

GSACS International Virtual Exchange

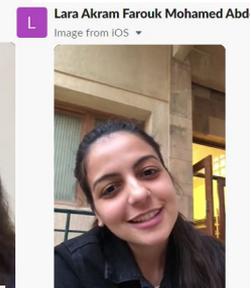
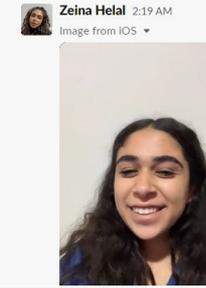
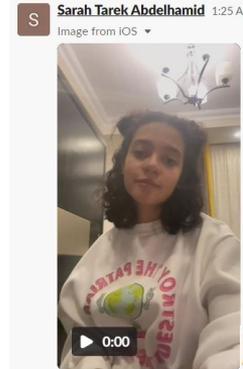
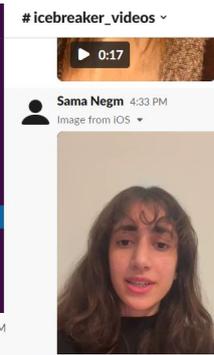
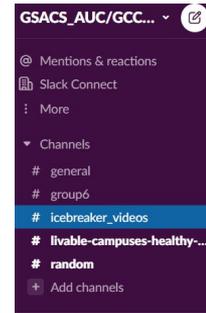
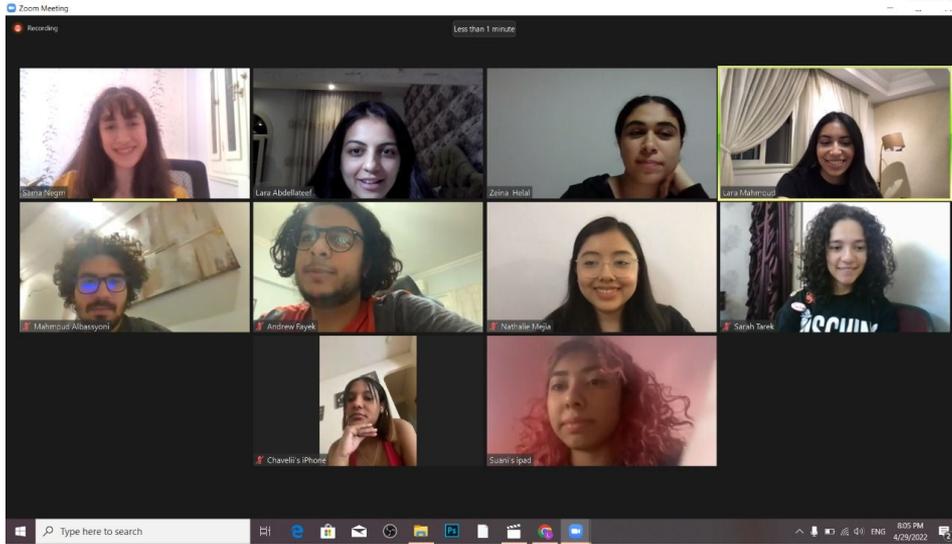
AUC Students:

Sama Negm, Sarah Tarek, Lara Mahmoud, Zeina Helal, Mahmoud Albassyoni, Andrew Fayek

CUNY Students:

Nathalie Mejia, Chaveli De Los Santos, Suani Contreras, Angela Lopez, Lismar Araujo

Icebreaker Themes: AUC



Form of communication:

- Slack
- Zoom

Struggles:

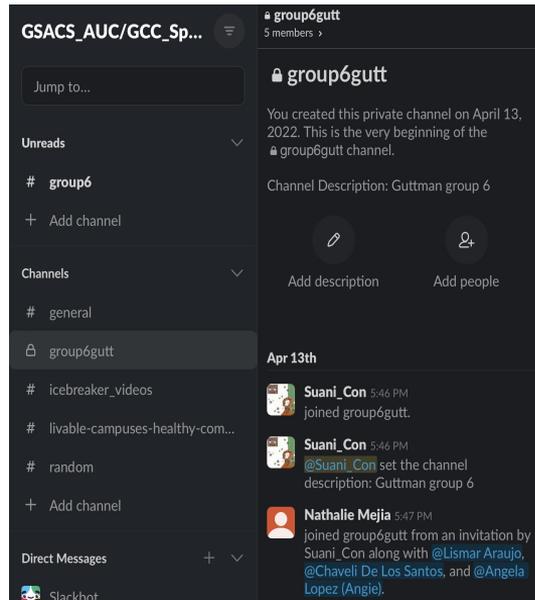
- Time zone difference.
- Different deadlines

