



Empathy Machines

Introduction

Pete Carruthers

Writer / Actor / Director / Producer

ARC NWC Mental Health Early Career Researcher
Development Fellowship



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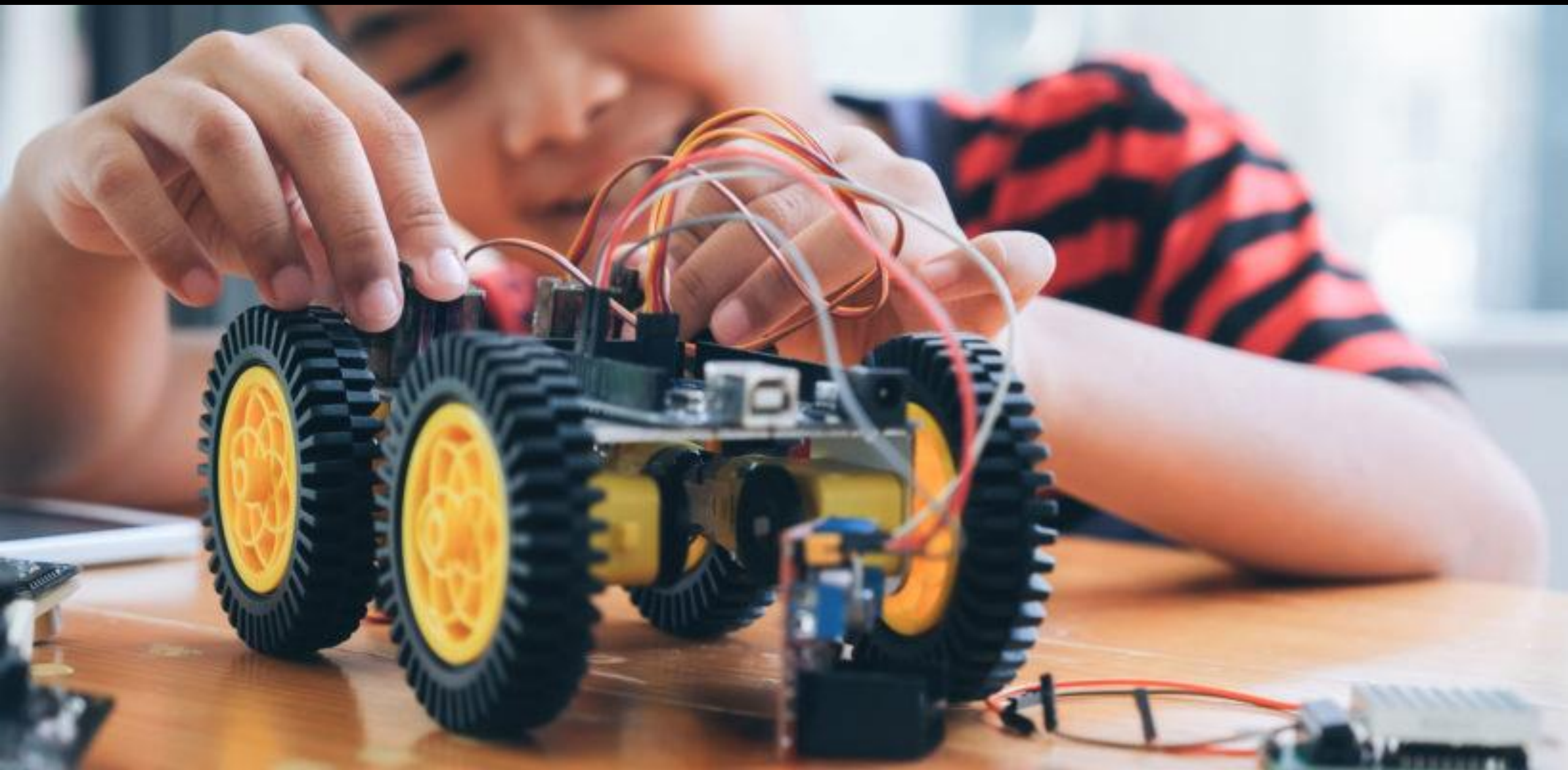








$$E = mc^2$$







MARRIED

**WITH
CHILDREN**





of divorce in Eng

Definition

Divorce


competent

orce

body.

The legal

Divorce from

A person is silhouetted against a bright sunset or sunrise over a body of water. The person is looking out towards the horizon. A thought bubble is positioned to the right of the person's head, containing the text "What am I doing with my life?". The thought bubble is light blue with a darker blue outline. The background shows a dark landscape on the left and a bright, hazy sky with the sun low on the horizon.

What am I
doing with
my life?



THE LADYBIRD
BOOK OF

THE MID-LIFE CRISIS







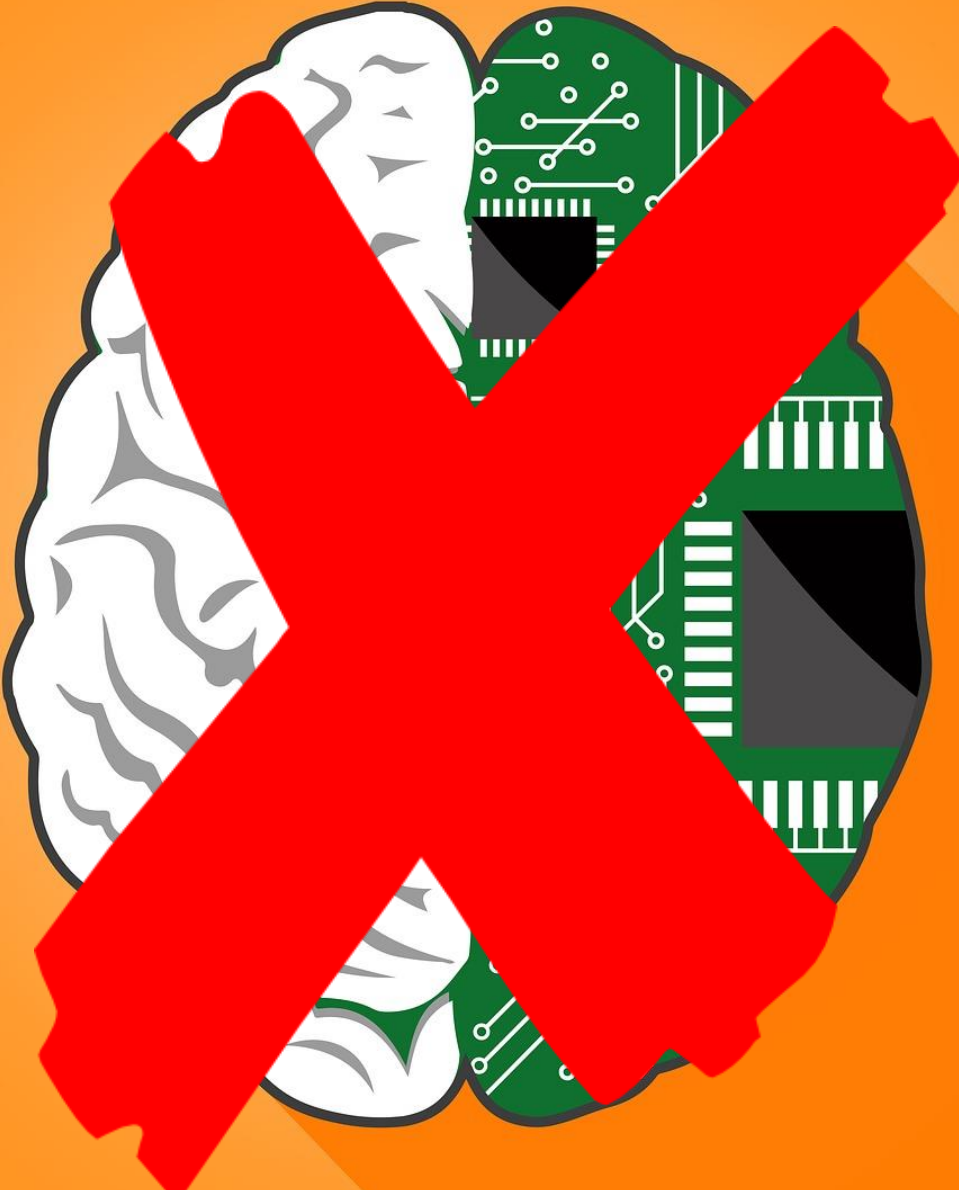




W LABOUR
W BRITAIN







What's your story?







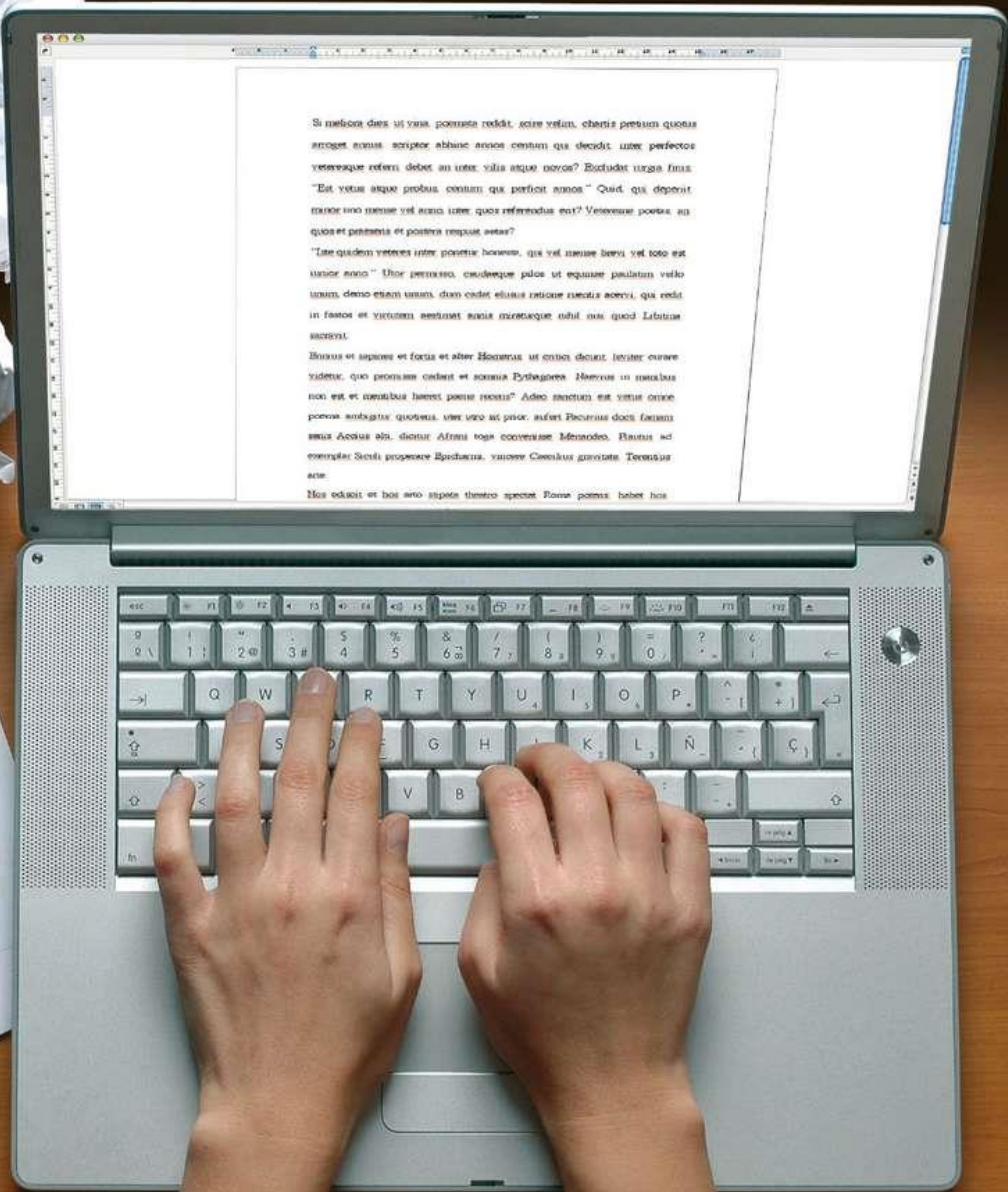








Si meliora dies, ut vina, poemata reddat, scire velim, chartis pretium quotus
arriget annus, scriptor abhinc annos centum qui decidit, inter perfectos
veteresque referri debet an inter vilis atque novos? Excludat iurgia finis,
"Est vetus atque probus, centum qui perficit annos." Quid, qui decessit
minor uno mense vel anno, inter quos referendus erit? Veterane poetae
quos et praesens et postera respicit aetas?
"Iste quidem veteres inter poetis habetur, qui vel mense brevi vel toto est
imior anno." Utor permissio, dum cadat elusus miraturque nihil nisi quod Libitina
unum, demo etiam unum, dum cadat elusus miraturque nihil nisi quod Libitina
in fastos et virtutem aestimat annis miraturque nihil nisi quod Libitina
sacavit. Ennius et sapiens et fortis et alter Homerus, ut quia Naevius
leviter curare videtur, quo promissa cadant et somnia Pythagorae sanctum est
in manibus non est et mentibus haeret paene recens? Adhuc Pacuvius
vetus omne poema, ambiguit quofens, uter utro sit prior, uter Pacuvius
docti famam senis Accius a leviter curare videtur, quo promissa cadant et
somnia Pythagorae. Naevius in manibus non est et mentibus haeret paene
recens? Adhuc sanctum est vetus omne poema, ambiguit quofens, uter utro
sit prior, autert Pacuvius docti famam senis li. quod Epicharmi
convenisse Menandro, Plautus ad exemplar Siculi Plauti, uter utro sit prior,
vincere Caecilius gravitate, Terentius arte. Hos edidit, uter utro sit prior,
theatro spectat Roma potens; habet hos numeratque, uter utro sit prior,
tempus Livi scriptoris ab aevo. Interdum vulgus, uter utro sit prior,
peccat. Si veteres ita mirantur laudatque poetas, si per se, uter utro sit prior,
comparat, errat. Si quaedam nimis antiquae, si per se, uter utro sit prior,
eos, ignave multa fatetur, et sapit et necum facti et, uter utro sit prior,
Non equidem insectio delendave carmina Livi, deo reor, meminisse quae
plagosum mihi parvo Orbilium dicitare, sed emendata videri pulchraeque et
exactis minimum distantia miror. Inter quae si forte poema.







Student nurse training:



Student nurse training:
Edge Hill



Student nurse training:

Edge Hill

Salford



Student nurse training:
Edge Hill
Salford

GP training



Student nurse training:
Edge Hill
Salford

GP training

2012 National Military
Mental Health
Conference





"I learned more from watching your 10-minute film than I did in the entire conference."



“They should have started the conference with your film so that everyone knew, right from the start, why we’re all here.”

