

## ADDRESSING UN SDG 3 - GOOD HEALTH AND WELL-BEING: UL students working with local communities to identify their needs, co-design and deliver community-based interventions.

3  
GOOD HEALTH  
AND WELL-BEING



### This module:

- develops leadership and life skills to address personal and community development objectives in a proactive and strategic manner.
- provides a bottom-up approach to address and manage physical and mental well-being needs of people with-in the community.
- empowers individuals and groups to identify and advocate for their physical and mental well-being.

## QUICK FACTS

**Lecturer:** Dr Maura Adshead and Dr Orfhlaith Ní Bhriain

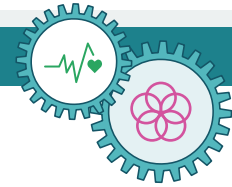
**Programme Title:** CWELL stands for Community Wellness, Empowerment, Leadership and Lifeskills.

**Dept./School:** An interdisciplinary project with 3 UL faculties: Education and Health Sciences (EHS), Arts Humanities and Social Sciences (AHSS) Irish World Academy of Music and Dance (IWAMD).

**Community Partner:** CWELL South Side Consortium (made up of several community based NGOs and Not for Profits)

**Purpose of Partnership:** The UL Practicum module trains students to work with local communities to identify their needs, co-design and deliver community-based interventions.

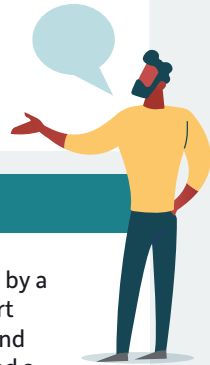
**Weblink:** [www.cwell.ie](http://www.cwell.ie)



## CONTEXT

Often universities enter into communities intent on 'solving a problem' or 'providing a solution'. This is disempowering to the people who live in communities and fails to recognise existing expertise and community 'know how'. The CWELL programme works closely with a network of local community

organisations in Limerick, enabling students to experience first-hand the power of community collaboration. CWELL projects are carried out with communities and provide students with a unique opportunity to learn by doing.



## DETAILS OF COMMUNITY ENGAGED LEARNING PROJECT

Students on the CWELL programme comprise of adult learners from across Limerick city and undergraduate international students from a range of disciplines. The adult learners have a wealth of skills and experience, these strengths are not reflected in their formal educational profile. Although the focus of CWELL partnership projects differs each year, the wider goal is on community development with a range of community-based entities across Limerick city. In 2020/2021, CWELL students hosted a series of community conversations to find out the needs of local community groups and residents in Southill, Limerick.

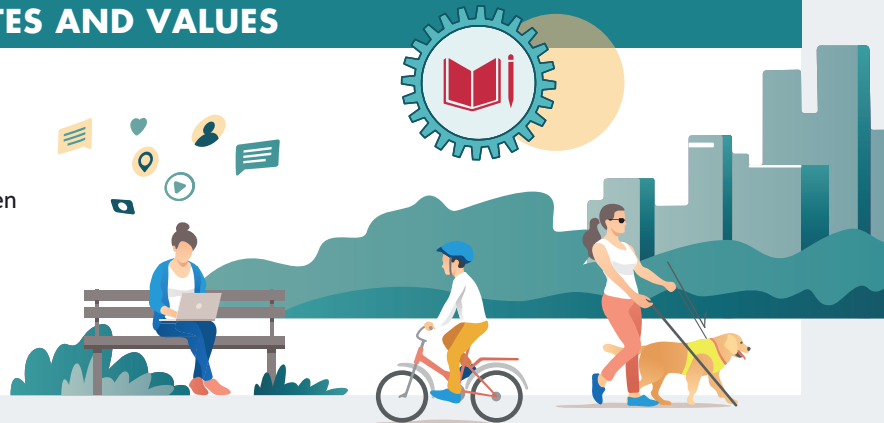
The students collated and analysed the key themes arising from the conversations and presented these to the Southill community. The students then had to negotiate which initiatives to move forward. With the restrictions created by COVID-19, the students decided to develop a well-being book and companion activities to support people during this unpredictable period. The students, informed by the people of Limerick, produced a practical, coffee-table book designed to offer something to all generations. This project task developed students' project management skills and taught them the art of compromising to meet shared goals.

The book, 'The Well-being Way', which was sponsored by a local business, included mindfulness techniques and art activities and was printed over 1500 times with a second production run in progress. The students also facilitated a series of complementary workshops such as dance/circle classes, drawing on the unique skill sets of the CWELL students. The book and the supporting activities contributed to a sense of community and helped people to feel less isolated during the pandemic.



## DEVELOPING GRADUATE ATTRIBUTES AND VALUES

Working on ‘real-life’ projects with community partners enabled students to get a fully immersive experience of project development from start to finish. Students gained and shared insights and experiences to develop their emotional intelligence: learning when to step back and when to step forward; when to lead and when to follow. Student reflections consistently referred to the development of confidence as well as competence and a renewed insight into what effective leadership looks like - from the bottom-up as well as the top-down.



## GRADUATE ATTRIBUTES AND VALUES ACQUIRED THROUGH THIS PROJECT



## ABOUT

Campus Engage is working to bring higher education teaching staff, students, and communities together to address societal challenges through the curriculum. The Campus Engage Steering Committee and the National Forum for the Enhancement of Teaching and Learning are grateful to Dr Ruth Hally, Civic Engagement Programme Coordinator, UCC who led

this project. This case study was written by Dr Hally, with Dr Maura Adshead and Dr Sarah Hayes, UL; and was informed by the UCC Graduate Attributes Programme framework, funded by the Higher Education Authority and the Tomar Trust.

**For more information go to:**  
[www.campusengage.ie](http://www.campusengage.ie)