

2014 OACS Global Program Report

London, England
June 11 - July 11, 2014
Office of Active Citizenship & Service
University of East London
London Borough of Newham
Barts NHS Health Trust
Vanderbilt Medicine, Health & Society
Site Leader: Lauren Moon



GLOBAL
SERVICE LONDON

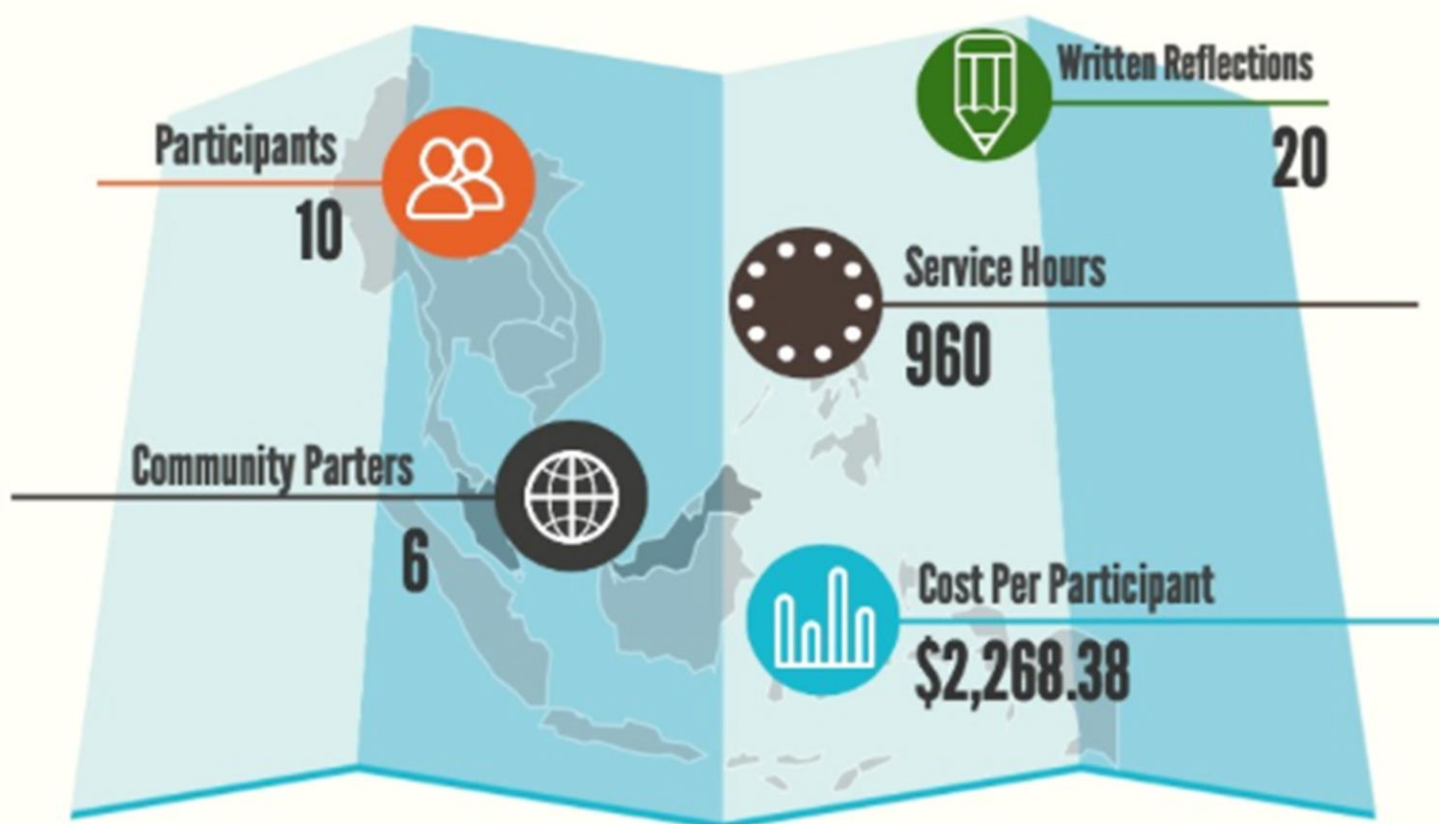
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2014 OACS GLOBAL SERVICE LONDON



Partnered with the UEL,
LBN, and Barts NHS
Health Trust

Accommodations at Queen
Mary University of London



LEARNING OUTCOMES

CONCEPTUALIZE SERVICE EXPERIENCE IN THE CONTEXT OF THE LONDON SOCIO-POLITICAL AND CULTURAL ENVIRONMENT

LEARN TO SERVE THE NEEDS OF OTHERS THROUGH INTENTIONAL OBSERVATION AND ACTIVE LISTENING TO A COMMUNITY'S SELF-IDENTIFIED NEEDS

UNDERSTAND AND VALUE THE DIVERSE BACKGROUNDS AND PERSPECTIVES OF THOSE OFFERING AND RECEIVING SERVICE.

ENCOURAGE CRITICAL THINKING THROUGH EXAMINING DEEPER ISSUES RELATED TO EQUITY AND JUSTICE IN SOCIETY

EMPOWER STUDENTS TO REALIZE THEIR OWN POTENTIAL TO AFFECT COMMUNITY CHANGE WHILE MAINTAINING HUMBLE APPRECIATION OF THE CHALLENGES OF IMPACT

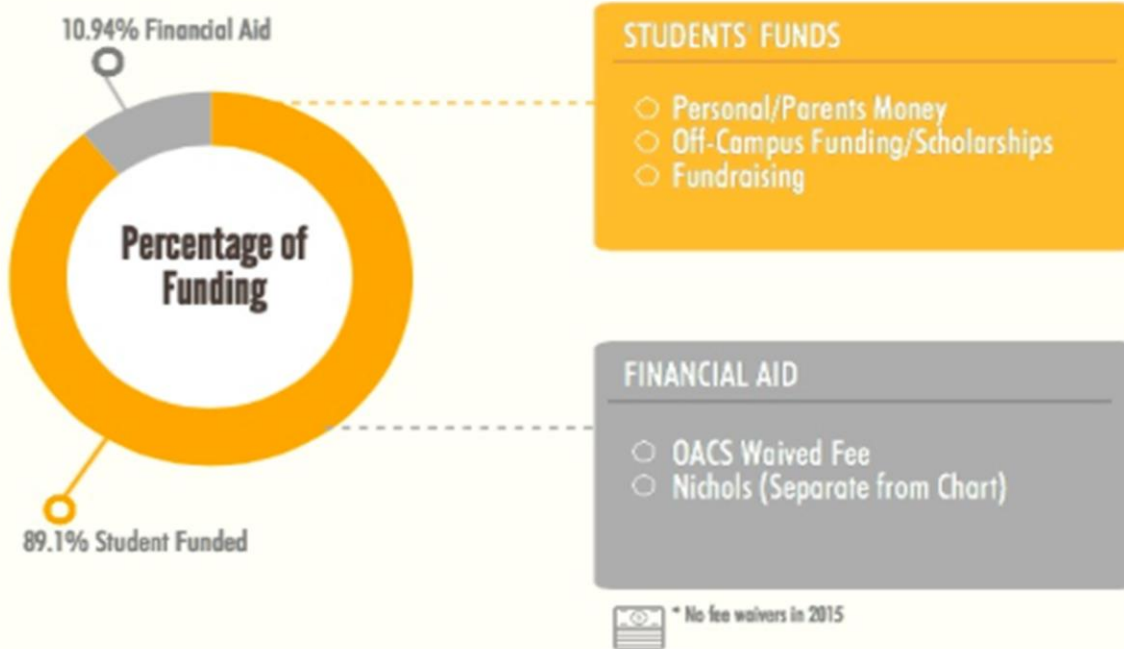
ABILITY TO APPLY LEARNING TO FUTURE PROJECTS AND BROADER ISSUES SUCH AS SOCIAL RESPONSIBILITY, PUBLIC POLICY, AND CITIZENSHIP