'Fallout' - Global Use

UK

Ireland

Canada

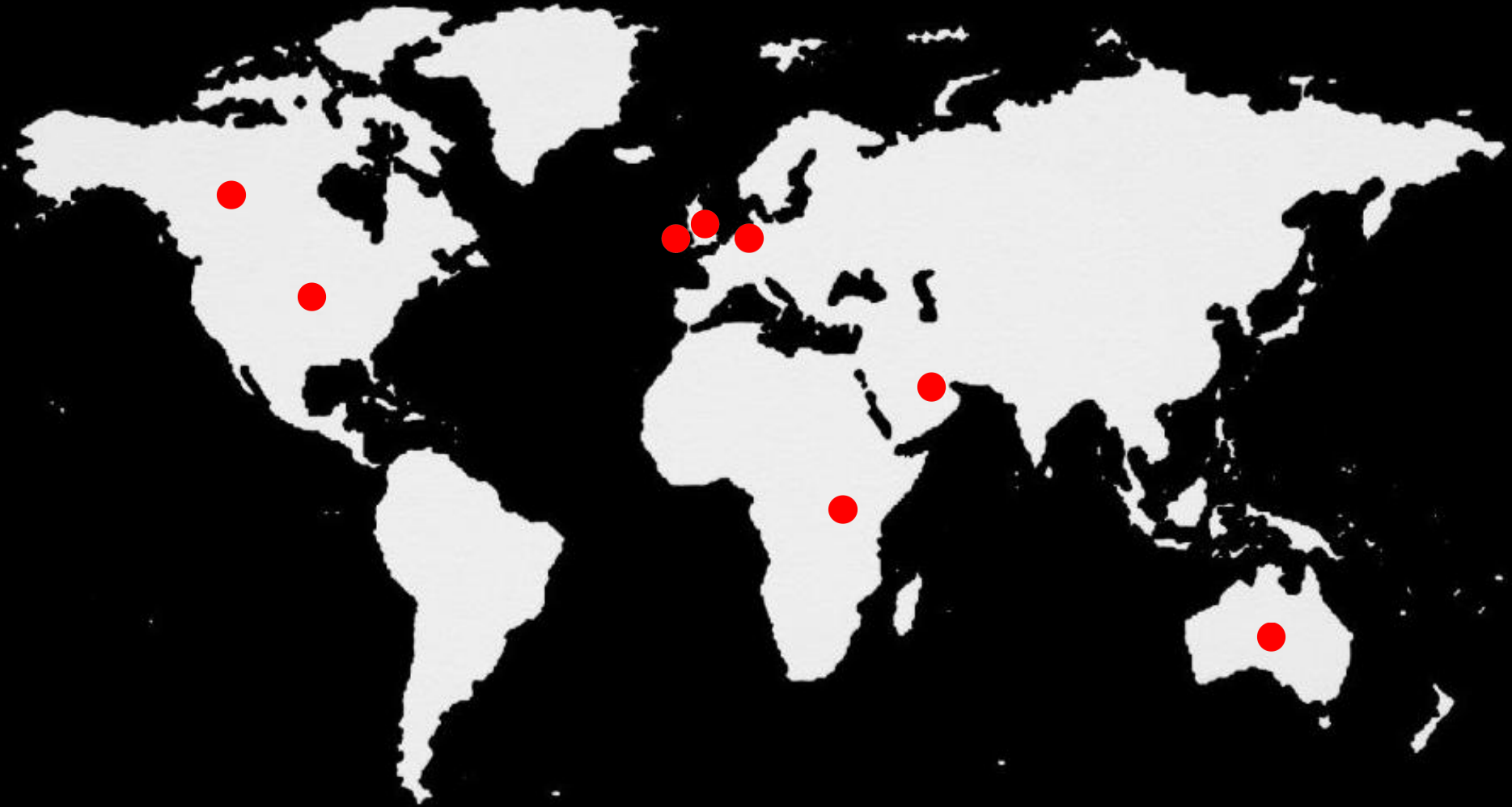
USA

Netherlands

Uganda

Australia

United Arab Emirates



**CIVVY
STREET**

@CivvyStreetFilm

info@civvystreetfilm.co.uk

NHS
Eastern Cheshire
Clinical Commissioning Group

**LIVE
AT EASE**
Support for life on civvy street

**INNERDARK
STUDIOS**

**BLACK
TOFFEE**



UNLOAD

PETER CARRUTHERS PRODUCTIONS IN ASSOCIATION WITH INNERDARK STUDIOS & BLACK TOFFEE CAST PETER CARRUTHERS ERIN SHANAGHER LAURA LINDSAY
OLIVER BARTON MASIE GRACE MARSDEN LIBBY WATTS MARVYN DICKINSON AND TRACEY SHEALS
WRITER/DIRECTOR/PRODUCER PETER CARRUTHERS DIRECTOR OF PHOTOGRAPHY/EDITOR/MUSIC ASH TIDBALL
DIRECTOR OF PERFORMANCE LAURA LINDSAY SUPPORTED BY NHS PENNINE CARE TRUST AND NHS ENGLAND
@UNLOAD_MOVIE

North West Psychological Professions Network

2nd Annual Conference

Wednesday 4th March 2015
9.00am - 4.30pm

Bolton Whites Hotel
Macron Stadium, De Havilland Way, Bolton, Manchester, BL6 6SF
West Stand, Level 2, The Platinum Suite

P R O G R A M M E

'Made it real. So moving!'

'One of the most powerful films I've ever seen.'

'Absolutely excellent (and hard hitting) film that I want to watch again and show to fellow trainees immediately.'

'Absolutely brilliant. Very engaging as a film story but also very well clinically depicted.'



U N L O A D

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Innovation Award

Sponsor: **telent**
talent with technology

Supporting Charity:







LIVE
NBC
OLYMPICS





Forced empathy



@carlyaltbergdesign





Forced empathy?



@carlyaltbergdesign







Roger Ebert (1942 - 2013)





"Movies are the most powerful empathy machine in all the arts."



"Movies are the most powerful
empathy machine in all the arts.

A close-up shot of Natalie Portman in a dramatic, dark costume. She wears a crown made of black and silver elements, and has intricate black and silver makeup around her eyes. Her expression is intense as she looks off-camera. The background is dark with a blurred, glowing light source on the right.

When I go to a great movie, I can
live somebody else's life for a while.



I can walk in somebody else's shoes.



I can see what it feels like to be a member of a different gender,



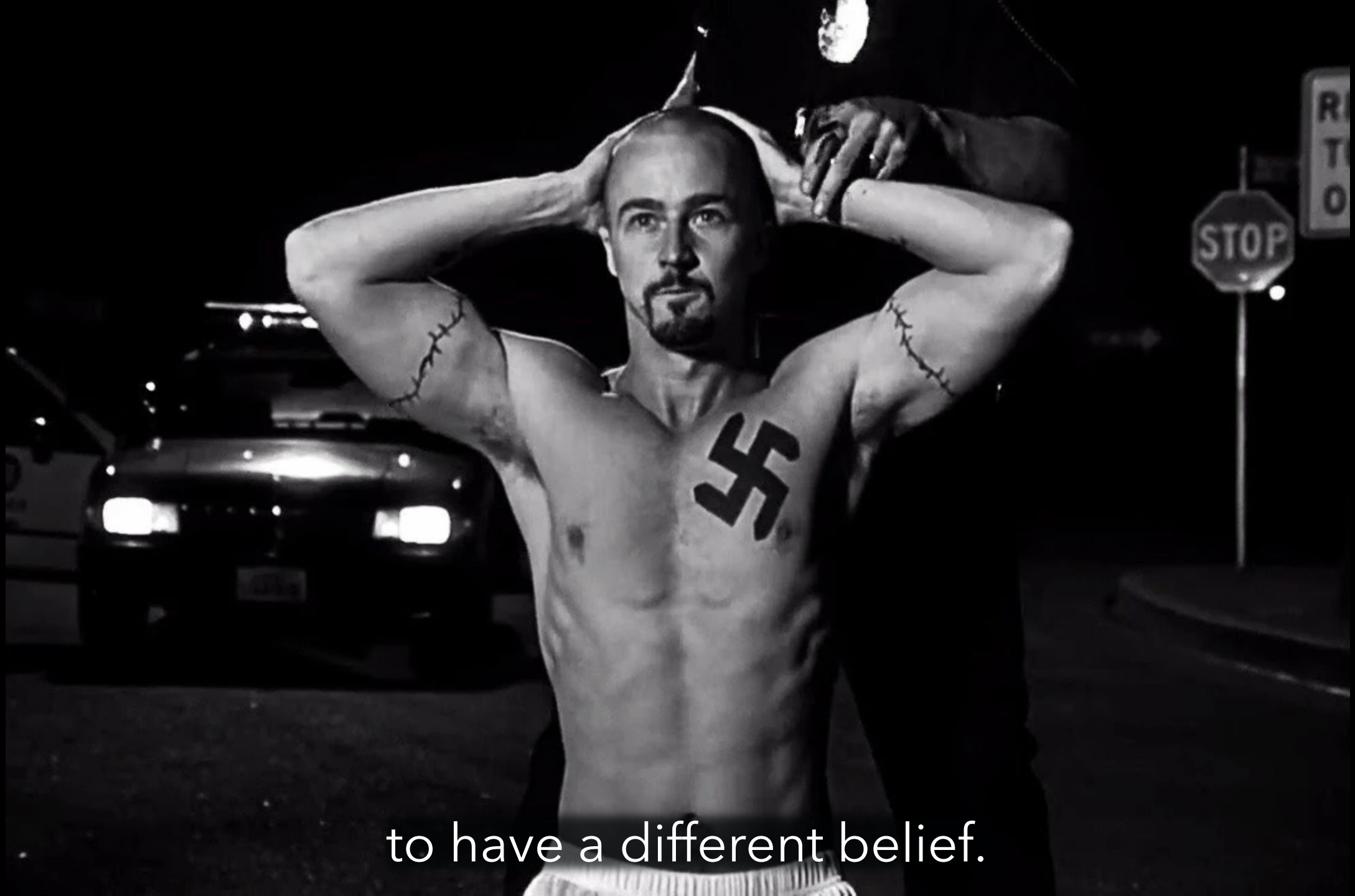
a different race,



a different economic class,



to live in a different time,



to have a different belief.

A high-angle, top-down shot of a man in a shower. He is shirtless, wearing dark shorts, and has his arms raised in the air. He is looking upwards with a joyful, open-mouthed expression. The shower is filled with water, and the background is a textured, light-colored wall. The lighting is bright, creating a sense of freshness and vitality.

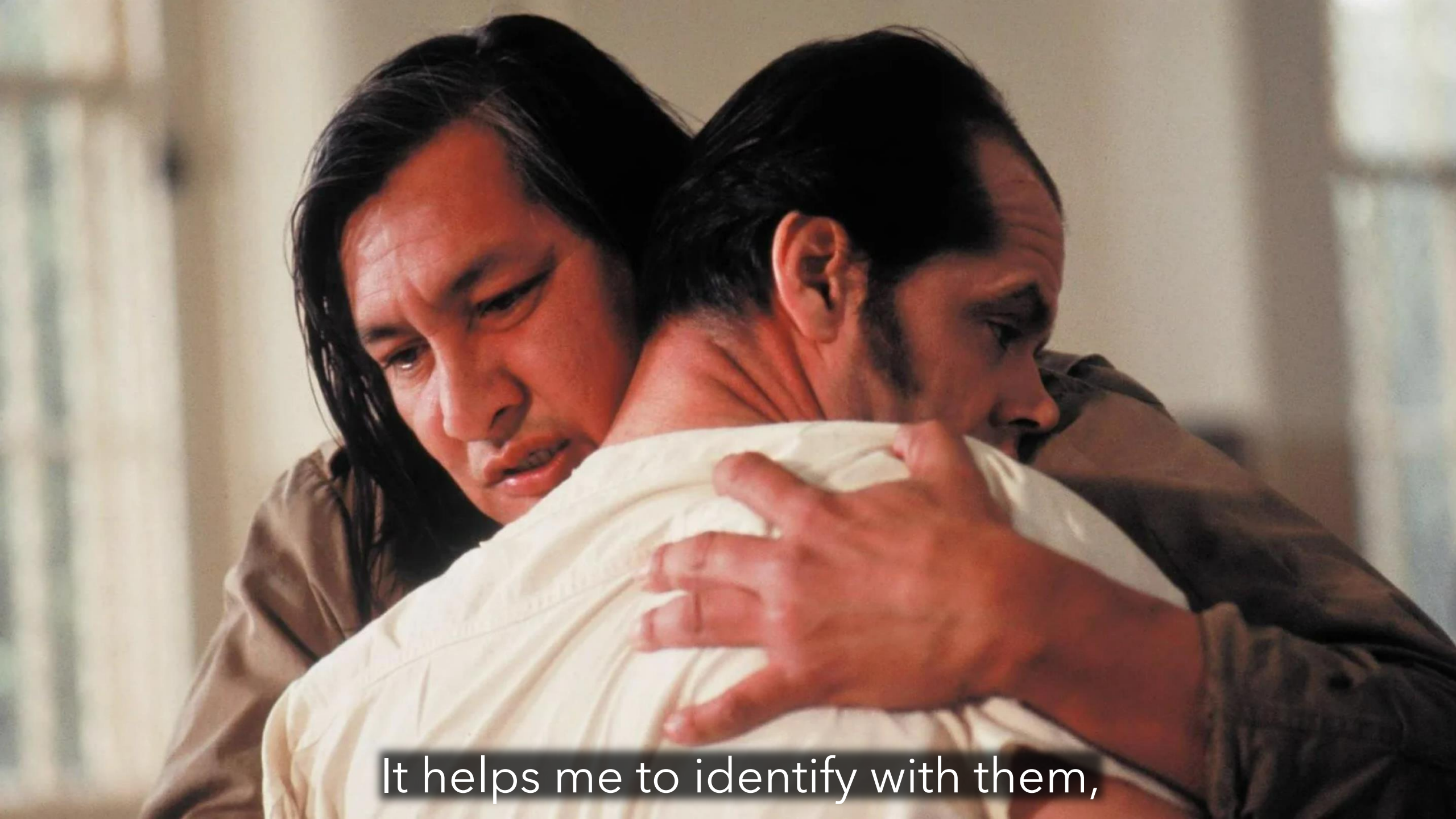
This is a liberalizing influence on me.



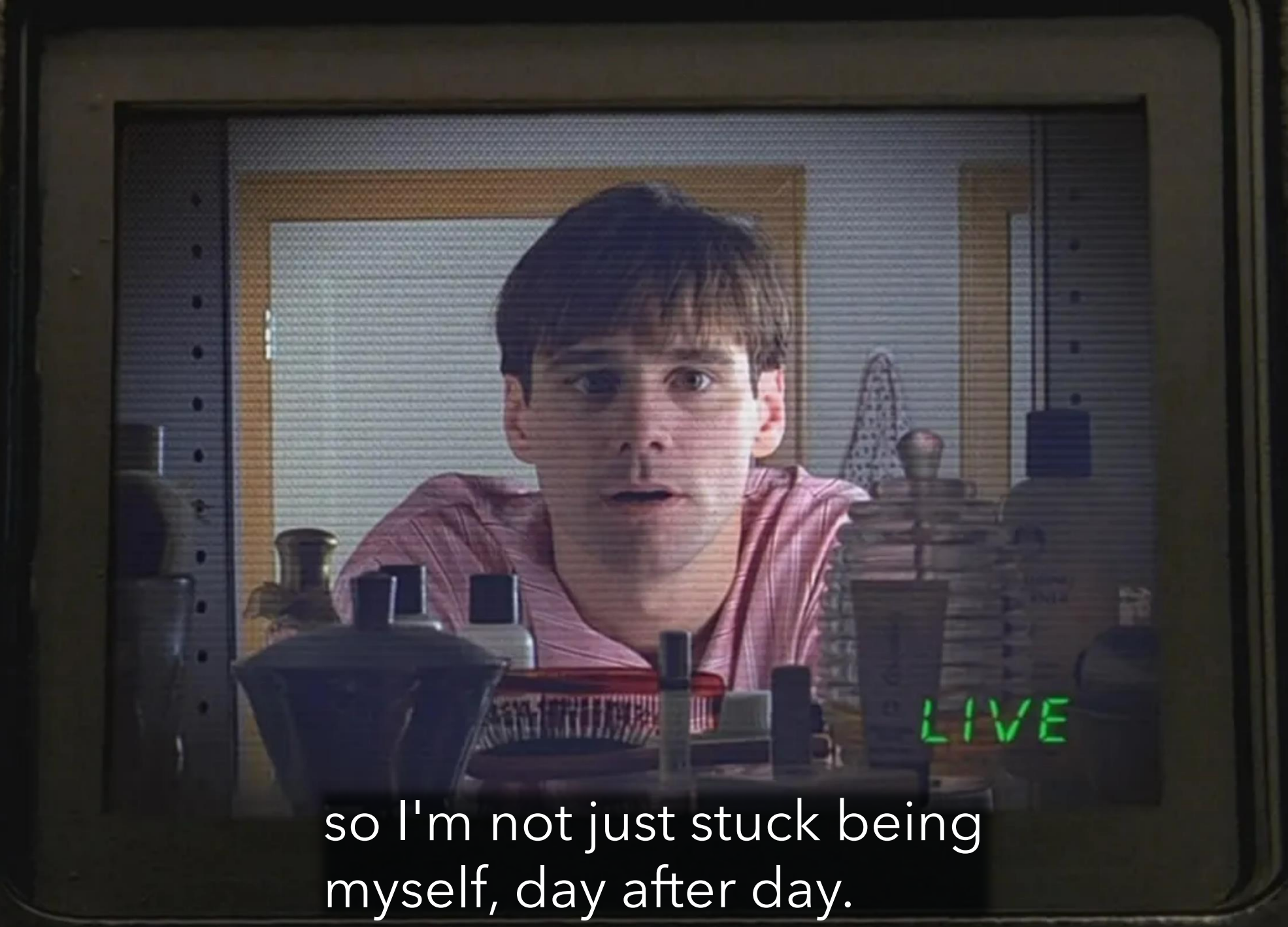
It gives me a broader mind.



It helps me to join my family of
men and women on this planet.



It helps me to identify with them,



so I'm not just stuck being myself, day after day.



The great movies enlarge us,

I, DANIEL
BLAKE

they civilize us,





they make us more decent people."

