

Trying Not to Break Things: Video Extension

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Background Context and Research Question

This work builds on the Trying Not to Break Things workshop developed for NHS practitioners (<https://eresearch.qmu.ac.uk/handle/20.500.12289/10487>) and the paper written by Smith et al (2019) (<https://eresearch.qmu.ac.uk/handle/20.500.12289/10357>). The original partners for this project were the Centre for Applied Social Sciences (CASS) and Lydia Osteoporosis Project (LOP). In short, this work aimed to explore how creative/artistic approaches can uncover professionals' tacit knowledge and raise consciousness around how osteoporosis can affect people's daily lives, especially in regards to NHS staff involved in 'moving and handling' those who may have osteoporosis. The research was to develop a piece of **knowledge exchange** that explored how translate the workshop, paper and findings to a wider audience. The video then acts as an output of that research.

Methodology

Like the original project, this new work took an Arts Based Research approach that had been heavily influenced by the concept of embodied cognition. Arts Based Research (ABR) is a qualitative methodology that applies artistic approaches to "explore, understand and challenge human action and experience" (Savin-Baden and Wimpenny 2014 p.1). In applying a systematic use of artistic processes (McNiff 2013), it leads to different way of understanding by "recognising the use of the arts as critical in achieving self/others knowledge" (Leavy 2015 p.200). As ABR aims to transform situations through collaboration, participation, dialogue and experiences, it was felt an apt methodology to explore both notions of 'collective creativity' but also a personal reflexivity. This was further deepened by the concept of Embodied Cognition which argues that "embodiment seems to be at the root of seemingly disparate relationships between higher-order thoughts and basic bodily action" (Balcetis and Cole, 2009 p.762). In other words, it links the bodies actions to metaphorical and conceptual concepts, and as such, is a useful way to reflexively explore complex psychological experiences. In practical terms, this meant developing an appropriate artistic response to the concepts, that could be utilised in wider contexts.

Building off the outputs that included the paper Like A Dance: working creatively with healthcare practitioners to explore mobility and osteoporosis (Journal of Applied Arts, 2019), and the Conference Presentation at the 'Building Bridges in Applied Arts and Health, Education and Community' conference, as well as the original sessions, the it was decided to develop a film with subtitles in order to effectively share the learning.

Outputs and Findings:

The project resulted in a 4 min video that is accessible online and presented as part of the webinar "Increasing awareness of Osteoporosis for NHS Education Scotland" It was attended by a mix of health professionals and very well evaluated. The film can be viewed here:

<https://vimeo.com/manage/videos/551951980>

References

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