



**Partnering Academics and
Community Engagement**

Newsletter

Fall 2016 edition

PSYC 1101: Dr. Christina Grange and Kinship Care Resource Center

For the second semester in a row, Dr. Christina Grange's Intro to General Psychology students partnered with the Clayton County Senior Services Department Kinship Care Program.

This project aims to support the students as they work to understand psychological concepts and their relevance. An important supplemental goal is for students to continue to develop additional skills related to collaboration, communication, interpersonal relationships, and management that are relevant to all fields of study and professional endeavors.

In sum, this course aims to facilitate a learning experience that supports each student's professional and personal development. The major project for this course involves the development of an audio recording that reflects a cooperative partnership between students at Clayton State University and individuals involved in the Clayton County Senior Services Department Kinship Care Program.

As stated on the website (<http://www.claytonseniors.com/senior-center-locations/kinship-care-resource-center/>) The Kinship Care Resource Center, located in Jonesboro at the Shelnuitt Inter-generational Center, provides support and services to grandparents raising grandchildren and other relative care in parent-absent homes. This is a great opportunity for those families raising their grandchildren, nieces, and/or nephews looking for assistance relating to tutoring, recreation, trips, and more.

Teams of 4-6 students worked to capture a portion of the oral history of an assigned kinship care provider at the Clayton County Senior Services Center. The final product will be 7-10 minutes interviews that reflect a topic or issue agreed upon by the team and kinship care provided, and the format and nature of the stories are inspired by StoryCorps.

Over the course of the semester, members of each team met with their kinship care providers to build rapport that will support their effort to document the provider's oral history for this course project.

In their end of course presentations, students shared that they benefited from being able to meet community members, expand their perspectives by listening and inquiring about providers' lives, and really thinking about what psychology truly means when applied to the stories they were hearing.



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English Composition and Campaigns and Elections: Dr. Margaret Fletcher, Dr. Joshua Meddaugh, and Voting

Dr. Margaret Fletcher's English Composition I students worked on two projects during the Fall of 2016, both focused on voting.

Students partnered with Ms. Erin Nagel of the Clayton State University Library to help publicize Freedom Summer events coordinated on campus. Students attended a viewing of the "Freedom Summer" documentary film and interviewed the members of the subsequent discussion panel Dr. Joshua Meddaugh and Dr. Jelani Favors. They also researched, wrote, and produced a bulletin board on the Voting Rights Act of 1965.

Dr. Fletcher's students also worked with an upper-division Political Science course taught by Dr. Meddaugh focused on Campaigns and Elections. While Dr. Meddaugh's students trained to be deputy registrars and worked throughout September and October registering Clayton County voters for the 2016 General Election, Dr. Fletcher's students prepared a voting booklet with information on how to register to vote, how to vote, important voting issues, and the current candidates and their platforms .

Dr. Fletcher's students also volunteered to attend a lecture sponsored by Dr. Favors that featured guest speaker, Dr. Ibram X. Kendi, author of *Stamped From the Beginning: The Definitive History of Racist Ideas in America* and winner of the National Book Award for 2016.

As Dr. Fletcher notes, "Our PACE activity led us into the presence of great thinkers and writers, and we felt both challenged and inspired by the many new ideas we encountered. Thanks to Ms. Erin Nagel, Dr. Josh Meddaugh, and Dr. Jelani Favors for enabling us to