Roger Ebert (1942 - 2013)



Dr. Mark Kermode

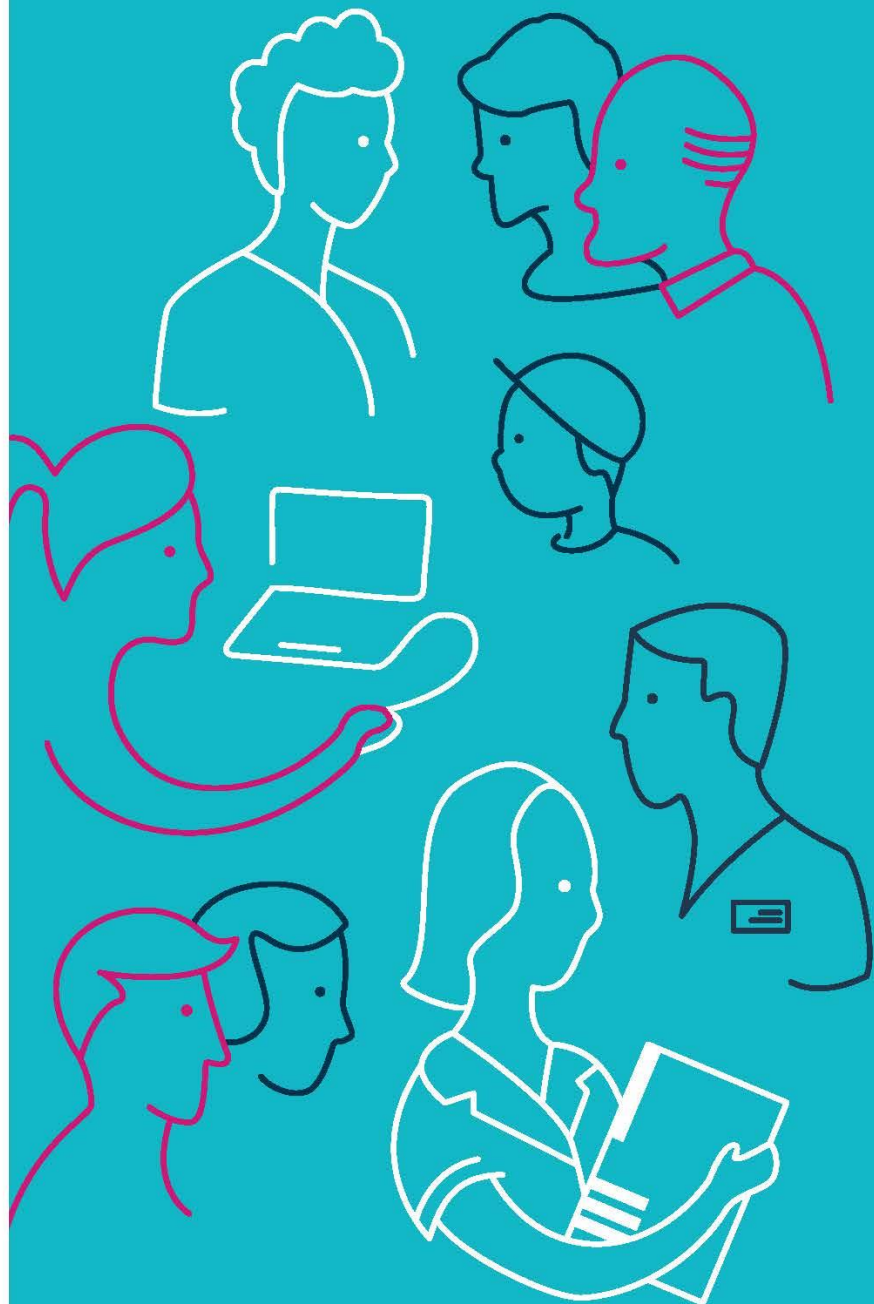


PhD by Portfolio



Before I start - who is this for?





Future nurse: Standards of proficiency for registered nurses

Published 17 May 2018

Future nurse: Standards of proficiency for registered nurses

Introduction

The Nursing and Midwifery Council has a duty to review the standards of proficiency it sets for the professions it registers on a regular basis to ensure that standards remain contemporary and fit for purpose in order to protect the public. In reviewing the standards, we have taken into account the changes that are taking place in society and health care, and the implications these have for registered nurses of the future in terms of their role, knowledge and skill requirements.

The proficiencies in this document therefore specify the knowledge and skills that registered nurses must demonstrate when caring for [people](#) of all ages and across all care settings. They reflect what the public can expect nurses to know and be able to do in order to deliver safe, compassionate and effective nursing care. They also provide a benchmark for nurses from the European Economic Area (EEA), European Union (EU) and overseas wishing to join the UK register, as well as for those who plan to return to practice after a period of absence.

The role of the nurse in the 21st century

Registered nurses play a vital role in providing, leading and coordinating care that is compassionate, evidence-based, and [person-centred](#). They are accountable for their own actions and must be able to work autonomously, or as an equal partner with a range of other professionals, and in interdisciplinary teams. In order to respond to the impact and demands of professional nursing practice, they must be emotionally intelligent and resilient individuals, who are able to manage their own personal health and wellbeing, and know when and how to access support.

Registered nurses make an important contribution to the promotion of health, health protection and the prevention of ill health. They do this by empowering people, communities and populations to exercise choice, take control of their own health decisions and behaviours, and by supporting people to manage their own care where possible.

Registered nurses provide leadership in the delivery of care for people of all ages and from different backgrounds, cultures and beliefs. They provide nursing care for people who have complex mental, physical, [cognitive](#) and behavioural care needs, those living with dementia, the elderly, and for people at the end of their life. They must be able to care for people in their own home, in the community or hospital or in any health care settings where their needs are supported and managed. They work in the context of continual change, challenging environments, different models of care delivery, shifting demographics, innovation, and rapidly evolving technologies. Increasing integration of health and social care services will require registered nurses to negotiate boundaries and play a proactive role in interdisciplinary teams. The confidence and ability to think critically, apply knowledge and skills, and provide expert, evidence-based, direct nursing care therefore lies at the centre of all registered nursing practice.

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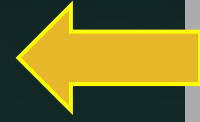
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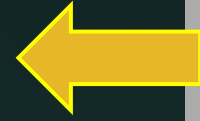
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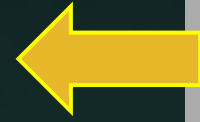
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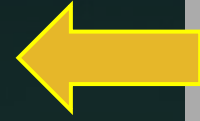
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Engage emotionally



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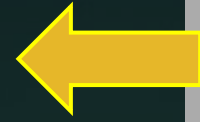
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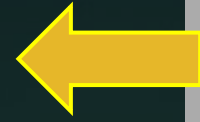
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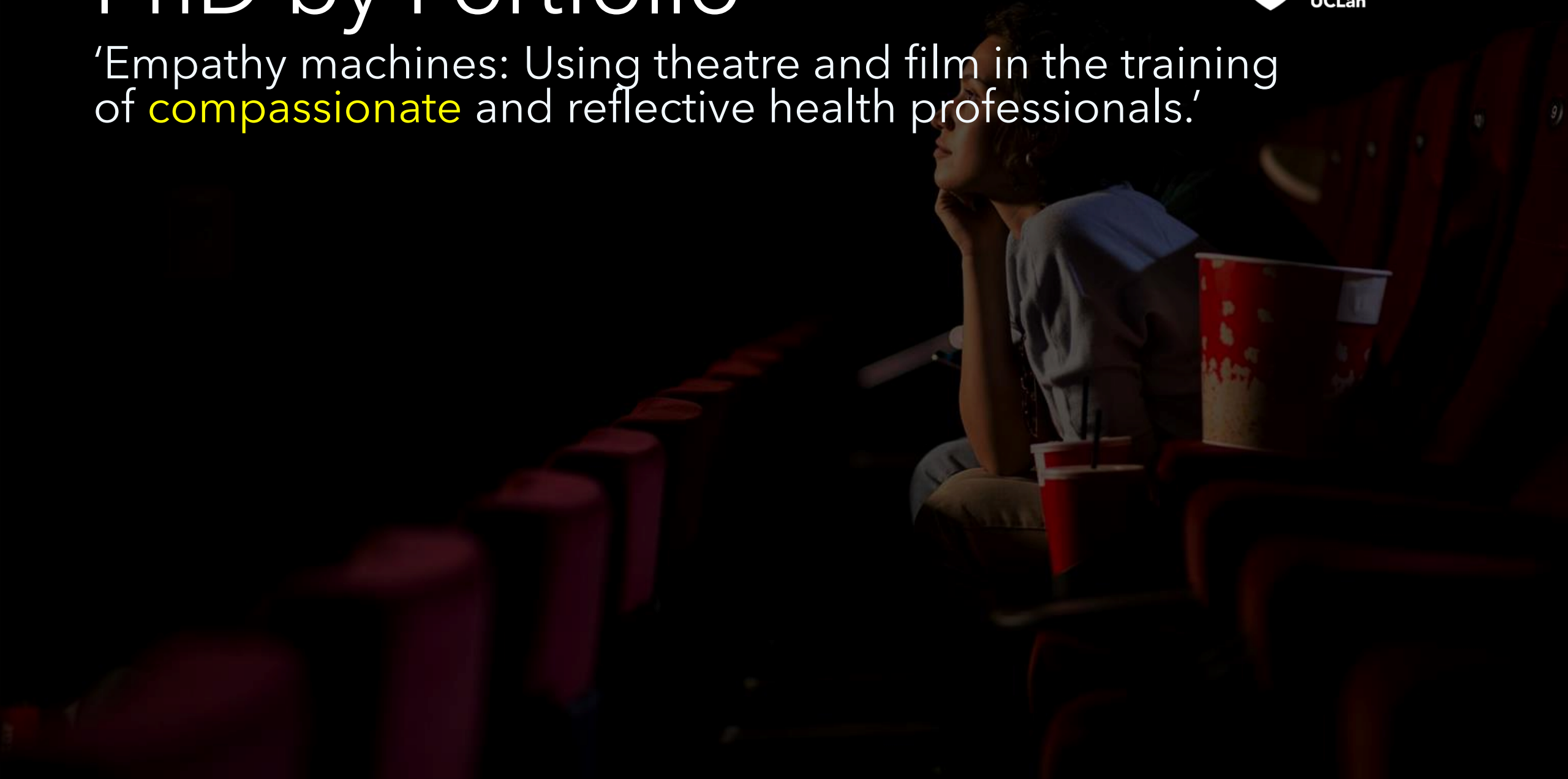
PhD by Portfolio

'Empathy machines: Using theatre and film in the training of compassionate and reflective health professionals.'



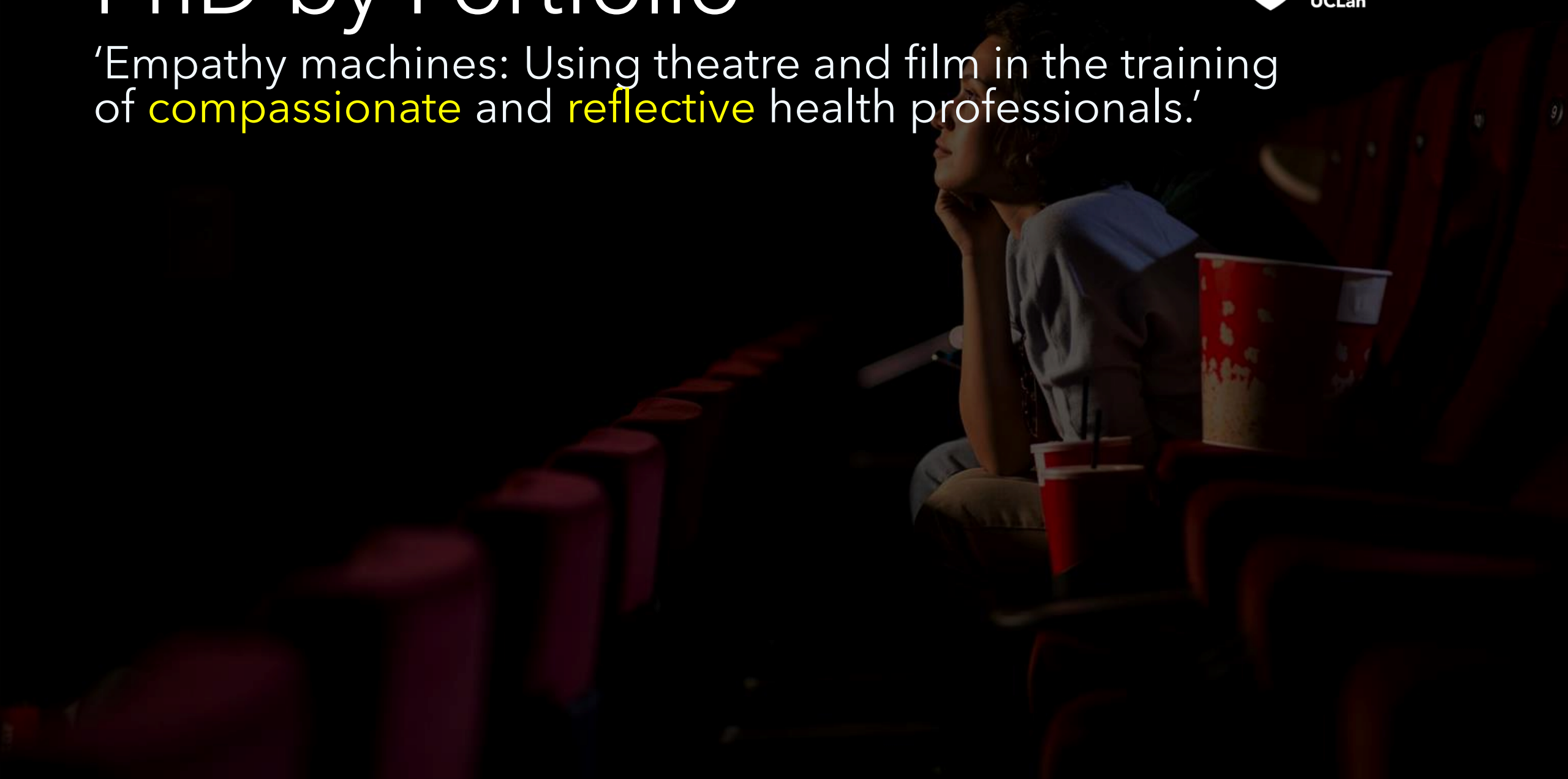
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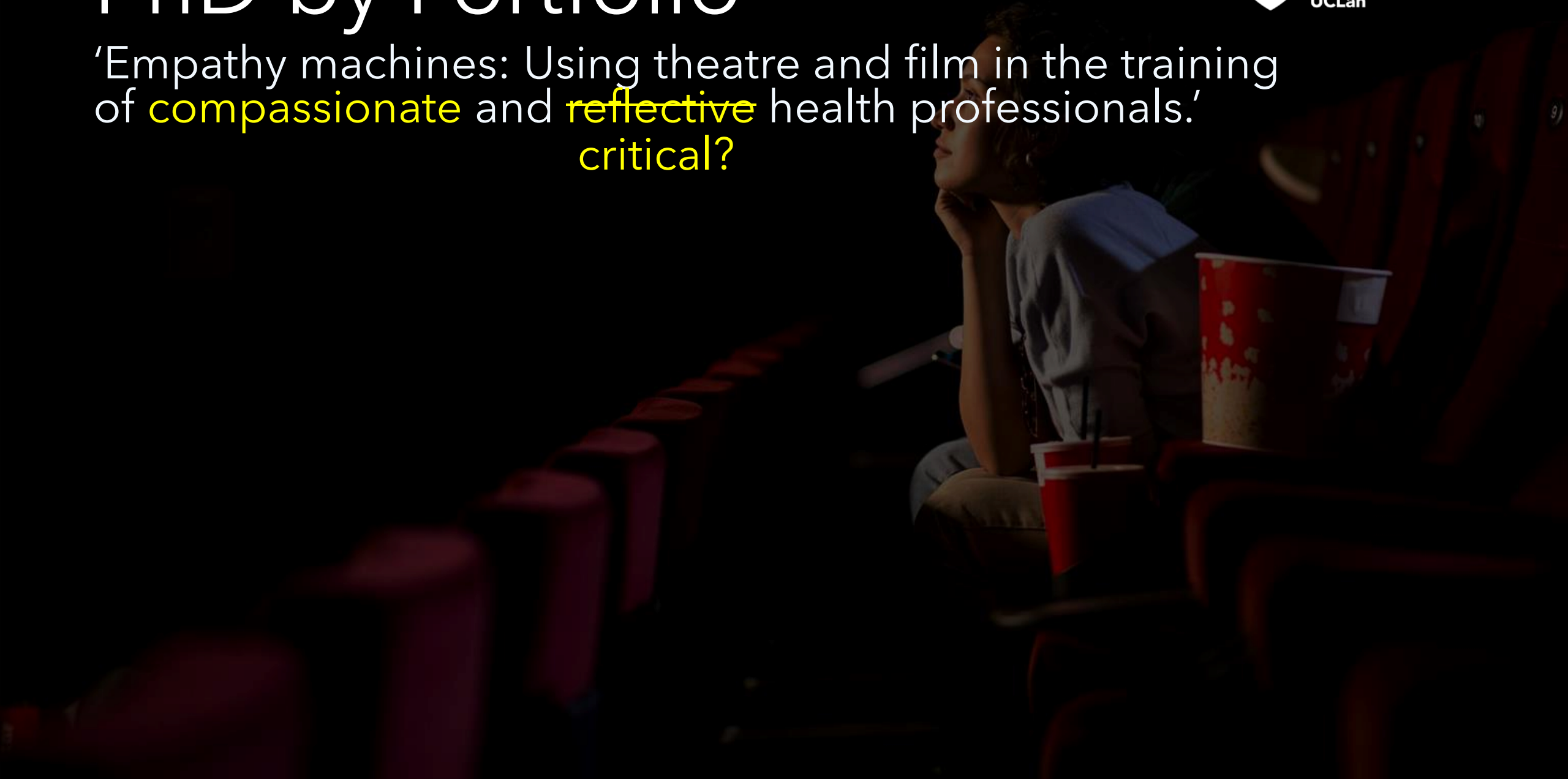
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PhD by Portfolio

'Empathy machines: Using theatre and film in the training of **compassionate** and **reflective** health professionals.'
critical?



PhD by Portfolio

'Empathy machines: Using theatre and film in the training of compassionate and reflective health professionals.'