INSPIRE REFLECTION, WHICH EXTENDS TO A DEPTH THAT COULD NOT BE PREDICTED OR REQUIRED AND CHALLENGES PRECONCEPTIONS AND ASSUMPTIONS IN ORDER TO EXPLORE RESPONSIBILITIES AS CITIZENS

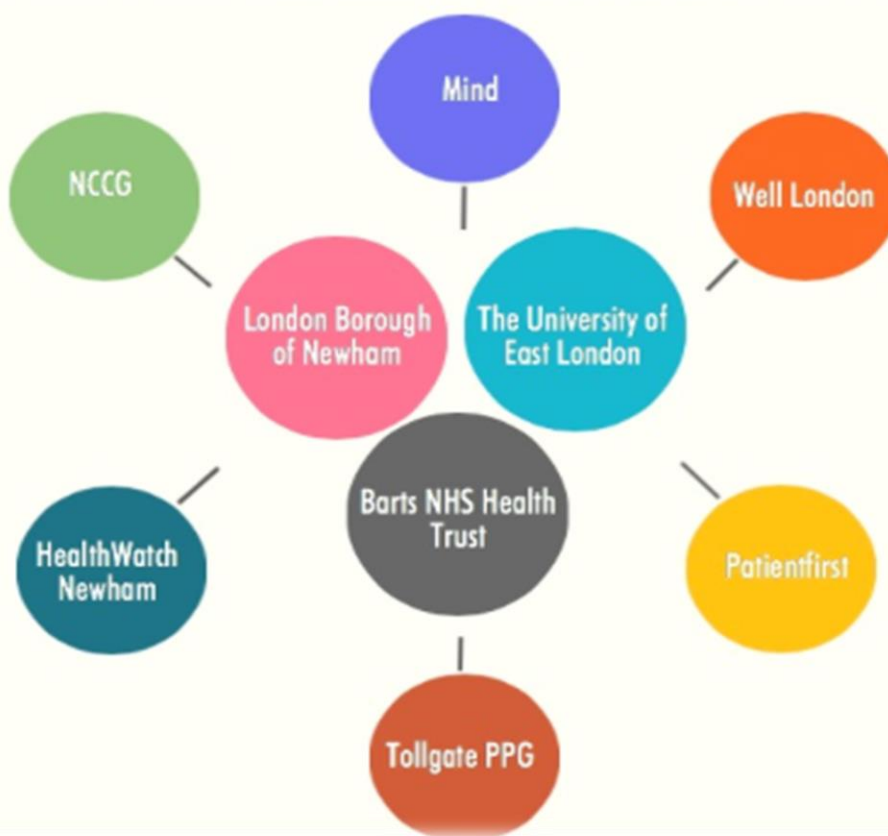
DEVELOP INTERPERSONAL SKILLS IN CONFLICT RESOLUTION AND GROUP DECISION-MAKING

UNDERSTAND THE ROLE OF OVERSIGHT AND ACCOUNTABILITY IN DEMOCRATIC POLICY-MAKING PROCESSES.

FUNDING SOURCES



COMMUNITY PARTNERS



2014 LONDON COHORT



Emily Arnold



Garrah Carter-Mason



Madeline Crank



Madeleine Hebert



Anna Hill



Virginia Hite



Angela Mosley



Susanna Pilny



Jori Turner



Sonal Walia

EXPERIENCE

INTERNSHIP

VOLUNTEERING

SERVICE
LEARNING



ON THE PLUS SIDE

Exploring London
Group Bonding
Volunteer experience
NHS & Parliament opportunities
Diversity and culture
Policy and public health projects



ON THE DOWNSIDE

Unorganized placements by UEL
Dorms on separate levels
Expensive food
Leaky shower

IN A WORD...



A FEW TIPS FOR NEXT YEAR



FOR SPRING SEMINARS

Keep seminar timing consistent and ensure that time works for entire cohort



FOR LOCAL PARTNER

Match students to volunteer sites with plenty of time in advance for sites to prepare



FOR OACS STAFF

Ensure that staff member is connected to students' supervisors at sites



FOR SITE LEADER

Arrange room at Queen Mary ahead of time for reflection sessions

FOR MORE INFO, VISIT:

<http://www.vanderbilt.edu/oacs/programs/oacs-global-service-projects/london/>

A PROJECT BY:

Office of
**ACTIVE CITIZENSHIP
& SERVICE**

IN PARTNERSHIP WITH:



Barts Health **NHS**
NHS Trust

II. 2014 LONDON COHORT

Emily Arnold	• Junior
Garrah Carter-Mason	• Senior
Madeline Crank	• Junior
Madeleine Hebert	• Junior
Anna Hill	• Sophomore
Virginia Hite	• Sophomore
Angela Mosley	• Junior
Susanna Pilny	• Senior
Jori Turner	• Senior
Sonal Walia	• Junior

“My definition of world citizen has been expanded as a result of this trip to London. While working in East London it became apparent that there are many connections between the UK and the US and similar problems in both countries surrounding low income communities and immigrant communities. After experiencing these similarities first hand, I think the idea of being a world citizen that is aware of and actively responding to world issues has become more important to me. I have realized how interconnected the world is and have seen how important making a conscious effort to consider the impact made in and outside of your home country is.”

III. SERVICE SITES & ACCOMMODATIONS

Service Sites

Healthwatch Newham

Student Volunteer: Sonal Walia

Healthwatch Newham is an independent health and social care consumer champion created to gather and represent the views of the public who use the services. Healthwatch Newham plays a role at both national and local levels and ensures that the views of the public and people who use health services are taken into account.

Newham is an area with one of the lowest life expectancies and the highest prevalence of TB and HIV in the UK. In Newham, historically a borough of transient population, individuals can be unregistered and living in poor housing conditions. To support health and social care practitioners, Healthwatch Newham tackles a number of disparate and complex health issues by working with stakeholders, partners and the local community in shaping care pathways and services that reduce and eliminate health inequalities.

MIND

Student Volunteers: Virginia Hite, Anna Hill, Susanna Pilny

Mind is non-profit NGO focused on provide mental health support while reduces stigmas associated with mental health care in the UK. Mind works to support and empower those experiencing mental health problems through campaigning to improve services, raise awareness and promote understanding.

Mind seeks to promote wellness among those who are likely to develop mental health problems, to empower people to make informed choices about their mental health care and recovery, to ensure people get the right services and support at the right time to help their recovery and daily lifestyle, to help those with mental health problems be able to fully participate in society, to gain equality of treatment for all, and to build a culture of mental health excellence.

Newham Clinical Commissioning Group

Student Volunteers: Jori Turner and Angela Mosley

NHS Newham Clinical Commissioning Group maintains responsibility for planning and commissioning a range of health services, including Secondary Care and Community and Mental Health Services for Newham residents and visitors to the Borough.

The mission of the NCCG is to work in partnership with the community and local health stakeholders to understand local health needs to deliver high quality services which meet the needs of the local population. NCCG aims to improve health outcomes through developing models of integrated care and focusing on prevention, reducing inequalities and improving accessibility, reducing quality variation, and ensuring equity of Health and Wellbeing outcomes.

Patientfirst

Student Volunteers: Garrah Carter-Mason and Madeline Crank

Patientfirst a social enterprise service based at Stratford Village GP practice delivering a range of out-patient clinics there and at Liberty Bridge practice E20. Patientfirst uses intelligent monitoring of more than 150 different indicators to direct their resources to where they are most needed. Their analysts have developed this monitoring to give our inspectors a clear picture of the areas of care that need to be followed up within an NHS acute trust. Together with local information from partners and the public, this monitoring helps them to decide when, where and what to inspect.

Each year, Patientfirst visits all NHS trusts and independent providers who care for people whose rights are restricted under the Mental Health Act to monitor the care they provide and check that patients' rights are met. Immediate concerns raised by patients on those visits are discussed, if appropriate, with hospital staff. Inspected services include Appleby Centre, Gateway Surgical Centre, Glen Road Medical Centre, Greengate Medical Centre, Star Lane Medical Centre, and Stratford Village Surgery.