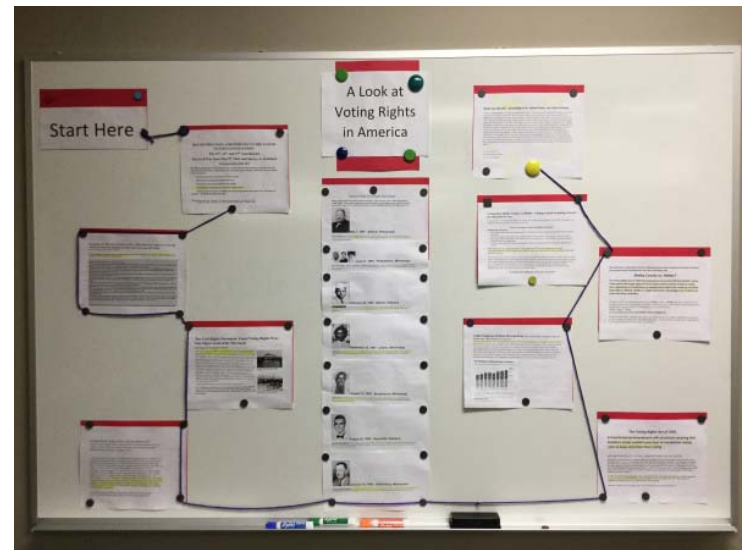
become engaged with challenging current issues as we participated in our PACE Projects."

To read the Library blog postings about their partnership, visit

<https://claytonstatelibrary.wordpress.com/2017/01/20/pace-library-partnership-pt-3-of-3/>

<https://claytonstatelibrary.wordpress.com/2017/01/19/pace-library-partnership-pt-2-of-3/>

<https://claytonstatelibrary.wordpress.com/2017/01/18/pace-library-partnership-pt-1-of-3/>



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SOCI 2420, WellSpring Living, House of Dawn, and Canine Cellmates

Students in Taralyn Keese's SOCI 2420 Social Problems course learned first-hand about important social issues including teen pregnancy, sex trafficking, and the impacts of incarceration on the incarcerated. While in the class, students partnered with one of three different organizations: WellSpring Living, House of Dawn, or Canine Cellmates. **WellSpring Living's** mission is "to help domestic sex trafficking victims and the at-risk develop the courage to move forward and the confidence to succeed." **House of Dawn** works to "provide a stable, loving, home for teenage mothers and their children under adult supervision, and to provide them with educational opportunities and life training skills, that they will need to become independent, self-supporting women." **Canine Cellmates** works with the Fulton County Sheriff's Department and the Fulton County Jail to provide a program that is as much about rehabilitation and the reduction of recidivism as it is about saving shelter dogs.

WellSpring Living project students developed a career readiness presentation to facilitate with the Empowerment Living Program participants an October "Lunch and Learn" session. Through the project, students connected sex trafficking as a social problem to the real life experiences of the program participants and the Atlanta community. Students indicated that their experience working with the program really humanized the issue for them. According to the community partner, "Everyone in the group presented very well. They were very engaging; asking and answering good questions that the women found applicable considering they are all working toward and internship and employment. Some were a little more reserved than others but relayed helpful information in a way that was understandable!"

Students working with **Canine Cellmates** conducted focus groups with inmates served by the program to help identify services needed by inmates and their families and work opportunities for those with a criminal record, after which they developed a resource guide for inmates. Students shared that the experience helped them realize that they should not prejudice people based on stereotypes. Many indicated they were fearful of how they inmates would look or behave but ultimately were more fearful of the correction officers in the facility than they were of the inmates. Students also shared that the inmates were very friendly and open to talking with them.

Students working with **House of Dawn** developed an affordable housing resource guide for program participants to aid them in their effort to secure permanent housing, as well as support many of the events hosted by House of Dawn. Many of the students indicated that they felt closely connected to the project because they or someone they knew were impacted by teen pregnancy. Students also shared this experience made them appreciative of the support they received from their families and illuminated the struggle young women and children face without stable housing and much needed resources. The residents and administrative team at House of Dawn were very appreciative of the resources provided and plan to make additional copies of the guide for future residents.

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SPAN 4800: Dr. Rosario Vickery and the Clayton County Public Library System

Literatura infantil, Children's Literature, is an advanced course offered as a special topic to advanced students of Spanish language and culture at Clayton State University. In Fall 2016, the course provided students the opportunity to read and study children's literature from the diverse areas of the Spanish-speaking world. Moreover, as a PACE course the class partnered with Clayton County Public Libraries in a project that would engage students with their literature course and offer Clayton County Public Libraries the possibility of an increase in the number of bilingual story hours for children.