Objectives:

- Deepening understanding of the **effectiveness** of film and theatre as a pedagogical tool within the training of health professionals.
- Deepening understanding of **how and why student health professionals respond differently** to film and theatre compared to the more traditional pedagogical approach.
- **Co-produce a best practice model** for the use of film and theatre as a pedagogical tool for future training.

PhD by Portfolio

Historical Projects



Invitation to a reading of 'Fantastic', the new play by Peter Carruthers - Free and exclusive event for PPN members!

10
SEP 15

Date and Time: Tuesday 20th October 2015 from 1:30pm to 4:00pm

Venue: Bolton Octagon Theatre, Howell Croft South, Bolton BL1 1SB



PhD by Portfolio

Live Project

'Fantastic'



PhD by Portfolio

Live Project

~~'Fantastic'~~



PhD by Portfolio

Live Project

'The Possibility of Colour'



The Possibility of Colour

'For many, the Implant is an irresistible guarantee of eternal happiness; a life without suffering.

For others though, it's a terrifying instrument of control, stripping them of what it means to be human, and increasingly forced upon a growing number of 'compulsory recipients'.

Designed by the AI-controlled 'Vigil' Corporation, The Implant is a new miracle device that promises to cure all mental illness.

Will Joseph, his sister Aisling, or his best friend Helen, be able to decide which of them, if any, should have the Implant?

And with the ever-looming presence of Vigil, do they even have a choice?

Who is 'normal'?

Who gets to decide?'

The Possibility of Colour

'1984

meets

One Flew Over The Cuckoo's Nest

meets

I Daniel Blake!



'So funny'

'Terrifying'

'Urgent'

'Just a wonderful play'

Salford, Preston & Ormskirk - 17th to 30th November

Tickets: www.treefishproductions.co.uk

The Possibility of Colour

Created over 14 years with regular input from:

Students

Health Professionals

Academics

Lived experience experts

The Possibility of Colour

'1984

meets

One Flew Over The Cuckoo's Nest

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'So funny'

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'Urgent'

'Just a wonderful play'

Salford, Preston & Ormskirk - 17th to 30th November

Tickets: www.treefishproductions.co.uk

The Possibility of Colour

Themes explored include:

Mental health

Voice hearing

Neurodiversity

Normalcy

Social control

Rights & autonomy

Artificial Intelligence in healthcare

and much more.

The Possibility of Colour

'1984

meets

One Flew Over The Cuckoo's Nest

meets

I Daniel Blake!



'So funny'

'Terrifying'

'Urgent'

'Just a wonderful play'

Salford, Preston & Ormskirk - 17th to 30th November

Tickets: www.treefishproductions.co.uk

The Possibility of Colour

First full production and tour in November 2022
with financial backing from Health Education
England and UCLan

HEE funded 1,200 tickets for student nurses

Attending counted as practice/placement hours
towards nurse training

Plans for national tour in late 2024

The Possibility of Colour

'1984

meets

One Flew Over The Cuckoo's Nest

meets

I Daniel Blake!



'So funny'

'Terrifying'

'Urgent'

'Just a wonderful play'

Salford, Preston & Ormskirk - 17th to 30th November

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The Possibility of Colour – NW Tour 2022

Reviews

'A fantastic piece of drama which draws out the joy of everything it is to be human and the value of experiencing the world in your own unique way' - ★★★★★ - North West End

'A disturbing and provocative production' - British Theatre Guide

'Watching this play is a must' - 10/10 - Writebase

The Possibility of Colour – NW Tour 2022

Audience Feedback

'Still crying and laughing whilst talking about it the next day!'

'Oh my goodness!!! Wow wow wow! That was the best show I have ever seen! It was incredible!'

'It was truly terrifying, educational and entertaining. Blew my mind!'

Average audience score - 4.8/5 ★★★★★

Data collection



Data collection

Existing data from historical projects:



Data collection

Existing data from historical projects:
Audience questionnaires

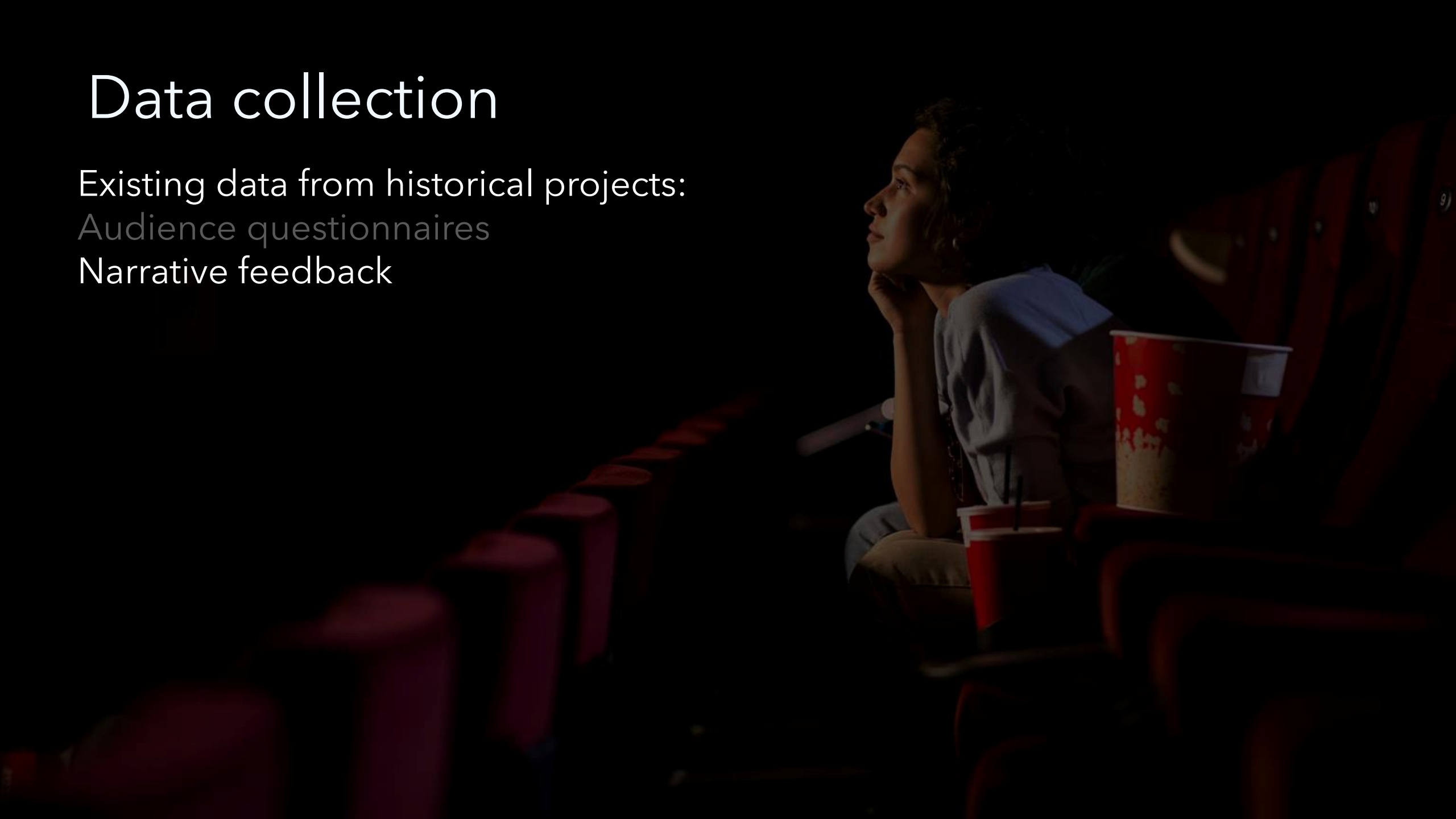


Data collection

Existing data from historical projects:

Audience questionnaires

Narrative feedback



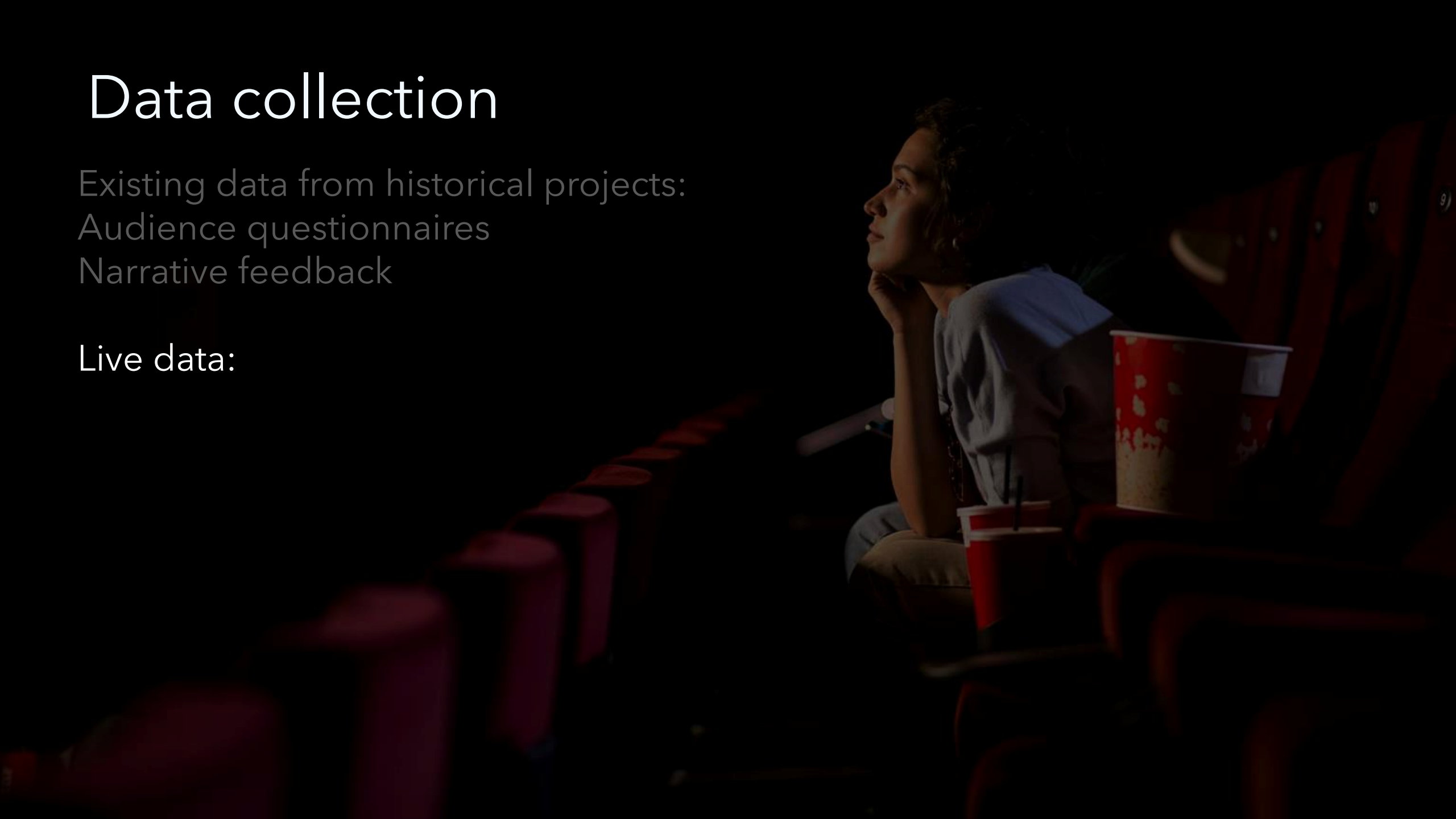
Data collection

Existing data from historical projects:

Audience questionnaires

Narrative feedback

Live data:



Data collection

Existing data from historical projects:

Audience questionnaires

Narrative feedback

Live data:

Audience questionnaires



Data collection

Existing data from historical projects:

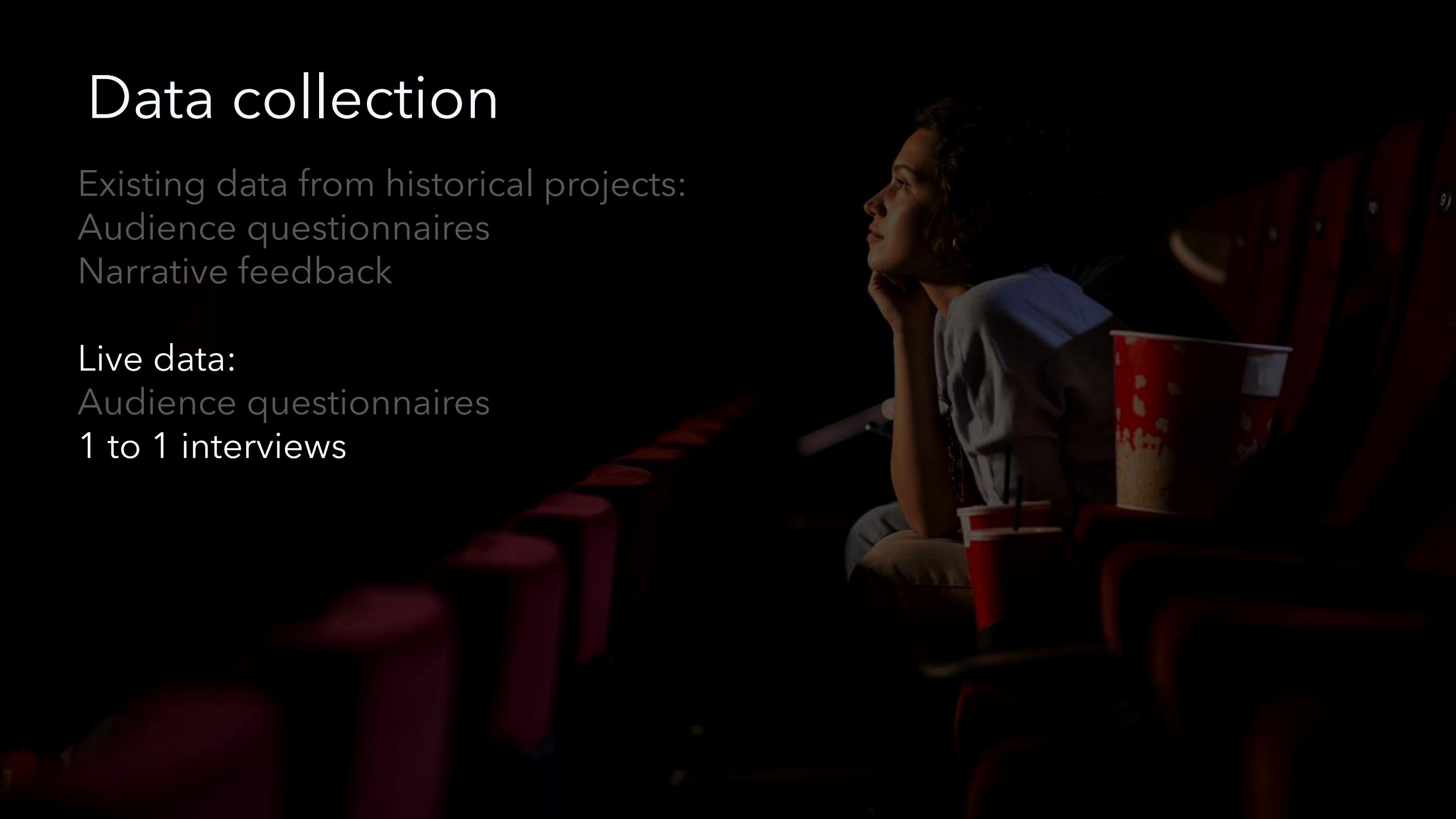
Audience questionnaires

Narrative feedback

Live data:

Audience questionnaires

1 to 1 interviews



Data collection

Existing data from historical projects:

Audience questionnaires

Narrative feedback

Live data:

Audience questionnaires

1 to 1 interviews

Creative responses



Analysis



Analysis

Dialogical Narrative Analysis



Analysis

Dialogical Narrative Analysis

It's all about the stories!



Analysis

Dialogical Narrative Analysis

It's all about the stories!

Effect on the audience



Analysis

Dialogical Narrative Analysis

It's all about the stories!

