



NEWSLETTER

COEHRE newsletter - Edition 9 – November 2012

Message from the president



Dear colleagues,

I am very happy to introduce you to this issue of the Coehre Newsletter.

The Council met in June in Gent and we also had a phone meeting on 4 October, both with quite a full agenda.

We, of course, went through all the preparations for the upcoming Annual Conference hosted by Savonia University of Applied Sciences in Kuopio, Finland 17 – 19 April 2013. We are happy to inform you that we are looking forward to a very interesting conference on “Education for Citizenship and Participation in Health and Social Care” with interesting keynote contributions, workshops and oral presentations.

In conjunction with the staff program there will be

- A pre-conference programme
- A full program for students, 15 – 19 April.
- A seminar for the deans on Thursday 18th April.

I am looking forward to see many of you in Kuopio!

In this Newsletter you will find updates on conference matters and Coehre Academy activities. Please consult also the Coehre and the conference websites for actual information and updates.

And if you have any questions or remarks, please contact Isabelle Delariviere at the Coehre Administrative Office.

Best regards,
Cor Segeren, President

Annual COEHRE conference 2013

Kuopio, Finland
17-19 April 2013

Conference theme:

Education for Citizenship and Participation in Health and Social Care

Subthemes:

- Safety and compassion in Health and Social Care practice
- Patient / client inclusion as experts by experience
- Technology to support human wellbeing
- Simulation Pedagogy

More info:

<http://coehre.savonia.fi/>

Dates for your diary

- ❖ **Capacity Building Seminar** on ‘Experiencing health care in a resource poor country – preparing, coaching and supervising students’
5-8 December, Nijmegen
(now fully-booked but will be organized again in 2014)
- ❖ **DATIC**
5-8 May 2013, Istanbul, Turkey
- ❖ **ICHCI Meeting**
23-25 October 2013, Budapest, Hungary



Conference April 2013, Kuopio, Finland

Programs

Pre-conference workshop		Tuesday 16 April 2013
Student Program	Monday 15 April 2013	Friday 19 April 2013
Staff Program	Wednesday 17 April 2013	Friday 19 April 2013

Conference aims

- promote development of higher education in health and social care
- facilitate sharing, collaboration and networking among the participants
- enhance critical debate on the conference topic

Conference topic and sub-themes

Education for citizenship and participation in health and social care

- Safety and compassion in Health and Social Care Practice
- Patient / client inclusion as experts by experience
- Technology to support human wellbeing
- Simulation Pedagogy

IMPORTANT DATES	
31 December 2012	Deadline for submitting abstracts
1 November 2012 – 1 March 2013	Early Bird registration €375
2 March 2013 – 2 April 2013	Registration €475
8 February 2013	Outcome of review sent to the authors
16-19 April 2013	Conference

Save the dates in your diary and tell all your peers about the conference.

I look forward to welcoming you to Kuopio!

Best wishes,

Salla Seppänen
 Director of Social Services, Health Care and Rural Industries
 Savonia University of Applied Sciences



CONFERENCE REGISTRATION

The website (<http://coehre.savonia.fi/>) is now open for registration!

Register early and benefit from lower registration fees:

STAFF FEES		STUDENT FEES	
Early Bird fee (latest 1 March)	€ 375	Early Bird fee (latest 1 March)	€ 200
Staff fee (2 March-2 April)	€ 475	Student fee (2 March-2 April)	€ 250
Non-member fee	€ 725	1 student per institution	€ 0
Staff host school	€ 150		



Economy crisis!

Do ensure participation through some money-saving tips:

- Register before the 1st of March and save €100 on the Staff participation fee and €50 on the Student fee!
- Cheap accommodation for students! <http://www.hostellihermanni.fi/en/>
The more students stay in one room, the cheaper the price.
- 1 student per institution pays no participation fee!
- YOU DON'T KNOW COEHRE YET AND WISH TO PARTICIPATE?
Learn to know our organization by becoming a Trial Member (€350) and benefit from it as each of the participants from your institution registered before the 1st of March will only pay €375 Early Bird fee, after the 1st of March €475. Do feel free to contact the Coehre Administrative office for more information!

MEMBERSHIP FEE PAYMENT

We would like to draw your attention to a new measure that we took regarding the Membership Fee payment. It would be kindly appreciated if the payment of the annual Membership fee could be settled before the start of the conference. This will enable us to invoice a correct registration fee when you wish to participate in the annual Coehre Conference.