Each student in the course read and studied children's books during the semester. The students were able to read many children's books by checking them out with a Pines Card, the Clayton County Public Libraries card. The classwork, homework, presentation to the class and mid-term test contributed to the learning experience. Likewise, volunteer assignments at Clayton County Public Libraries throughout the semester helped to establish a relationship with the community partner and reinforce connections between coursework and community engagement.

The coursework and volunteer work culminated in a final project at Clayton Public Library Headquarters: each student conducted a bilingual story hour with a Children's Librarian. The story hours were attended by children in the community: some children were heritage speakers of Spanish and others had not been exposed to the Spanish language.

It was interesting to see the Latino children appreciate listening to a reading in Spanish at a public space where they were joined by other children who were eager to learn their language. The children who did not know Spanish practiced a new language and began to acquire

excellent pronunciation skills, a challenging task at a later age.

As Dr. Vickery shares, "The librarians at Clayton County Public Libraries have been phenomenal. I would especially like to thank Ms. Rosalind Lett, Ms. Rebecca James, Ms. Sherri Stanley, and Ms. Konstantina Bankhead who have graciously shared of their expertise and time with us. I am extremely grateful for their support in this endeavor. Ms. Lett's vision for the libraries and the value of our partnership in bilingual activities was essential to our success and as Youth Services Librarian Ms. James facilitated our engagement process. The students learned much from working with Ms. Bankhead. Ms. Stanley's work at Headquarters in children's literature and specifically with the story hours was an exceptional model for our students as they worked with her. "

With the conclusion of the term, several Clayton State University students from the class have taken steps to continue the activities assigned during the PACE course by recruiting students to organize a campus-wide Spanish Club with the primary goals of reading books in Spanish and volunteering in Spanish activities at Clayton County Public Libraries. One student in the class has responded to a posting for a job at Clayton County Public Libraries.

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CMS 3560: Intro to Public Relations



Students in Dr. McFarlane-Alvarez's class is designed to provide students with a detailed introduction to public relations, including its historical origins, and its distinctions from advertising. Students study theories of the public and public relations theory, while learning the many roles of the public relations practitioner and of the public relations agency. In the Spring 2016 semester, her students worked in "Client Crews", each partnering with a community partner to serve their clients in their Public Relations and Advertising needs. At the end of the semester, students presented and delivered to their clients fliers, videos and distributed to audiences, therefore raising the public profiles of their clients.

Among their partners, CMS 3560 students worked with Dr. Steve Cash of the Henry Council on Quality Growth to support their rollout of the Leader In Me program at a Henry County elementary

school. Students developed and recorded a promotional video and slide production, which the HCQG plans to use on their web and Facebook sites to promote the program along with marketing to future donors.

Students also partnered with Bejenae Kareem of the BK International Education Consultancy in developing materials including a new tagline, press release, flyers for future workshops, and a promotional video.



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Biology 1108: Dr. Stephen Burnett partners with W.H. Reynolds Nature Preserve

BIOL 1108 is the second Principles of Biology course for biology majors, which is also taken by students majoring in other STEM fields as well as post-baccalaureate students preparing for applying to medical school, dental school, etc. This course covers evolutionary biology and organisms and their interactions. A major component of this is ecology, where we study how the interactions between different groups of organisms.



This semester we worked with Reynolds Nature Preserve as a way to inform students about the existence of the preserve (a

significant proportion of the students had no idea that Reynolds existed), the work it does in the community, and to tie into the ecology theme of the course.

Class discussion focused on the problem of invasive species, which is major problem at Reynolds. Dr. Burnett up a series of work days at Reynolds where students had the chance to take part in maintenance of the preserve in various ways. To tie into the invasive species theme, some students took part in events to remove invasive plant species in conjunction with another PACE course (BIOL 2500) and the Reynolds Preserve Board of Directors.

According to the director of Reynolds, these students have been extremely helpful, providing numerous benefits to the preserve, including removal of invasive plants, cleaning up seven miles of road litter, clearing up drainage ditches to divert debris from the ponds in the preserve, helping with maintaining the preserve's vegetable garden and native tree identification field, and hosting a table at the Wild Azalea festival on April 9 where they talked about their PACE activities and PACE in general to several hundred visitors to the festival.