Effect on the audience



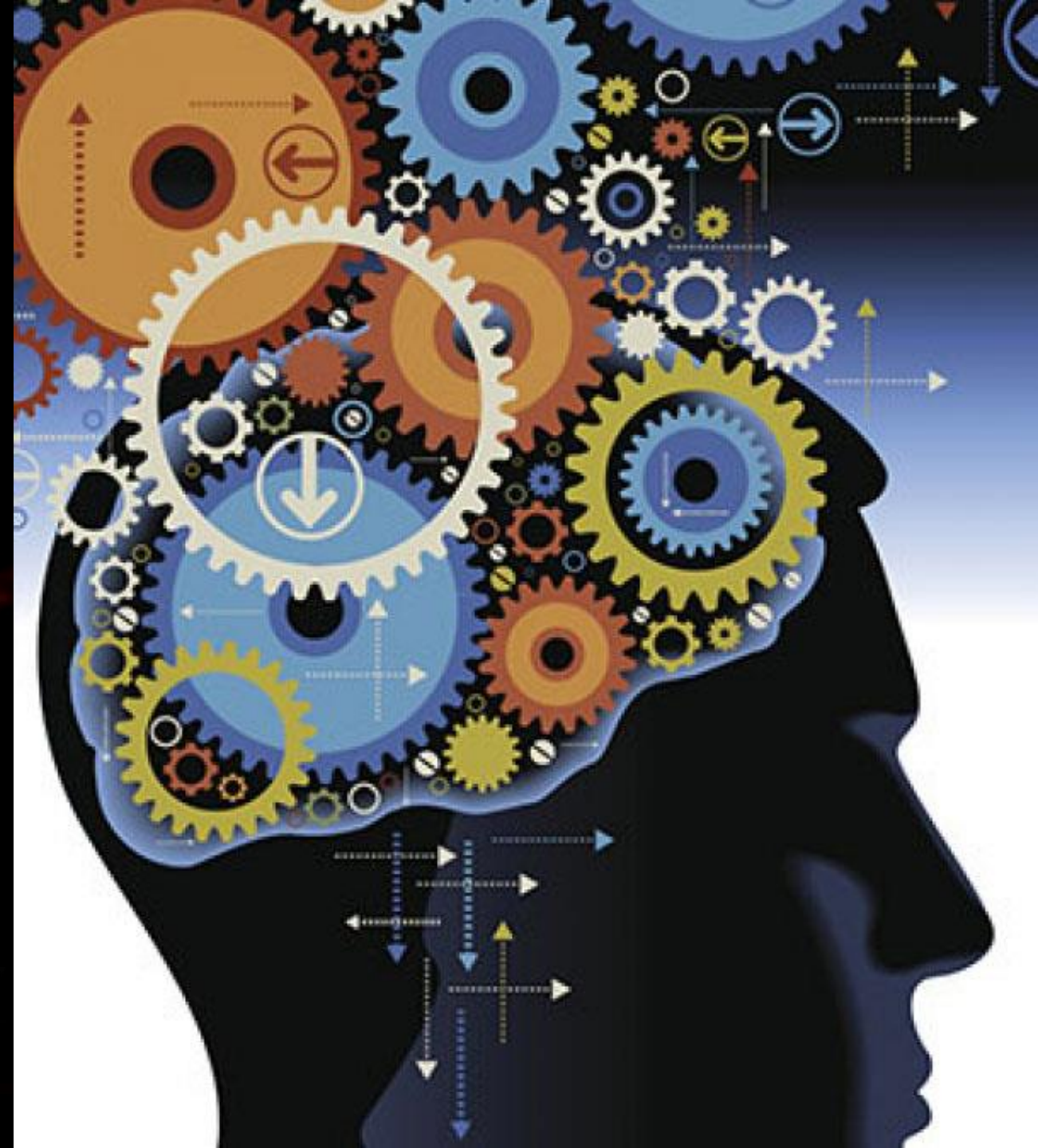
Analysis

Dialogical Narrative Analysis

It's all about the stories!

Effect on the audience

Effect on me



Analysis

Dialogical Narrative Analysis

It's all about the stories!

Effect on the audience

Effect on me

Constantly evolving dialogue



Analysis

Dialogical Narrative Analysis

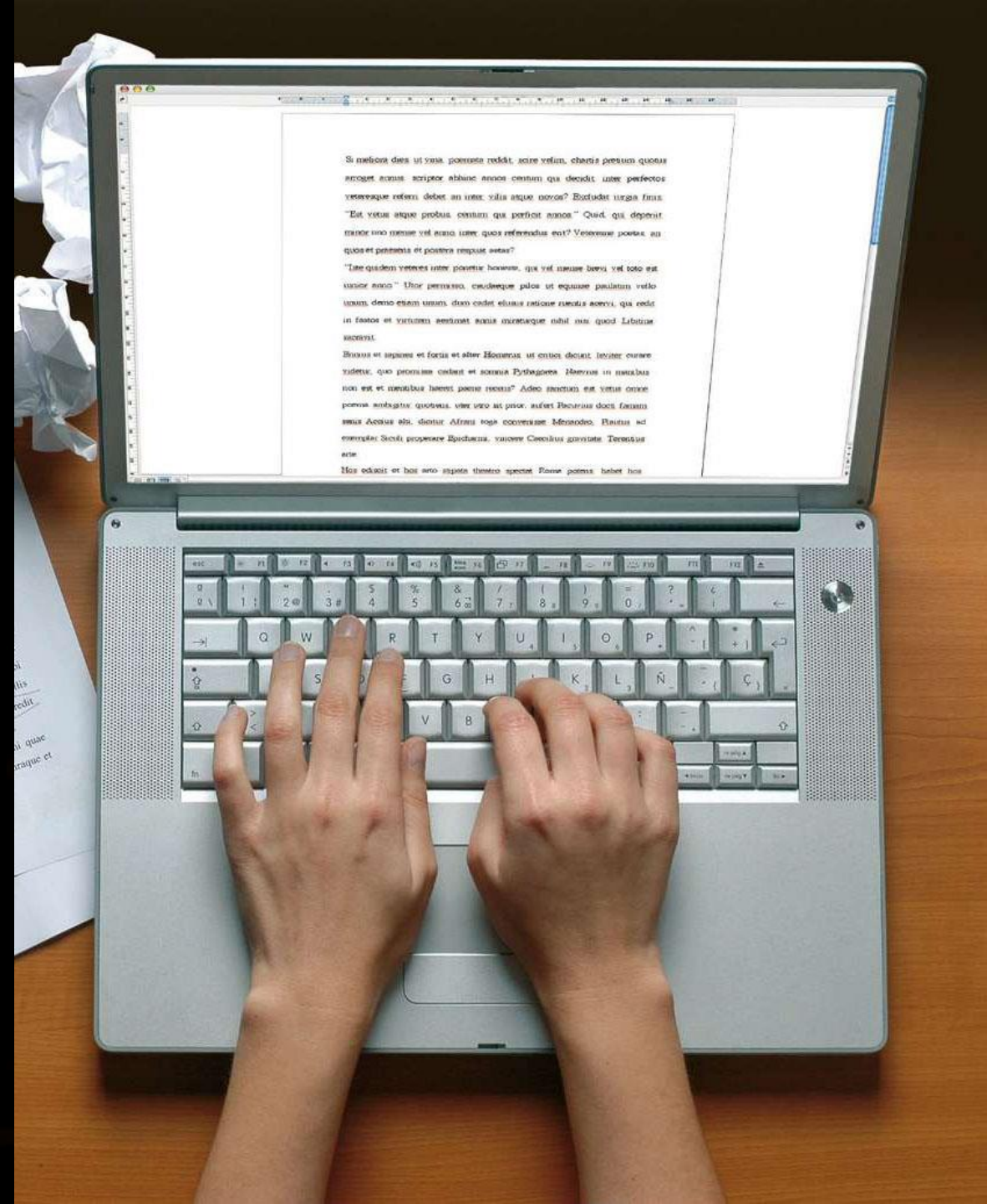
It's all about the stories!

Effect on the audience

Effect on me

Constantly evolving dialogue

Mirrors my creative practice



Analysis

Dialogical Narrative Analysis

It's all about the stories!

Effect on the audience

Effect on me

Constantly evolving dialogue

Mirrors my creative practice

Autoethnography



Analysis

What does it do differently?

My own thoughts at 4am

Transcripts

Creative responses

What's the best way to use it?

Verbal feedback

Written audience feedback

How effective is it?

Recorded interviews



Analysis

Creative responses

Verbal feedback



Transcripts

What's the best way to use it?

Written audience feedback

Results



Results

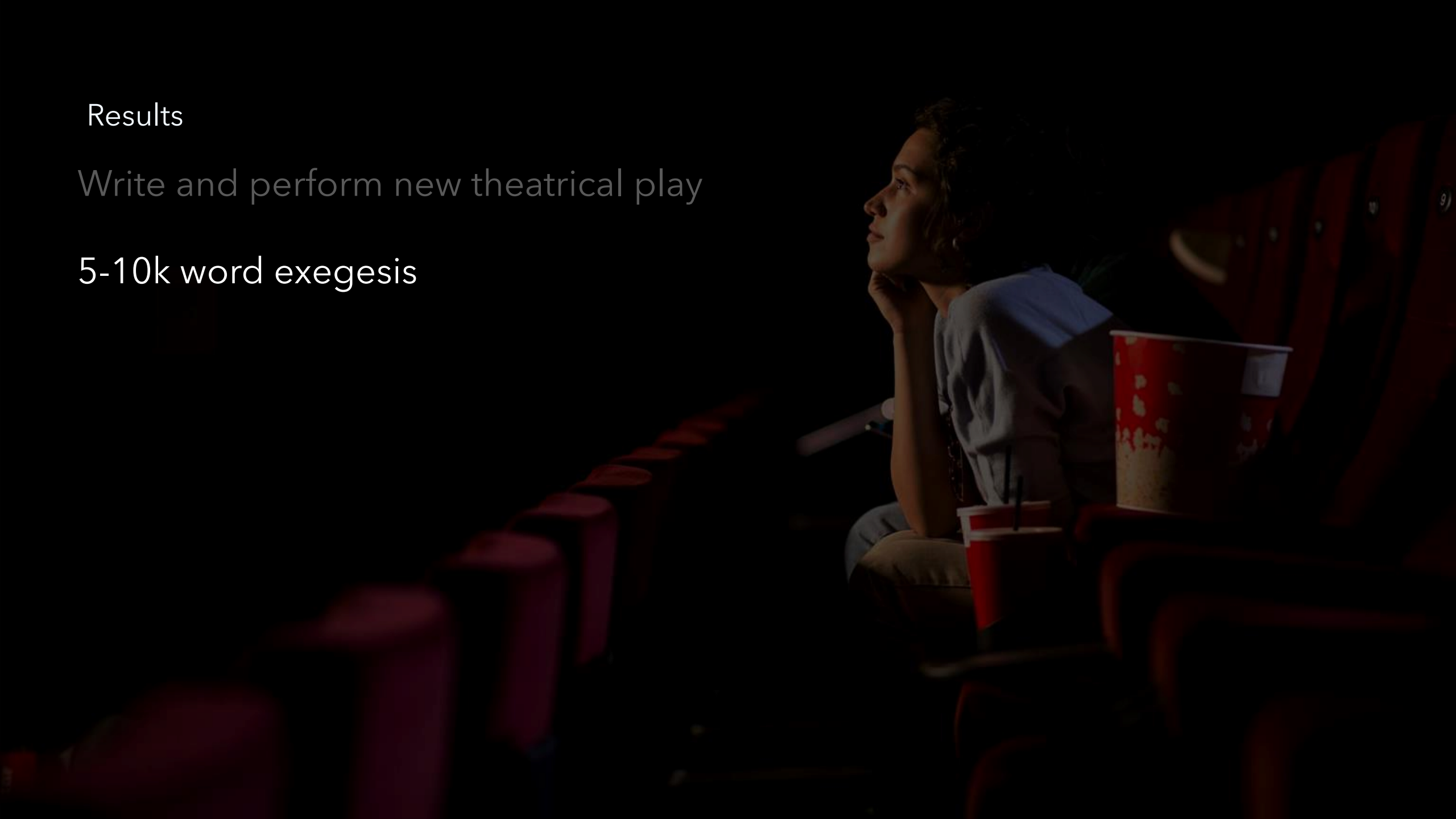
Write and perform new theatrical play



Results

Write and perform new theatrical play

5-10k word exegesis



Results

Write and perform new theatrical play

5-10k word exegesis

Co-produce best practice model for the use of film and theatre as a pedagogical tool for future training



Results

Evaluation Report - The Possibility of Colour - Northwest Tour 2022

The Project

This 14 year project covers the development and 1st full production of my play 'The Possibility of Colour'.

The play has been created with input at every stage from health professionals, academics, students and people with lived experience of the themes explored within the play.

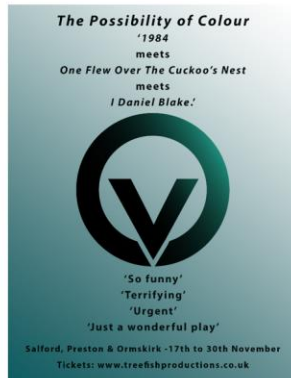
These themes include mental health treatment, social attitudes to 'normalcy' and divergence, forced treatment, coercive control, voice hearing, neurodivergence, synaesthesia, the use of Artificial Intelligence in healthcare and much more.

One of the main aims of the project is for the play to be used as a powerful, immersive and challenging pedagogical tool within the training of compassionate and reflective health professionals.

Following 2 extensive periods of research and development in 2015/16 and 2021, the play enjoyed its first full production and tour in November and December 2022. The tour included 10 live performances of the play at 3 theatre venues (in Salford, Preston and Ormskirk), plus 2 online [sharings](#) of a recorded performance and 2 in person screenings of the recorded performance for student nurses in Nottingham.

Each performance and screening was followed by an audience Q&A discussion with invited guest experts.

Thanks to funding from Health Education England, 1,350 student nurses were given the opportunity to attend a performance and post-show Q&A discussion for free. Attending the play and Q&A (plus reflection time) was counted as official placement/practice hours as part of their nurse training.



Promotional material from 2022 tour of The Possibility of Colour

We have plans to take the play on a much larger national tour in 2024 when we hope to expand this offer to thousands more student nurses, and potentially even more students and professionals from all fields of health and social care.

This evaluation report is based on written audience feedback from the 2022 tour of the play.

The report will be used to support the further development of the project.

Report Contents

Page 1	Introduction to the project.
Page 2	Report contents.
Page 3	Data collection method & breakdown of respondents by occupation.
Pages 4 - 13	Thematic summary of answers to the questionnaire.
Pages 14 - 30	Appendix - wider selection of audience responses to the questions requiring a narrative response, broken down into responses from four distinct groups: <ul style="list-style-type: none"> A. Student nurses. B. Health professionals & Health lecturers. C. Audience members who identified as having lived experience of the themes explored. D. All other audience members.



The Possibility of Colour - main promo image

Data collection method & breakdown of respondents by occupation.

After each performance and post-show discussion, participating audience members were encouraged to complete a hand-written or online feedback questionnaire.

4 live performances and 2 in-person screenings of a recorded performance were held exclusively for nursing students and lecturers.

6 live performances and 2 online [sharings](#) of a recorded performances were presented to mixed audiences of nursing students, lecturers, theatre students, health professionals, people with lived experience of the themes explored within the play and members of the wider public.

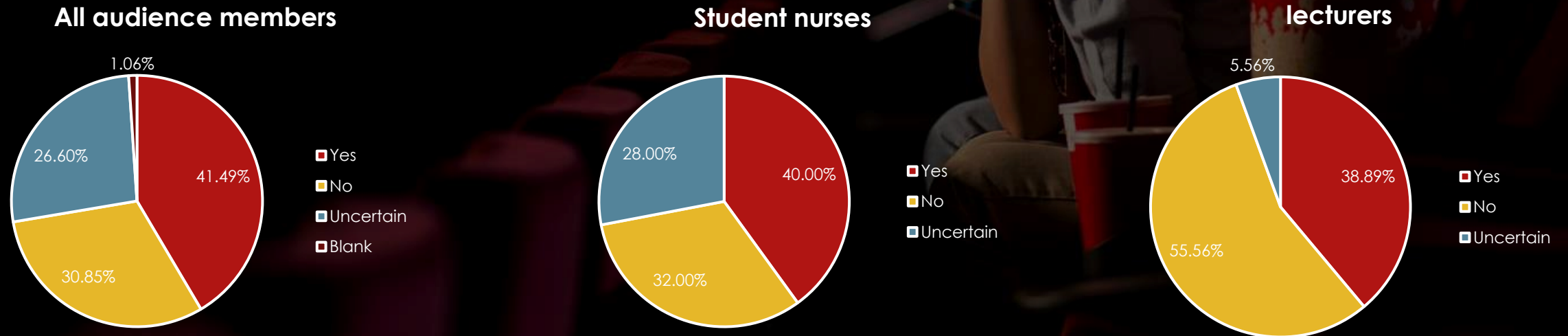
Not all audience members completed the evaluation forms. Those who did comprised the following:

Occupation	Number of audience members	Further breakdown
Student nurses	25	Majority of student nurses who attended were mental health nursing students, but there were also students from other fields of nursing in attendance.
University lecturers	7	2 x MH Nursing lecturers 2 x Nursing lecturers 3 x other fields
Health workforce	11	Specialist Nurse - Early Intervention Psychosis Nurse Clinical psychologist (x2) Trainee clinical psychologist Counsellor/psychotherapist (x2) Doctor Psychiatrist Health care assistant Mental health Lived experience engagement and inclusion facilitator
Others	51	Lawyer, Postwoman, Business owner (x2), Delivery driver, Artist/inventor/healer, Writer/educator, Student (non-nursing x10), Retired (x8), Unemployed, Conductor, Choir leader/musician/writer, Arts technician, Healthcare volunteer, Graduate consultant, PA, Managing director/founder, Actor, Company director & Mum! & Grandmum! , Project coordinator @ mental health charity & journalist, Charity work (research and insights), Volunteer, HGV driver, Personal trainer, Brand consultant, Project officer, Arts admin, Celebrant (ex-mental health social worker), Architect, Self-employed auditor

Results

Objective 1: Deepening understanding of the **effectiveness** of film and theatre as a pedagogical tool within the training of health professionals.