Benefits:

- Independence
- Sense of Accomplishment
- Learn from different perspectives (different majors)



Icebreaker Themes:



Icebreaker Questions:

1) what does are name mean or originate from?

2)what are you exciting in learning from this project?



Although it was very interesting working with students in a completely different settings, trying to find a way to meet was hard due to the difference in time zones but also because everyone has a different work/life/ school schedule.

Form of communication:
Slack and zoom

Learning lessons



- Importance of communication and allyship.
- The meaning of health can be as intersectional in every country around the world.
- The new methods and ways future generations can use tech to provide and advocate for better health whatever form that might be.



Introductions of Inequalities in our Communities (AUC)



THE AMERICAN UNIVERSITY IN CAIRO

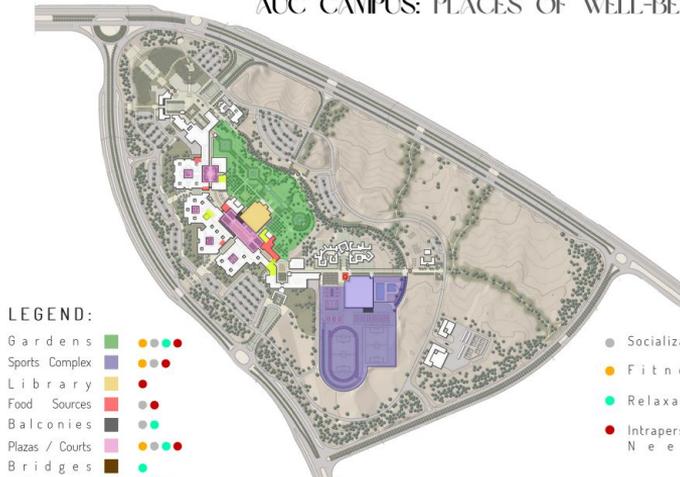


- Addressed different personality traits and comfort zones (mind body and soul).

	Different communities (field of study)				Non-Student communities				
	SSE	BEC	HUSS	PVA	Faculty	Teaching assistants	Research assistants	Graduate students	Staff
AUC Portal	👤	👤	👤	👤					
Gardens/ Water Fall	👤👤	👤👤	👤👤	👤👤	👤👤	👤👤	👤👤	👤👤	👤
Sports Complex	👤👤	👤👤	👤👤	👤👤	👤👤	👤👤	👤👤	👤👤	👤
Library	👤	👤	👤	👤	👤	👤	👤	👤	👤
Library cubes	👤	👤	👤	👤	👤	👤	👤	👤	👤
Classes	👤	👤	👤	👤	👤	👤	👤	👤	👤
Studios/Labs	👤	👤	👤	👤	👤	👤	👤	👤	👤
Student Lounge	👤👤	👤👤	👤👤	👤👤	👤	👤	👤	👤	👤
Food Court/ Tsebo	👤	👤	👤	👤	👤	👤	👤	👤	👤
Steps (Quick)	👤	👤	👤	👤	👤	👤	👤	👤	👤
Four palms	👤	👤	👤	👤			👤	👤	👤

AUC CAMPUS: PLACES OF WELL-BEING

- Addressed different stimulation needs in healthy spaces.
- Equal physical access to health spaces.



Our design of a college town included:

- Different zones for the mind body and soul that transition smoothly to avoid segregation.
- Interconnecting paths to create easy and equal accesses.
- Different types of gardens for stimulation levels.



