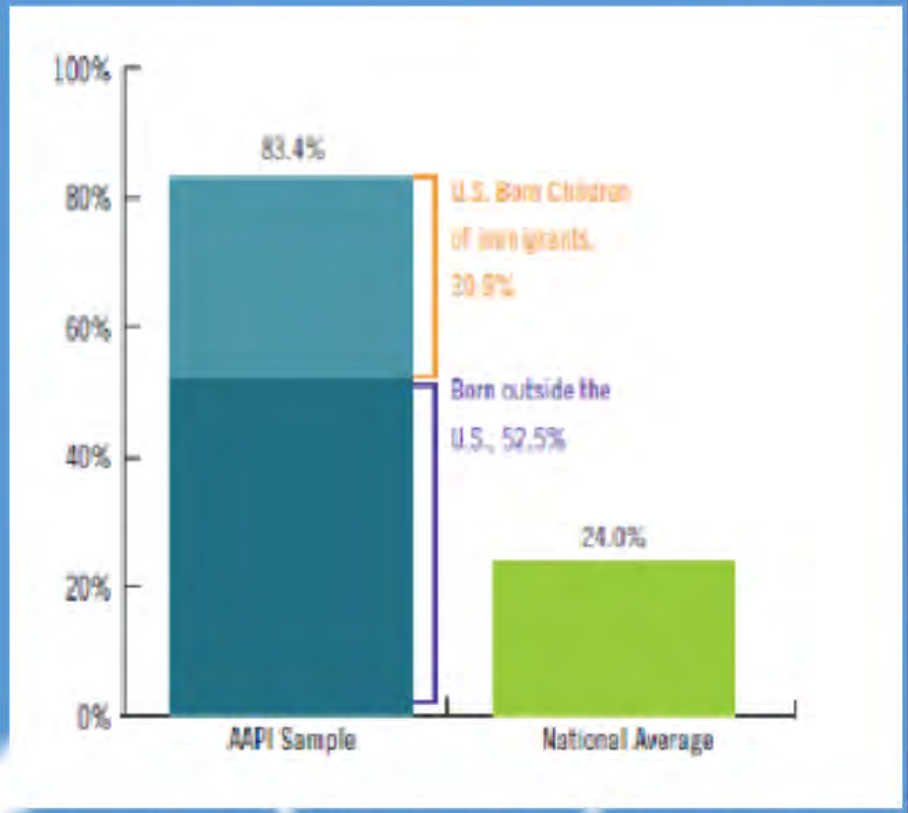
RCES: RU REN, "THE CHINESE CONSUMER LUXURY WHITE PAPER," 2012. | INSTITUTE OF INTERNATIONAL EDUCATION | HDRSTATS.UNDP.ORG | BUSINESSINSIDER.COM | NYTIMES.COM

A COLLABORATION BETWEEN GOOD AND COLUMN FIVE

3%

Yan et. Al (2011) Chinese international students in the United States: demographic trends, motivations, acculturation features and adjustment challenges. Asia Pacific Education 12: 173-184.

Percent of CC students with immigrant-origin backgrounds, AAPI sample and National Average



Teranishi, et al (2015). The impact of scholarships for Asian American and Pacific Islander Community College Students

Ultra Rich

Luxury lifestyle: Maserati, Ferrari, Lamborghini

AAPI

International Students ? Asian Pacific Islanders

Common Challenges Unique to F1 Students:

- Failure to maintain status
  - Dropping from full-time to part-time enrollment
  - Failure to report a change in address
- What may happen next?
  - Possible deportation
  - Denial of re-entry
  - Possible denial of future visa application

Other Adjustment Problems and Behaviors:

Gebhard(2012) show that students were challenged by academics, social interaction, and emotional reactions to their new life.

Maladaptive behaviors include expecting others to adapt, complaining, and withdrawing.

Yan, et. al (2011) show that Chinese international students face the new environment/culture, academic challenges, financial pressure, long separation from families, as well as concerns over their visa status; they find themselves experiencing a variety of stresses.

Common Problems that Both Groups Face:

Teranishi, et al (2015) examined the impact of scholarships for Asian American and Pacific Islander Community College Students.

Limited English proficiency and difficulty navigating the educational system in the US (challenges for immigrant college students)

As a result, they are less likely to request support services, speak with professors, and socialize with classmates.

"One girl sits on my bed with her shoes on. In our country, we take shoes off in our room. It makes me feel uncomfortable; we bed feels dirty. I also get so embarrassed. My roommate, she takes off her clothes in front of me. We don't do that; we are shy."

