

Valued roles in social work education; gap mending in The Netherlands

People with an intellectual disability as a co-lecturer

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VALUE

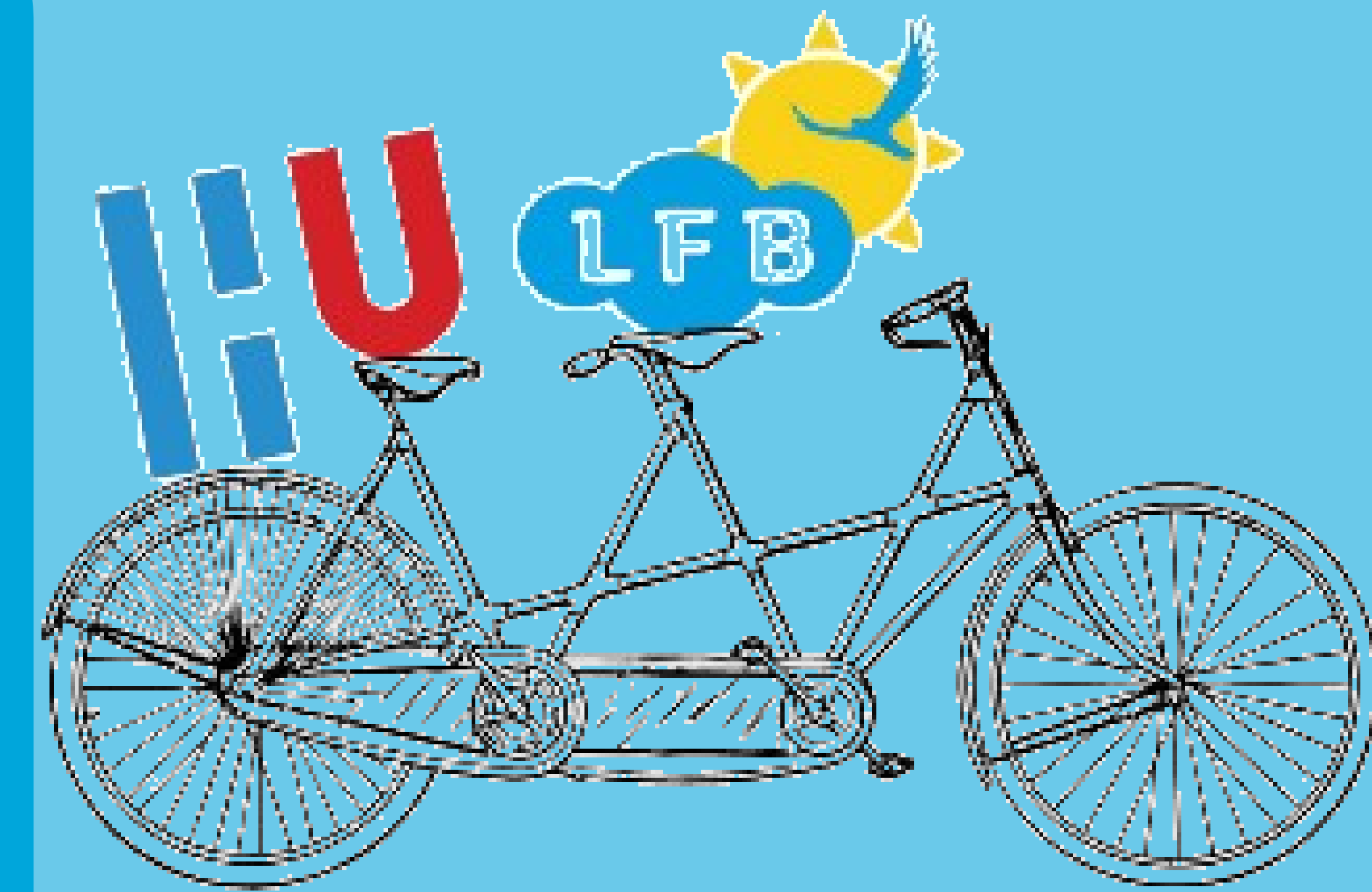
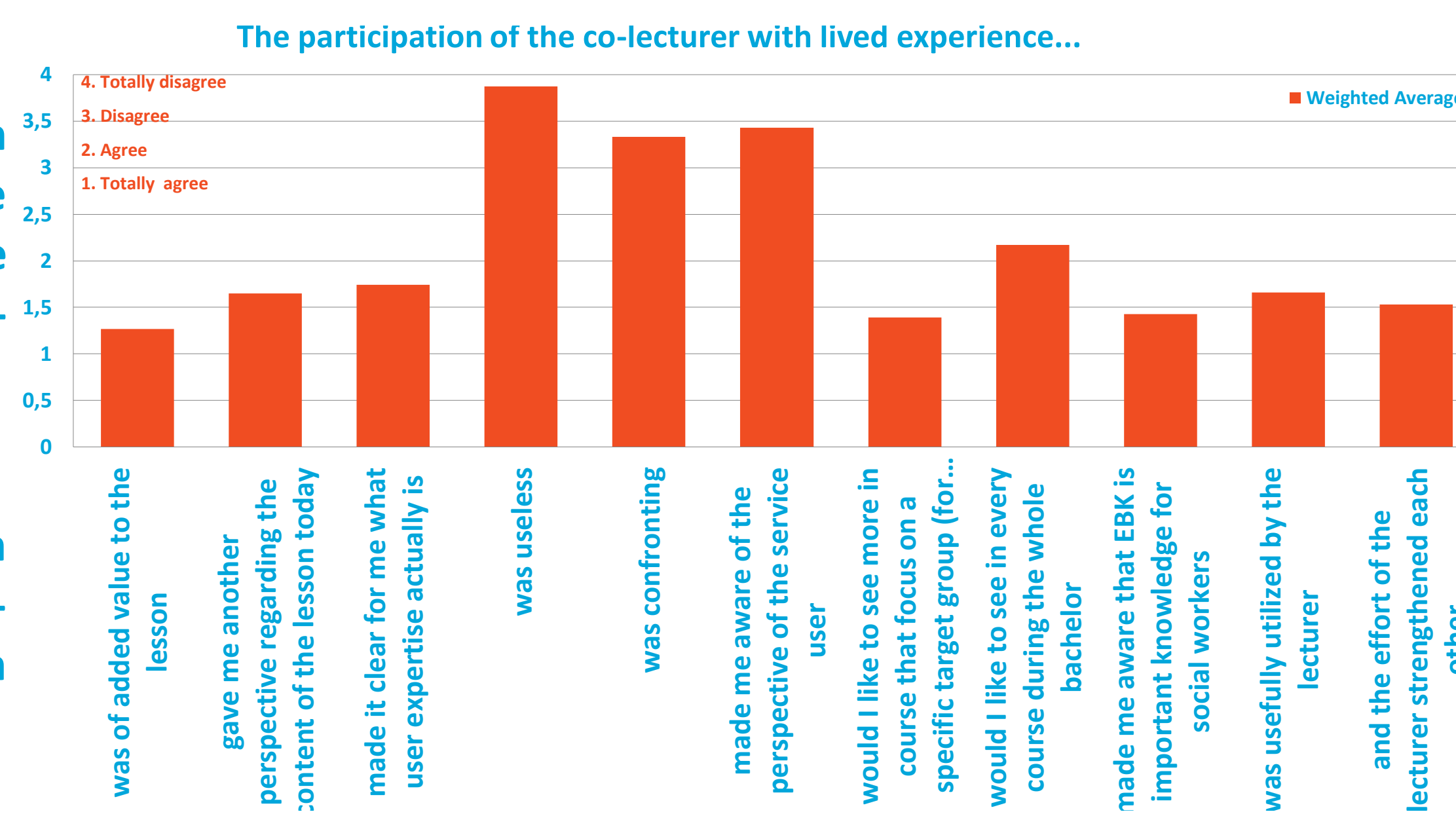
The average appreciation of the use of co-lecturers with peer expertise was 8,8 on a scale of 1 to 10 (N=123). We can conclude that use of peer experts as co-lecturers in the tandem corporation is valued by students, social work lecturers and the peer experts themselves.