Introductions of Inequalities in our Communities



- **lack of planned parenthood:** Although there is a lot of free clinics, there is only 1 in the bronx. **Myth:** they only provide abotions. **FACT:** They also provide cancer screening, Gynecological care , vasectomy,PrEP, LGBTQ health . AND SO MUCH MORE

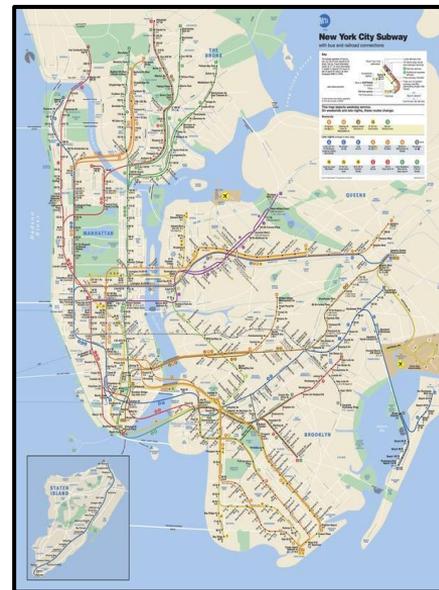


- **Lack of well maintained accessibility infrastructure:** the limited numbers of public transportation options for people of special needs.



- **Lack of well maintained green spaces/parks:** the limited funding of green spaces for lower-income neighborhoods in NYC.

- Suani and Nathalie slides

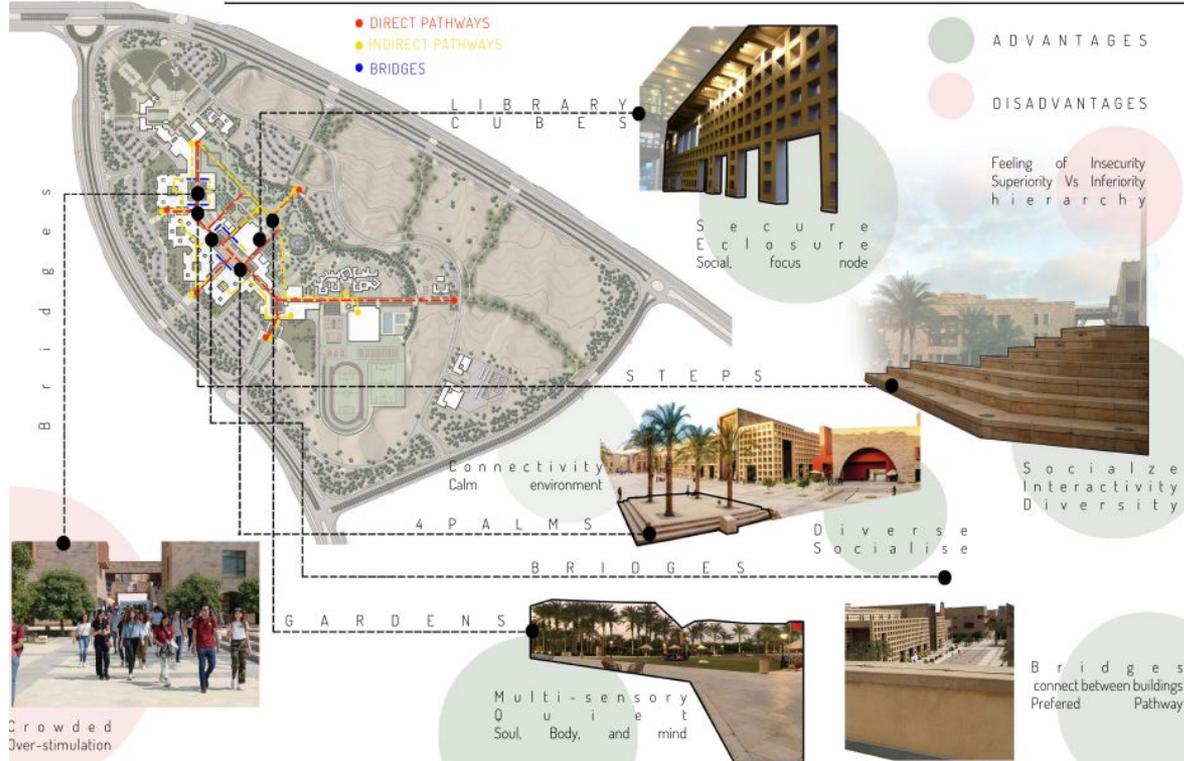


Experiential learning/Community Engagement (AUC)



