

IDEATE

INNOVATE - DESIGN - ENGAGE AT TACOMA.EDU

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DESIGNING TO REIMAGINE OUR CURRENT HEALTH AND HUMAN SERVICE SYSTEMS

Lan Allison, Project Manager for Resilient Pierce County at United Way of Pierce County

This is United Way of Pierce County's (UWPC) second time working with Associate Vice Chancellor Dr. Divya McMillin and the Global Innovation and Design (GID) Lab. This year, UWPC and other local organizations partnered with Building Community Resilience to develop their own Resilient Pierce County (RPC) team, dedicated to bringing equity, justice, and change to the East Tacoma/Salishan and Franklin-Pierce communities.

RPC is committed to addressing the following bias-to-action plan: *Through the lens of equity, trauma, and resilience, how might we reimagine our current health and human service systems to support Asset Limited, Income Constrained, Employed (ALICE) families overcome poverty?* In collaboration with the GID Lab, we were able to ensure that equity was at the forefront of our work and data. We worked closely with Dr. McMillin and Program Administrator Krissy Kimura to scope out our work and prepare the foundations of pre-work to use in our annual From Poverty to Possibilities summit design thinking workshop.

WHAT'S INSIDE

PAGE 1: RESILIENT PIERCE COUNTY: Using design thinking to reduce barriers to essential services

PAGE 2: PLU ACT SIX SCHOLARS: designing for community unity and economic independence

PAGE 3: An INNOVATE TACOMA: snapshot



Participants prioritized top design challenges to move to prototypes during Workshop 2 on October 9, 2020

Our team wanted to reimagine health and human service systems to identify any gaps, barriers, and discrepancies when it comes to serving ALICE families, especially in light of COVID-19 and the effects of a worldwide pandemic. As with any large-scale project, our first step was to get out into the community and talk to those experiencing barriers first-hand. Through a series of virtual focus group and individual interviews, our team was able to gather vital insights, stories, and information about the challenges ALICE families are facing.

Designing to reimagine contd.

We sought to understand not only the challenges but also the ideas for solutions to address these gaps. And isn't that what human-centered design is all about? Putting the user at the forefront of the solution? The GID Lab team was then able to help us put together personas and empathy maps so we could better understand our audience.

But that wasn't the only step we needed. It was important that our RPC team, which is made up of service providers, also learned the process of how to handle design challenges. The GID Lab led two amazing design workshops for our team that allowed us to take the data and stories from the community and use it as a jumping-off point for prototyping and iterating tangible solutions. We were able to produce ideas that participants will further iterate on at the November 10 **From Poverty to Possibilities Summit**. More importantly, our team was able to learn the design thinking process, and how to integrate it into everyday work.

We are elated to continue to work with the GID Lab for our upcoming summit as well as future projects to bring justice and equity to the communities of Tacoma.

THE HERNANDEZ FAMILY
 (FAMILIA VALENTA, BILINGUE Y BIEN) - COMMUNITY HEALTH WORKER

AGE: 30-35
PROFESSION: Community Health Worker

BACKGROUND: The Hernandez family is a young family with two children, including one child with special needs. The father worked for the city and the mother has been laid off. While she can speak English, she struggles to read and understand it. Her husband speaks Spanish and English. They have a 10-year-old son and a 6-year-old daughter with special needs.

GOALS:

- To support the growth and development of their children, especially the child with special needs.
- To ensure that they receive the best healthcare and other services for their child with special needs.
- To be able to read and understand English.
- To be able to find a job that pays well and has benefits.

NEEDS/PROBLEMS:

- Not all necessary services are provided in Spanish.
- Not all necessary services are provided in English.
- Not all necessary services are provided in both languages.
- Not all necessary services are provided in both languages and in a format that is easy to understand.
- Not all necessary services are provided in a format that is easy to understand and in both languages.
- Not all necessary services are provided in a format that is easy to understand and in both languages and in a format that is easy to understand.

AFFINITY GROUPS: Family, Friends, Community, School, Church, etc.

COMMUNICATION METHODS: Spanish, English, Bilingual, etc.

ANDY CHEN
 (ANDY CHEN, BILINGUE Y BIEN) - COMMUNITY HEALTH WORKER

AGE: 30-35
PROFESSION: Community Health Worker

BACKGROUND: Andy Chen is a young man who is a community health worker. He is bilingual and has a strong background in healthcare. He is currently working for a community health center.

GOALS:

- To be able to read and understand English.
- To be able to find a job that pays well and has benefits.
- To be able to find a job that pays well and has benefits and in a format that is easy to understand.