And what did the students think of the experience?

"At first, I was a bit skeptical to taking a PACE course but decided it was best because it's benefiting the community as well as my resume. I think the PACE program is an amazing way to get college students involved with the community.



I feel this way because as a student that has to do community service every year to keep

scholarships, this is a great way instead of searching for places to go."

"I enjoy the PACE program and I think it is a great way to get the students interacting and making a difference in the community. I also think BIOL 1108 is a good class to be doing the PACE program in since it ties in very well with what we are doing in class, such as invasive species."

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Biology 1151L: Dr. Jacqueline Jordan partners with the American Red Cross



When I first heard about the Partnering Academics with Community Education (PACE) program, I was so excited. Sometimes it's hard to encourage students to take the time to volunteer and give back to the community. With the PACE program, I could do more than encourage service learning but I could also play an important role by making the activities part of classroom learning. At first, I was very apprehensive and unsure about how I would have time to merge these activities in the class.

Since I was in high school, I was always fascinated and impressed with the great work done by the American Red Cross (ARC). When I moved to Atlanta several years ago, I was interested in becoming more involved in the community. I found the ARC Disaster Team (ARC-DAT). Volunteering with the ARC-DAT opened my eyes to how important all careers in responding to disasters. I was excited about incorporating the ARC-



DAT service learning experience in my Anatomy and Physiology course.

The ARC was excited about becoming a partner with Clayton State University (CSU) and our PACE program. They immediately gave me ideas of how to get the students involved in volunteering with the ARC.



At first, the course was such a challenge in trying to explain to the students how a PACE course works. It was very helpful to have a PACE student mentor talk help explain the concept to the students. The first orientation with the students and the ARC staff really stimulated their interest in the service learning project. The students were so excited about the project that they came to class early and even on Saturdays to get complete the PACE project. No matter the hard work and extra time needed to complete the projects they always had a smile on their faces.

Not only did students complete training to be DAT members, they also hosted Clayton State University Disaster Day on campus. Members of the Red Cross and local first responders including the Civilian Emergency Response Team (CERT) and Clayton County Fire and Emergency Team came to campus to share information on disaster preparedness.

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CRIT 1101: Dr. Sanjay Lal Partners with the Department of Athletics

In consultation with CSU athletics director, Ms. Merlene Aikens, Dr. Lal's class completed argumentative essays on topics dealing with health and wellness as it relates to the training student athletes undergo. After completing their essays and receiving instructor feedback, PACE Student Mentor Darrell Campbell arranged for members of the class to present their research to CSU student athletes as part of the athletics department monthly meeting on April 3rd 2016.

Students took turns presenting to the student athletes and engaged in interactive, open discussion with them on topics like the kinds of foods that should be avoided when training, the importance of having mental health resources available for student athletes, and the benefits of including yoga in one's training regimen. On April 29, 2016 student athletes visited the class as part of a follow up meeting and to give the CRIT 1101 students who were unable to make the April 3rd meeting an opportunity to fulfill the community engagement/service learning component of my class.

The students applied the communication and argumentation skills emphasized in the class to offer guidance and direction that can benefit the CSU athletics community. They indicated to Dr. Lal that such work helped them to better see the importance of the CRIT 1101 course objectives. Also, at the end of both formal meetings, student athletes expressed appreciation to my class for being made aware for the first of important issues relevant to their well-being.

Student Quotes:

"I enjoyed the PACE component of the Critical Thinking class. Thinking of a problem that Clayton State's student athletes may encounter and creating a solution to that problem was an interesting experience. I enjoyed meeting with our school's athletes because they seemed very engaged and interested in what we as a class had to present to them. "

"During this process of working to help the athletes, I learnt that it is very important to take care of yourself. It was a good course as it taught me how to think logically, so that I can help others in a way that is beneficial and most efficient; that when I write, the reader can get the information in the clearest and most helpful way possible. I will definitely take P.A.C.E. courses in the future. "

"I actually enjoyed the opportunity of being a part of the meetings and discussions that the athletic department were having at that specific time. "

"I'm extremely enthusiastic that I had the opportunity to become a part of the PACE program."

