

Overview

Background and Purpose

Literature

Methods

Findings

Discussion

Implications



Image:
CSUEB.edu

Background and Purpose

How can social workers increase community involvement?

PEIL Diversity and Social Justice Planning Project

What motivates university students to advocate for their communities?

Social Work and Student Community Involvement

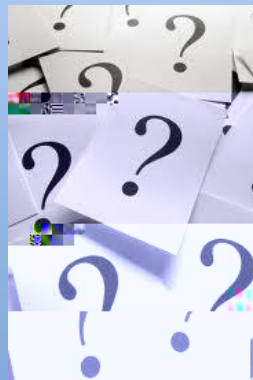
"Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities and other social institutions to individuals and social problems."

Preamble, NASW Code of Ethics



Research Question

What are the barriers to and motivators of community involvement at the university?
How does diversity influence the pursuit of social justice-oriented community engagement?





Methods

Focus groups: (n=47), 11 Groups: 6 undergraduate, 2 faculty, 2 graduate 1 staff, a total of 27 students, 8 staff, and 11 faculty

Student Cultural Orgs: 4-15 students per meeting, 5 clubs interviewed

Key Informant Interview

Recruitment Challenges: Access & follow through

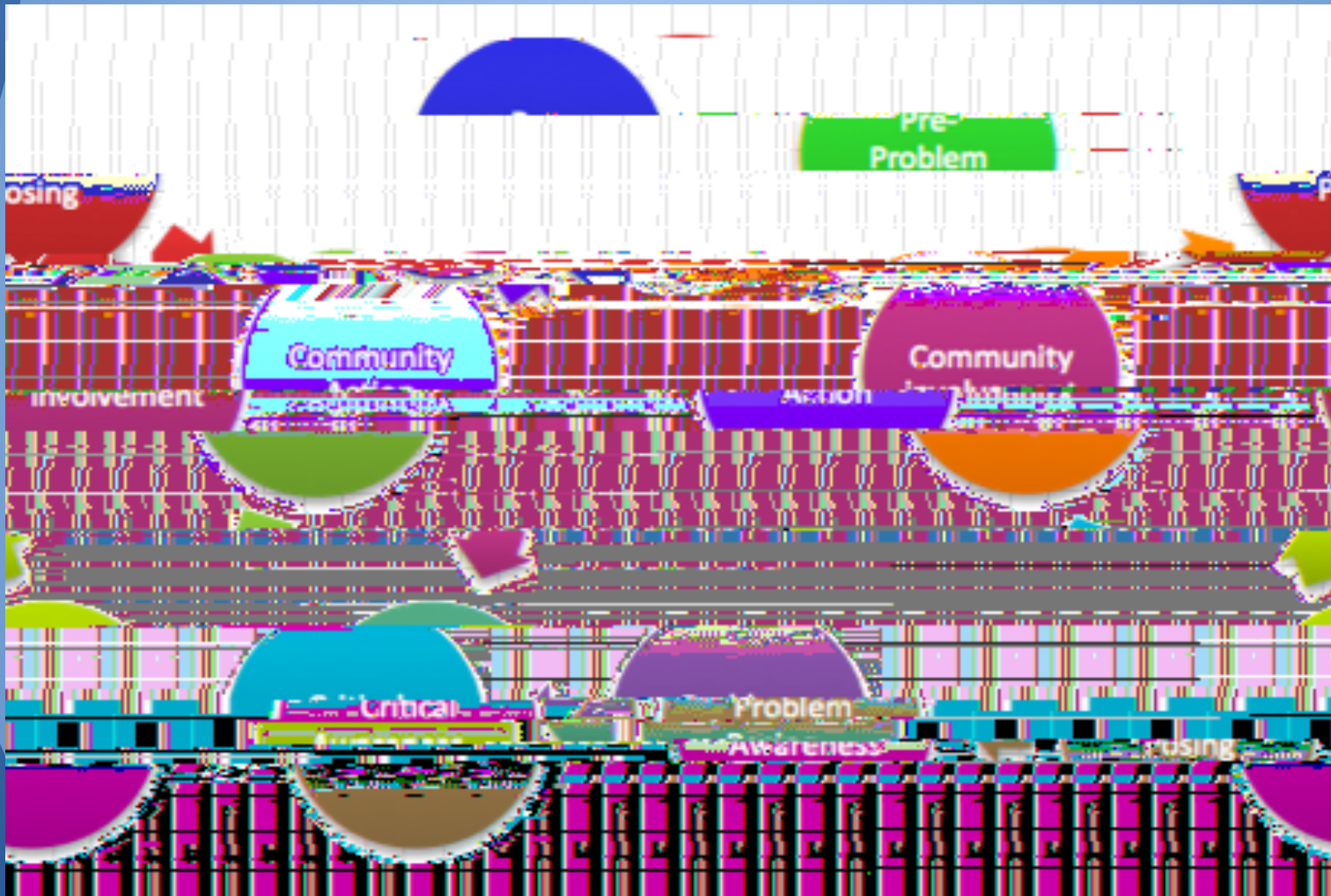
Methods

Sample Characteristics

Race/ Ethnicity of Focus Groups Participants

Race/ Ethnicity	Number of Participants
African American, Black	10
Caucasian/ white	11
Multiple Ethnicities	6
Latino/ Hispanic	8
Asian/ Pacific Islander	11

Model: Stages of Critical Community Involvement



Quotations: Motivators

Social Motivation

Got involved politically with the pop 30 just did tabling actually and that was fun because then you meet with all kinds of people.

Diversity

Just getting to know all these people from different schools, from different backgrounds, and just getting to know different traditions so that my ignorance level would be lower, it was just the most mind-blowing experience I had.

Quotations: Barriers

Curricular Implementation

I think that a lot of teachers do a pretty good job of saying, "Oh, these are the issues that need to be addressed in our community." But they don't do a very good job of telling us how to go about doing that.

Time and Socio-Economic Status

They are very busy, so when I hear, like we should incorporate classes with civic engagement, I'm like, "Oh, why don't you ask the students if they're already doing and civically engaged?" They're busy. They're feeding people. They're doing all that stuff, and then we turn around and say, "You have to do this," and they're going, "Why?"

Age and Social Support

..like I told them that I wanted to start a parent support group for transfer students. Instead of them guiding me to like something that already pre-existing or something they just gave me a big packet of papers and said hey go start your own club. I'm thinking to myself I don't want to start my own club. I don't want to do that.

Pre-problem Posing: *I feel that there is a sense of pervasive pessimism about the state*

Discussion: Barriers and Motivators

The research shows the importance of integrating *SES, culture, sexual orientation and age* into community involvement programming and curriculum

Interviews uncovered the need to *improve administrative policy* that influences student community involvement at CSUEB



Discussion: Stages of Critical Community Involvement

Strength-based

Importance of uncovering social justice issues and related diversity factors

Community involvement, problem posing, and critical awareness were the most discussed stages

The study contradicted literature on engagement "gap" of low SES minority students

Implications

Social Motivation and Belonging, Culture and Diversity, Modeling and Mentorship

Center connected to diversity/organized around multiple diversities, working with student orgs

Curricular Support, Faculty Commitment

Incorporate class assignments, support praxis learning, encourage advocacy

Time and Socio-Economic Status

Paid student positions, incentivize in class

University Policy

Sustainable budget, Departmental Goals

