



Nordic Arts & Health Research Network meeting 22nd – 23rd September 2020 (Online)

Theme of the network meeting: Arts & Health Education

Programme:

Tuesday 22nd

9.00 – 9.15 **Welcome**

9.15 – 10.15 **Keynote: Audunn Myskja: *Music-based caregiving – improving dementia care***

Audun Myskja, MD, PhD, has worked for several decades to develop methods to use song, music, dance and creative expression to improve psychosocial and environmental approaches to the care of dementia, Parkinson, psychiatry and developmental disorders. The PhD project *Integrated music* has been pivotal in the development of Music-based caregiving.

Abstract: Music-based caregiving (MCB) is a systematic approach to the use of music as supplementary treatment in dementia care, developed at The Norwegian Resource Centre for Arts and Health, North University, Levanger. The innovative method can be taught staff on all levels of musical competence, ensuring continuity in the use of music as a therapeutic tool. MCB contains elements like optimizing the sound environment, specific assessment of preference as a foundation for choices of individualized music, care singing in procedures and developing competence both in active and passive music modalities, administered one on one or in groups.

MCB has spread to a number of regions in Norway, endorsed by the Norwegian Health Directory, and is currently being investigated in a large RCT on pain and agitation in dementia. The versatility of MCB has led to new pilot projects in schools and wards for care of mentally and developmentally challenged groups. Dr. Myskja`s keynote lecture will focus on education in MCB and the national teaching program designed and delivered by The Norwegian Resource Centre for

Arts and Health, but will also cover the development and scientific base of MCB, the elements of MCB, MCB – areas of application and notes on implementation – success factors and caveats.

10.15 – 10.25 Break

10.25 – 10.45 **Anita Jensen** (Primary Healthcare, Region Skåne) & **Max Liljefors** (Lund University): ***Joining Forces in Arts and Health Education: Adopting an inter-disciplinary approach when designing an Arts and Health course***

Abstract: A number of universities around the world are now offering arts and health courses at different levels and with various focal points. In this presentation, we will discuss developments and the course outline of an arts and health educational course at Lund University, Sweden. The outline for the course includes topics such as: an overview of the field, aesthetic theory, dance and movement, visual arts, music and literature. These topics will be covered from a research perspective and examples of practical applications will be given. The course will conclude with practical workshops developed and facilitated by the students in collaboration with supervisors. The primary target students are health professionals and professionals working in cultural institutions. However, students from other backgrounds are also welcome. The admission requirements level is BA or equivalent. Qualification: 7, 5 credits. Examination: Written report.

10.45 – 11.05 **Ellen Foyn Bruun** (Norwegian University of Science and Technology): ***Drama education and mental health***

Abstract: Public health and life skills have recently been implemented as an overall theme in Norwegian primary and secondary education. With this, new dilemmas arise regarding arts education and how drama teachers negotiate their role and subject. The paper will argue that it is important for the drama teacher to be aware of factors that may promote, as well as inhibit, the pupils' mental health and well-being when engaging in drama and theatre practice. The discussion mainly draws from a course for drama teachers 2018 that focused on the intersections of drama and mental health with an emphasis on aesthetic distance and dramatic tools for enabling the pupils' self-efficacy and self-regulation. During and after the course, it was clear that research was needed into this field. So, we have now just started a new project, The Drama space and mental health, that will run for two years. It is collaboration between a health institution, Vestre Viken Helseforetak, and the Norwegian University of Technology and Science (NTNU). We are two researchers with considerable experience as drama educators ourselves and we will work in dialogue with two schools that offer A-level drama courses. In the paper, the main themes from the course 2018 will be discussed because they lay the foundation for the research project. This will encompass how life skills may be supported in arts education, ensuring that the artistic practice is in the centre as a craft and way of knowing of its own accord.

11.05 – 11.15 Break

11.15 – 11.35 **Liisa-Maria Lilja-Viherlampi** (Turku University of Applied Sciences): ***Arts, Health and Wellbeing – Creative Wellbeing. The New Multiprofessional Master Program of Turku University of Applied Sciences***

Abstract: The Master Program of Creative Wellbeing at TUAS provides social sector, arts and health professionals with skills to develop their future working life, applying and widening their own core competencies and networks. The multiprofessional lecturer team build with the students a broad vision and know-how for different expert, development and co-ordination tasks on the social sector, artistic or health care fields and their interfaces. These could be found in the present working environments, or they are results of the emerging new field and service innovations.

