



## USDA-CSREES 2005 National Water Quality Conference

### Pacific Northwest Water Quality Monitoring Short Course

*Abstract: Situation: Natural resource professionals throughout the Pacific Northwest frequently find that they need to do water quality monitoring, but lack the necessary training.*

**Objectives:** To prepare individuals responsible for water quality monitoring to plan and carry out these project.

**Methods:** A 2 ½ day workshop covered the following topics:

- o Gathering background information;
- o Determining which variables to measure;
- o Selecting methodology and establishing quality control;
- o Managing data; and
- o Working with volunteers as part of the monitoring team.

Lecture time was minimized. Two watershed exercises were use as group activities, and four outdoor lab activities were set up. A novel educational approach was also used: This workshop was "paperless" (well, almost). This modeled the conservation of natural resources, and participants were not distracted by handouts, but engaged in the activities. Participants receive a CD with all the PowerPoint presentations, files for printed material, website links, and additional resources that were recommended at the training.

**Partnerships:** The Pacific Northwest CSREES Water Quality Coordination Team conducted the workshop, with assistance from the National Volunteer Water Quality Monitoring Project. OSU Watershed Extension and Oregon Department of Environmental Quality staff helped significantly with planning and delivery of the workshop. Other participants came from county Extension, watershed councils, tribes, SWCD and non-profit groups.

**Integration of Research, Teaching, and Extension:** Researchers shared case studies and research methodology in an Extension Education setting to participants who will in turn be doing outreach and local research project related to water quality monitoring.

**Results:** Thirty-one people participated in the Water Quality Monitoring Short Course held in Canby, Oregon during July 2004. Informal evaluations indicate that the training was valuable, appreciated, and considered to be of high quality. Long-term effectiveness evaluations are planned after there has been sufficient time for participants to apply what they learned.

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