

Spring 2022

VOLUME 3, ISSUE 2

Welcome to volume three of the Spring 2022 issue of the RSPH Arts, Health and Wellbeing SIG newsletter. Dr Ranjita Dhital and Dr Louise Younie are co-ordinators of this volume



This current issue features examples of emerging research, creative practice, and events from Nepal to the UK, which we hope will be a source of inspiration to you. SIG members please share copies of this newsletter with those you think may be interested in the work of this special interest group. New SIG members are welcome from the broad area of public health including researchers, practitioner-researchers, practitioners in public health, the arts and any health and social care setting. Students from any background are encouraged to join the SIG. For more

information about the SIG and the RSPH membership please go to: <https://www.rsph.org.uk/membership/special-interest-groups/join-our-arts-and-health-group.html>
Follow us on Twitter @RSPH_artshealth

Details on submission can be found at the end of the newsletter.

Image shows Dr Trudi Jane Aspden's, Spring Garden in New Zealand. Trudi is a Pharmacist and Senior Lecturer in the Pharmacy Department at the University of Auckland, New Zealand and Arts in Pharmacy member

News from the sector

International Arts in Pharmacy Special Interest Group

Dr Ranjita Dhital

We are pleased to announce the launch of the first International Arts in Pharmacy Special Interest Group.

We are a diverse group of researchers, practitioners, educators, students, patients, carers, and others interested to imbed creative thinking and the arts into pharmacy. Artists and creative practitioners are very welcome to join.

We hold online events to share experiences of research, education and practice to develop arts in pharmacy, for example social prescribing.

Please sign up to our mailing list on the jiscmail platform <https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=ARTSINPHARMACY> to receive and share details of seminars, conferences, publications, and other relevant events.

Join us to start the Arts in Pharmacy global movement.

For more information, please contact Dr Ranjita Dhital r.dhital@ucl.ac.uk

For more information on group activities, or to join the group, please contact Meghan Cordery email mcordery@rsph.org.uk or call 020 7265 7314

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Current practice and case studies

In each issue we will highlight examples of current practice, case studies and creative enquiries. Please consider sending us examples per the guidance which can be found at the end of the newsletter.

Using creative means to communicate about stigmatized adolescent health topics in Nepal

Insha Pun- Graduate student at
School of Communication in East
Carolina University, USA

Binita Kutu- OT Nurse in Shahid
Dharmabhakta National transplant
Center, Nepal

Our team initiated two programs in 2018 “Mental Health: As we strive for a stigma-free society,” and “My menstruation Story”.

During the COVID-19 lockdown, we evolved into an online initiative called “EU 5_Series”. Our main goal was to create a supportive learning community where participants relate with us, the topic, and with their peers in an organic way.



During the lyrical performance on the theme “it’s okay to be not okay, seek help when in need”. From left to right, Insha Pun, Grishma Shrestha and Binita Kutu.

Photo by: Sudeep Shakya

These efforts were triggered by our undergraduate research findings which explored awareness and help seeking behaviour regarding mental illness among university students. The findings revealed that while a fifth of students were aware of mental illness, only half had sought help when they experienced emotional problems. Another study explored adolescent boy’s attitudes towards menstruation in a rural school and found that 43% had negative attitudes towards menstruation and held negative beliefs, including that a menstruating girl should not touch flowers, should not go to temple, and should avoid touching men. Recent peer-reviewed studies have revealed that there are certain health topics in Nepal which are heavily stigmatized and rarely discussed, two main ones being in mental health (Bhattarai, B., & Ojha, J., 2020) and menstrual health (Thapa, S., Bhattarai, S., & Aro, A., 2019).

Session on mental health included lyrical performances on themes such as “it’s okay to be not okay, seek help when in emotional need, and addressing suicidal ideation”. To provide a context for the mental health discussion, we invited a psychiatrist, and a celebrity figure such as Miss Nepal. The session started with a game called “challenge accepted: 5,4,3,2,1”. The students were divided into groups of four, and paper pasted onto walls with

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Insha Pun facilitating the dance “I’m uterus: uterine dance”. Photo by: Ema Thapa

two columns labelled “physical” and “mental” health. We then presented multiple disease conditions on slides; each slide was displayed for 5 seconds where each group had to classify a condition under one of the two column headings. This collaborative game was challenging, yet fun for students, and encouraged them to learn about mental health.