Tollgate Medical Centre PPG

Student Volunteers: Madeleine Hebert

Tollgate Medical Centre's Patient Participation Group (PPG) was set up to give two-way feedback on patient service provision at the health centre. The Centre was established in 1983 and currently has a diverse patient population of over 15,000. Since its formation in April 2013, the PPG along with a GP representative and the Centre's practice meet monthly to discuss issues and suggestions on how the centre can mutually meet the needs of patients and GPs.

The PPG was used as a starting point for developing the Centre's annual patients survey before being distributed to all patients. The PPG assisted the Centre in constructing questions that may provide useful insights into how patients view the Centre and any suggestions for improvements to services.

Well London

Student Volunteers: Emily Arnold

Well London is an effective model to deliver engaging health and wellbeing programmes that improve the health outcomes of communities. Community development principles are embedded within the model and are used as an effective mechanism to involve communities to understand their needs and develop solutions, facilitate health behavior change, and inform and integrate service delivery. Well London envisions a world city of empowered local communities, who have the skills and confidence to take control of and improve their individual and collective health and well-being.

The mission of Well London is to develop robust, evidence-based models and benchmarks for community action for health and well-being that will influence policy and practice to secure real enhancements to well-being and reductions in health inequalities across all communities in our capital city and beyond.



Accommodations



MAYNARD & VAREY HOUSES



100 Single Rooms in Each

Details

- Situated within the Mile End Campus
- Internet connection in all rooms
- All rooms have washbasins
- Room furnishings: bed, wardrobe, desk and chair, bookshelves, pin boards, desk lamp, curtains, smoke detectors
- Fitted kitchen with furnished dining area
- Kitchen equipment: oven/hob, fridge/freezer, microwave, kettle, toaster, ironing board, heat detectors
- Shared bathroom: bath, shower, toilet
- Cleaning service: communal areas daily (Mon to Fri)
- Use of launderette within the Campus
- Security patrols
- Residential Support Cover
- 2 lifts in each building
- 24 hour support from France House Reception, Mile End Campus

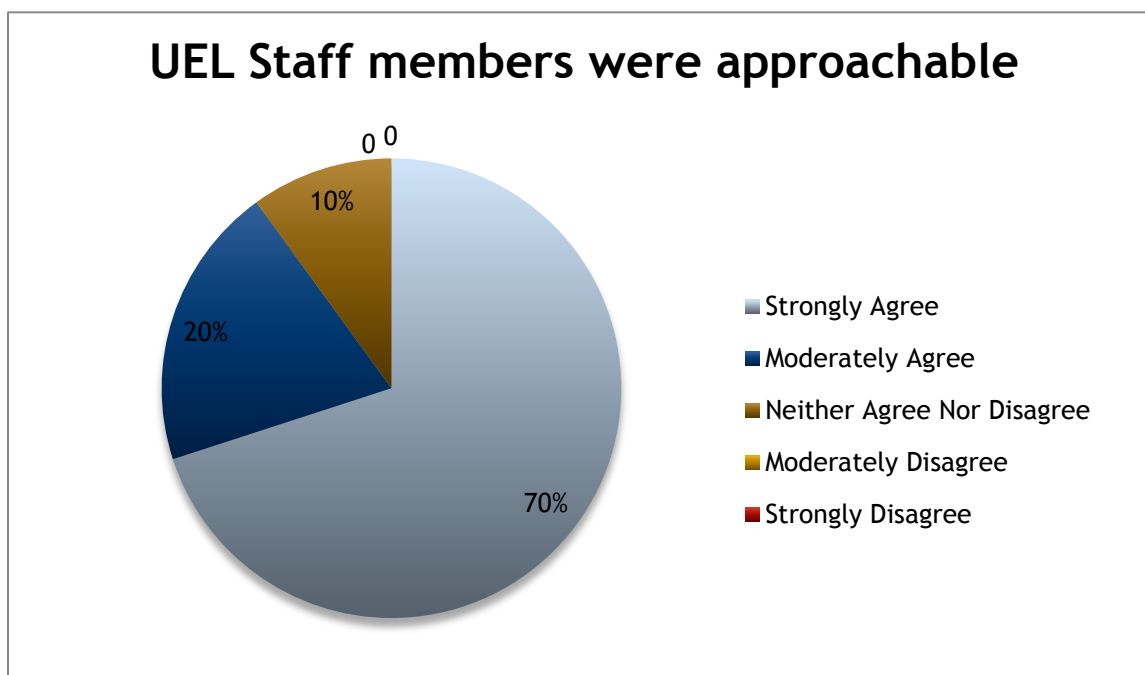
IV. LOCAL PARTNERSHIPS

Organization: University of East London (UEL)

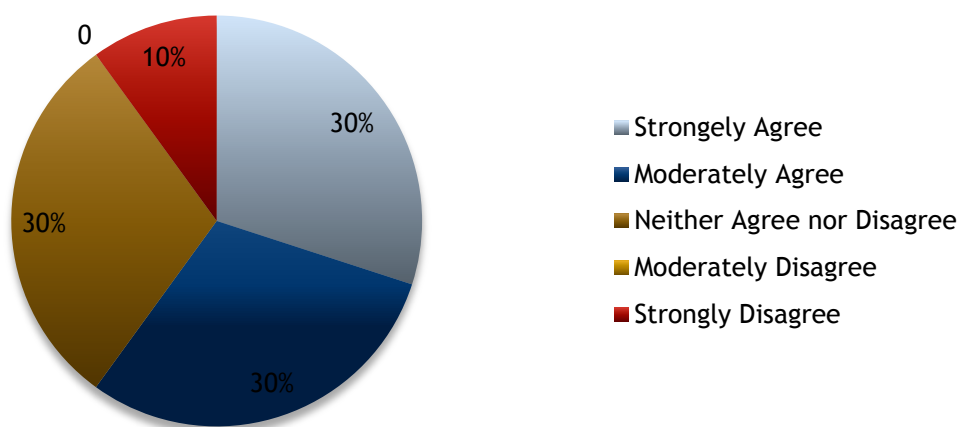
Coordinator: Danielle Bailey

Role: The Employability and Enterprise team at the University of East London (UEL) was the primary partner in matching Vanderbilt students with health-related non-profits working in East London. UEL also recruited a cohort of UEL students to volunteer at placements alongside Vanderbilt students. UEL also arranged for the students to meet the Chancellor and Vice-Chancellor of UEL, Lord Gulam Noon and Professor John Joughin. As part of this arrangement, students had the opportunity to visit Parliament and sit in on sessions of both the House of Lords and the House of Commons. Through UEL, Vanderbilt students also met with Howard Dawber, Senior Advisor to the Canary Wharf Group, who discussed the birth of Canary Wharf and the economic background of East London.

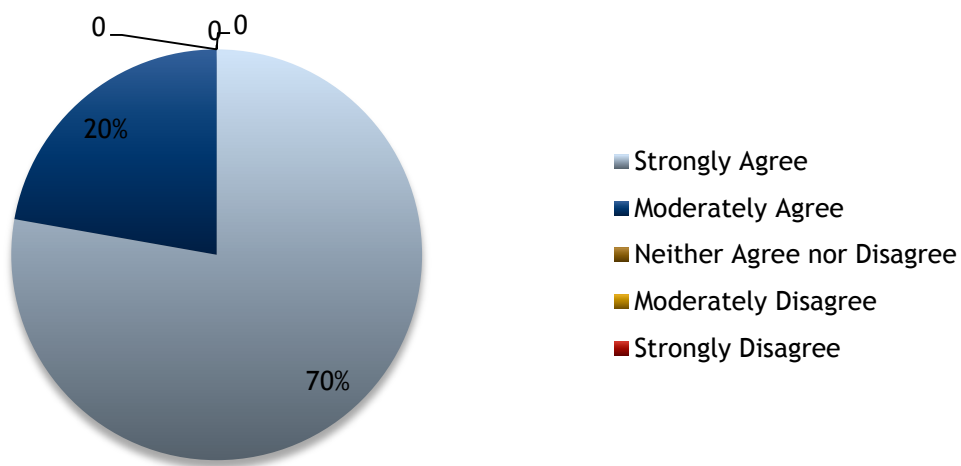
Assessment Highlights:



