

Open-Space Learning in Real World Contexts OUTLINE OF PROPOSED PROJECT

Up to £1000 is available for each of six OSL-based learning projects which may use external creative partners, resident or embedded practitioners, and/or the student ensemble. These projects are the core activity of OSL and will form the basis for case studies, demonstrating the relationship between performance-based learning and student achievement and confidence in their professional development.

1. Project description

Please include

- The title of your project
- Your aims and objectives
- The teaching and learning aspects of the project
- Your research questions and methods
- How you plan to carry out your project (design and methods)
- Any collaborations you wish to pursue

Psychiatry, Performance and Play

This project would stage an exchange between two practice-based student groups, the undergraduates of the Student Ensemble and postgraduates of the Warwick Medical School. Working through role-play and reflective practice, the medics would explore issues central to psychiatric practice using applied performance methods. The participants would be identified at the beginning of Summer Term through an informal recruitment process in which they would demonstrate an interest in psychiatry, neuroscience or psychology.

Our research questions are as follows:

1. Where is the intersection between psychiatry and performance?
2. How can we engage medical students through performance events?
3. How do we use these events to engage academic departments in embodied pedagogies?
4. Can these pedagogical practices improve clinical skills?

The project will be carried out in three phases: EXPLORATION, DEVELOPMENT and EVALUATION.

EXPLORATION: the collaboration between OSL Research Associate Jonathan Heron and Associate Professor of Psychiatry Matthew Broome will be formalised through this project. Their successful contribution to Shakespeare on the Brain (CAPITAL/WAC, 2009) and Beckett and the Brain (CAPITAL/Fail Better Productions, 2009) has led to digital content (<http://www2.warwick.ac.uk/newsandevents/podcasts/media/more/shakespearebrain>) and proposed publication (submission to the *Journal of the Medical Humanities* 2010). The new collaboration will be focused around the work of the student ensemble and Fail Better Productions on their recent *Diary of a Madman/Discords* (<http://www.warwickartscentre.co.uk/events/theatre/diary-of-a-madman-discords#performance-108809>) at Warwick Arts Centre, 2011. On 14th February 2011, Jonathan will work with the

student ensemble to identify texts and processes that can be used with the medical students. On 14th March 2011, Jonathan and members of the ensemble will attend the Clinical Skills Laboratory at the Coventry and Warwickshire Partnership Trust, a core part of the medical school's psychiatry curriculum, to observe the use of role play and simulation within medical training. Later in March Matthew and Jonathan will meet to debrief these sessions and plan the work for the Summer Term, including the circulation of the set texts to the students groups. **In this phase we will be specifically exploring how to apply creative practice to psychiatric education.**

DEVELOPMENT: We will bring clinical and creative practitioners together on (or in the week beginning) 6th June 2011 in a creative exchange day involving rehearsed readings by professional actors, interactive activities for students and reflective discussion generating a new project for IATL. Parallel to this we will employ a Lead Learner to interview students before and after the event, with a specific focus on the use of role play within medical education. We will invite students and staff from the medical school to come to a speculative lunch in June 2011 in which ideas for future collaborations would be discussed and funding channels identified. **In this phase we will be specifically exploring how to engage medical learners through performance projects and enactive pedagogies.**

EVALUATION: We will present our findings at the OSL dissemination conference on 27th June 2011 and the Lead Learner will generate an online case-study. This collaborative project will identify ways of engaging STEM subjects through an open engagement with the drama-theatre-performance continuum at an entry point of their choosing. Our evaluation session in July 2011 will consider particular and generic ways in which to take this work further. **In this phase we will be specially exploring how to embed OSL workshops into a formal curriculum.**

2. Which aspect of Open-space Learning does the project address? (Please include all that apply and give details of how they will be addressed)

- Exploring innovative teaching and learning in and for the higher education community in England
- Applying workshop practice and collaborative learning in flexible teaching spaces
- Employing enactive and experiential learning, applied drama, and role play
- Identifying workable assessment methodologies for these styles of learning
- Testing the efficacy of OSL and measuring its impact

Investigating the use of performance, role-play and simulation in medical education, this project is interested in the interplay of security and spontaneity in enactive methods. For example, the predictability of conventional role-play provides an unrealistic environment for psychiatric encounter. The Student Ensemble's work with *Fail Better* will enable an alternative mode of simulation and this project would explore its potential use within medical education. This pedagogic enquiry emerges from the CAPITAL collaborations *Shakespeare on the Brain* and *Beckett and the Brain*. The most practical 'meeting point' between the medics and the actors would be an open exchange of ideas about psychology, mental health and practitioner training. An exploration of two texts will help us do this: *Diary of a Madman* by Nikolai Gogol and *4.48 Psychosis* by Sarah Kane.

3. Timescale

Preferred start date: February 2011

Estimated completion date: July 2011

What is your proposed schedule of work for this project? Please indicate the numbers of students involved and key dates.

Spring Term 2011

Wk6 Ensemble Training Day (10 students)
Wk10 Clinical Skills Laboratory (observation only)

Summer Term 2011

Wk7 Creative Exchange Day (40 students)
Wk8 Speculative Lunch (academic event)
Wk10 Dissemination Conference (OSL)

4. Impact

What are the expected outputs and outcomes of your project? What are your success criteria?

Creative embodied engagement with dramatic and literary texts

successful work will give students a deeper grasp of mental illness, as portrayed by authors from Gogol to Beckett to Kane, which will lead to a (re)new(ed) interest in the treatment of psychiatric disorders and the portrayal of mental illness

Engaging the full variety of learning styles

successful work will allow all students to participate in a creative way (whether visual, auditory, or kinaesthetic) and will promote both individual and collaborative activity

Curriculum and assessment development for creative workshops

successful work will lead to new opportunities within medical education for the innovative use of role play and enactive approaches to learning; assessment will be more clearly connected to 'real world' encounters

Public dissemination of research

successful research will result in journal publication and/or conference participation; digital materials will be published online; performance outcomes through theatrical production.

5. Dissemination and evaluation

How do you see the outputs disseminated within the University of Warwick and outside?

Publicly accessible online resources:

- the lead learner will generate accessible digital materials

Public presentation of results

- the collaborative team will present at the OSL Dissemination Conference

Interdisciplinary journal publication

- submission of a proposal for a themed edition to the *Journal of the Medical Humanities, part of the British Medical Journal Group*

How will you evaluate the success of your project?

- One or two research students will observe, document and evaluate
- The collaborative team will theorise the practice for a future journal article
- Participants will complete evaluation forms and contribute to our digital forum
- The potential application to IATL for an embedded OSL workshop series

6. Resources

What are the resources you need to carry out your project? e.g Travel, video/audio recording, fees, specialist equipment, clerical support...

The CAPITAL Studio for specific events	£0
Access to digital recording equipment	£0
Practitioner fees for creative exchange day	£400
Catering for thirty people	£300
One speculative lunch	£150
Travel expenses for practitioners	£150
[Student research bursary for lead learner	£300]

Dr Matthew Broome MRCPsych PhD
Associate Clinical Professor of Psychiatry
Consultant Psychiatrist in Early Intervention
University of Warwick
&
Honorary Senior Lecturer, Institute of Psychiatry,
King's College London

Jonathan Heron
Research Associate
Institute for Advanced Teaching and Learning
University of Warwick
&
Artistic Director
Fail Better Productions