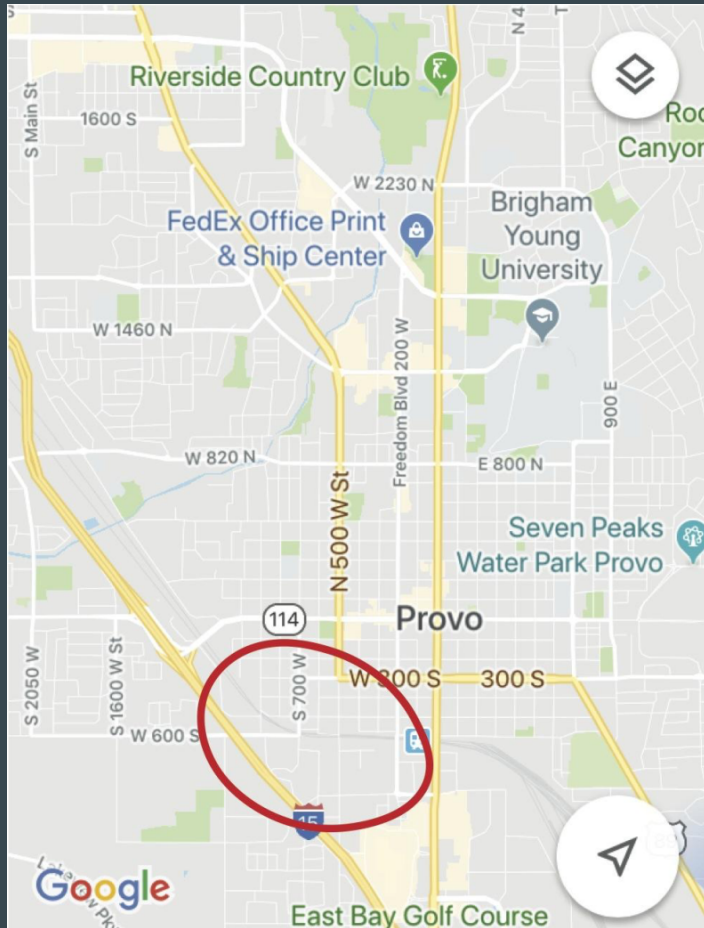# Designing Community-Based Interventions:
Lessons Learned from a Partnership with the South Franklin Community Center

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Katie Watkins
Brigham Young University
Provo, Utah

The Boulders and South Franklin Communities

# The South Franklin Community Center (SFCC)

- Run through the United Way + Americorps VISTA
- Programs for children and adults
- A community space
- One of various NGOs serving the community
but the only one located directly inside the community
        (Poor public transportation in the area makes th
    especially notable)
- Relies on short-term volunteers, often from BYU

Goals/Vision

- **Form a UC Links-style partnership with the SFCC**
    - Connect the SFCC and community to university resources
    - Build a lasting and sustainable relationship with the SFCC
    - Work with the SFCC/community to solve problems (a community-based approach)

- **Engage undergrad students in their local community**
    - Take students off campus to engage hands-on in the community
    - Help students learn and apply principles of sustainable community development
    - Provide students with research tools and opportunities for real-world research

SFCC: First Steps

- 2015 - Anthropology Field School
- May 2018 - Meeting with Stephanie, SFCC director
- Summer 2018 - Camp NEON and children's art class
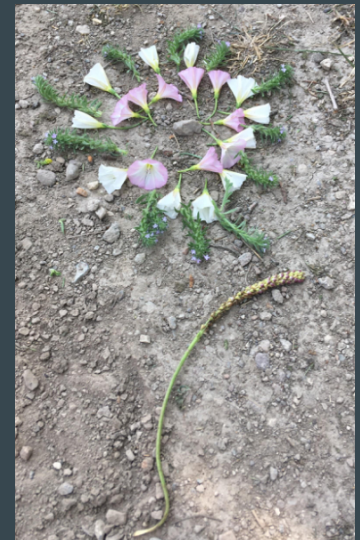
Resources and Inspiration

UC Links Community

- Last year's UC Links Conference
- UCSD: Visits to both LCM sites and the TCLC

BYU Campus

- Provo Lab
- Design Thinking minor
- Collaboration, Innovation, Design (CID) Group
- Collaboration with subject librarians

ANTHR 490R: Designing Community-Based Interventions

Three Content Focus Areas:

- Sustainable Development Practices / Pitfalls of Development
- Design Thinking
- Ethnography

- Integration and empathy building
- Observations as a participant-observer

- Formal and informal interviews
- Field notes and data collecting
- Data analysis

1. Empathize
2. Define
3. Ideate
4. Prototype
5. Test

Research. Design… Implementation?

Fundamental Question:

What can students reasonably accomplish within the semester course?

A Spiral of other questions:

Is focusing on research alone sufficient for our class purposes? For the

purposes of the SFCC and its goals?

Is there a way for us to shorten or mediate the research process?

Does every step of the students' journey need to be

authentic?

How much messiness is okay?