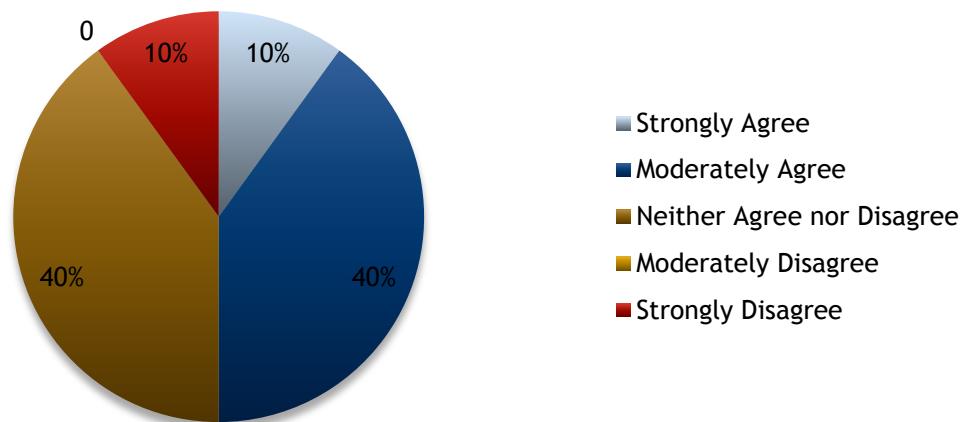
UEL staff members dealt adequately with problems/issues



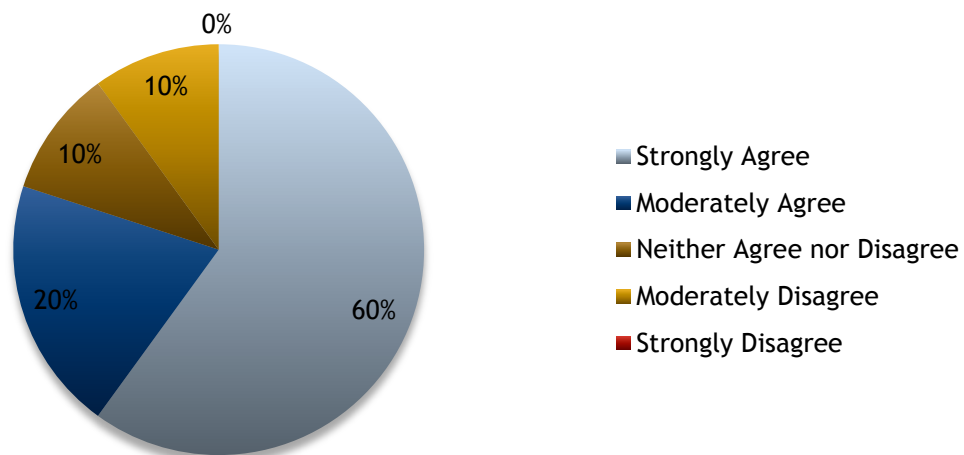
UEL staff members treated all students equally and fairly



UEL staff members were well-organized and gave clear explanations



UEL staff members were an asset to the program



Organization: London Borough of Newham

Coordinator: Hafsha Ali

Role: The Overview and Scrutiny team at the London Borough of Newham assisted in arranging valuable opportunities for Vanderbilt and UEL students to meet and learn from key players in health and government in both Newham and Greater London. Opportunities included:

- Newham Government & Public Health Policy Orientation - General welcome briefing and Q&A session. An opportunity for students to learn about Newham, the policy challenges it faces and the role/work of the Council in delivering better outcomes.
- Seminar by Dr Graeme Betts - Dr Betts is the Executive Director of Strategic Commissioning and Community at the London Borough of Newham. From February 2006 to March 2009, Graeme was the Strategic Director for Adult, Health and Community Services at Warwickshire County Council. Before this, he held a range of posts within local government and the NHS. Dr. Betts led an informative seminar introducing Vanderbilt students to the structure and functions of the NHS.
- Health and Wellbeing Board Meeting - Vanderbilt students were invited to attend a session of the Health and Wellbeing Board (A Board of all the senior officials of the major health organisations in Newham) and thus gained an insider's perspective into health and wellness initiatives in East London.
- Overview and Scrutiny Committee Meeting - Students participated in a seminar and Q&A introduction to governance and decision-making with Hafsha Ali and Newham Councillors followed by observation of Overview and Scrutiny Committee at 7pm, East Ham Town Hall.

- Public Health Seminar with the Director of Public Health - Vanderbilt students met with Professor Susan Milner, interim Joint Director of Public Health for the Borough of Newham, to discuss public health in Newham and the UK at large.
- Parliament visits - During their first visit to Parliament, students had the singular opportunity to meet with MP Stephen Timms. MP Timms gave some background on the Borough of Newham and provided an internal perspective on the relationship between the NHS and the national government. Students visited Parliament a second time on the 4th of July for an informational seminar about Parliament, itself, and the inner workings of the British government.

Organization: Barts NHS Health Trust

Coordinators: Andrew Attfield, Sangeeta Sengupta, and Alda Vieira

Role: Barts NHS Health Trust is the largest NHS Trust in the UK serving a population of 2.5 million in east London and beyond. The Trust, established on 1 April 2012, consists of six local hospital sites: Mile End Hospital, The London Chest Hospital, The Royal London Hospital, Newham University Hospital, St Bartholomew's Hospital and Whipps Cross University Hospital.

Vanderbilt students partnered with Barts NHS Health Trust on the 205 Flags Project, an EU funded initiative supported by partners including Active Newham and Groundwork London which provides a range of free opportunities to Newham residents holding non-UK passports in order to support their integration through health and wellbeing, ESOL, and employment support. Vanderbilt students designed, planned, and implemented four health and wellbeing workshops for Newham residents focused on coronary heart disease, diabetes, smoking, and vitamin D deficiency.



VI. LEARNING OUTCOMES

Conceptualize service experience in the context of the London socio-political and cultural environment.



Learn to serve the needs of others through intentional observation and active listening to a community's self-identified needs.



Understand and value the diverse backgrounds and perspectives of those offering and receiving service.



Encourage critical thinking through examining deeper issues related to equity and justice in society.



Empower students to realize their own potential to affect community change while maintaining humble appreciation of the challenges of impact.



Ability to apply learning to future projects and broader issues such as social responsibility, public policy, and citizenship.



Inspire reflection, which extends to a depth that could not be predicted or required and challenges preconceptions and assumptions in order to explore responsibilities as citizens.



Develop interpersonal skills in conflict resolution and group decision-making.



Understand the role of oversight and accountability in democratic policy-making processes.

VII. ASSESSING OUTCOMES

Vanderbilt students described their experience in London as...



Best aspects included: “getting to know and having discussions with the rest of the cohort; meeting new people; learning about the NHS; seeing policy and public health projects in action; experiencing London; my volunteer experience; sitting in on the House of Lords; the diversity both in our group and in London in general; research health programs; British culture; 205 Flag presentations; learning about Newham...”