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When I came to US, I did not understand much of what the teachers and classmates were saying to me, I was not able to respond to them Fluently. It took me twice as long as my classmates to read and comprehend literature and textbooks. (CCSF student)

After immigrating to America, at almost eighteen years ago, I had low self-confidence in speaking and writing English. I found myself lost and isolated. I did not have much knowledge about higher education system in America and my goals seemed out of my reach. (De Anza College student)

"I tried to take notes in English and Chinese, but I couldn't follow the professor's ideas. Later my classmate told me that this professor - he likes to tell stories about his family and life in the middle of lecture" (A student from Taiwan)

"One girl sits on my bed with her shoes on. In our country, we take shoes off in our room... It makes me feel uncomfortable; my bed feels dirty. I also get so embarrassed! My roommate, she takes off all her clothes in front of me. We don't do that; we are shy."

Unsupervised Parachute Kids

The 18 year-old female victim was stripped, beaten, and tortured by three schoolmates on 03/30/2015 in Rowland heights, CA.

She was stripped naked, kicked with high-heeled shoes, slapped her hundreds of times and burned her nipples with cigarettes. They also cut off her hair and made her eat it. Someone snapped cellphone photos of her. One of the defendants said to the others, "Just slow it down, don't hit her so hard, and we can do it a longer stretch of time."

The attack was motivated by the unpaid dinner bill, conflicts over a boy, and by social media posts disparaging one of the defendants' hometown, Shanghai.

http://www.latimes.com/local/california/la-me-chinese-bullying-20150702-story.html

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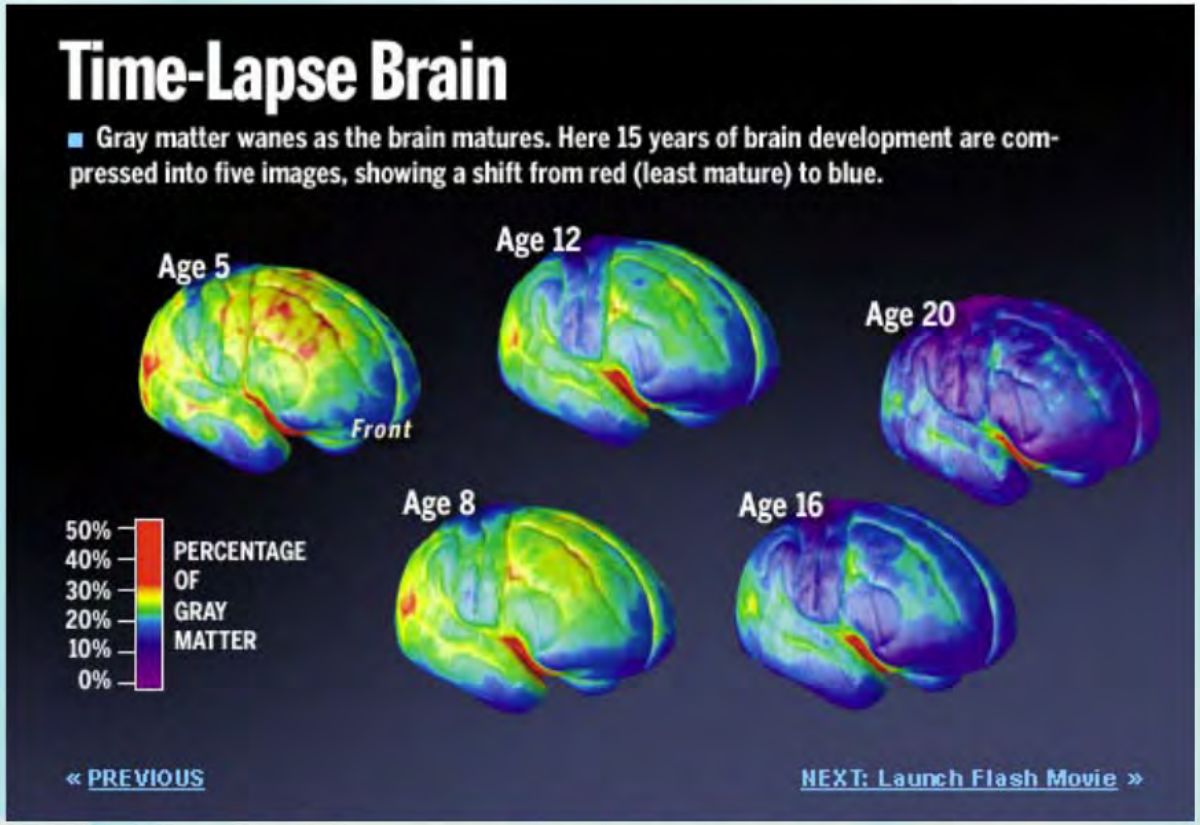
Neurocognitve Development



Source: http://www.barrycounty.org/YSB/TeensAct.pdf

Executive Functions Development

Across adolescence...