Workshops on menstrual health involved activities such as “I’m uterus: uterine dance” and “menstrual walk”. The uterine dance involved students becoming a brain and uterus themselves, and the menstrual walk involved assigning individual students to be a brain, ovary, ovum, and inner lining of the uterus (that shed during menstruation).

These activities were designed to demonstrate physiological

changes during the menstrual cycle, all performed through dance and play. The students also watched [educational videos](#) on the physiological process of menstruation, menstrual hygiene management, and how to make [homemade sanitary pads](#) which we created using storytelling techniques.

The video making process was partially funded by Professor Geeta Pfau, a Global Health Consultant, who in collaboration with Nepal Women’s Global Network and volunteers have supported workshops on menstrual health, hygiene including making homemade sanitary pads in Nepal since 2009.

During COVID-19, our efforts evolved into digital projects. We compiled and edited videos of adolescents using positive coping strategies such as

[poetry writing](#), a [me-time](#), [journaling](#) or [singing](#). Through a [digital kindness project](#), we sent a total of 49 letters to young people on [Instagram](#), once a week. The letters included real-life stories of people trying to cope with their stress. The recipients of these letters expressed their gratitude with the project, and one described the letter as “calming during a stressful time”.

Links to our digital content

[Instagram](#) [You tube](#)

[Facebook](#) [Tik tok](#)



Participants listening to instructions for the game “Menstrual walk” from Insha Pun. The uterus is drawn on the ground using chalk. Photo by: Binita Kutu

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Flourishing in medical education

**Dr Louise Younie, Clinical Reader in
Medical Education, Barts and The
London, QMUL.**

Through the last couple of years of pandemic we witnessed an increase in burnout across healthcare professionals and students⁽¹⁾. Students have faced isolation, learning online and alone, they have witnessed the pressures on doctors, patients and the whole healthcare system. In a biomedically framed curriculum, humanising our approaches to patients as well as considering the wellbeing and humanity of medical students are both paramount and go hand-in-hand. As medical educator, I have engaged creative enquiry (exploring lived experience through the arts) to this end, inviting students to engage with the patient voice and to explore and engage with their own, through creative expression⁽²⁾.

*Creative exploration is a tool
in this process. In one sense,
we can further understand
our own reactions, thoughts
and emotions, and in another
sense creative work can provide
an insight into what others
experience*

(medical student, 2021)

Regarding student wellbeing, I have sought to move the conversation beyond individual strength and



toughing it out alone (usual framing of resilience), towards a more humane, interconnected and ecological take on wellbeing which is better described as flourishing⁽³⁾. The word resilience comes from the Latin root 'resilire' which means to 'spring back' or 'rebound'. Metaphorically this is a problematic concept when applied to our inner life and how we cope with challenges. We may grow through difficult circumstances but are unlikely to bounce back unchanged. The concept of flourishing metaphorically connects our inner lives with trees, flowers, gardens and their seasonal ebb and flow of loss and renewal, death and growth.

To flourish, is not necessarily to be happy by pleasing our desires (hedonia) so much as connection with our values, with purpose and meaning (Aristotle's eudaimonia)⁽³⁾. Drawing on my work in the field of creative

enquiry, flourishing is an ecological, interconnected, meaning-making approach, engaging with compassion with our own humanity and that of others⁽⁴⁾.