Connecting Data to Learning Outcomes

Pre-Assessment: 5 Responses | Post Assessment: 10 Responses

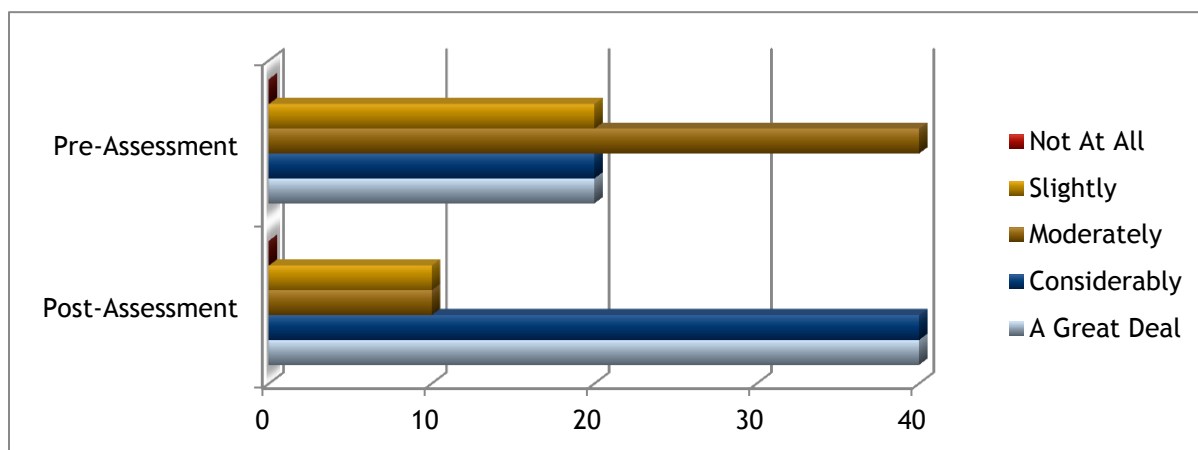
Learning Outcome 1:

Conceptualize service experience in the context of the London socio-political and cultural environment.

Percentage of participants who feel that they ***developed an understanding of another country and its culture*** considerably or a great deal.

Pre-London Global Service: 40%

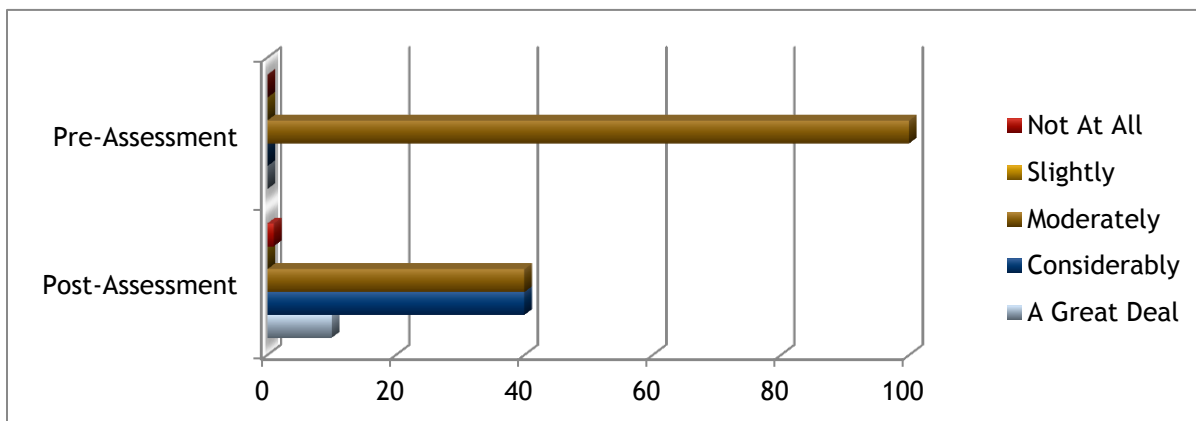
Post-London Global Service: 80%



Percentage of participants who feel that they understand ***attributes of cultures and belief systems different from their own*** considerably or a great deal.

Pre-London Global Service: 0%

Post-London Global Service: 80%

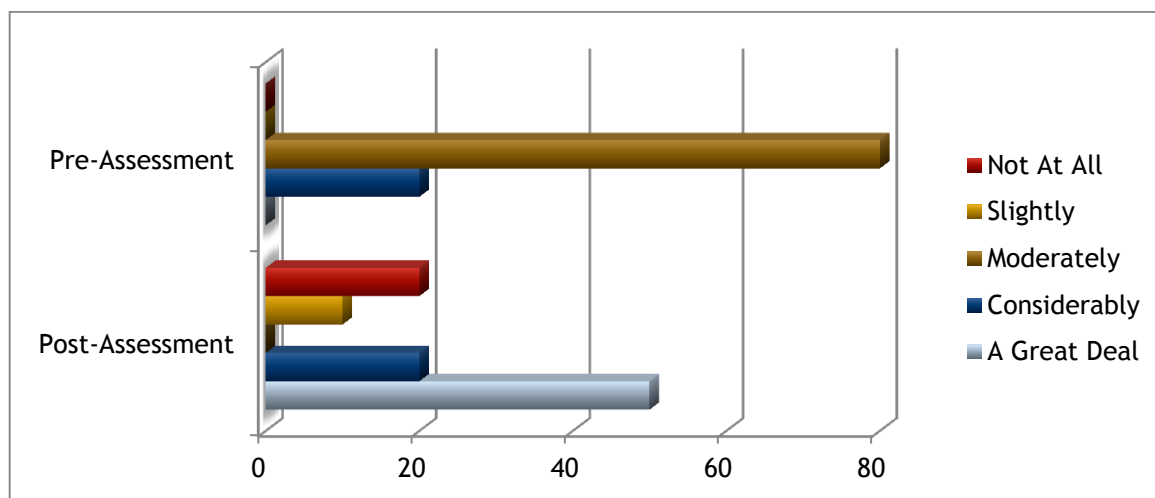


Learning Outcome 2:

Learn to serve the needs of others through intentional observation and active listening to a community's self-identified needs.

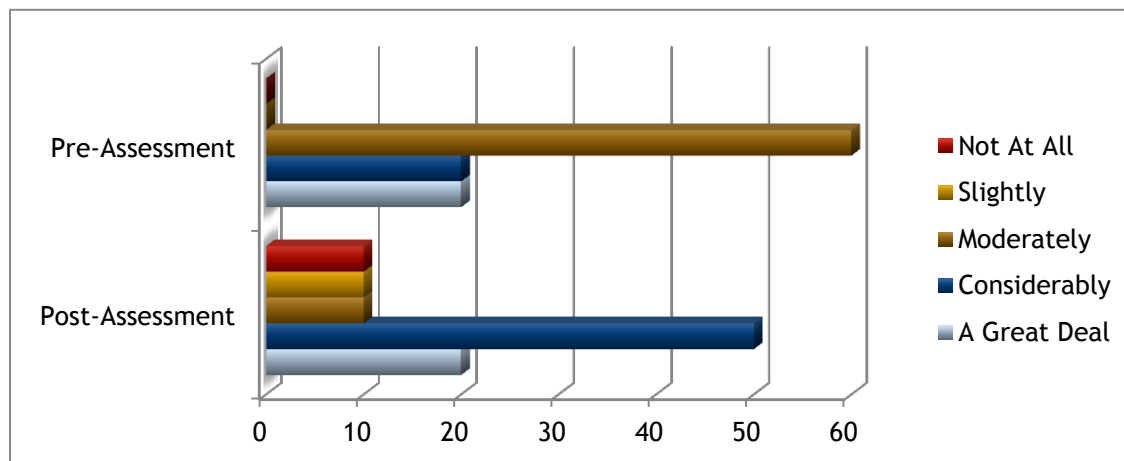
Percentage of participants who feel that they had the opportunity *to establish mutually beneficial and rewarding relationships with someone/others from a different culture* considerably or a great deal.

Pre-London Global Service: 20%
Post-London Global Service: 70%



Percentage of participants who feel that they can *identify with people of different backgrounds and/or social structures* considerably or a great deal.