THE AMERICAN
UNIVERSITY IN CAIRO

I N T E R V I E W M A P P I N G



- Pandemic changed people's perception about well-being relating it to food, spaces and energy.
- Space designs have a huge impact on how people react to certain place.
- Open air places are linked to people from psychological and spiritual level (Bridges, gardens, etc...)

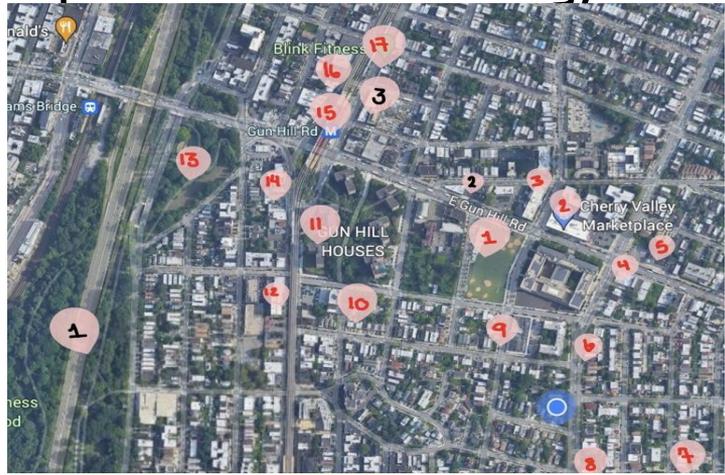
Experiential learning/Community Engagement (AUC)



Learning Lessons/ Reflections on Interviews we conducted:

- **Crowded spaces** have a chance of triggering people in a negative way such as the food court, steps and plaza.
- Creating **alternative routes** for the same destination makes a space more inclusive and comfortable.
AUC campus has successful alternative routings for all destinations using bridges, courtyards and plaza to move from one place to another.
- Elevated spaces might trigger certain users which is related to some psychological theories
- Main goal is to fulfill user's needs and insure their well-being state

Experiential learning/Community Engagement

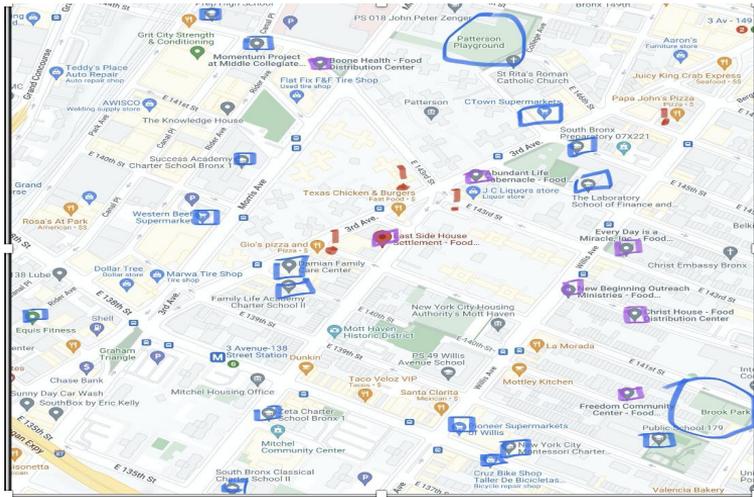


red exclamation (health barriers), fast food restaurants ,liquor store right next to schools. can influence children to start the usage of alcohol at a young age
blue circles (health resources park) socialize as well as stay active

blue boxes (health resources),schools ,Clinics provides nonprofit primary care, supermarkets ,gym
purple boxes (health resources distribute food) most of these are churches. these centers give free food.