Have your views changed at all after attending this event?



A student nurse is shown in profile, sitting in a cinema seat. She is wearing a light blue scrub top and has her hand resting on her chin, looking towards the right. The setting is a dark cinema with rows of red seats. A red and white bucket of popcorn is visible on the seat next to her. The overall atmosphere is contemplative and focused.

Results

Objective 1: Deepening understanding of the effectiveness of film and theatre as a pedagogical tool within the training of health professionals.

'It made me feel the emotions that the patient would feel.'

(Student nurse)

A student nurse is shown in profile, sitting in a cinema seat. She is wearing a light blue uniform and has her hand to her chin, looking thoughtfully towards the right. The background is dark, suggesting a cinema setting.

Results

Objective 1: Deepening understanding of the effectiveness of film and theatre as a pedagogical tool within the training of health professionals.

'As an adult nursing student, this gave me a brilliant exposure to mental health, which I feel will help me to become a more empathetic healthcare professional in the future, with the understanding of mental health conditions and their impacts.'

(Student nurse)

Results

Objective 1: Deepening understanding of the effectiveness of film and theatre as a pedagogical tool within the training of health professionals.

'As an adult nursing student, this gave me a brilliant exposure to mental health, which I feel **will help me to become a more empathetic healthcare professional in the future**, with the understanding of mental health conditions and their impacts.'

(Student nurse)

Results

Objective 1: Deepening understanding of the effectiveness of film and theatre as a pedagogical tool within the training of health professionals.

'Thought provoking, emotionally moving, raising plenty of questions and concerns re current and future treatments, using artificial intelligence in healthcare, and lack of alternative methods to recovery. ABSOLUTELY BRILLIANT! This play should be MANDATORY for ALL mental health professionals, student mental health nurses, trainee nursing associates; and an option for other healthcare students.'

(Trainee Nursing Associate)

Results

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(Trainee Nursing Associate)

A student nurse in a light blue uniform is seated in a lecture hall, looking thoughtfully to the right. She has her hand to her chin. In front of her is a red cup and a white container. The background is dark, suggesting a theater or lecture hall setting.

Results

Objective 1: Deepening understanding of the effectiveness of film and theatre as a pedagogical tool within the training of health professionals.

'Thank you for bringing this to peoples attention. It made me feel less alone in the issues I've had and demonstrated it in such a beautiful way.'

(Student nurse & lived experience of the themes explored)

Results

Objective 1: Deepening understanding of the effectiveness of film and theatre as a pedagogical tool within the training of health professionals.

'Thank you for bringing this to peoples attention. It **made me feel less alone** in the issues I've had and demonstrated it in such a beautiful way.'

(Student nurse & lived experience of the themes explored)

A student nurse in a light blue uniform is seated in a dark lecture hall, looking thoughtfully to the right. She has her hand to her chin. In front of her is a red cup on a tray. The background is dark, suggesting a cinema or lecture room setting.

Results

Objective 1: Deepening understanding of the effectiveness of film and theatre as a pedagogical tool within the training of health professionals.

'Thank you for bringing this to peoples attention. It **made me feel less alone** in the issues I've had and demonstrated it in such a beautiful way.'

(Student nurse & lived experience of the themes explored)

A person is shown in profile, sitting in a theater. They are looking towards the left of the frame with a thoughtful expression, resting their chin on their hand. In the foreground, a red cup with a white lid sits on a tray. The background is dark, suggesting a theater setting.

Results

Objective 1: Deepening understanding of the effectiveness of film and theatre as a pedagogical tool within the training of health professionals.

'I am passionate about the use of theatre/drama to raise awareness of marginalised experiences and social justice issues - this play was a brilliant example of the power of theatre to change hearts and minds!'

(Audience member)

A person is shown in profile, sitting in a theater and looking towards the left. They have a thoughtful expression, with their hand resting on their chin. In the foreground, a red cup with a white lid is on a tray. The background is dark, suggesting a theater setting.

Results

Objective 1: Deepening understanding of the effectiveness of film and theatre as a pedagogical tool within the training of health professionals.

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(Audience member)



Results

Objective 1: Deepening understanding of the effectiveness of film and theatre as a pedagogical tool within the training of health professionals.

Other early indicators:

NHS England keen to fund a national tour

Thousands more student nurses to attend as part of training

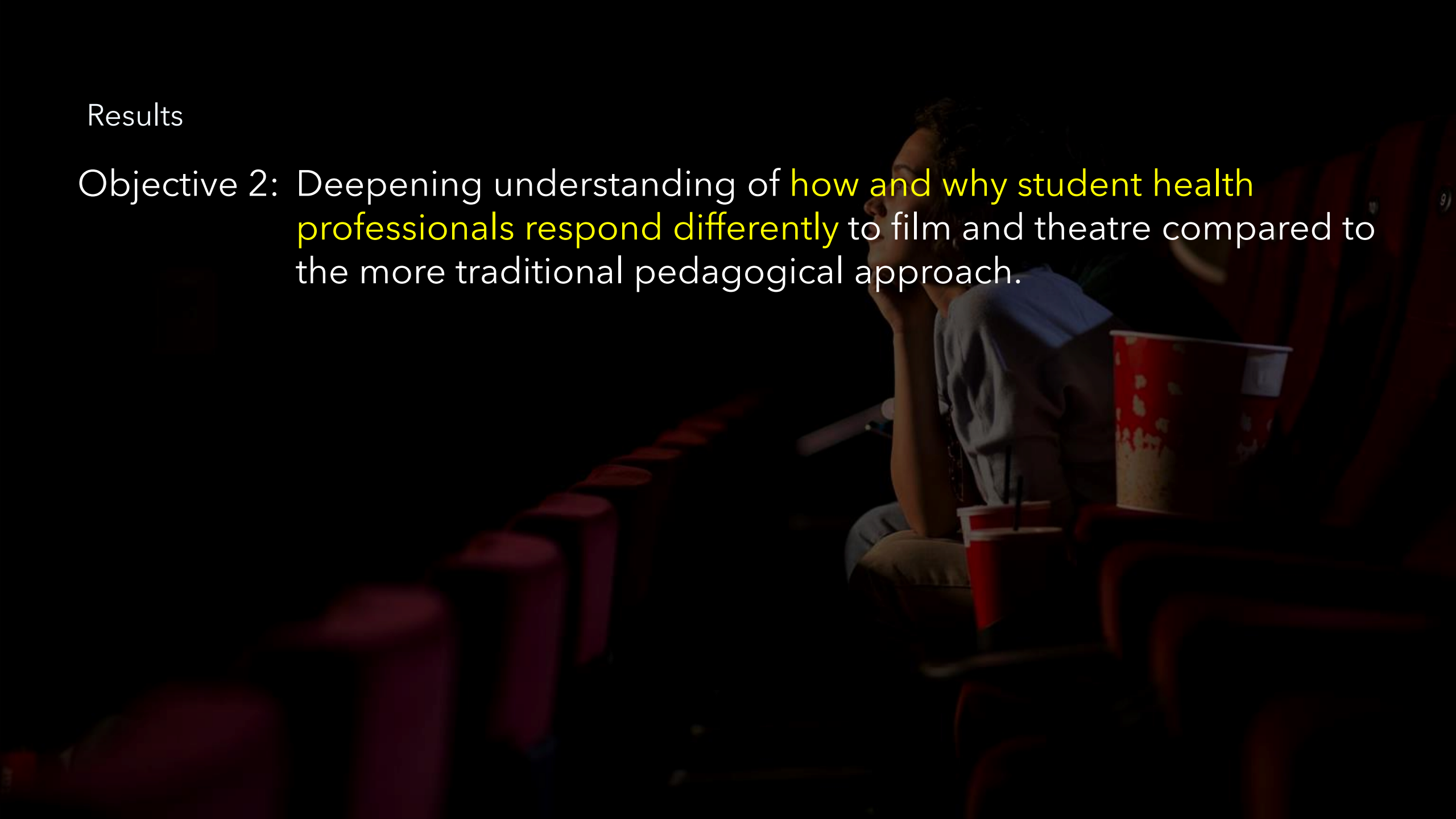
Course leaders keen to develop new learning resources based on clips from the play and short films – long term use

Interest in using films & recorded performance of play for CPD

MDT – team building days?

Results

Objective 2: Deepening understanding of **how and why student health professionals respond differently** to film and theatre compared to the more traditional pedagogical approach.

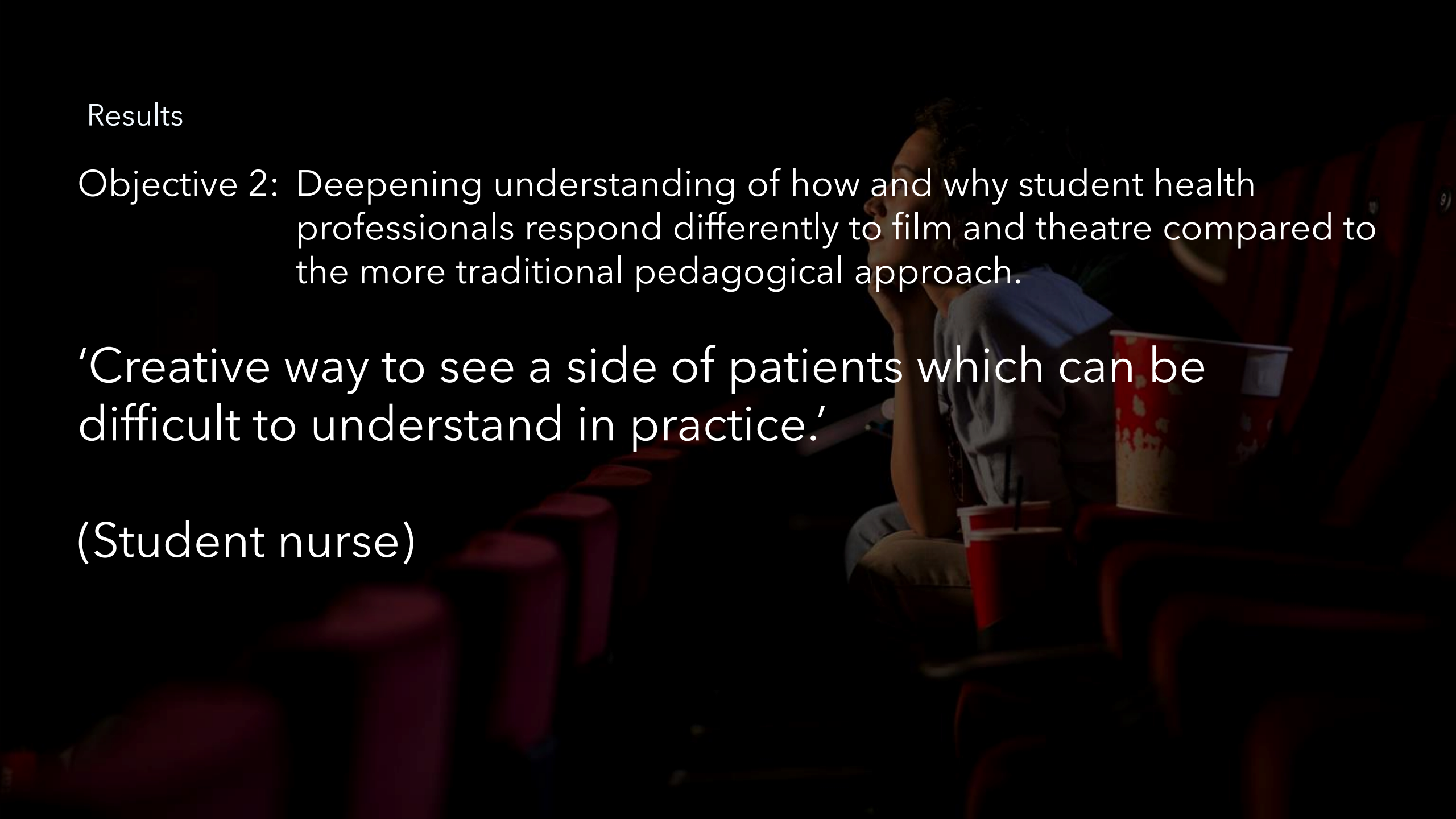


Results

Objective 2: Deepening understanding of how and why student health professionals respond differently to film and theatre compared to the more traditional pedagogical approach.

'Creative way to see a side of patients which can be difficult to understand in practice.'

(Student nurse)





Results

Objective 2: Deepening understanding of how and why student health professionals respond differently to film and theatre compared to the more traditional pedagogical approach.

'An excellent educational tool for students & window into mental health. Real life experience - delivered in a safe environment.'

(Registered nurse)

A person is sitting in a cinema seat, looking thoughtful. They are wearing a light blue shirt. In front of them is a tray table with a red cup and a popcorn bucket. The background is dark, suggesting a cinema setting.

Results

Objective 2: Deepening understanding of how and why student health professionals respond differently to film and theatre compared to the more traditional pedagogical approach.

'An excellent educational tool for students & window into mental health. **Real life experience - delivered in a safe environment.'**

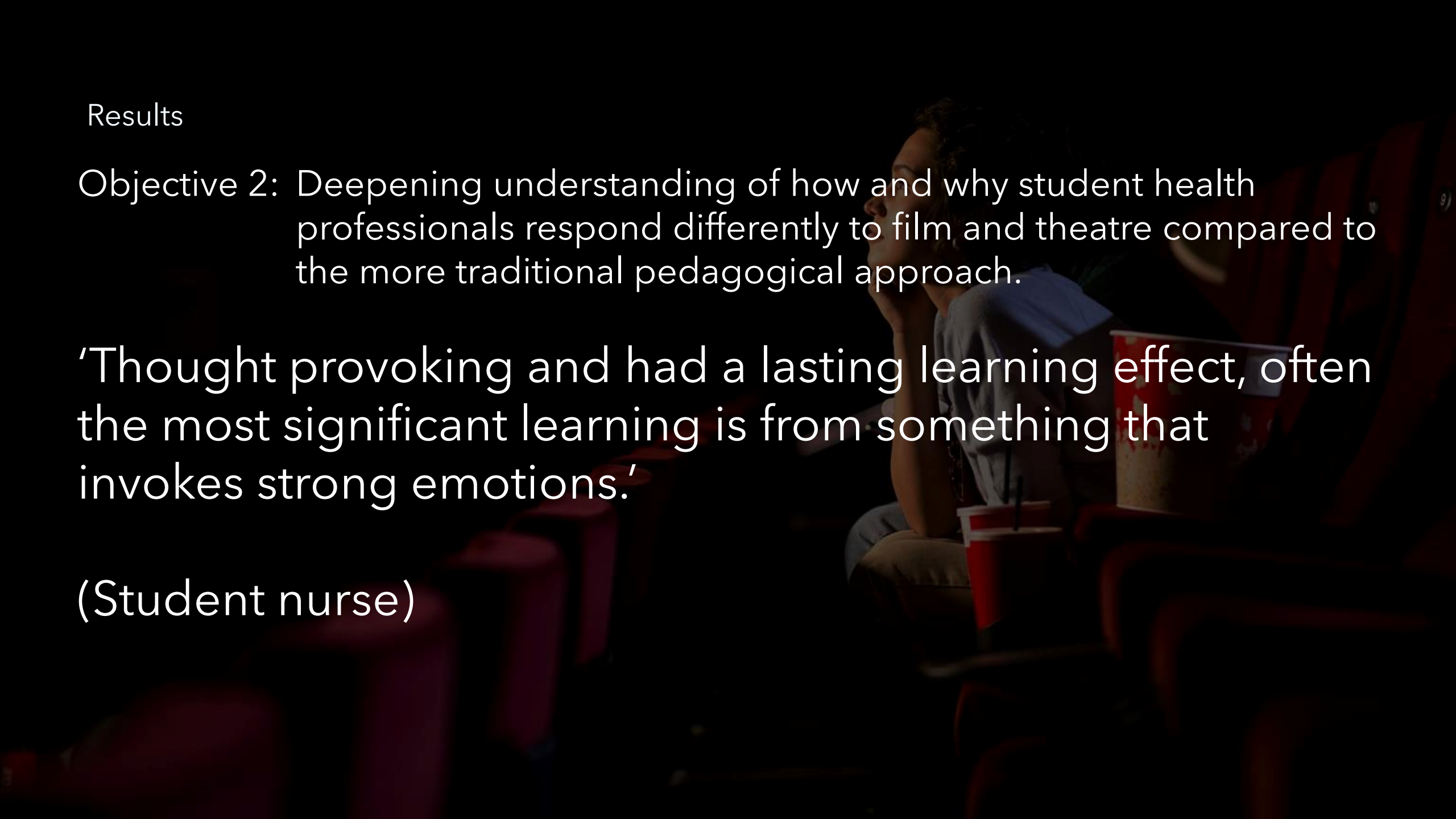
(Registered nurse)

Results

Objective 2: Deepening understanding of how and why student health professionals respond differently to film and theatre compared to the more traditional pedagogical approach.

