

An educational framework for acquiring skills and competencies for multiprofessional work between arts and social care (0031)

Carola Boehm¹, Liisa-Maria Lilja-Viherlampi², Outi Linnossuo², Hugh McLaughlin¹, Suvi Kivelä², Kaisa Nurmi², Reea Viljanen², Jodie Gibson¹, Ivar Männamaa³, Emilio Jose Gomez Ciriano⁴, Esther Mercado⁴, Oscar Martinez⁴

¹Manchester Metropolitan University, UK,

²Turku University of Applied Sciences,, Finland,

³University of Tartu Viljandi Culture Academy, Estonia,

⁴University of Castilla La Mancha, Spain

Summary Outline

This paper introduces the basic concepts around multiprofessional competencies in art and social care, focusing on their specific cultural contextualizations, as framed within the currently running project MOMU (Moving towards Multiprofessional Work in Art and Social Work) funded by the Erasmus+ Programme. The idea of the project was developed in cooperation with four European Universities involved heavily in arts and social work provision: the Turku University of Applied Sciences (Finland), Manchester Metropolitan University (UK), University of Tartu Viljandi Culture Academy (Estonia) and University of Castilla-La Mancha (Spain).

The project aims to develop educational frameworks and define competencies for multiprofessional teamwork in art and social work/care (MPW), expanding the work done in the large-scale Estonian-Finnish project *MIMO – Moving In, Moving On!*, which established and embedded the initial methods for MPW into professional practice. A large research and development project running from 2010–2013, MIMO was funded from the Central Baltic INTERREG IV A 2007–2013 programme; the project developed multiprofessional teamwork models and applied art-based methods to anticipatory youth work and embedded the approach in its own educational provision and many external youth organizations. (TUAS 2013)

These two projects, MIMO and MOMU, are underpinned by two important theoretical backgrounds and their related professional practices: a) multiprofessional practices; and b) using arts-methods. The new educational frameworks developed as part of these projects have large implications for contemporary professional practices when working with communities, and particular with youth. Implications for embedding MPW into Finnish and Estonian professional practice have been covered in a series of articles in two significant book publications related to MIMO (Krappe, Parkkinen et al. 2012, Tonteri, Krappe et al. 2013).

The emphasis of this kind of MPW work lies on dividing work between professionals while working together with young people and on the definition of genuine multiprofessional cooperation and collaboration. It is a multiprofessional practice stemming from a multidisciplinary approach to working with communities and individuals. As the initial project documentation suggests, there are "... artists who are willing to work in new kinds of environments. In the field of social work there is a growing will to apply art, but it is not always easy when different professional cultures confront". (Tonteri 2013) Artists might feel that they cannot get inside the community of social work professionals or might perceive that by doing so, they leave their artistic integrity behind. Social Work/Care professionals, on the other hand, often feel that collaboration complicates their work, and there is often a lack of confidence in applying artistically informed approaches. More often than not is there real enthusiasm and willingness, but perceiving themselves not as artists, the validity of how they use artistic methods, its artistic integrity, is perceived to be associated with a deeply informed, embodied and/or studied practice and thus represents a barrier towards a more wider, more common or deeper application of arts approaches in social work/care contexts.

This is where multiprofessional approaches can provide solutions of both providing the benefits to communities and individuals from using the full depth of artistic engagement, whilst maintaining the community focused support specific to the needs and requirements of the social context. Examples of multiprofessional teamwork by art and social work/care professionals already exist extensively, but working practices are not structured and there is a lack of learning frameworks that allow MPW teams to be supported by a structured process of negotiating roles and understanding their own responsibility in this collaborative process.

The concepts around multiprofessional collaboration are widely used, but not often specifically defined in the context of educational provision within/between arts and social work/care. Either they cover MPW education (or IPE - Interprofessional Education) (Davis and Smith 2012, Lewitt, Cross et al. 2015), or they consider Arts Approaches in Social Work without the MPW element. The essential questions we aimed to answer in our project are: How can we clarify the roles of different professionals and structure multiprofessional work in the area of arts and social work/care? What structured learning frameworks are we able to devise and put in place in order to support a deep understanding and embedding of multiprofessional skills and values? And how can we develop education of art and social work students so that their competencies for multiprofessional co-operation are enhanced to meet the future challenges of Youth Work in the 21st century with its contemporary and diverse challenges.

The current MOMU project expands the MPW practice to a wider European context and aims to develop specific educational frameworks to support universities when providing educational provision for MPW using arts-approaches. Thus, a first step in this project was to gather data from a series of surveys in 4 European countries, targeted at educators and practitioners in the area of arts and social care, then to consider the European wide implications of embedding educational practice and formulating educational components from the lessons learned from MIMO.

Hence, this article will focus on a) articulating the specific European cultural contexts of relevant concepts, b) map existing educational provision in this area and c) put forward initial frameworks in which the design of learning objects can happen to progress the need for training modules in this area. (currently 858 words)

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