Pre-London Global Service: 40%
Post-London Global Service: 70%



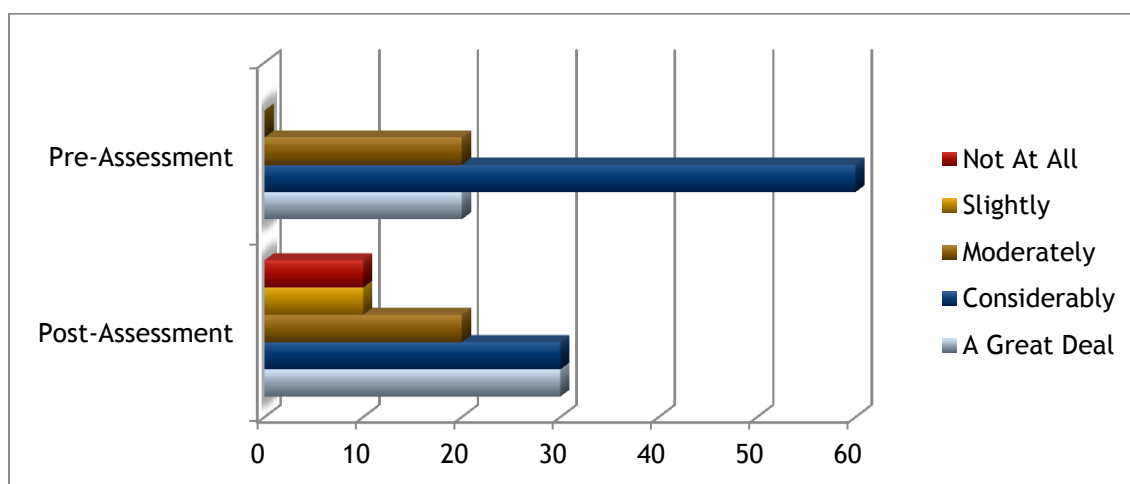
Learning Outcome 3:

Understand and value the diverse backgrounds and perspectives of those offering and receiving service.

Percentage of participants who feel that they had the opportunity to ***navigate a culture different from their own*** a great deal.

Pre-London Global Service: 20%

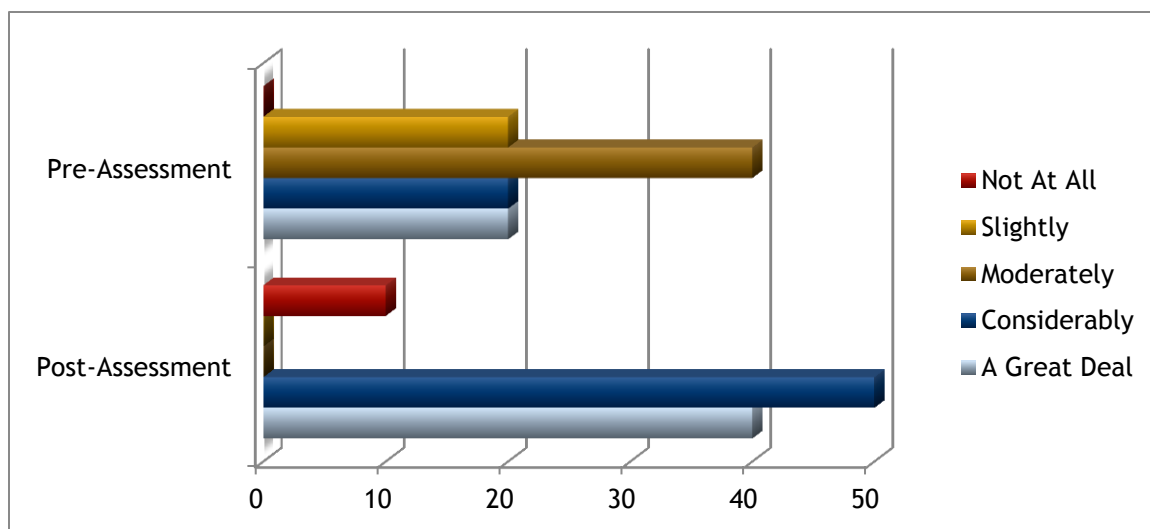
Post-London Global Service: 30%



Percentage of participants who feel that they had the opportunity to ***demonstrate flexibility and patience in adjusting to a new culture*** considerably or a great deal.

Pre-London Global Service: 40%

Post-London Global Service: 90%



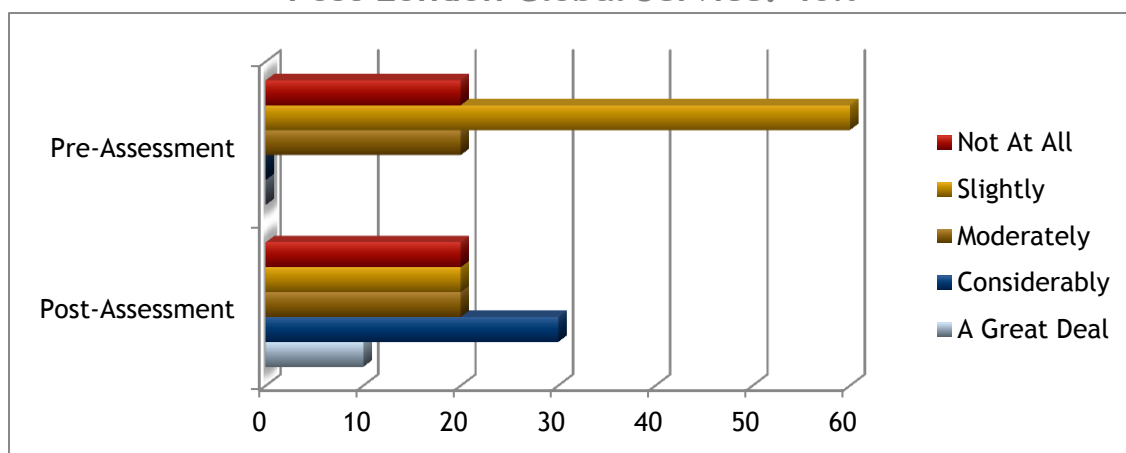
Learning Outcome 4:

Encourage critical thinking through examining deeper issues related to equity and justice in society.

Percentage of participants who feel that they had the opportunity *to challenge misinformation and stereotypes about the U.S. and the U.K.* considerably or a great deal.

Pre-London Global Service: 0%

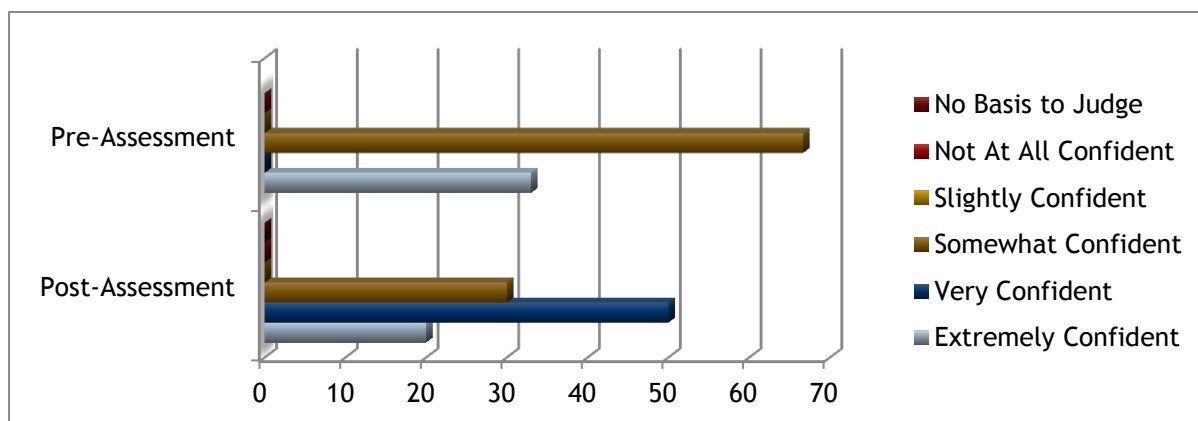
Post-London Global Service: 40%



Percentage of participants who are extremely or very confident that they would be able to *identify systemic barriers to equality, inclusiveness, and shared understanding*