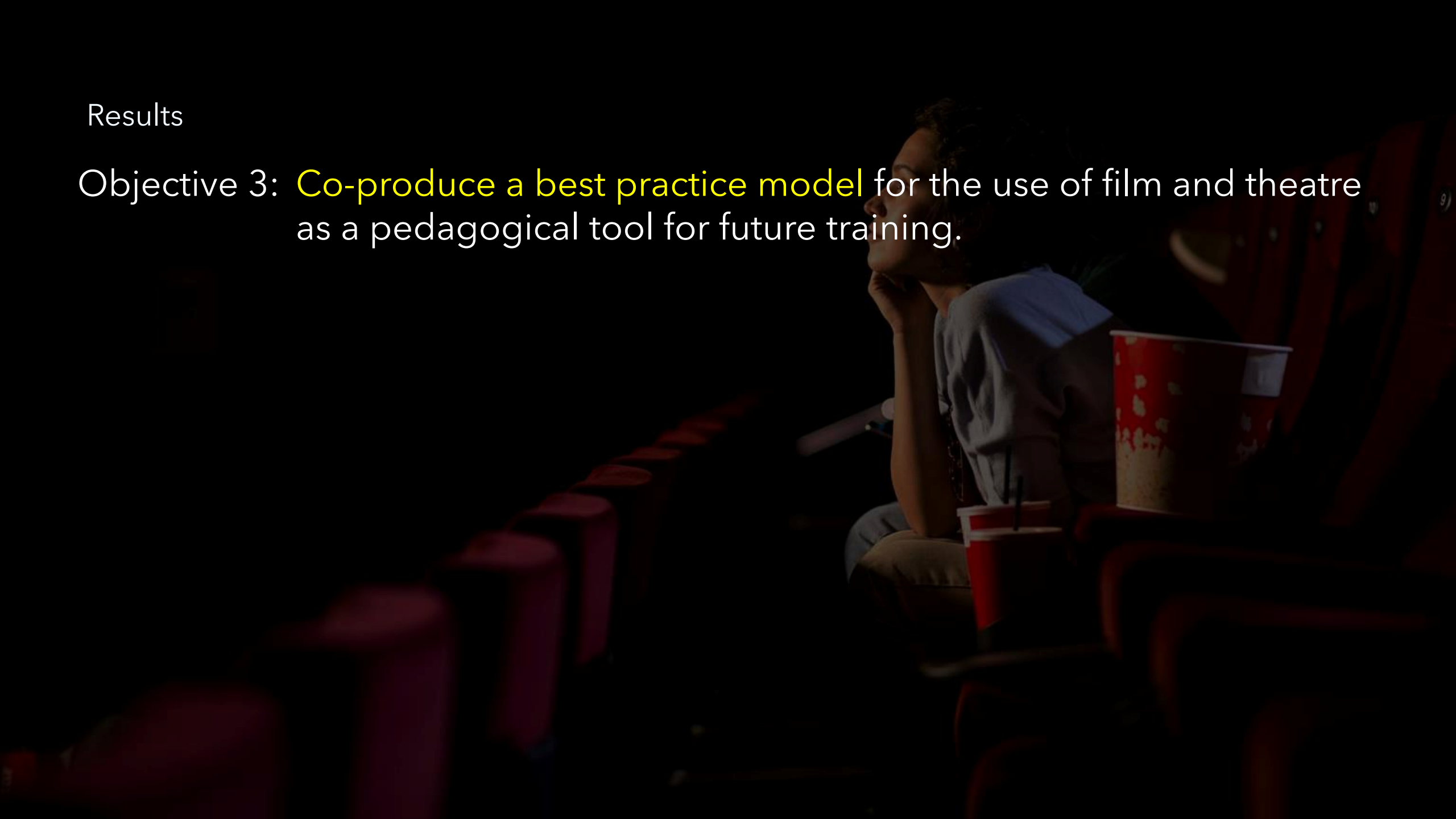
'Thought provoking and had a lasting learning effect, often the most significant learning is from something that invokes strong emotions.'

(Student nurse)



Results

Objective 3: **Co-produce a best practice model** for the use of film and theatre as a pedagogical tool for future training.

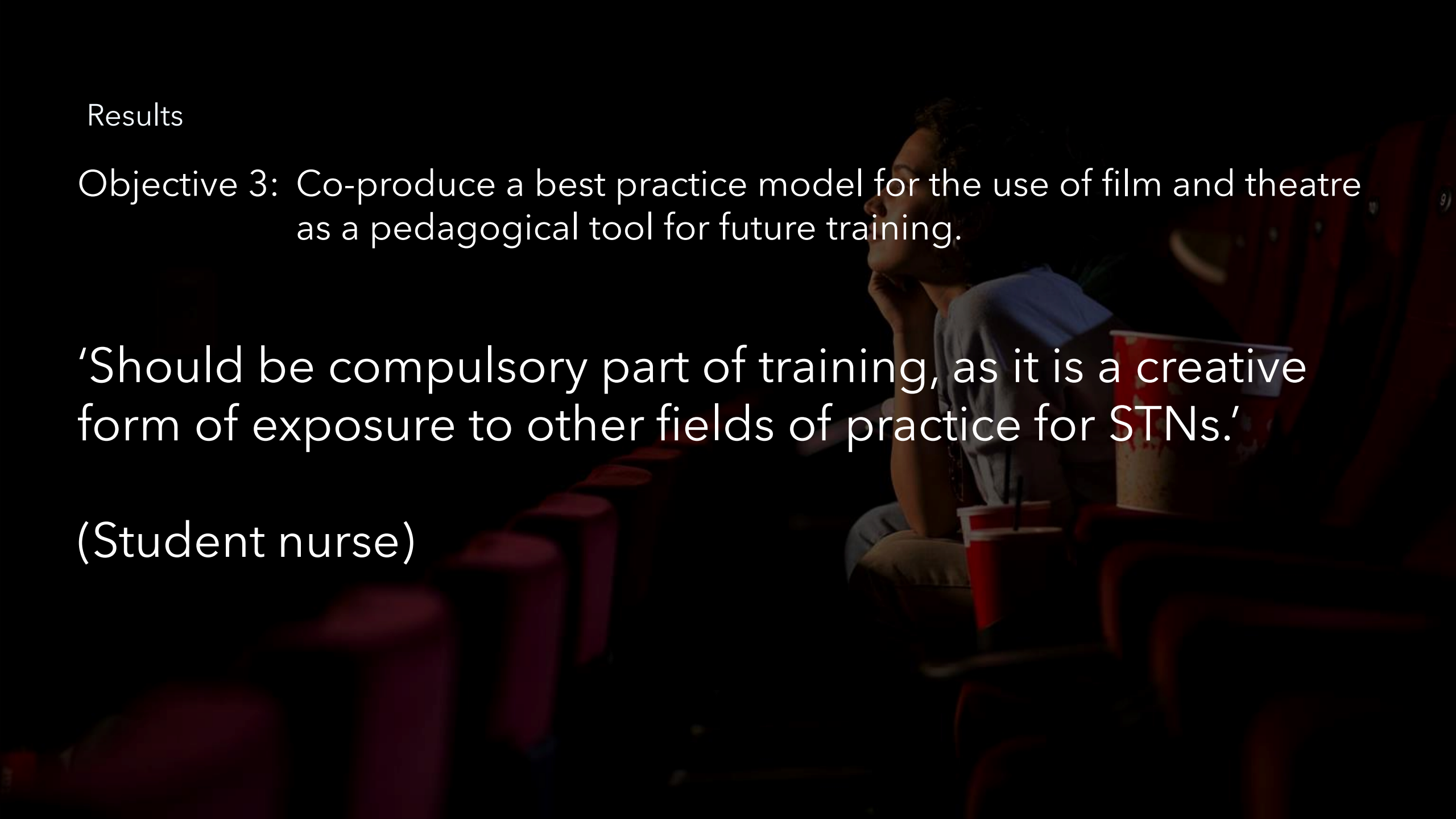


Results

Objective 3: Co-produce a best practice model for the use of film and theatre as a pedagogical tool for future training.

'Should be compulsory part of training, as it is a creative form of exposure to other fields of practice for STNs.'

(Student nurse)

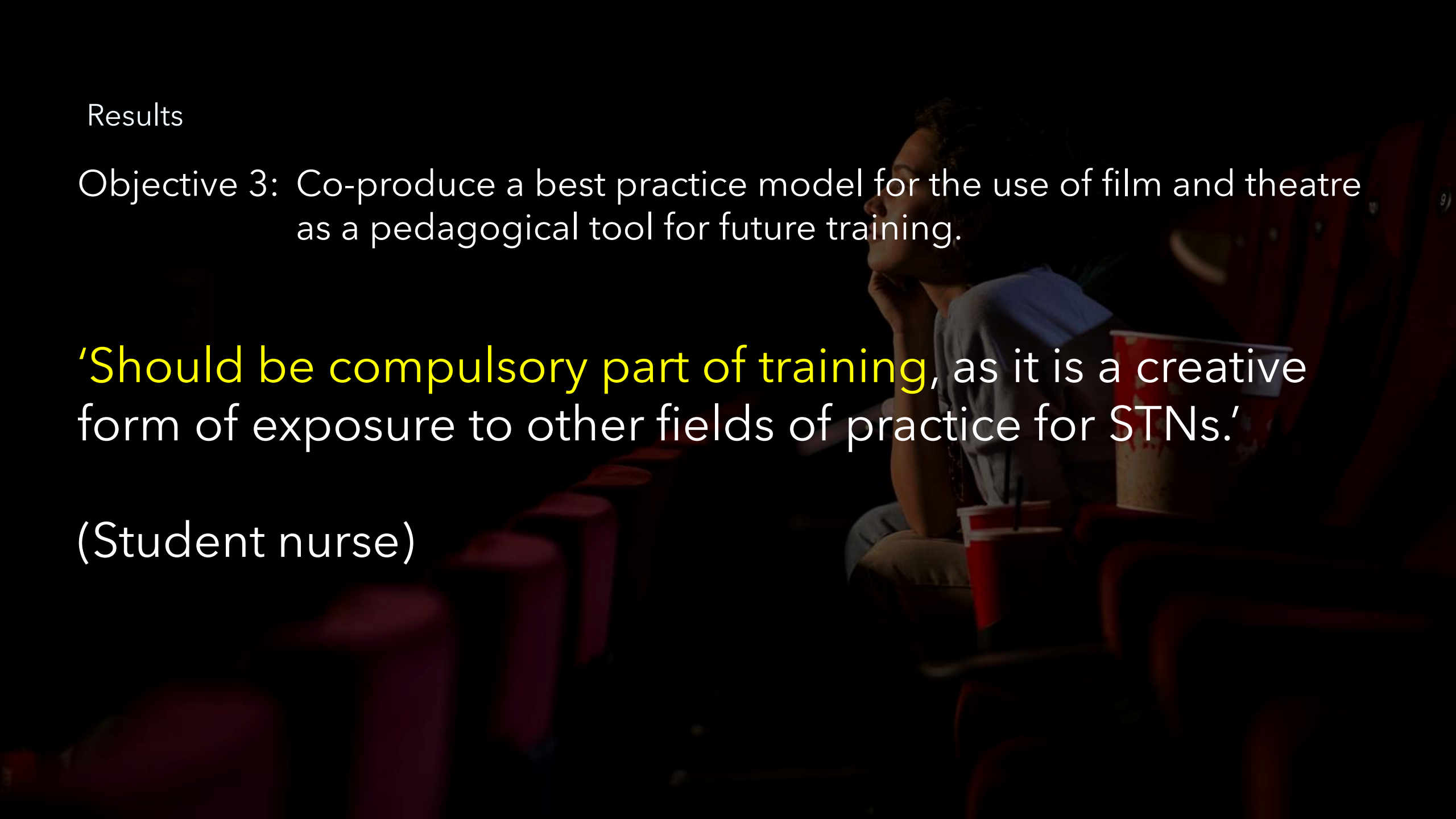


Results

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'Should be compulsory part of training, as it is a creative form of exposure to other fields of practice for STNs.'

(Student nurse)



Results

Objective 3: Co-produce a best practice model for the use of film and theatre as a pedagogical tool for future training.

'Needs to be integrated with training and continuing professional development of those within the NHS. More specifically the mental health setting.'

(Doctor)

Results

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'Needs to be integrated with **training and continuing professional development** of those within the NHS. More specifically the mental health setting.'

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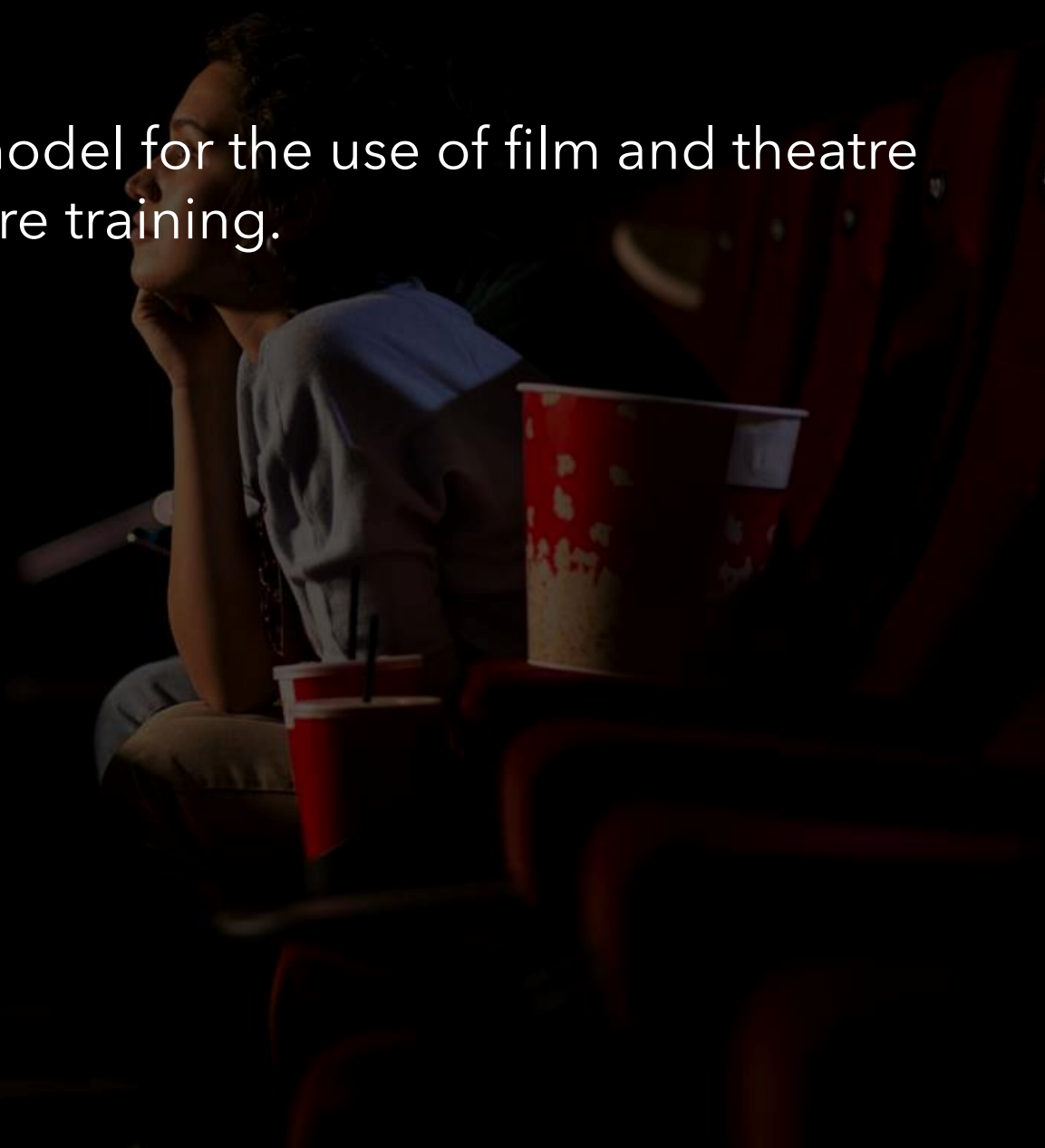
Results

Objective 3: Co-produce a best practice model for the use of film and theatre as a pedagogical tool for future training.

On the post-show discussion:

'Wish there was more time.'

(Student nurse)



Results

Objective 3: Co-produce a best practice model for the use of film and theatre as a pedagogical tool for future training.

On the post-show discussion:

'I wonder if there is a way to scaffold the conversation to allow a deeper exploration of some of the really important messages, maybe some pre-prepared remarks, questions or topics which could be used to really get into things more.'

(Trainee Clinical Psychologist)

Results

Objective 3: Co-produce a best practice model for the use of film and theatre as a pedagogical tool for future training.

On the post-show discussion:

'I wonder if there is a way to scaffold the conversation to allow a deeper exploration of some of the really important messages, maybe some pre-prepared remarks, questions or topics which could be used to really get into things more.'

