

CO-TEACHING AT “RELATIONAL WELFARE AND WELL-BEING”

How does this course work?

It is developed together with the students, external stakeholders and international colleagues and tries to link to following strategic goals. The course contributes to in-depth theoretical and practical knowledge about capacity building in people, between people, in local communities and in the larger community. Relational Welfare entails that public, private and/or actors unite the public task by gaining knowledge and resources with each other. These perspectives often referred to as co-creation, mean that they can move from looking at sustainability and welfare as a public task, towards looking at it as a social task across sectors, organizations and actors.

This is linked to governance and democracy in society, where relational welfare involves politicians being accountable for the well-being of citizens. The course will emphasize that relationships are key to success in the co-creation of services, citizenship and policy. The main emphasis of the course will be how to facilitate counselling processes so that the citizens live good and dignified lives in strong communities, across generations and social backgrounds. The course emphasizes knowledge and skills that counsellors can use to assist processes in collaboration with citizens, municipalities, academia, volunteers, businesses and other relevant actors to create relational welfare and well-being.

Lessons learned:

- Students are encouraged to challenge their (negative) preconceptions of individuals facing mental health problems, addiction and poverty.
- Students are encouraged to use their own lived experience from their background to be part of the teaching and understanding of their professional development.
- Experiencing and understanding lived knowledge supports future professionals in grasping the impact of their work and work with more policy issues:
- Co-teaching takes time but has a great impact on student's learning experiences.
- The learning process is reciprocal; not only do students learn, but co-teachers also learn from each other.
- Co-teaching involves finding compatibility in teaching styles and cooperative approaches.

Challenges

- The absence of a common understanding of experiential knowledge poses a challenge to the role of the expert by experience.
- Institutional fragmentation hinders the allocation of time for exchange and relationship building.
- Acquainting oneself with the institution, navigating its dynamics, and feeling truly integrated require a significant investment of time.
- The basis for co-teaching is unclear—is it a deliberate choice or a consequence of institutional structures?
- The project challenges existing practices and people's beliefs.

How does this course involve experiential knowledge?

1. Lived experiences are an important part of the theoretical component, cfr. researchers with lived experience of mental health, addiction and poverty present their research and experiences.
2. Every assignment relates back to things that matter to people with people with different life experiences (mental health, substance abuse, poverty): actions have a direct impact on their lives. Additionally, ways are sought in which people with with lived experience of mental health, addiction and poverty and/or their networks can guide these exercises.
3. People with lived experience of mental health problems, addiction and poverty are actively invited to participate in the course. The larger group of students observes the interactions between the lecturer and the persons with lived experience of mental health problems, addiction and poverty, making them part of the learning experience.

Data:

- Year: master level
- Number of students: 50
- Number of staff:
 - Lead instructors: 2
 - Other involved staff member: 4
- ECTS: 15