Any red dots equals to health resource/ any black dots is a barrier to health (key West Bronx)

- *1- high school football field *2- supermarket. *3- senior home center.
- *4-bodega *5- a Rite-aid pharmacy *6-daycare center. *7-laundromat
- *8-bodega *9-martial art school *10-public park *11- public housing
- *12-senior home center *13-public park *14- fire station *15-public transportation with accessible elevators
- *16-fitness store with organic options of food *17-public gym
- *1)highway *2)fast food chain stores *3)liquor store - Suani and Nathalie slides
- Suani C.



Community Engagement Interview

Interview Questions: Guttman Student

Interviewed: Danelia

***What words come to mind when you think of “health”?**

Physical Body, mental health,

***How do you define health resources? Give some examples.**

First aid, medical assistants, mental institutions, medical hotline medical institutions

***How do you define barriers to health? Give some examples.**

Finance, location, race, lack of awareness and education of health access,

***How did the perception of “wellbeing” differ before the pandemic and thereafter?**

Before the pandemic more social and better wellbeing in terms of good mental wellness, during the pandemic struggled in terms of mental health, physical health changed.

-Suani C.



- Suani and Nathalie slides

Interview: Nathalie

Interviewed: Gustavo

Where are the spaces you “escape from” or “try to avoid” to “feel well”? And why?

“The police department. Because you feel like they don’t really care about you and have no compassion for you”

What are the kinds of activities or rituals you may practice to “feel well”? Do they differ with time?

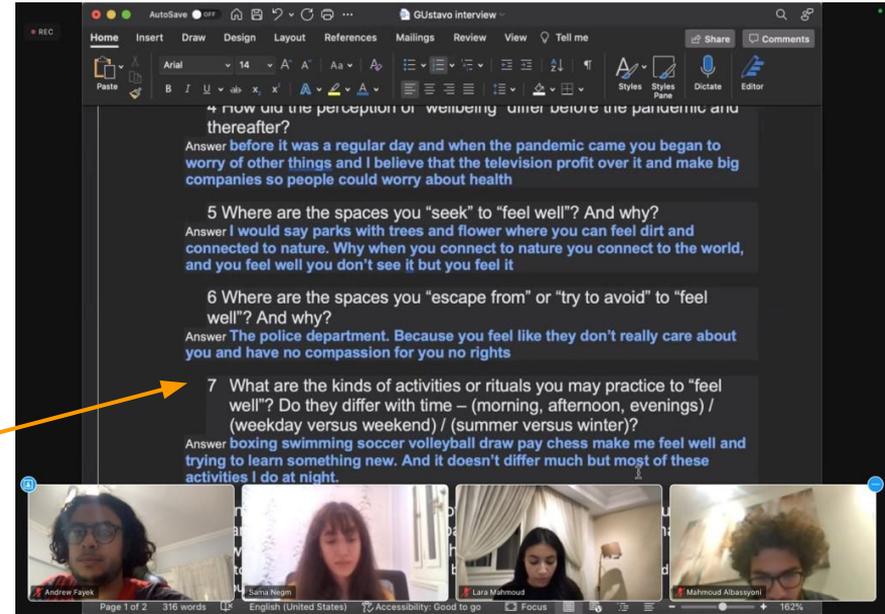
boxing swimming soccer volleyball draw ...trying to learn something new. most of these activities I do at night.

In a broader sense, thinking of hope and an imaginary future, what are the characteristics of a space that you would consider “healthy” for the community?

To maintain the neighborhood clean because a lot of people are dirty and don’t really care about the neighborhood.

Peer Group Work Reflection (AUC)

- Due to deadline differences we were at different stages of the assignment during our meeting.
- The shared interviews made us learn the difference of wellbeing perception in the two different cultures (racial problems, health access, etc)
- Difference between how well-being affects architecture and CUNY's major.



Thank you Guttman students for this great experience and opportunity to do this project together!!

Peer Group Work Reflection (Guttman)



- Struggle to meet/work in class especially since we only have one day of class through the entire week.
- Differences in preparation between AUC students compared to us
- The lack of students that stay after class in campus to record an interview was quite difficult.
- Ultimately the positive major influence of technology has had to better connects us to everyone in the world in a way to prompt a better state of health for us all.



Thank you AUC students for this wonderful experience and opportunity to do this project together!!