(Trainee Clinical Psychologist)

Discussion



Discussion

Early signs are very positive



Discussion

Early signs are very positive

Enthusiastic support from key stakeholders (NHSE & HEI's)

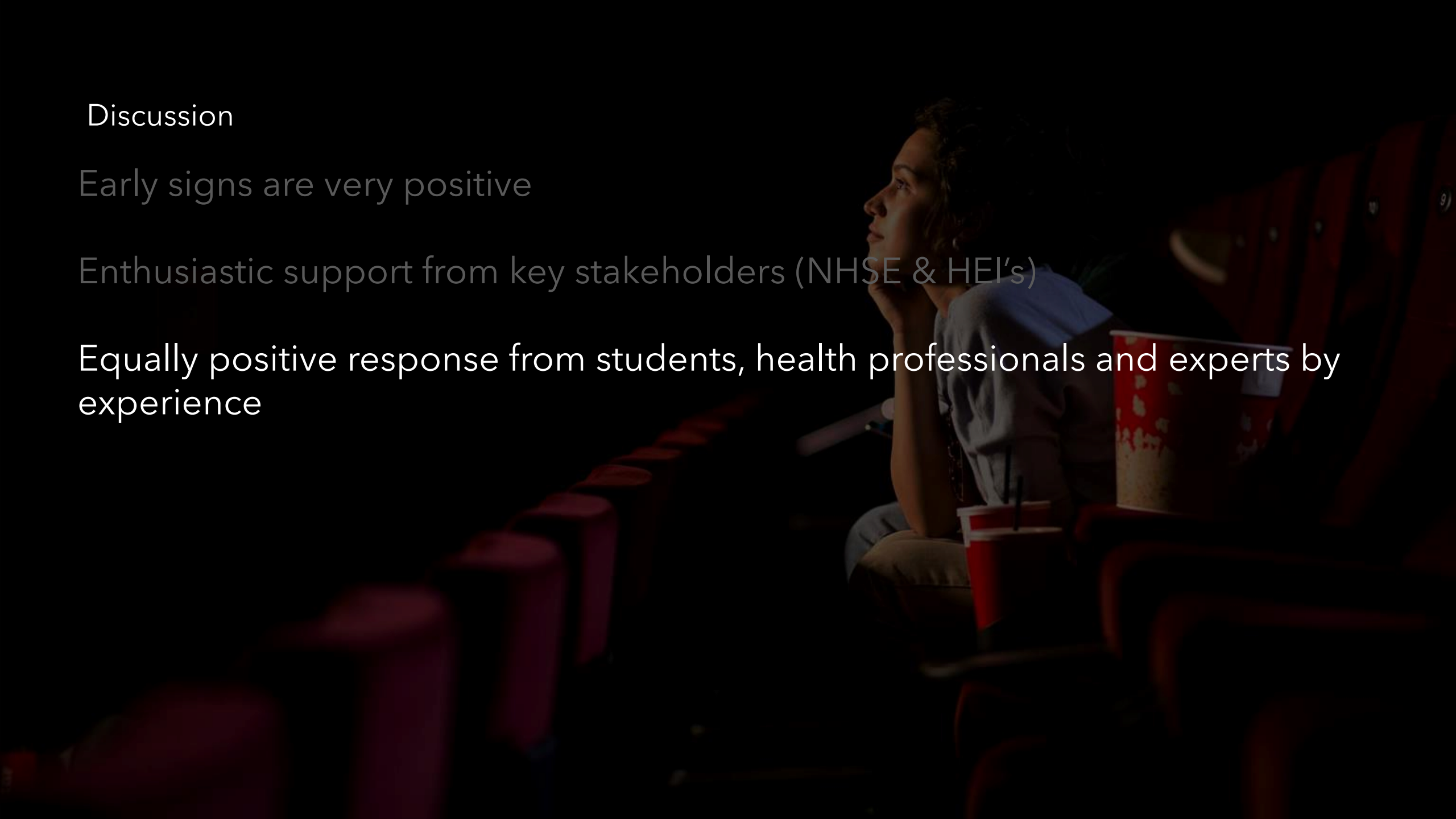


Discussion

Early signs are very positive

Enthusiastic support from key stakeholders (NHSE & HEI's)

Equally positive response from students, health professionals and experts by experience



A young woman with curly hair, wearing a white lab coat, is seated in a red cinema chair. She is looking off to the side with a thoughtful expression, her hand resting on her chin. The background is dark, suggesting a cinema or lecture hall setting.

Discussion

Early signs are very positive

Enthusiastic support from key stakeholders (NHSE & HEI's)

Equally positive response from students, health professionals and experts by experience

Thousands more placement opportunities needed for student nurses



Discussion

Early signs are very positive

Enthusiastic support from key stakeholders (NHSE & HEI's)

Equally positive response from students, health professionals and experts by experience

Thousands more placement opportunities needed for student nurses

Use beyond nursing?



Discussion

Early signs are very positive

Enthusiastic support from key stakeholders (NHSE & HEI's)

Equally positive response from students, health professionals and experts by experience

Thousands more placement opportunities needed for student nurses

Use beyond nursing?
Medicine

Discussion

Early signs are very positive

Enthusiastic support from key stakeholders (NHSE & HEI's)

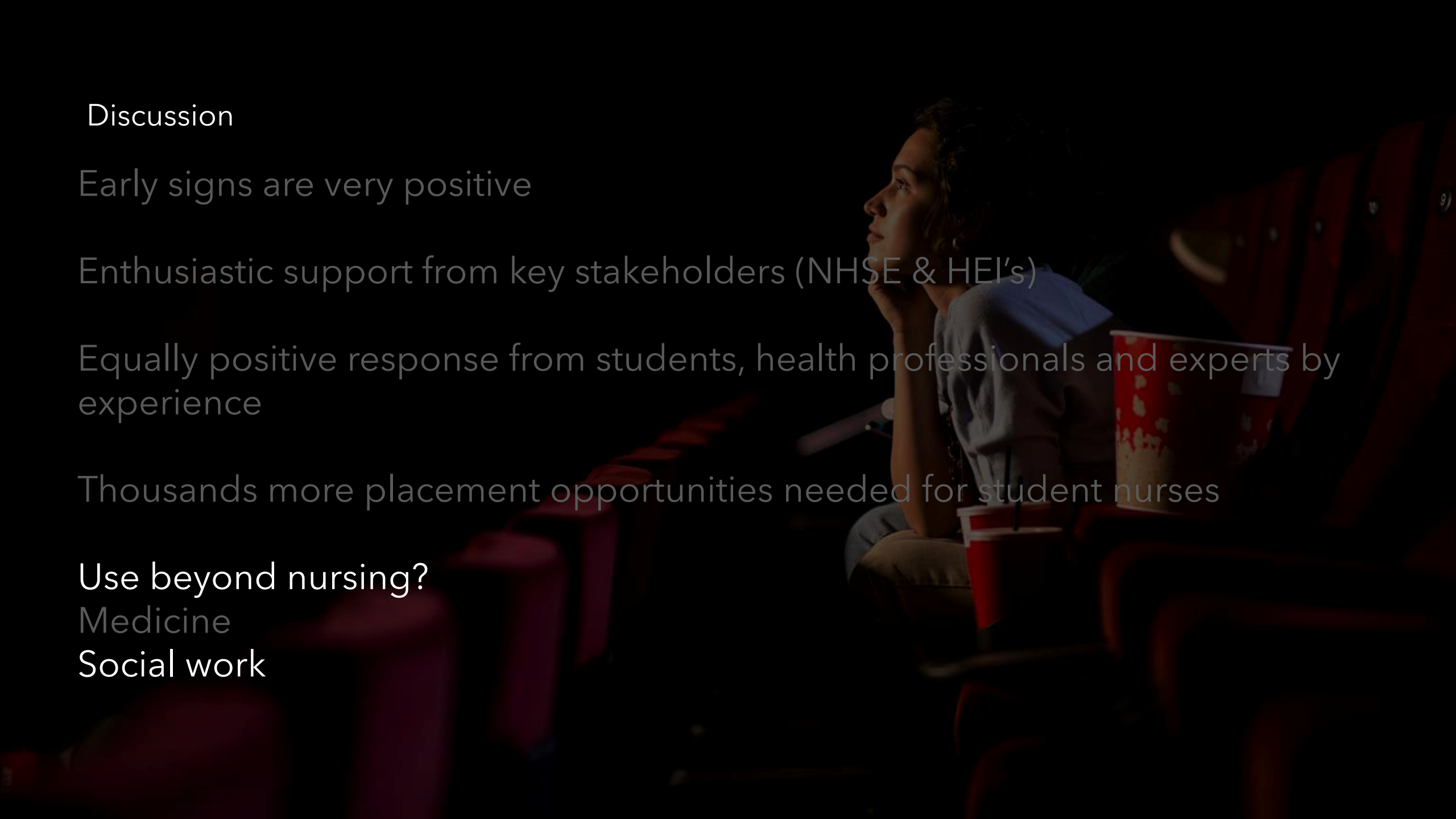
Equally positive response from students, health professionals and experts by experience

Thousands more placement opportunities needed for student nurses

Use beyond nursing?

Medicine

Social work





Discussion

Early signs are very positive

Enthusiastic support from key stakeholders (NHSE & HEI's)

Equally positive response from students, health professionals and experts by experience

Thousands more placement opportunities needed for student nurses

Use beyond nursing?

Medicine

Social work

Paramedics

Discussion

Early signs are very positive

Enthusiastic support from key stakeholders (NHSE & HEI's)

Equally positive response from students, health professionals and experts by experience

Thousands more placement opportunities needed for student nurses

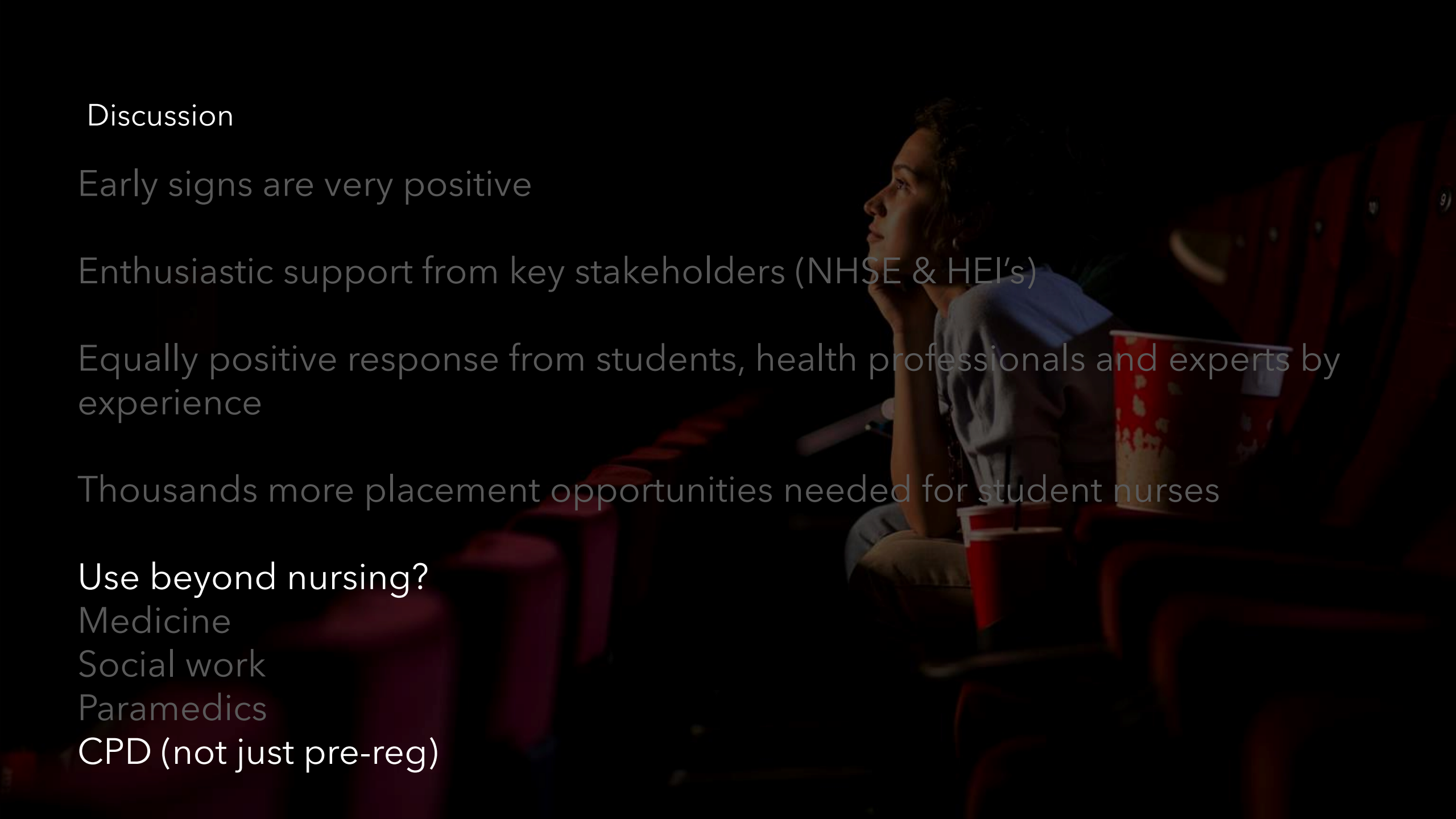
Use beyond nursing?

Medicine

Social work

Paramedics

CPD (not just pre-reg)















Links and references

NMC - Standards of proficiency for registered nurses:

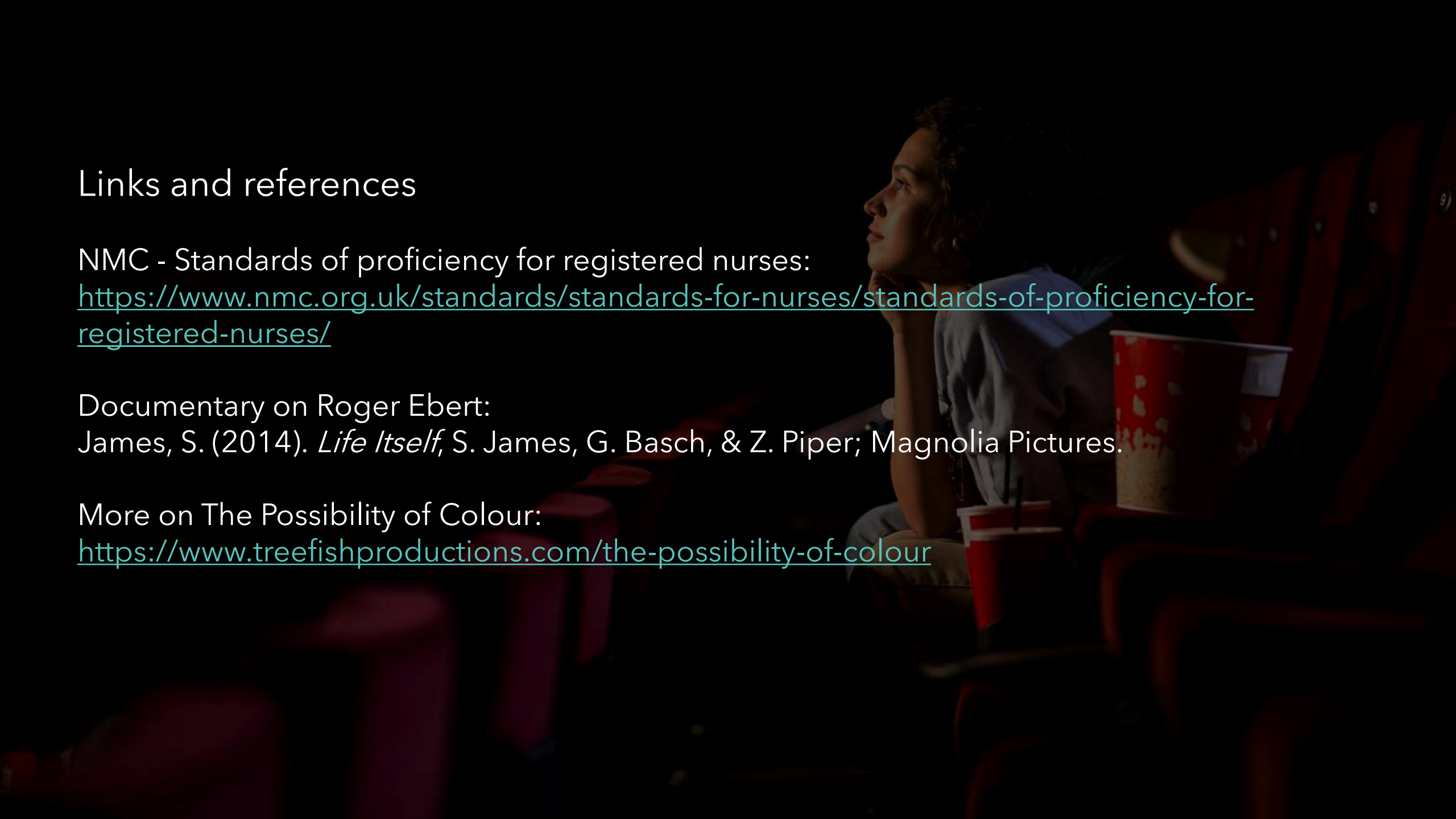
<https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/>

Documentary on Roger Ebert:

James, S. (2014). *Life Itself*, S. James, G. Basch, & Z. Piper; Magnolia Pictures.

More on The Possibility of Colour:

<https://www.treefishproductions.com/the-possibility-of-colour>



Thank you to...

My supervisory team:

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Krissi Musiol UCLan

Jonathan Gadsby Birmingham City University

Everyone at PPN NW
especially Gita Bhutani and Clare Baguley





Fin



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