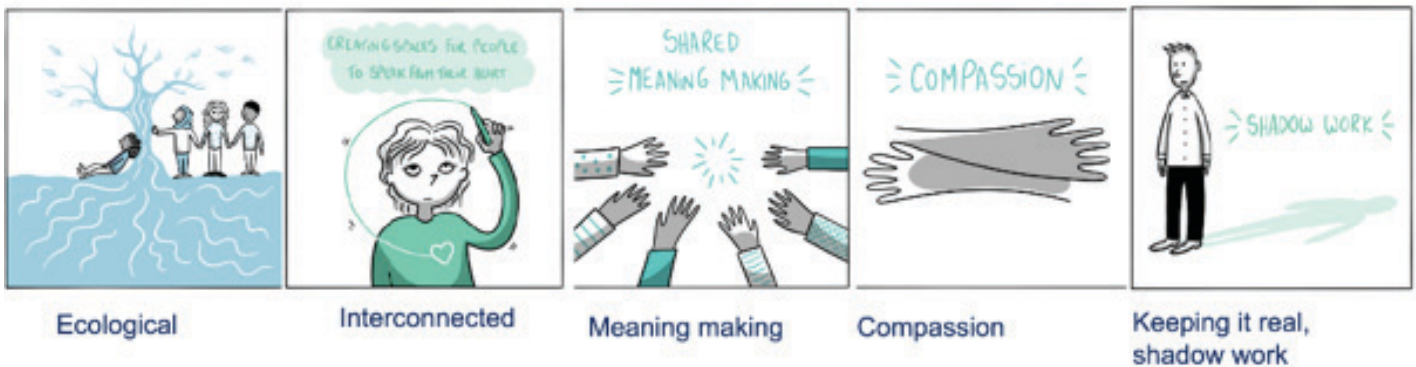
In flourishing, students are invited to move away from perfectionism, to embrace and share 'what is' rather than what they 'should be'. I term this 'shadow work', engaging with parts of ourselves and our lives that we might prefer to forget. Such work is often facilitated through the metaphorical and symbolic workings of creative enquiry, enabling images, ideas and memories to emerge from the fringes of our consciousness. Through symbolic engagement (drawing, painting, creative writing etc) with lived experience, followed by sharing and vulnerable reflection, students build relationship, trust, connection and the sense of community.

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Flourishing



Queen Mary
University of London
Barts and The London

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I vividly recall being astounded at the support and warmth with which my peers approached my contribution, and this gave me a feeling of solidarity and acceptance that I had not yet felt during my experience of online medical school, and which boosted my confidence to contribute further in later discussion...

(medical student, 2021)

Students noted the importance of the learning environment as well as the creative enquiry process, in creating this learning space.

The SSC [student selected component] provided a unique environment, bound by core values of confidentiality, non-judgement and the concept of 'no wrong answer'. I truly valued this and found it liberating to speak my ideas freely, and hear colleagues build on those ideas

(medical student, 2021)

In summary, I have found creative enquiry over many years in medical education to engage students in the human dimension of medicine, allowing conversations and sharing

that are unusual in the medical education context. This enables the building of solidarity, shadow work and the relief of not being alone and in these ways may enhance flourishing.

1. Sani I, Hamza Y, Chedid Y, Amalendran J, Hamza N. Understanding the consequence of COVID-19 on undergraduate medical education: Medical students' perspective. *Ann Med Surg (Lond)*. 2020;58:117-9.
2. Younie L. Arts-based inquiry and a clinician educator's journey of discovery. In: C.L.McLean, editor. *Creative Arts in Humane Medicine*. Edmonton: Brush Education Inc.; 2014.
3. Younie L. When I say flourishing in medical education... *Journal of Holistic Healthcare* [Internet]. 2020; 17(3):[44-6 pp.].
4. Younie L. Humanising medicine through co-creative self-care. *Journal of Holistic Healthcare*. 2021;18(2):50-2.

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The Human Dimension Sivakami Sibi

This painting represents the power of human connection through the arts and the importance of flourishing in both medical education and practice. As a medical student I have begun to explore how I can integrate creative art-forms into my medical journey as I have learnt that working creatively can have a profound impact on patient wellbeing.

From a clinical perspective, the left hand alludes to the physical body

through the visual imagery of tendons and arteries but can also be seen as symbolic of what is beneath our skin and the part of us deep within.

As it reaches out to the right hand that metaphorically represents flourishing through the imagery of butterflies and flowers, the painting emphasises the need for compassion to grow and develop as individuals which is highlighted further by the rose, a symbol of love.

The two hands can be interpreted as different people reaching outwards

to develop themselves or as both hands representing one person who is trying to connect the two sides of themselves (physical and mental.) An alternative interpretation could be that the left hand represents a patient reaching out to their doctor which depicts how patients reach out for empathy to connect with their doctors during consultations.