The presentation introduces this program and its background in the continuum of the research and development work within the field. The ongoing first-cycle studies are reflected in terms of the goals of the program. The areas for developing the program further, identified so far, are considered.

Creative wellbeing refers to the comprehensive, dynamic and interactive interdisciplinary field with its elements: research and development, life-long education, environments and contexts, practices and services, policy-making, ethics and evaluation, communication and media. Creative well-being is a quality of life, a goal of work in the field, and an interdisciplinary field of discourse.

The main pedagogical processes of the program are:

1. personal professional growth by an autobiographical narrative process, in the core of professional competences for new contexts and
2. promoting developer competencies in the thesis project.

These integrate the knowledge-basis of the program in the student's growing competence as a professional of creative wellbeing. The thesis project is connected to the emerging and renewing working life of arts – health – wellbeing. It plays an important role in the shared knowledge-formation there and networking in the multiprofessional actuality.

11.35 – 11.50

Mona Ødegården (Medical Museum, NTNU/St. Olavs hospital) & **Anja Johansen** (Medicine and Health Library, NTNU): ***Addressing anxiety through art and graphic storytelling***

Abstract: U;REDD - an exhibition about anxiety, is a collaboration between the Medical Museum and the Medicine and Health Library at NTNU, artist/illustrator Nina Eide Holtan and poet Marte Huke. The main intent of the exhibition is to confront social stigmas and create hope around mental health problems, especially anxiety disorder. The two artists involved have both had personal experience with depression and anxiety and their aim was to express how anxiety can feel, creating a sense of belonging in those who suffer from anxiety and an enhanced understanding for those who do not. The artwork supplements the museum's texts through a series of large drawings and a comic-like wall illustration, merged with Huke's poetry, installations and a post for visitor responses.

In this pecha kucha we will present the exhibition and its reception, based on visitor responses (on site) and feedback from school classes. We will argue that the collaboration shows how art and graphic storytelling can be valuable tools for both museums, schools and universities that aim to address the topic of mental health.

11.50 – 12.10

Laura Huhtinen-Hildén (Helsinki Metropolia University of Applied Sciences): ***CRASH- Creativity and Arts in Social and Health Fields - Master's Programme***

Abstract: This presentation introduces the new Master's degree *Creativity and Arts in Social and Health fields*, CRASH, which will launch in 2021 in Helsinki Metropolia University of Applied Sciences.

Creativity and the different ways to express it, cultural activities and arts-related experiences belong to everyone as part of a good and meaningful life. This idea was the starting point in developing the CRASH-Master's.

CRASH is a joint programme tailored for professionals in the fields of culture, social and health fields. The aim of this degree is to strengthen the professional competences needed when promoting health, well-being, inclusion and a sense of community in society through creativity and arts. Graduates are able to reconsider the role of creativity in human life and to reform professional practices. The studies are designed to combine expertise from different fields locally and internationally, strengthening multidisciplinary and international collaboration competences of professionals.

Distinctive feature of CRASH studies is the multidisciplinary collaboration that forms the underpinning of these studies from the very beginning. The students apply to the CRASH-studies with an idea of their project/theme of the master's thesis and these themes are utilized in constructing the course contents and learning environments.

This presentation depicts the key concepts that have influenced the pedagogical choices in the programme and introduces the curriculum framework of the CRASH Master's degree. It also sheds light to the process of developing the programme.

12.10 – 12.20

Summary of the day

Wednesday 23rd

9.00 – 9.10

Welcome

9.10 – 10.10

Keynote: Ross Prior (University of Wolverhampton, UK): ***Educating Well: A Future Paradigm for Applied Arts and Health Education***

Ross W. Prior is Professor of Learning and Teaching in the Arts in Higher Education at the University of Wolverhampton, United Kingdom. He is the founding principal editor of the Journal of Applied Arts and Health, established in 2010 and published by Intellect. He is author of numerous publications including his books *Teaching Actors: Knowledge Transfer in Actor Training* and *Using Art as Research in Learning and Teaching*. Professor Prior is a member of the Arts and Humanities Research Council (AHRC) Peer Review College, Fellow of the Royal Society for Public Health and Principal Fellow of the Higher Education Academy.