Pre-London Global Service: 33.33%

Post-London Global Service: 70%



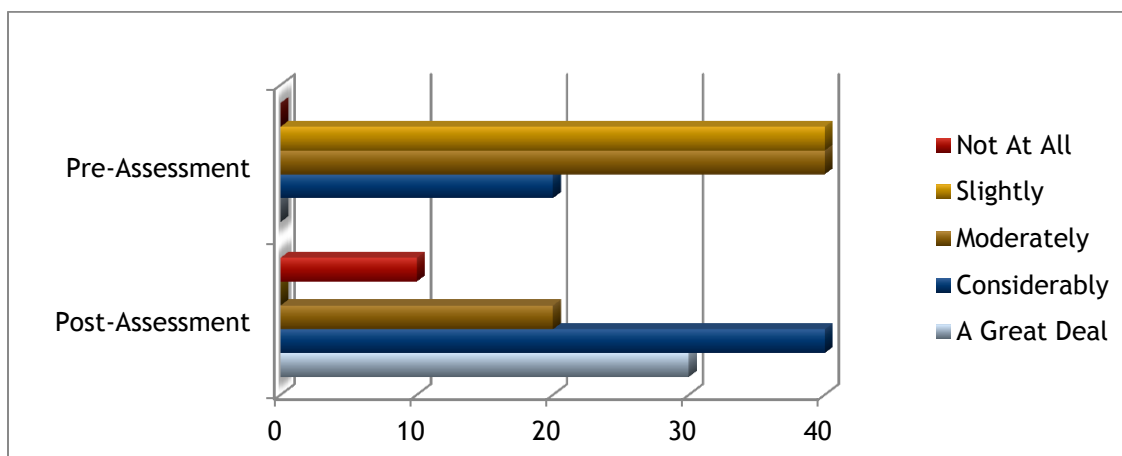
Learning Outcome 5:

Empower students to realize their own potential to affect community change while maintaining humble appreciation of the challenges of impact.

Percentage of participants who feel that they had the opportunity to ***practice global citizenship*** considerably or a great deal.

Pre-London Global Service: 20%

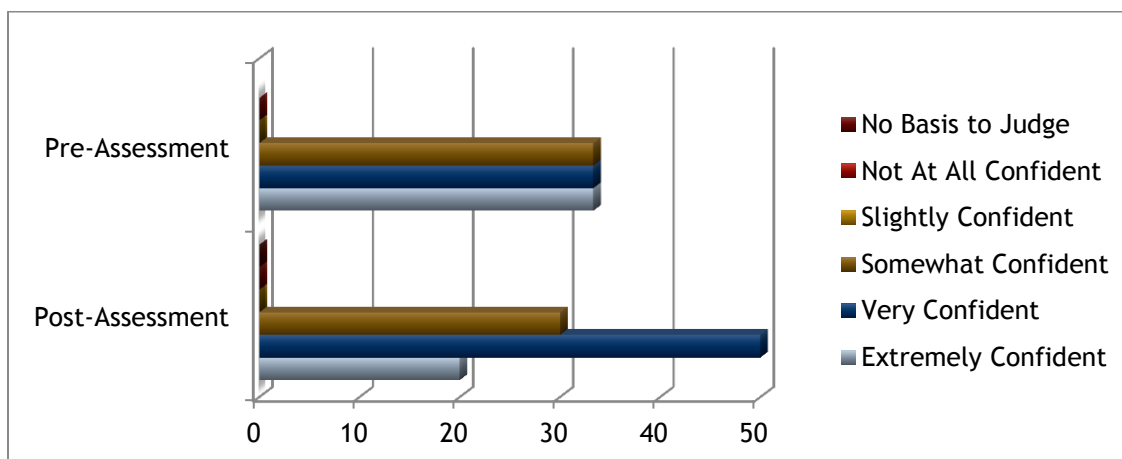
Post-London Global Service: 70%



Percentage of participants who are extremely confident or very confident that they have the ability to ***challenge what they feel to be unjust or uncivil behavior by an individual or group.***

Pre-London Global Service: 66.66%

Post-London Global Service: 70%



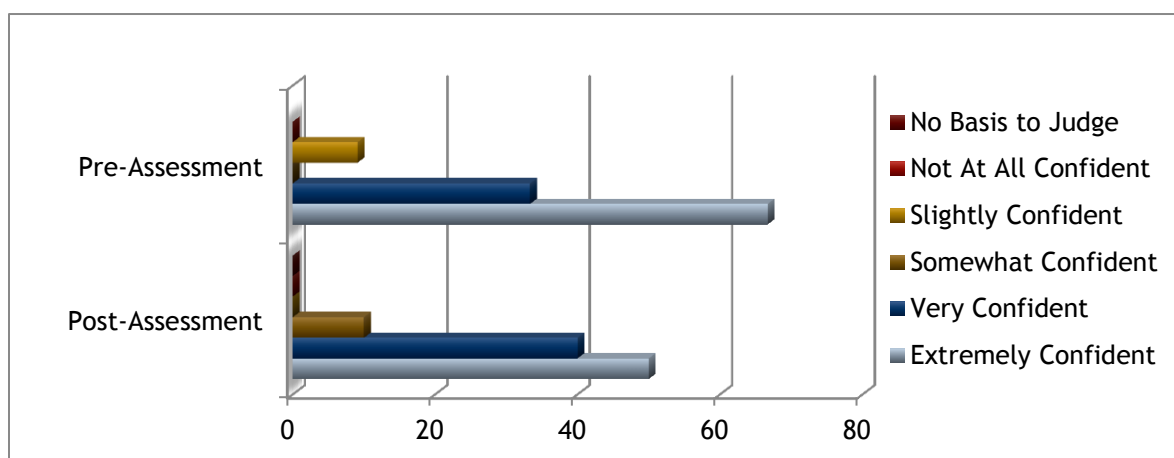
Learning Outcome 6:

Ability to apply learning to future projects and broader issues such as social responsibility, public policy, and citizenship.

Percentage of participants who are extremely confident that they have the ability to *find alternative solutions to a problem*.

Pre-London Global Service: 50%

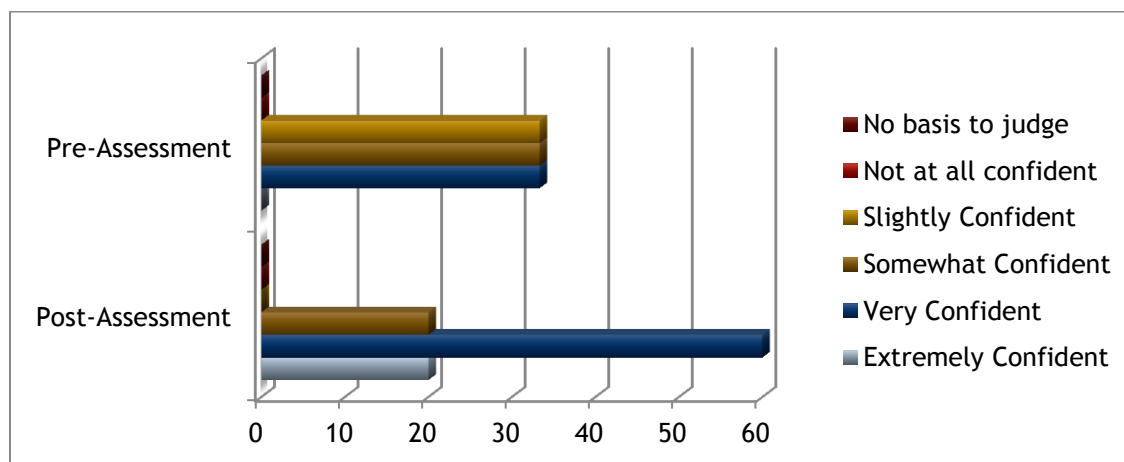
Post-London Global Service: 66.67%



Percentage of participants who are extremely or very confident that they understand *the interconnectedness of societies worldwide*.

