



University of Brighton

**Community
University
Partnership
Programme**

**On our
doorsteps**

Seed Funded Projects Self-evaluation Report

Length: Up to 3 sides of A4, with additional income and expenditure sheet. Please include direct quotes where applicable in sections 3, 4 and 6.

1. Brief Description of Project

This partnership aimed to bring together community partners and postgraduate students through educational activities to work collaboratively and to help raise the level of health and wellbeing awareness within the local community of East Brighton. The aim was to facilitate an exchange of knowledge and good working practices between two providers of educational services aimed at different audiences. The project aimed to raise awareness in the two student populations respectively: The aim is for university students to gain in-depth knowledge of a community learning context through observation and participation/facilitation and, for the community learners, to gain access to relevant and up-to-date knowledge on relevant health topics. Longer term impact included improved health and wellbeing for the families of the service users and resultant reduction in generational cycles of poverty and poor health.

2. Project Progress

The project aimed to provide a facilitative context for the personal and professional development of the Post Graduate Certificate in Health and Social Care Education students and help to develop their awareness of the community engagement agenda. This was intended to enhance their understanding of how community education programmes operate and give them an opportunity to observe, teach and develop a short course/workshop/study day within this setting to raise awareness of health and wellbeing in an area of high deprivation in Brighton.

The groups received an introductory session to Community Engagement and the work of The Bridge as a joint teaching session between Helen Stanley, University of Brighton and Sofie Franzen, Student Volunteer Co-ordinator at The Bridge.

Two groups developed a workshop as part of NAM 28, Course Design and Planning Module as part of their Post Graduate Certificate in Health and Social Care Education course. The students designed a formal definitive document outlining the rationale for the course, the aims and learning outcomes, assessment and evaluation strategies, which was summative assessed as part of the module. They then wrote an academic essay critically reflecting on their

experience and exploring one theme from the curriculum that they had been responsible for.

One group of nurses from the Prison Service, local Neonatal Unit, a lecturer who also worked in a nursing/care home and a Ward Sister from the Elderly Mental Health Unit with an interest in Dementia care developed a 'Health and Wellbeing Workshop'. Participants, who took part in workshop, 'shopped' for healthy foods, were given information on understanding food labelling and took part in an alcohol awareness quiz. There were also some gentle exercise activities using the computer-based Wii programme. The workshops were part of a health day which included taster sessions in cooking, yoga, massage, reflexology, stress-busting techniques and advice from 'look good and feel great' image consultants. The group visited the venue for an open day to meet the client group and gain a better understanding of the health needs of this population and devised a flyer which was sent electronically and by post to a wide range of participants of previous courses from the venue. However, until the night before, the students were not aware of how many would be attending or the educational/physical/mental capacities of their audience.

Another group designed a Facilitator Skills Workshop which was intended for staff in the NHHS or volunteers in the community responsible for running groups. Unfortunately, this group were not able to implement the workshop due to work/study commitments after the module.

3. Partnership working

The nursing students and a representative of the Bridge staff team had several interactions and exchanges during the course of the project. These interactions took place both as online interactions and face-to-face meetings. Amongst other things the students received a presentation introducing them to the set-up at the Bridge Community Education Centre, the services on offer and the ethos and values underpinning the work of the centre. The students also paid a visit to the community centre taking part in an open day where community members were invited in for taster sessions. The attended open day was health and well-being themed, linking directly with the scope of the student's course. On both occasions the students gained valuable information and insight into community working, learning that was clearly reflected in their final assessed presentation and in their approach during the workshop delivery. The community learners attending the half day workshop, were introduced to a set of core health promotion topics in a relaxed, interactive and fun environment. Key health messages were effectively communicated by the student facilitators, despite a diverse audience with a wide range of learning and health needs.

Sofie Franzen who is project manager at The Bridge Centre said: "The partnership with the nursing students has been a rewarding experience, both for participants at The Bridge who enjoyed a very informative morning, and for the staff team who saw the nurse practitioners develop an in-depth understanding of community work. The nursing students effectively communicated key health messages to a diverse audience with a wide range of learning and health needs. The sessions were fun and interactive and gave everyone involved a valuable learning experience."

The evaluations highlighted that the participants enjoyed the pace of the workshop and the wide range of methods of learning, with quizzes, games, demonstrations and practice of gentle exercise and a mini-lecture of blood pressure with the opportunity for a simple health check and blood pressure reading. Some participants were encouraged to look at their diet and undertake more exercise, with some owing a Wii and intending to use it more often. The evaluation forms identified the desire for more similar workshops and exercise programmes for the over 50's and 60's at The Bridge.

The On Our doorsteps project enabled Helen Stanley to develop her role as a trustee at The Bridge and offer something tangible to the centre in a project format.