ICHCI Project Meeting and Capacity Building Seminar Oliveira de Azeméis, Portugal, 25.10.2012

ESENFVPOA in Oliveira de Azeméis has welcomed 60 teachers from all over Europe for the ICHCI Project meeting. They have assembled to form 5 task groups in which they prepare and brainstorm the various programs that will take place from January to May 2013. The goal of these intensive programs is to strengthen the international, interdisciplinary and interprofessional collaboration among the members and students from different institutions.

- ICHCI-1 Health in a changing World
- ICHCI-2 Enabling Client Responsibility in Health Care
- ICHCI-3 Poverty and Social Exclusion
- ICHCI-4 Community based Mental Health
- ICHCI-5 Active Ageing



Fernanda Príncipe
Vice-President
Escola Superior de Enfermagem da Cruz Vermelha Portuguesa de Oliveira de Azeméis

The next project meeting will be organized in Budapest, Hungary.

COHEHRE ACADEMY UPDATES



DATIC

A new seminar on ‘Developing and Teaching Intercultural Competences’, DATIC, will take place on 5-8 May 2013 in Istanbul, Turkey. A project group, preparing the seminar, will meet up to develop this train-the-trainer course on intercultural competences.



New! **ICHCI-5: Active Ageing** **Approved**

ICHCI-5 Active Ageing is a new Intensive Program, approved by the EU in July! The focus will be on active ageing, inclusion in the community.

Information about the content of the IP will be soon added to the Coehre website.

We welcome

ICHCI-6: From mainframe to personalized care –a disruptive change

The health care as it is organized in Europe is not sustainable. There is a need to anticipate the demands for a more personalized care. Ageing and the epidemic of non-communicable diseases put sharp limits on our diseases orientated health care. This Intensive Program explores a necessary disruptive change, developing concrete interventions towards a personalized positive health provision in which innovation and network intelligence are paramount. The IP partners come from Turkey, Norway, Denmark, Switzerland, the Netherlands and Portugal.

UPCOMING EVENTS

- ❖ Seminar on Opportunities for networking, exchange and cooperation of the new EU program 2014-2021 Spring 2013, Brussels, Belgium

FACEBOOK

Coehre has launched a Facebook page! The page will be updated on a regular basis with conference programs, news about the Academy, upcoming seminars, pictures etc.

CALL TO BE A PARTNER IN AN INTENSIVE PROGRAM

Below, you will find a call to be a partner in an Intensive Program.
If you would be interested, do feel free to contact one of the authors.

Call to be partner in an Intensive Program

15 November 2012

TITLE **Positioning social work and occupational therapy practices in processes of community development**

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RATIONALE

Historically, developing and regenerating communities are important goals of social work and occupational therapy. Earlier initiatives of community development and regeneration mirrored various ideological positions and shaped values and norms within the pillarization (catholics, protestants, socialists and liberalists), which directed certain notions and ideals of community and promoted a specific orientation towards society as a whole. In this context community development was supporting the formation of separate groups ('us and them') that lived together under the same pillar by democratic decision-making processes. Meanwhile, the pillarization in society is forced open and now we speak of a network-society which is characterized by pluralism. Currently, the concept of community can be viewed in different ways.

From the idea that there is a lack of community and solidarity (this concern is also called the 'democratic deficit'), community development and empowerment becomes an ideal to strive for in policies and practices, through promoting active participation and social inclusion of all community members and to establish sustainable social relationships and (formal and informal) networks. (Toomey, 2009: 183)

In this approach community is mythologized: it assumes a homogeneity of values and standards, and a shared and common sense of identity (Shaw, 2008) in which singularity of identity is reinforced and interactions are pre-arranged. This notion of community is problematic and has the potential for disempowerment, because it leads to and even legitimates certain kinds of exclusion. Community can reinforce and create social polarization and potential conflict (Shaw, 2008). This approach denies the most significant feature of living together in community: (learning) to deal with pluralism, diversity and negotiating difference, and with conflict and dissent, which is inevitable in a democracy (Mouffe, 2000).

In our IP we want to reconnect community work to realities in the neighbourhoods and organisations, referring to the world as it is, but at the same time critically analysing these realities in terms of injustices and disempowering roles and relationships. Although all concepts of community development are based on some normative account of 'the good life', these accounts are rarely made explicit. This normative account of what a community ought to be risks also to obscure social realities, situated in its wider socio-cultural and economic context (Shaw, 2008: 27-28). It is vital to recognise and to understand the way in which structural circumstances, roles of practitioners and interventions influences community development processes (Toomey, 2009: 183).