Pre-London Global Service: 33.33%

Post-London Global Service: 80%



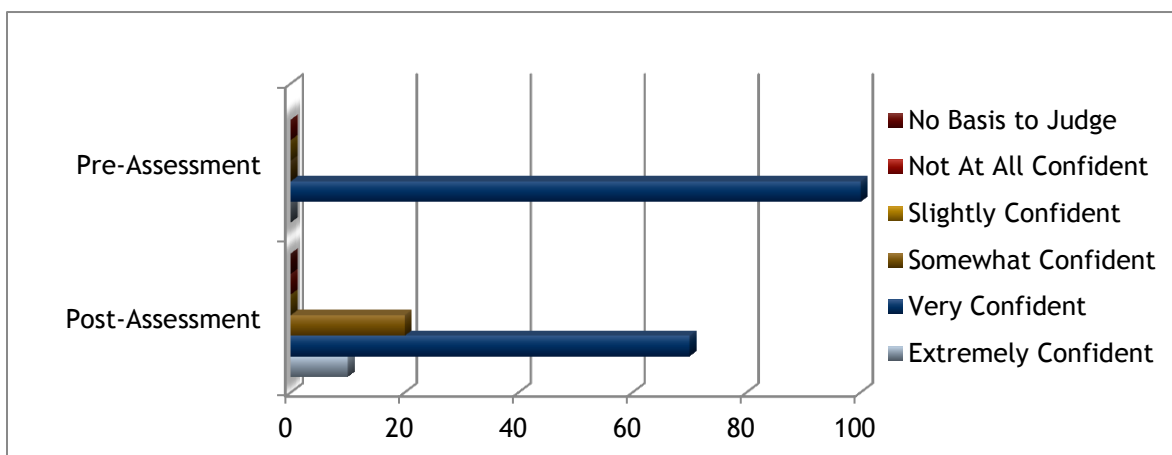
Learning Outcome 7:

Inspire reflection, which extends to a depth that could not be predicted or required and challenges preconceptions and assumptions in order to explore responsibilities as citizens.

Percentage of participants who feel extremely confident that they have the ability to *help someone else reevaluate a preconceived notion*.

Pre-London Global Service: 100%

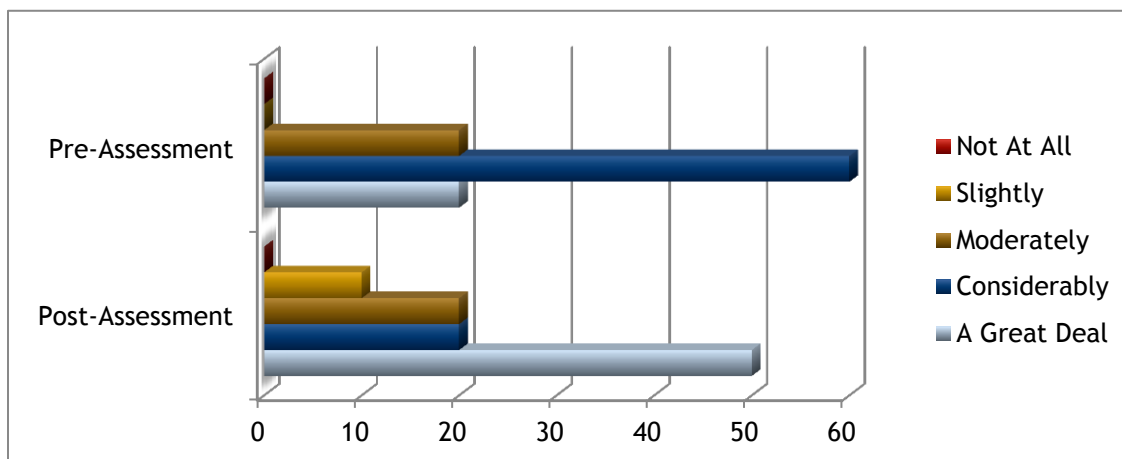
Post-London Global Service: 80%



Percentage of participants who feel that they have had the opportunity to *reflect on and examine their personal and cultural values* a great deal.

Pre-London Global Service: 20%

Post-London Global Service: 50%



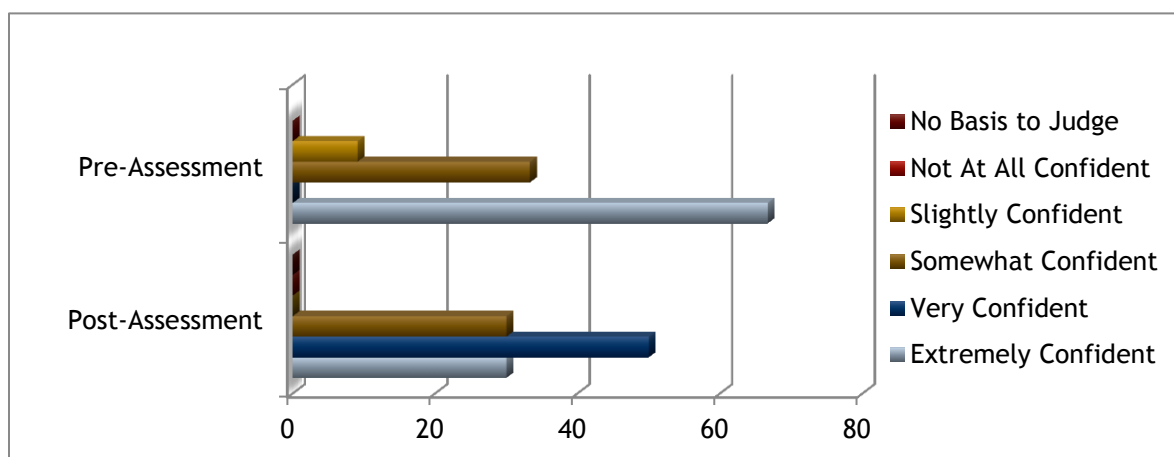
Learning Outcome 8:

Develop interpersonal skills in conflict resolution and group decision-making.

Percentage of participants who feel extremely confident or very confident that they can ***work through a difficult relationship with a group/team member.***

Pre-London Global Service: 66.67%

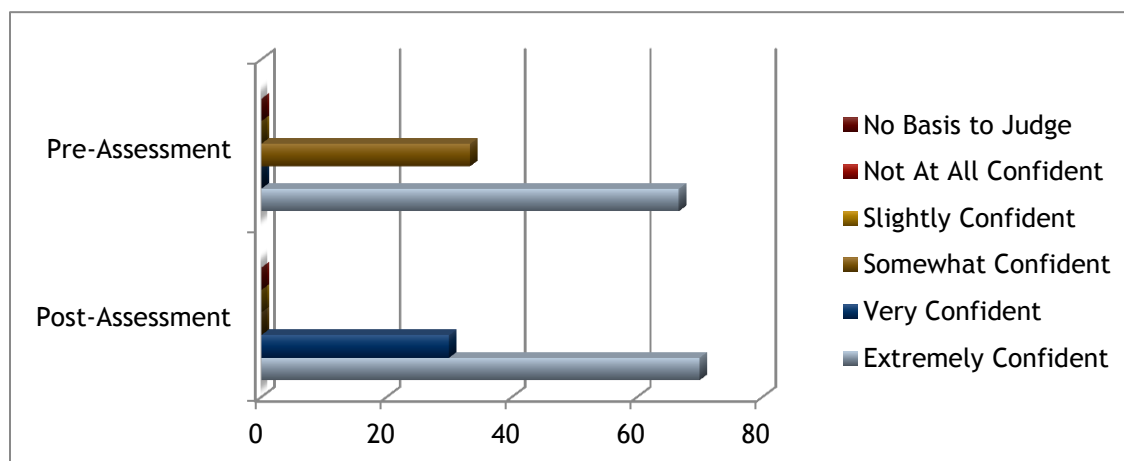
Post-London Global Service: 80%



Percentage of participants who feel extremely or very confident that they can ***work cooperatively with others.***

Pre-London Global Service: 66.67%

Post-London Global Service: 100%



VIII. KEYS TO CONTINUED SUCCESS

SPRING SEMINARS

1. Ensure that timing of seminars works for all members of the cohort and keep the times the same each week.
2. Include Skype sessions with UEL and other partners.
3. Provide more in-depth review of East London and service opportunities.

PROGRAM

1. Ensure that the partner responsible for matching students to volunteer sites (UEL in the case of last year) is clear on this role and the expectations therein.
2. Connect site leader to students' supervisors at sites.
3. Work with UEL as early as possible in the spring to match students to service sites.
4. Clarify partnership with UEL cohort and make sure to have more opportunities for students to connect with UEL students.
5. Arrange room for reflection at Queen Mary beforehand as there is no room in the dorms.

