ISNA

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Poster session by HAMK (University of Applied Sciences in Finland)

Dr Marja Sirkkola & M.Soc.Sc Päivi Veikkola & Students of 'Professional Specialization Studies on Multisensory Work'

Proposal sent 27.11.2010 and accepted 11.4.2011 by Evelyne Combaluzier with an invitation to continue

'Contemporary Finnish applications of Snoezelen/MSE/multisensory work[1]'

Introduction to a poster session

The concepts of Snoezelen (Hulsegge & Verhuel 1987) and Multisensory Environment (Pagliano 1999; 2001) are well known working methods in Finland. To increase and deepen staff members' practical and theoretical knowledge at diverse working sites, HAMK (the University of Applied Sciences in Hämeenlinna) has annually offered 'Basic Studies on Snoezelen/MSE' (3 cp/ECTS[2]) since year 2000. Every other year HAMK has also arranged multidisciplinary 'Professional Specialization Studies on Snoezelen/MSE/multisensory work' (30 cp/ECTS). Year 2008 a group of 11 students with their 3 teachers arranged a workshop at ISNA's 6th International Snoezelen – Symposium 'Mirror to the World- Practical Experiences with Snoezelen' in Neuwied , Germany (Mertens 2008, pp.111-117) and published their work 'Multisensory Work – Interdisciplinary approach to multisensory methods' as an e-journal[3] . This year, 2011, same teachers together with their group of students are attending the 9th ISNA conference in Paris presenting a poster session.

Only practitioners with years of experience of Snoezelen/MSE/multisensory work or those academics with higher degrees on education, social sciences, health care or similar disciplines and with backgrounds in e.g. special education, rehabilitation, therapy or leisure activities, are accepted to Professional Specialization Studies. Therefore the focus of studies is on applied research methods and on developmental work. Each student uses Participatory Action Research (PAR) as their strategy which aims to improve the MSEs. They participate staff members or their clients to planning, building, evaluation and re-planning as much as possible (Kemmis & McTaggart 2000, pp. 567-606). Several data collecting methods are used: participatory observation, focus group interviews, semi structured interview formulas, diaries and case narratives, which are analyzed with diverse methods suitable for qualitative and mixed methods (Denzin &Lincoln 2000).

[1] Sirkkola 2010
[2] ECTS = European credit transfer system
[3] Sirkkola, Veikkola & Ala-Opas (2008)
http://portal.hamk.fi/portal/page/portal/HAMKJulkisetDokumentit/Yleisopalvelut/Julkaisupalvelut/Kirjat/kielet_kulttuuri_hyvinvointi/Interdisciplinary_approach_to_multisensory_work.pdf

As usual in PAR, developmental work may take several years. HAMK's students study and get supervised by their teachers during the year 2011, but they will continue their developmental work and local research together with their interdisciplinary teams. Students work in Helsinki, Espoo, Hämeenlinna, Turku, Forssa, Janakkala or Jyväskylä at diverse working sites for elderly, for people with disabilities, and at special schools or as private experts using snoezelen/MSE/multisensory work.

The poster session will present their emerging levels of action research cycle: plans how to develop the indoor or outdoor MSEs based on focus group interviews of staff members and clients, developments of snoezelen equipment like wagons and suitcases, curriculum developments for special school, sociocultural animation of staff members by staff education and organizational change, developments of client assessment (person centered planning focusing on snoezelen).

The topics of students' posters are:

1) Noora Hynni (Case Study at Maria-home, PAR):
A multisensory corner for elderly in a residential home – planning and building a practical and 'easy to use' snoezelen corner to a small residential home for elderly.
(keywords: PCP, accessibility, snoezelen/MSE)

2) Paula Karhunen (Case Suomenoja, PAR):
Effects of MSE on people with self injurious- and challenging behavior.
(keywords: mental and developmental disabilities, spectrum of autism, interaction, challenging behavior, participation)

3-4) Jutta Karvonen & Anniina Niku-Paavo (Case Study at Virvelinranta, PAR):
Building a MSE for adolescents and adults with challenging behavior combined with spectrum of autism at Virvelinranta – stress free area for people with autism.
(keywords: prevention, MSE, 'time off'- room, challenging behavior)

5) Tarja Kesälahti (Evidence Based Development, Bench Marking):
A suitcase full of multisensory equipment - theoretical backgrounds for multisensory equipments, fresh and innovative ideas for occupational therapy purposes.
(keywords: transferable multisensory equipment, joy and pleasure)

6) Anna-Maria Kyriopoulos (Evidence Based Development, Participatory Observation, Interviews, PAR):
Developing a multisensory room for elderly - focus on challenging behavior. Developing a practical model to support elderly with dementia and challenging behavior in a MSE.
(keywords: prevention of challenging behavior, symptoms of dementia, MSE)

7) Sointu Laivo (Participatory Observation, Semi-Structured Interview,Evidence Based Development):
Ways to motivate staff to use MSEs at an institution for people with severe and multiple disabilities.
(keywords: socio cultural animation, interdisciplinary team work, snoezelen)

8) Sirkku Liimatainen (Evidence Based Development, Bench Marking, Case Kinapori):
Planning a MSE and a snoezelen wagon for elderly clients with various cultural backgrounds. Physical elements of MSE; colors, light and electrical equipments.
(keywords: sociocultural MSE, care for elderly immigrants)

9) Liseli Louhiala (Evidence Based Development, Bench Marking, Case Juteini Home):
Developing the use of MSEs at a home for people with severe and multiple disabilities.
(keywords: person-centred - planning, manual for 'how to use the room', assessment formula, MSE)

10) Päivi Luoma (Case Virvelinranta, Interviews, Bench Marking, PAR):
A plan for building a multisensory 'meeting arena' at a day care center for people with severe disabilities.
(keywords: MSE, interactive space)

11) Kirsi Närepalo-Lahtinen (Interview, Evidenced Based Development, Case Ojoinen):
Wellness and multisensory work at a special school classroom. Empowerment and joy for children with disabilities and challenging behavior.
(MSE, empowerment, special education)

12) Hannele Oksanen (Evidence Baced Development,Bench marking, Case Niittyvilla):
Bathing and Finnish sauna as multisensory environments for people with severe and multiple disabilities. Developing a model for multisensory work in everyday bathing environments.
(keywords: MSE, staff education, severe disability)

13) Reija Seppä (Focus Group Interview, Evidence Based Development, Case Bovallius):
A multisensory curriculum development for theme autumn. A didactic development for special education.
(key word: special class for adolescents, multisensory didactic)

14) Maria Vane-Tempest (Focus Group Interview, Semi-Structured Interview, Participatory Observation, PAR):
Developments at an institution for elderly. Developing a model for rehabilitative multisensory work for elderly.
(key words: staff motivation, developing MSEs and multisensory activities)

15) Seija Varjola (Bench Marking, Evidence Based Development, Participatory Observation):
How to use multisensory work when visiting customers at their home? Plain and aesthetical environments for elderly.
(key word: occupational therapy, aesthetics, care for elderly)

16) Pia-Nina Vekka (Evidence Based Developing, Bench Marking, Subjective Case Study):
Planning and building a personal multisensory room for a person with Multiple Sclerosis.
Process of creating a favorite place with theoretical back grounds.
(key word: well-being, personal MSE, multiple sclerosis, accessibility)

The final reports of these developmental projects will be published in Finnish as an e-journal in December 2011.

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