We see processes of community development as relational practices which are co-constructed in interactions between people and situated in the social, cultural, political and historical context. These are active processes which refer also to boundaries: meaningful boundaries are set up in these interrelations, interactions and dialogues and in the development of social identities. So inclusion and exclusion are very much related in the concept of community and community development. Community is furthermore connected with equality, and equal opportunities for processes of identity formation and appropriation. Therefore it is about ambivalence, conflict and dissent, as meaningful individual and collective learning processes.

QUESTIONS

- Which are the different notions of citizenship and views on participation on which processes of community development are built?
- Which interventions (social work and occupational therapy) can support processes of identity development, and processes of appropriation and identification?

SUBTHEMES (other themes are still possible) :

- *Community art practices*

Community art practices are often articulated as art-based educational practices (Clover, 2006), a collaboration between adult educators, artists and community organisations. In Flanders (Belgium), community art practices originated within the context of poverty alleviation. Currently, they are considered to form a vital part of urban development and act as a means of gaining cultural participation and community development (De bisschop, 2009).

International scholars credit community art practices with several gains and outcomes. First they emphasise the educational processes and the emancipatory potential of community art practices, especially for different target groups and participants, for instance people living in poverty or people with disabilities. Second they draw attention to the possibilities of community art practices to enable users to express their questions and needs with regard to services and society (Clover, 2006; Matarasso, 1997, Newman et al, 2003). Third they point out that community art practices offer the possibility to reassess and revalue neighbourhoods and districts (Carey and Sutton, 2004; Phillips, 2004). Fourth they argue that community art practices raise possibilities for an extension of the concept of art through enquiries directed to the institutional framework of art and culture on the one hand, and possibilities for an extension of the social basis of art on the other (Kerremans and De bisschop, 2010). Yet less attention is drawn to the importance of these practices being as democratic platforms, i.e. forums for discussion about standards and values, world views and society, that help people in their struggles with equality and justice (Clover and Stalker, 2007, Meade and Shaw, 2007; Von Kotze, 2009).

Although a number of different social and artistic emphases or principles exist within the extensive field of community arts practices, we argue that community art practices can act as a mirror or camouflage of public life and local interaction in the city. They have the possibility to make connections with past, present and future because they can interact directly with their locality, their history and future discourses. Therefore community art practices should be analysed in terms of collective learning processes and democratic moments they facilitate rather than in terms of their learning or artistic outcomes or their possibilities for enhancing encounters. The question is not in what way these practices beautify or regenerate the city, but why and how practitioners position themselves in these practices by working not only *in* but also *with* the

context. How can practitioners in community art practices cultivate the democratic disposition (Shaw and Martin, 2005) and nurture the capacity for democratic dissidence and dissent (Martin, 2009) in the city?

- *Urban cracks as forum for civic learning*

Urban cracks are temporary in-between spaces in the city. Urban cracks confront us with the city's fulfilment failures in some areas. Oppressed practices are often disclosed in these indeterminate places, where dominant logics of economy and consumption, which are overruling most historical city centres, openly conflict with those ignored. Therefore, urban cracks are held up as examples for revealing existing frictions within urban life and culture. Groth and Corijn (Groth & Corijn, 2005: 506) describe them as 'sites where clashes in 'urban meaning' manifest themselves'. They have tensions that are often impeded or absent in more defined and delimited sites. Urban cracks fall outside the familiar boundaries of urban planning and seem to have grown rather than to have been planned (Van Eeghem, et al., 2011). Hamers (2006) describes these sites as 'shifting spaces': whenever they appear in one place, they disappear in another. It is the missing piece in a shifting puzzle, the open box changing place, each time enabling a preconceived order to be established elsewhere. Without these in-between spaces the city would be completely stuck (Verschelden, et al., 2012). Urban cracks are part of the existing order of the city, although their function within that order is unclear and multifaceted. The idea of spaces being out of order and interrupting the existing order of urban public space represents urban cracks as promising sites for processes of civic learning and for engagement with the democratic experiment.

The existence of urban cracks hasn't escaped the attention of social workers. On the contrary, since a few years they are being discovered as excellent sites for educational processes and community developing activities. However, within these initiatives, urban cracks are often in the first place seen as a practical décor for the traditional socialising interventions, based on republican and communitarian citizenship models.