- Changes in gray matter and white matter
- Increase connectivity, speed, and efficiency
- Changes in prefrontal lobe may result enhancement in executive functions

Executive Functions include:

Working Memory	Inhibition
Organization	Attention
Decision Making	Processing Speed
Problem Solving	Emotional Control

Biosocial Influences on EF

- Social Economic Status
- Educational resources and supports
- Parenting styles and success
- Nutrition
- Health Status
- Safety and Security
- Genetics

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Your Roles

- Therapist: Empathy and support
- Mentor: Guidance and connection
- Teacher: Navigating the educational system
- Coach: Setting healthy boundaries; teach them making responsible decisions (enhancement of executive functioning
- Case manager: Help them connect with support systems and resources
- Ally: fostering a safe learning environment
- Advocate: Program development

Case Study 1:

24 year-old F1 female student from China

Mandarin speaking

Self-referred, "Is it wrong to be friend with a professor?"

Developed strong feelings toward her professors

Confusion, infatuation, curiosity, affection, loneliness

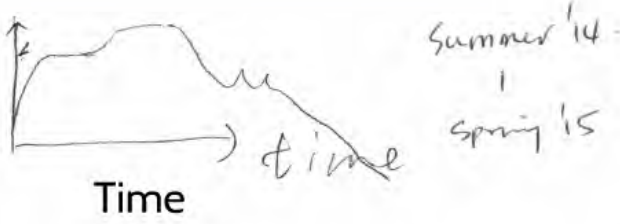
Initial impression: delusional?

Examine her interpersonal relationship history

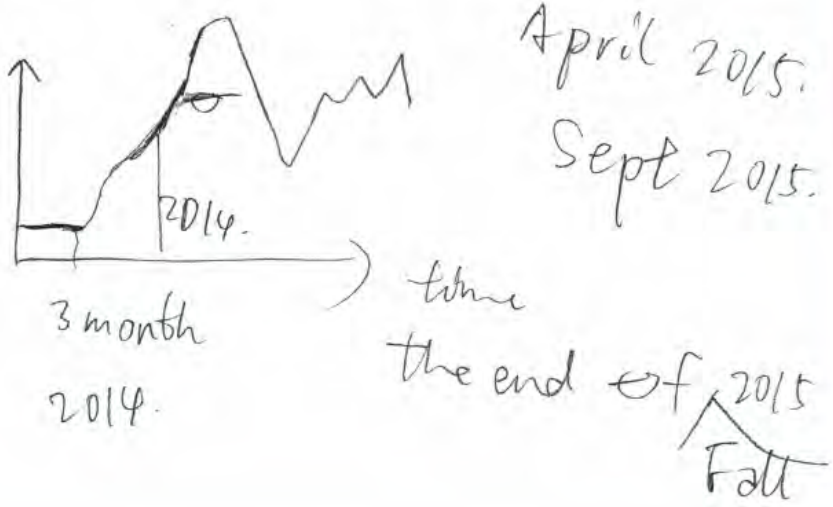
Roles confusion, desperately needs guidance exploring intimacy, connection, and expression of affection

Work in progress - she is now ready to explore and expand her relationship with peers

Teacher 1



Teacher 2



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Case Study 2:

20 year-old F1 female student from China;
Mandarin speaking

Referred by the dean, department social worker, CAPS counselor, and psychiatrist

Multiple hospitalizations due to SI, depersonalization/ dissociation; was referred to IOP but she declined

Self-report area of concern: "I want to improve my English."

"I'm really anxious. I can't concentrate. I don't know what to do right now." I'm about to take my exam."

Clinical Implications & Practical Strategies

It takes a village

- Empathy and support
- Guidance and connection
- Navigating the educational system
- Setting healthy boundaries; making responsible decisions
- Help them connect with support systems and resources
- Fostering a safe learning environment
- Program development

Big Picture

- **Develop partnerships**

  Identify and work collaboratively with key campus colleagues; highlight that all campus teams are working together

- **Work with Health Insurance Providers and Insurance Liaison**

  F1 students are required to purchase health insurance; learn the "ins and outs" of their behavioral health benefit and referring process

- **Familiarize yourself, your staff, and your campus with the available resources; be an ally and create a safe zone**

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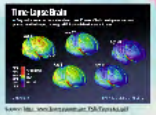

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