PERSPECTIVE

The perspective of the peer expert is an important addition to what social work lecturers and text book say. Peer experts have another persuasiveness and credibility than the knowledge and experience of the social work lecturer.

STEREOTYPE

Co-lecturers presence challenge what we consider to be normal and good practice. In addition they have an important contribution on positive imaging of people with disabilities with students, what is mainly based on stereotypes. A number of first year social work students are reconsidering working with people with ID after following a class by a tandem. The corporation between social work lecturer and co-lecturer can be seen as an example of how corporation and utilization of peer expertise can look like in students social work practice.



INVOLVEMENT & PARTICIPATION

Year	Since february 2017	Social work theme	Nr. student	Level of participation
1	Workplace 'Participation; strength and vulnerability' Period A, B, C, D 2 workshops of 1,5 hours	What is an intellectual disability and what does this label mean?	150	Balances between, participation & partnership/coproduction. The workshop is developed together. The lecturer sometimes needs to direct/coach the process
2	Working inclusion orientated with people with mild ID Elective course of 5 ECT 3 of 6 lectures '16/17 5 of 6 lectures '17/18	Inclusion, Intellectual disabilities, psycho-dynamic model, social construct, empowerment, CRPD, Social role valorisation, personal future planning	38	Balances between consultation & participation. The program of this course is already set.
3	People with mild intellectual disability Elective course of 5 ECT 1 guest lecture '16/17 1 guest lecture '17/18	Peer expertise of people with mild intellectual disabilities	22	Balances between participation & partnership/coproduction.
4	Research consultation 20 ECT, 4 consultations and 1 contribution on presentation of results	Adjusting a research instrument. Experiences with inclusion/exclusion results	7	Consultation. Students consulted with our co-workers with peer expertise on an instrument of data collection.
4	Module 1 of Minor 'Social Work & Persons with an Intellectual Disability: An Inclusive Approach'. Elective Undergraduate course, module of 10 ECT, 6 classes of 16	Communication (tools), social valued roles, family and network	16	Balances between consultation, participation & partnership/coproduction



THE TANDEM PROJECT

Since February 2017 the Research Centre of Social Innovation of the University applied Sciences Utrecht in the Netherlands and her partner LFB started the Tandem project. The objective is to experiment with tandem corporation as one, of many, way(s) to work with experienced based knowledge within the social work bachelor.

WHY?

We teach our students to empower people with intellectual disabilities (ID) by coaching, supporting and collaborating with them towards more participation in social valued roles and a more inclusive society. Also in Dutch social work practice the acknowledgment of experienced based knowledge (EBK) next to evidence based and practice based knowledge is spreading fast. Our new bachelor Social Work, endorses this by explicitly describing in qualifications that students must use EBK for the benefit of the person they are supporting.

HOW?

Lecturer and peer expert aim to form a partnership based on principles of empowerment. This partnership is important to use, utilize, develop and strengthen all three sources of knowledge within the classroom. These sources, viz scientific, professional and experienced based knowledge, will then become combined knowledge. The table on the left shows in more details the involvement within our bachelor. We monitor experiences through evaluation among students, lecturers and co-lecturers.

CHALLENGES

- Lack of structural funding to guarantee structural participation in education, sufficient time for support, preparation & evaluation and to invest in personal and professional development within and of the tandem.
- Adjusting the course program to the expertise of the co-lecturer or finding a co-lecturer with all the necessary expertise?
- Lecturers adjusting their teaching style for the purpose of meaningful participation of co-lecturer.
- Participation in research projects on a higher level than consultation.
- Difficulty developing sustainable contact between co-lecturer and students because of different co-lectures in front of the class room.

CONTACT INFORMATION

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