Abstract: Along with the rest of society, education is increasingly becoming corporatized, commodified and economized – a situation particularly acute within higher education. Universities spend considerable resources on recruiting students, promoting *why* students should attend university but arguably spend far less on *how* they enable students to be effective and well-adjusted learners. The strain of the digital age and a metrics-driven culture further exacerbates this situation. All this is set within the context of the perceived pressure students face to attend university in the first place. Societal pressures and social isolation appear to be creating a perceptible lack of wellness more generally. The keynote contends that art of all forms can play an effective role in health and wellbeing but until the field grows in confidence in how art provides evidence, change will be slow and confused. The artist-educator-researcher has much to gain from more fully understanding art as research, positioning art as the *topic*, *process* and *outcome* of research. Significantly, art as research recognizes art objects as full participants and uses art as evidence to authentically honour what is unique about art and artists – a future paradigm for applied arts and health education.

10.10 – 10.20

Break

10.20 – 10.40

Kristin Berre Ørjasæter (Nord University): ***Performing arts as a free zone supporting recovery processes in a Norwegian mental hospital***

Abstract: Background: Mental hospitals have an untapped potential in supporting recovery processes for people with long-term mental health problems. There is a need creating free zones where people's strengths and resources have primary focus. Methods: This study applied a qualitative hermeneutic-phenomenological framework exploring experiences with performing arts among people with long-term mental health problems. Data was gathered through informal observation and in-depth interviews with 11 people who were, or had been participants in a music and theatre workshop located within a Norwegian mental hospital. Results: Engaging in performing arts was described as a free zone in mental hospital that supported participants recovery processes.

The free zone was described as a good place to be where participants experienced unconditional care and acceptance, a sense of control and freedom without being limited by the hospital environment. Three cornerstones were identified for creating such a free-zone in mental hospital; (1) a high degree of accessibility and flexibility, (2) a person-centred approach and (3) belonging and constructing a safe haven. Implications: Previous research have pointed out that mental hospitals` physical and organizational structures are not designed to give patients space and access to privacy from health professionals during their hospital stay. This study shows that there is possible to create such a free zone, a potential space in a mental hospital context.

10.40 – 11.00

Barbara Groot-Sluijsmans (Amsterdam Public Health Institute, Amsterdam University Medical Centre) & **Lieke de Kock** (Leyden Academy on Vitality and Aging): ***The invisible force: active ingredients of arts-based initiatives for older people***

Abstract: Arts and health for older people is a growing field with significant developments for research and practice. The positive value of art-based initiatives for seniors is widely assumed and supported; however, only a few studies have attempted to explain how the arts 'work' in affecting older people's well-being. To support the arts & health development, it could help to have a common language to name and communicate about arts-based initiatives' mechanisms between multi-disciplinary partners, for example, artists, care staff, social workers, researchers, funders, and older people. In the field of dementia, recently, a framework of mechanisms for arts interventions was developed - called a taxonomy. It is unclear if this framework could be generalized to active arts-based initiatives for older people. A framework with mechanisms and a common language could help to design educational training for artists and care professionals in the field of arts and health.

Our research was conducted in a participatory arts-based action research project in collaboration with 15 art-based initiatives in different contexts and four arts-programs in long-term care in the Netherlands. All initiatives and arts-programs vary in arts modality, circumstances, competencies, and art characteristics. In this presentation, we share a first idea of a framework based on micro-narratives (n=250) of older people (n=80), interviews with artists (n=24), and participatory observations of participatory researchers (n=20 half-days).