NEEDS/PROBLEMS:

- Not all necessary services are provided in Spanish.
- Not all necessary services are provided in English.
- Not all necessary services are provided in both languages.
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AFFINITY GROUPS: Family, Friends, Community, School, Church, etc.

COMMUNICATION METHODS: Spanish, English, Bilingual, etc.

THE JOHNSON FAMILY
 (FAMILIA VALENTA, BILINGUE Y BIEN) - COMMUNITY HEALTH WORKER

AGE: 30-35
PROFESSION: Community Health Worker

BACKGROUND: The Johnson family is a young family with two children. The father works for the city and the mother has been laid off. They have a 10-year-old son and a 6-year-old daughter.

GOALS:

- To be able to read and understand English.
- To be able to find a job that pays well and has benefits.
- To be able to find a job that pays well and has benefits and in a format that is easy to understand.

NEEDS/PROBLEMS:

- Not all necessary services are provided in Spanish.
- Not all necessary services are provided in English.
- Not all necessary services are provided in both languages.
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AFFINITY GROUPS: Family, Friends, Community, School, Church, etc.

COMMUNICATION METHODS: Spanish, English, Bilingual, etc.

JESSICA MILLER
 (JESSICA MILLER, BILINGUE Y BIEN) - COMMUNITY HEALTH WORKER

AGE: 30-35
PROFESSION: Community Health Worker

BACKGROUND: Jessica Miller is a young woman who is a community health worker. She is bilingual and has a strong background in healthcare. She is currently working for a community health center.

GOALS:

- To be able to read and understand English.
- To be able to find a job that pays well and has benefits.
- To be able to find a job that pays well and has benefits and in a format that is easy to understand.

NEEDS/PROBLEMS:

- Not all necessary services are provided in Spanish.
- Not all necessary services are provided in English.
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COMMUNICATION METHODS: Spanish, English, Bilingual, etc.

Focus group and individual interviews allowed us to create personas for those experiencing barriers to health and human services.

DESIGNING FOR COMMUNITY UNITY AND ECONOMIC INDEPENDENCE

Kalyn Jones, Fall 2020 GID Awardee, and Staff

On October 17, 2020, students of Pacific Lutheran University's Act Six program, program director Melannie Cunningham and author-instructor Philip Jacobs, participated in a workshop conducted by the Global Innovation and Design Lab. The focus was barriers to economic independence and community unity that young people in our community are facing. This workshop was a new experience for most participants, as it was hosted entirely on Zoom due to the COVID-19 pandemic.

Act Six students identified barriers in the pre-work, and, during the workshop, transformed the top ten into design challenges to prototype solutions. A virtual workspace on MURAL was very effective for design thinking activities such as prioritization and ideation. Participants were each given four votes.



Students identify top barriers to economic independence and community unity on MURAL.

WE WELCOME YOUR IDEAS AND INVITE YOU TO GET INVOLVED IN OUR COMMUNITY PROJECTS! PLEASE CLICK THE LINK BELOW TO INNOVATE WITH US!

Designing for community contd.

and the four barriers with the most votes were selected for ideation. Top barriers to community unity were: 1. Zoom classes in the remote learning environment that made it difficult to build new relationships with peers, and 2. overwork and lack of self-care. The top barrier to economic independence was a lack of financial knowledge. All participants agreed a top barrier to both economic independence and community unity was systemic racism, making it hard to express oneself. Students shared examples of their experience with these barriers, especially overwork and discrimination.

Students were hesitant to speak up at first but gradually opened up about their challenges balancing work and school while trying to sustain themselves financially. One student spoke about his experience with racism in his job as a security guard. When expressing to his supervisor that he wanted a career in federal law enforcement he was told, "Please don't betray us, we can't afford another terrorist attack again." The student was struck by how his racial identity was stereotyped and said he learned he could not be his true self around everyone.



2019 design thinking workshop with Act Six Scholars -- we miss the big group photos!

After discussing the four top barriers, participants were given a 10 minute break and this break proved to be insightful. A Social Work student asked Professor McMillin how to handle being a woman of color in a predominately white institution. As the only Muslim

woman in most of her classes, the student wanted advice on how to respond when she is asked to speak on behalf of all Muslim women. She was tired of the repeated essentialization. Professor McMillin's advice was that the student could effectively move the important work of education and understanding back to the person by asking a simple question, "Why?" The question is a powerful way to challenge people to become aware of their own motivations and knowledge gaps in posing the question and expecting a person of color to speak for an entire group. Depending on the relationship with the person asking the question, it can represent an opportunity for true learning. Professor McMillin's final piece of advice was to "never lose your power as the author of your story." This Act Six student was not the only one who had experiences with racism, so this exchange benefitted a few of the other students who will be able to carry Professor McMillin's words with them into their future classes and careers.

