



# Partnership for Community-University Competency Building

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# Abstract

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- Curriculum model integrates teaching and research to support grassroots organizations serving low-income, immigrant, and refugee communities in Seattle
- The model takes faculty and students out of the classroom and into the field for yearlong field-based learning via collective service/research initiatives, designed by faculty and students with agency staff participation



# Creation of Collaborative Learning Sites

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- Aimed at assisting capacity building for community-based and grassroots organizations in the Int'l District, Native American, immigrant and refugee, and African American communities
- Comprised of small, voluntary agencies that provide the first line of linguistic and culturally based services, often with limited funding and staff resources
- Lack of professional staff in these communities prevents them from being practicum sites for students



# New Central Building Practicum in Int'l District

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Faculty/Agency Directors created practicum sites in the multi-service neighborhood center:

- WA Alliance for Immigration and Refugee Justice
- Families Against Substance Abuse
- Int'l District Housing Alliance
- International Health Clinic
- Women & Family Safety Center
- Cross Cultural Health
- SafeFuture



# Native American Learning Site

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- Community representatives from Native American communities and MEP faculty work together.
- A similar learning site is being developed where faculty/students engage with native people for project design, outreach/advocacy, and “native way of learning” modules.
- One PAR product of these efforts is the video production, “Makah Whaling: Tribal Members Speak of History, Controversy, and Meaning.”



# Development of Collective Community Research Initiatives

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- Onsite faculty and students designed the integration of field-based learning via collective research/service initiative with agency staff participation.
- Research Initiatives:
  - Directly addressed one major research/evaluation need of community
  - Provided community access to faculty research expertise
  - Increased student access to applied research training and hands-on experience



# Examples of PAR Projects

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- Coalition Building in the Wake of TWO
- Expanding Home-bound Citizenship Tutoring
- Putting on a face on the housing trust fund:  
An impact study of housing trust funds on residents
- Where are your papers? Racial profiling of Latinos
- Listening to Mien Community: Youth Needs Assessment



# Examples of PAR Projects

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- Promoting Diversity in a Com-Based Arts Org
- Working with Elderly Immigrants from the former Soviet Union
- Dialogues with White People on Racism: Finding our roles in ending it
- Program evaluation: Homebuilders with Squamish Indian Tribe
- Musical Migration: Music as cultural preservation



# Extension of Community Access to Training

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- One example of this initiative is the 16 week long, grant-writing course taught at the agency: 13 staff and 7 students completed.
- Jointly funded by UW and Non-Profit Assistance Center:
- Training offers step-by-step instructions about grant-writing processes and competencies
- At the end of the course, 13 proposals were submitted and 6 of them were funded



Students and agency staff taking courses together



Staff and Student in the Grant Writing Class



# Wrapping of Academic Coursework

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- MEP faculty collaborated with human service professionals to substantially restructure MEP curriculum
- Academic coursework and research “wrapped” around field experiences
- Faculty-designed structured and impromptu learning experiences teach fundamental practices and research content in ways that capitalize upon field experience



# Restructuring of MEP curriculum

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- Advanced Foundation course of 6 hours/week for 5 weeks, allowing remaining part of quarter for modular courses in key areas of practice
- Series of six 5 week, intensive modular courses that focus on honing advanced practice skills
- 20 week-long combined social policy and participatory action research sequences, closely integrated with students' practica
- Course sequence culminates in collective capstone project that applies policy and action research skills to practical needs
- Five week "capstone seminar" integrates MEP principles and contents and a "conference" format opportunity to share projects

# Multiethnic Practice Concentration Curriculum

Week	Autumn										Winter										Spring									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
	<b>Introduction to Multiethnic Practice</b> 2 Credits 4 Hours x 5 Weeks					<b>Intergroup Dialogue</b> 2 Credits					<b>Ethnographic Interviewing I and II</b> 3 Credits					<b>Community Practice</b> 1 Credit (Second Section)					<b>Women and Poverty</b> 1 Credit									
	<b>MEP Policy</b> 2 Credits 2 Hours x 10 Weeks					<b>Community Practice</b> 1 Credit (First Section)					<b>Practice With Refugees</b> 1 Credit					<b>Workplace Diversity</b> 1 Credit					<b>Conflict Resolution</b> 1 Credit									
											<b>Field-Based Seminar on Multiethnic Participatory Action Research</b> 4 Credits 2 Hours x 20 Weeks					<b>Capstone Seminar</b> ALL														
											<b>MEP Practicum</b> 18 Credits 20 Hours x 30 Weeks																			



# What is PAR?

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- Three Key elements that distinguish PAR from traditional approaches to social inquiry:
  - People
  - Power
  - Praxis



# What is PAR?

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- PEOPLE centered in the sense that inquiry is informed by and responds to the experiences and needs of community people.

By “Community” we mean either geographic community or a community of interest – that is, people with similar experience or shared problems.



# What is PAR?

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- PAR is about POWER.

Power is crucial to the construction of reality, language, meanings and rituals of truth



# What is PAR?

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- PAR is also about PRAXIS.

The truth and appropriateness of the views and decisions of PAR cannot be tested other than in action.

The power to name the conditions of injustice must be accompanied by the power to act.



# Goals in PAR

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I see PAR as having three goals:

- Learning knowledge and skills relevant to the task at hand
- Developing relationships of partnership, alliance and coalition
- Engaging in effective action that wins victories and builds self-sufficiency.



# Functional Roles in PAR:

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Every PAR project has FOUR Functional Roles That must be filled in order to achieve those three goals.

- ANIMATOR
- ORGANIZER
- FACILITATOR
- PARTICIPATORY RESEARCHER



# What is the Animator?

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The animator's job may be the most general;

- part translator,
- part facilitator,
- part self-esteem builder,
- but in essence is to help people develop a sense that they and their issues are important.



# What is the Organizer?

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The Organizer role, as a catalyst, is to

- Stimulate people,
- Emphasize process over product
- Don't focus just on solutions to problems but also on human development



# What is the Facilitator?

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The Facilitator sets up situations

- that allow people to discover for themselves what they already know
- along with gaining for themselves new knowledge.



# What is the researcher role?

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The Participatory Researcher is the person who

- knows how to find the references quickly,
- can construct a survey blindfolded, and
- can create a research process either with strong guidance from community members, or in collaboration with them.