4. Neighbourliness

The partnership, as suggested by the promotional material created for the workshop featuring a bridge between the two institutions, aimed to create a pathway between two settings of learning. It enabled the sharing of teaching practices between Bridge staff members and the nurse practitioners undertaking the course and facilitating the workshop for the community. Given the diverse group of community learners to whom the workshop was delivered, the university students were able to gain a real experience of the challenges linked to community delivery and to ascertain the relevance of the topics they had chosen. The community learners taking part in the workshop reported significant learning outcomes and genuinely felt that the content of the workshop addressed their identified learning needs. The course has laid the foundation for a continued exchange between the two partners and a repeated exposure of community learners to the presence of university representatives would help the longer term awareness raising and building of aspirations, which underlies the idea of the exchange.

5. Outputs

An interactive half day workshop was delivered at the Bridge on 21st July to learners from the local community. The workshop covered four different health topics and contained both medical/factual information-sharing and practical/interactive exercises. A post-workshop evaluation was conducted with the learners providing the nursing students/facilitators with valuable feedback on their delivery, the most prominent learning points for the attendees and ideas for future workshops.

The project will be disseminated at the School of Nursing and Midwifery General Staff Meeting in December 2011, hopefully with Sofie Franzen from The Bridge and the students presenting their perspectives.

It is hoped that that a presentation will be made at the University of Brighton Centre of Learning and Teaching Annual Conference in July 2012.

6. Outcomes

The Community Organisation:

The workshop delivery provided an additional curriculum offer which fits with an organisation-wide development of a more Health & Well-being themed curriculum within the Bridge. In this process of widening the curriculum the student-facilitated workshop helped address an expressed community interest, and provided valuable feedback for future planning on what topics and formats for learning community learners appreciate when it comes to health topics. More broadly, the work of this project will contribute to the annual plan of NHS Brighton and Hove (2010) in increasing health and reducing inequalities.

The Community Learners:

Several community learners have expressed that their participation in the workshop has made them think more pro-actively about their health on a day-to-day basis. One person has signed up for Health Trainer appointments to get further, personalised support for a specific health issue and two others have expressed an interest in taking part in exercise for the 50+ age group (this is now part of curriculum planning for the following term)

The university

For the students, this was an opportunity to develop their personal and community learning in a 'real life' setting to enhance their awareness of the whole spectrum of health and social care education within an area of social disadvantage and to see how community educational activity could impact on the health and wellbeing of their local university community. This enabled graduate students to experience community engagement and develop sustainable partnerships and the provision of evidence-based educational sessions by nurses improved community members maintaining and promoting good health.

For staff, Helen has been given support as staff volunteer and this has given her staff development to develop this role as a trustee of The Bridge and developing the bid for the 'On our Doorsteps' project. Helen has been involved in staff-volunteering activities that meet a commitment made in the university's social engagement strategy. As Director of the GPHSS, she has also been able to promote the role of community engagement as part of the opportunity available in the GPHSS and Faculty of Health. She has also developed stronger links with the CUPP equivalent at the University of Sussex through another trustee at The Bridge and the Doorsteps project with The Albion in the Community.

For the university, this has enabled the Faculty of Health and Social Science to make a distinctive contribution to the university's social engagement strategy, as part of the Corporate Plan. This aims to bring representatives from the university into the community, help raise awareness of university life, raise aspirations of local residents by creating awareness of the opportunities and pathways of learning available in the local community, open lines of communication between health practitioners and community representatives and help the process of promoting integration. The project was reported in the staff newsletter E-channel and this was added to the GPHSS news page of

the Faculty of Health and Social Science.

For the SNM, the project has contributed to the marketing and communication agenda with the E-channel report being placed on the SNM website news page and the Service user website.

7. Longer term knowledge exchange work

As part of the periodic review of the PGCHSCE, the opportunity to work with The Bridge and access teaching observation opportunities and offer workshops on relevant health and social care topics has now become a mainstream part of the module now named NA7119 Designing, Planning and Strategic Working in Education. It is anticipated and this current year student may also wish to undertake designing a short workshop or course for The Bridge Students undertaking a consolidation module for the PGCHSCE, NAM 49 have agreed to repeat the Health and Wellbeing Workshop in the autumn, perhaps as a series of four short workshops.

8. Statement of Income and Expenditure

The budget plan was maintained and the project kept in the budget allowance.

9. Quantitative evaluation

There were two major people involved in the partnership alongside the CEO and Gateway staff of The Bridge. Twenty participants attended the workshop on Health and Wellbeing.

E-channel

Look good, feel good

Postgraduate students on the Certificate in Health and Social Care Education course at the University of Brighton are helping members of their local community make positive life choices through advice on healthy eating and the benefits of exercise.

The initiative, run by Helen Stanley, principal lecturer at the School of Nursing and Midwifery, is part of the 'On our doorsteps' project funded by CUPP. The project aims to bring together community partners and students through educational activities to improve health and wellbeing awareness within the local community of East Brighton. The longer-term aim is to reduce cycles of poverty and poor health.

The workshops were held at the Bridge community education centre where Helen has been a trustee since October last year. The Bridge has a ten-year history of supporting disadvantaged adults experiencing multiple barriers to participation in lifelong learning and work.