Course Design

21 students divided into 5 groups

CLASS TIME:

- 2 hours per week (MW 4-4:50); 3-credit class
- Lectures & guest lectures (fewer and fewer as time went on; many as requested by students)

- Independent group time

OUTSIDE-OF-CLASS / COMMUNITY TIME:

- 2 hours required per week in the community
- Field and/or background & theoretical research required each week

GROUPS

1. Education
2. Health and Well-Being → Teen Mentorship
3. Community Development → Community Empowerment
4. Law and Immigration → Communication
5. Open Group → Resident/Management Relations

FINAL GROUPS

Education
Teen Mentorship → Education/Teen Mentorship

Community Empowerment
Communication → Communication

Resident/Management Relations

Coursework:

- Light Readings / Videos
- Weekly Raw Data + Data Reports
- Weekly Reflection Papers
- Monthly Group Presentations
- Mid-Term Group Paper
- Final Group Paper
- Final Presentation (to the SFCC or other relevant entity)

Three Ways to "Evaluate" Results

1. Research done and data collected

2. Students' experience and takeaways

3. Final results / community impact / sustainability

Research Done and Data Collected

• Over 500 collective hours of ethnographic observations/participation in the community and at SFCC events

• 50+ interviews conducted

• A shareable database created with dozens of data reports representing months of both field and background research created

• Students volunteered with and piloted programs at the SFCC and larger community (Welcome Baby, Game Night, Computer Literacy, Children's Justice Center)

• Students artnered and communicated with community members, SFCC leadership, city officials, officials at three high schools, leadership at other local NGOs, and more.

• Student presentation(s) of research at academic conferences

Students' Experience and Takeaways

"It might be obvious to you but this class has really shown me that my project will be better researched when I put more time and energy into it. I'm used to doing half the effort to receive a good grade, but for this class, I must put in the hours and the time to carefully check for assumptions and read literature that opens my mind to new concepts...this is an important component to understand when working with people to better serve our community."

-- Courtney, Anthropology undergrad
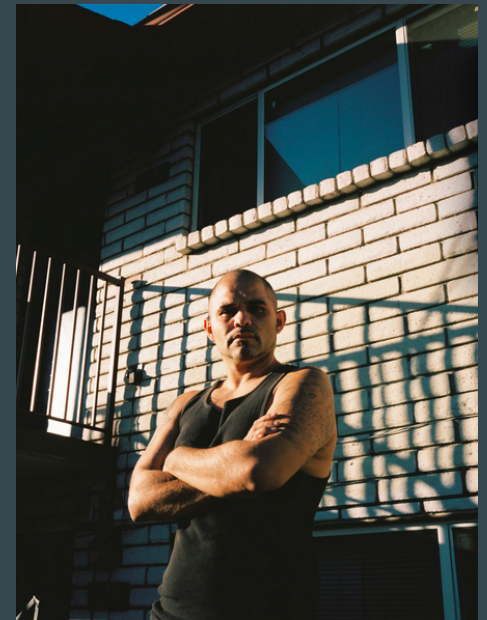
Resident/Management Relations

• Conducted numerous interviews with Boulders residents

• Worked with residents and Boulders management to improve the relationship between the two groups

• Gave final presentation to Boulders management detailing the experiences of residents and discussing possibilities for

Communication/Community Empowerment

• Worked with the SFCC to update and improve the SFCC's website and volunteer onboarding system

• Wrote a simple app (Google Forms + Excel) to manage volunteer sign-in, sign-out, and hours

• Created template for periodic training meeting for new volunteers

• Developed system for welcoming new volunteers and introducing them to the SFCC

Education/Teen Mentorship

• Designed an after-school mentoring program for teens (martial arts club + study hall).

• Focused on conceptual and logistical design (included finding a space and time for program, coordinating with BYU's YServe and Education Department for volunteers, writing grants, etc.)

• Continuing to work with the SFCC to put the plan into action.

• Presented their research in February at the Human Development Conference at Notre Dame
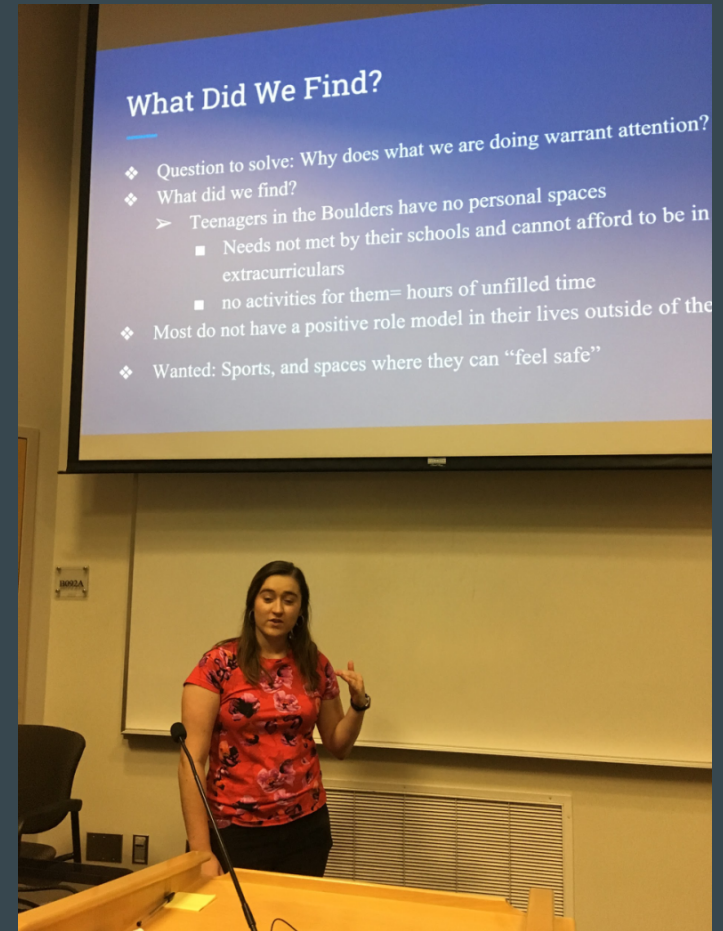
Next Steps

- DCBI class being taught again next fall
- Use feedback and experience to improve the class
- Continued support of students in their ongoing work
- Maintain relationship and connection with the SFCC