After the break, the Act Six students and GID scholars broke into four separate groups to tackle one barrier of their choice. These groups had 20 minutes to brainstorm designs for overcoming these barriers

DESIGN JUSTICE NETWORK
EST. 2016

FROM A LENS OF EQUITY TO PRACTICE

- Design to sustain, heal, empower
- Center voice of those directly impacted
- Prioritize design's impact on the community
- Change is emergent from accountable, collaborative process
 - Designer is facilitator not expert
- Everyone is an expert of lived experience
- Design knowledge and tools are to be shared
- Design is for sustainable, community-led outcomes
- Solutions should be non-exploitative
- Design acknowledges what is already working

INSTITUTE FOR INNOVATION & GLOBAL ENGAGEMENT & DESIGN LAB

Dr. McMillin provides an overview of the Design Justice Framework to provide context for students.

MINOR IN INNOVATION & DESIGN: ENROLL NOW!

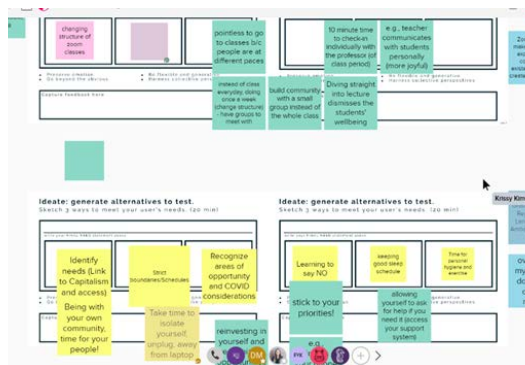
Interested in working with community and industry partners to solve real world problems? Students from all majors are encouraged to enroll!

For more information, visit our [website](#)

Designing for community contd.

using MURAL. The teams wrote their ideas on virtual sticky notes and shared them with the main group once their time was up. These ideas will be prototyped in Workshop 2, in November.

Once the groups had shared their ideas, Ms. Cunningham concluded the workshop by thanking everyone for attending, especially PLU's friends across town, UWT's GID Lab. Cunningham encouraged the students to develop the design skills they had learned in the workshop to continue to design solutions to help their community on and off-campus work toward economic independence and community unity.



Examples of group ideation using MURAL during Workshop 1.

INNOVATE TACOMA: UPDATE

The GID Lab continues its *Innovate Tacoma* series to spark creative problem solving and deliver innovations through the pandemic. Below are updates on our current projects.

South Sound Together: Next Leaders Initiative

In October, the GID Lab hosted two workshops with 35 students and staff from UWT, Bates Technical College, and Tacoma Community College (TCC), as well as members of South Sound Together (SST) leadership to address: *How might we increase the number of young people who aspire to civic leadership in the South Sound?*

We're thrilled with the results of the workshops and active participation from all. We look forward to collating our results to share with SST leadership and to continuing the conversation at the regional youth forum to be hosted

APPLY TO BE A WINTER 2021 GID AWARDEE!

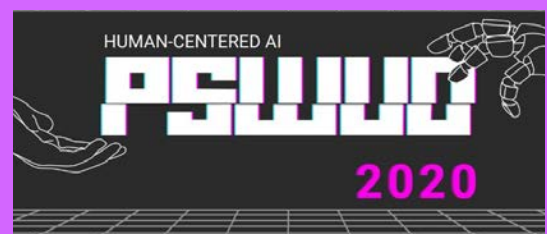
Interested in getting hands-on design thinking experience working with local community partners on real-world problems? Apply [HERE!](#) Applications accepted on a rolling basis.

by TCC and Bates Technical College.

United Way of Pierce County

The GID Lab is ramping up in anticipation of United Way of Pierce County's (UWPC) annual From Poverty to Possibilities Summit on Tuesday, November 10. Over 280 participants are expected to join our design thinking workshop on equitable solutions to health and human services.

In preparation for the event we will be hosting a facilitator training workshop this Friday, November 6 to prepare 40+ facilitators for our interactive, hands-on workshop to move ideas to solutions. Participants will be separated into 40 breakout rooms, each with a trained facilitator to create 3D prototypes. Groups will have the opportunity to share their best idea with the larger audience as we wrap up the event. We're looking forward to November 10!



THE GID LAB IS A PROUD SPONSOR OF THE ANNUAL PUGET SOUND WORLD USABILITY DAY.

[Registration](#) is open now for the virtual event on Thursday, November 12! Receive \$5 off using promo code: **WUDPartner**