11.00 – 11.10

Break

11.10 – 11.30

Aase-Hilde Brekke (Nasjonalt kompetansesenter for kultur, helse og omsorg): ***Learning Life Skills in the Kindergarten through E-learning?***

Abstract: The research (FOU) project "Livsmestring i barnehagen"/"Life skills in the Kindergarten", is a study of the E-learning program "Sang og musikk i barnehagen"/"Song and Music in the Kindergarten", developed by Sonia Loinsworth from Barnas Musikkteater AS. The project is initiated by Aase-Hilde Brekke and Sonia Loinsworth, funded by Forskningsmobilisering Agder through Norwegian Science Dep., and is a cooperation with UIA. The project is focusing on how the employees can develop their voice and singing skills, mindfulness for mastering stress, and rhythm for playfulness. The presentation will present the research-questions, some preliminary findings, and will also give some reflections based on my own teaching artist experiences. I have broad experience in interdisciplinary collaboration and has initiated and implemented many art

projects for children and youth.

My research interests is exploring how crossover art and aesthetic learning processes and working with social relations can create a feeling of "becoming" and belonging and strengthen the personal and group identity and improve life skills and wellbeing.

11.30 – 11.50

Leah Burns (Aalto University) & Dohee Lee (Aalto University): *A critical-pragmatic approach to addressing ethics, aesthetics and impact in art and design for health and well-being*

Abstract: When collaborating with the health sector, art and design practitioners frequently encounter ethical issues and protocols regarding privacy and safety that they may not have considered in previous practice or contexts. Artistic quality and the aesthetic value of the processes and products of initiatives in art/design for health and well-being is another area that frequently provokes debate and requires further attention. Although positive response to art and design in health contexts is commonly acknowledged, a key concern for health practitioners, funders, and other regulators is the lack of systematic evaluation of these practices and their impact. On the other hand, artists and designers often object to narrow conceptions of evidence that predominate in health sector evaluation protocols. Compounding these concerns is the need to address and embed perspectives on evaluation from the individuals/communities that these initiatives engage. This paper presents findings from qualitative research conducted in Canada, Korea and Finland with practitioners and older adults using art and design to promote wellbeing. Semi-structured interviews, participant observation, and art/design workshops were used to gather participants' experiences with arts/design for aging and well-being. The data was then thematically coded focusing on participants' perceptions and evaluations of ethics, aesthetics, and impact. Findings illuminate unique concerns of each international context as well as shared concerns. This presentation concludes with recommendations for a critical pragmatic approach to evaluation. Art and design for health practitioners and educators seeking to advance skills and knowledge regarding evaluation in this field will find this presentation of acute interest.

11.50 – 12.05

Christina Grape Viding (Uppsala University): *Self-chosen arts-based activities for health care staff – an ecological approach*

Abstract: The aim of this study was to explore the possible impact of self-chosen arts-based recreational activities for staff within a health care organisation.

A ten week program of different recreational arts-based activities was offered to health care staff one per week at three health care centres in Stockholm. The activities were qigong, line dance, chocolate and cheese testing, sculpturing with vegetables and fruits, yoga, baking and panting with non-dominant hand. Focus group interviews were made, and a phenomenological- hermeneutic method was chosen to capture the participants self-reported experiences.

The analyses showed that the participating staff revealed physiological effects and group coherence. Some challenges were also involved when implementing the activities at the

workplace. The physiological impact of the arts-based activities induced feelings of joy and stimulation, especially when learning new skills. Also, relaxation emerged, with effects that could be sustained after the activities had ended. Charing the activities created trust among the health care staff and a feeling of group coherence appeared.

The Arts-based activities enhanced the relationships in the workplace in different forms. The formal hierarchies were erased between the staff and they began seeing each other more as individuals. Finding time and setting up arts-based activities at the health care centres was challenging. Maintaining the motivation to run activities was also demanding, especially racing against stress in the ordinary workday. Bringing arts-based activities to a workplace in health care can be rewarding and alter the work climate positively despite the challenges in implementing the activities in the system.

12.05 – 12.15

Summary of the day



**NORDIC-BALTIC
MOBILITY
PROGRAMME**

Culture

**TAIKU
SYDÄN**



Kultur, helse og omsorg
NASJONALT KOMPETANSESENTER

KMIH

NORDJYSK CENTER FOR KULTUR & SUNDHED
NOCKS

TURKU AMK
TURKU UNIVERSITY OF
APPLIED SCIENCES



**HØGSKULEN
I VOLDA**

REGION
SKÅNE



AALBORG UNIVERSITET