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PSYC 3170 and 3800: Dr. Eric Bridges partners with Kenyatta's Fresh Farm



Two of Dr. Bridges' classes this semester that were PACE courses. They were The Psychology of the African American Experience and Psychology of Social Justice. Both classes worked with Kenyatta Fleming's Kenyatta's Fresh Farm as well as his delivery to assisted living homes.

Each class had an option to either work on an actual urban farming co-op assisting with planting crops (and learning the intricacies of farming) or deliver fresh produce to the various homes. Preliminary feedback from the students indicates that they found both experiences to have added to their learning experience in ways that are hard to describe. Dr. Bridges really looks forward to continuing to work with this community partner.



NURS 4000: Dr. Charlotte Swint partners with the YWCA

NURS 4000 is the first clinical course in the school of nursing that was taught using a PACE format. The class has always had a community component, but this semester we focused on women's health advocacy. Each student identified the senator and representatives for the district where he/she lives. Each student then went to the state capitol and had the chance to interact with the legislators and observe the legislators in session. The students then wrote letters to the legislators. The advocacy director from the YWCA also came to campus



to talk with the students about how to write the letters. We followed a bill as a demonstration of how advocacy influences legislation. The students reported that they learned information that they will use in the future.

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PARA 2223 works with Normandy Neighborhood Association

Students in Antoinette Harris's Wills, Trusts, and Probate Law class conducted interviews, completed estate planning questionnaires, and drafted estate planning documents for residents of **Normandy Neighborhood Association**, a community affiliated with Habit for Humanity. This is the second semester Clayton State University students have had the opportunity to do so and have served over a dozen residents in need thus far. In the Legal Studies program hypotheticals are used quite frequently to assist students with comprehension of the material. Students really enjoyed the opportunity to have "real life" clients and even though they faced challenges in dealing with them, the students realized that this is what they may experience when they begin working professionally.

Student Quotes:

"The societal benefit of helping our client set his affairs in order by drafting his Will, Healthcare Directive, and General Durable Power of Attorney had the added benefit of making me feel good about being able to help in this way. I will probably look for volunteer work in my community in the future, which is something that I might never have considered prior to this experience."

"It was rewarding to see your efforts positively influence someone's life. This is significant not only for me, but anyone that does pro bono work because it is an important positive reinforcement for the work that you do and to continue doing it."

"It was interesting to see how the material that we studied in class was applied to prepare documents for an actual client. It was also very satisfying to know that our help benefited people who could have otherwise not afford the services that we provided."

"I think interacting with real client is a significant event for me this semester. Working with an actual client is much different from drafting document for a superficial client. The PACE program has given me the opportunity

to support my community."

"This was very significant for me in a variety of reasons. For one, the course with the personal hands on experience provided me with a new approach to my legal studies assignments. Knowing that the subject matter of the assignment was someone actual estate and any further mistakes could drastically affect someone will warned me to work on the assignment a certain diligence that I had not used before when completing these legal studies assignments."

"This service learning experience has been an interesting and informative one that I am glad to have had the opportunity to take part in. During the course of the project, my group encountered a few issues that I believe gave us a taste of the difficulties we may expect if we were paralegals working in the specialty of estate planning or probate."

"A significant event for me in the service learning experience was in the initial interview with our client. I was able walk her through the process of creating a will with the knowledge I obtained from the text to help her understand what decisions needed to be made to fulfill her final wishes. Being able to discuss the material and talk aloud about what I had studied in the text helped to reinforce the information for me. Also, my client was at an age that a Will was important and took careful thought, so it was very fulfilling to help her through this."

Community Partner Feedback:

"I have gotten many positive responses from residents for the opportunity to implement legal documents for them and their families. This was something many wanted to do in the past but could not afford to do so. I am sure there will be others inquiring about this service as residents spread the word."

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