- *Shared occupations*

Shared occupations occur when different community members are engaged in an occupation together. The level of engagement in the occupation may not be equal among the community members and their purpose and experiences may differ.

Christiansen and Townsend (2004) stated shared occupations as being central to successful community living. Polgar and Landry (2004: 210) described communities as "groups of people acting collectively in a desired or needed occupation". The community comes together in the performance of a common or collective occupation. Ledair (2010) mentions in her article a discussion of Trentham e.a. about the use of community development strategies to enable engagement in shared occupations. They emphasized the importance of supporting individuals' engagement in shared occupations such as planning, learning and skill building in a group context to influence individual and community health. The identification of individual concerns and priorities for action makes it possible to focus also on the identification on common needs and issues and shared goals, and that might stimulate shared occupations to reach these goals. Beautiful examples have been found in several countries like community gardens that provide community members with meaningful occupations.

There is a need to become more specific how occupational therapists can support individuals to be engaged in a community context, to be actively related to their environment and share occupations with others.

How do occupational therapists explicit their health agenda in a social environment? How do occupational therapists fill in their role as facilitators of social issues? And how do social workers act in this context? What is their agenda? Are social workers and occupational therapists able to get involved in dialogue with each other in a way that results in mutual empowerment? (Boumans, 2012)

- *Occupations and identity*

Personal identity can be defined as the person we think we are. Christiansen (1999: 3) said that: 'identity can be viewed as the super ordinate view of ourselves that includes both self-esteem and the self-concept, but also importantly reflects, and is influenced by, the larger social world in which we find ourselves.' This implies that there is a close connection between doing and identity. Our identity is closely tied to our occupations and to the interpretations we give on those actions in the context of our relationships with others. There seems to be a clear link between our identity and our belief in the things that we can do. During the twentieth century a variety of social scientists and philosophers (think of Paolo Freire, Jürgen Habermas and Michel Foucault) studied the effects of social change and on the individual. They all built social theories on the relationship between society and individual and concentrated their research on the effects individuals experience when they are considered as an object more than as a subject. They showed us the consequences of the increasing power of social institutions: objectivation of the individual and loss of influence of individuals on their own actions, life and circumstances. Foucault criticized the ongoing normalization of social institutions because of the negative effects on individuals and Habermas emphasized the need for empowerment of individuals and (vulnerable) groups. Many emancipations movements have been inspired by their social theories. Results of recent research on the effectivity of health promotion programs show that when people take responsibility for their own health and when people have an active attitude towards self care and the improvement of the situation they live in, that this has an aspect of prevention and leads to a reduction of symptoms like depression etc. as well (Cuijpers, 2011). Because of the growing awareness that the active involvement of individuals in health and social care programs support in an important way the effectivity of interventions, more and more focus in health and social care on self-management and empowerment is seen. Interventions like training competencies and capacities of groups and individuals are aiming for strengthening their identity and self-esteem in a way that their need to participate in their own context, e.g. in work, voluntary occupations, informal care, social relationships and networks are really met.

OBJECTIVES

- To enable students to get insight in and to reflect on the concept of citizenship
- To enable students to develop a vision on how professionals (social workers and occupational therapists) can support communities with a community development approach that results in the participation and social inclusion of vulnerable individuals and groups
- To enable students to get insight in and to reflect on different results community development is aiming for like processes of identity development, of appropriation and identification, of empowerment
- To enable students to understand new developments and insights in community development practice
- To enable students to reflect on the importance of a community development approach for their own professional and personal development
- To enable students to define in a cross-professional context the strengths of both professions and to understand the complementarities to their own profession
- To enable students to communicate the added value of transprofessional cooperation in community work
- To enable students to work within an cross-country cooperation and to become aware of the international perspectives.

OUTCOMES

- A tool for community development in Social Work and Occupational Therapy practices

DISSIMINATION

- a course book
- a poster
- a student facebook group

TARGET GROUP

Students in social work and occupational therapy

PREPARATION

Students of each country need to prepare a case study from a social cartographical account before coming to Belgium. During the IP this information will be used in order to share practices and situations from different countries.

A social cartographical account position a concrete practice or organisation within its wider professional, historical, societal and local context. It aims at revealing the assumptions, discourses and social problem definitions that lay under its organisational goals and activities.

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