Therefore, this painting is a visual reminder that I should be compassionate towards myself and in times of difficulty, I should reach out for help from others which will allow me to develop as an individual.

As a medical student, it also reminds me of the need for compassion with

patients, to see them not only by their disease but also from a human perspective and always offer my compassion. Especially in the recent difficult times of the pandemic, considering the human dimension in medicine is vital in caring for patient's well-being.

The image shown was produced by Sivakami Sibi (second year medical student) on a Creative Enquiry Student Selected Component, at Barts and The London, QMUL, 2021

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Call for Submissions

Everyday Creativity: Towards an International Research Network

**Monday 13th June
2022 at University
of Brighton's Falmer
Campus**

This event is an opportunity to share our ideas, understandings, and ways of working with regard to everyday creativity (EC). It is aimed at: academics and postgraduate researchers from the social sciences, arts, humanities and beyond; creative practitioners (including craftspeople, creative writers, comic creators, comedians and others); and members of community/third sector organisations. We welcome proposals from all of these groups.

EC is characterised by quotidian actions that are often understood in terms of little and mini 'c' creativity; the former focusing on observable creative actions/products and the latter on more fleeting interpretive and transformative aspects of thought. It incorporates a diverse range of immersive creative activities that millions of people engage in every day. Such activities are often removed from established hierarchies, economic models



and notions of excellence, and enable participants to explore their creative potential, maintain their health and wellbeing, connect to others and to nature, learn and develop, and add meaning and purpose to their lives. The conference will explore these ideas under four themes:

1. The role of EC in enriching creative research methods (Theme lead: Dr Helen Johnson, University of Brighton)
2. EC, the home and placemaking, including pandemic responses (Theme lead: Prof Owen Evans, Edge Hill University)
3. EC, health and wellbeing (Theme leads: Prof Louise Mansfield, Brunei University and Prof Norma Daykin, University of the West of England)
4. Arts, science and technology interfaces in EC (Theme lead: Prof Sonia Contera, University of Oxford)

REGISTER HERE:

<https://shop.brighton.ac.uk/conferences-and-events/social-sciences/events/everyday-creativity-towards-an-international-research-network>

A bursary is available to cover travel expenses and/or conference registration for low/un-waged participants without institutional support. If you would like to apply for this, please state this on your application, explaining which costs you are applying to cover.

This conference is supported by the University of Brighton's Centre for Arts and Wellbeing and by Nick Ewbank Associates.

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Taking part in research

Birth Shock! **Birth Shock: Innovative and Creative Engagements with New Non-Academic Audiences & Professional Communities to Stimulate Pathways to Impact.**

*“Before watching the video,
I saw childbirth in a medical
manner, thinking only about the
physiology and anatomy behind
it all, after clinical exposure and
watching the video, I see how
it’s very much a big part of life
and affects people every day in
the biggest way”.*

(Second year medical student, King’s
College London, UK following a viewing
of Mothers Make Art in a pilot film
screening).

Interested in a film screening for your students?

We are very pleased to have funding
to offer free training sessions/
accompanied film viewings which can
be tailored for different audiences,
such as:

- Trainee doctors and doctors
 - Trainee midwives and midwives
 - Trainee health visitors and health visitors
 - Obstetricians
 - Therapists and trainee therapists
 - Arts and Health Practitioners
 - Art Therapists
 - Psychiatrists
 - Ante-natal nurses
- Please contact our project researcher
Rebecca Ashley to discuss your
training or CPD requirements:
r.ashley@derby.ac.uk

Background

Our current initiative stems from a recently completed project on the experience of birth, the trauma that can follow it, and the role of the arts and creative practices in helping express and, ultimately, mitigate negative consequences. The Birth Project focused on mothers and empowered them to articulate their own experiences. In addition, it has also helped emphasise the impact of the birthing process on all those related to it: partners, midwives and health professionals. As a result, we have managed to elucidate the complex discourses surrounding birth and trauma from a multiplicity of perspectives. Furthermore, we managed to capture these voices, through filming workshops, to make a lasting statement about the reality of birth, using the power of the art and

personal testimony of those filmed. We intend to use these films as an educational resource and make them part of the formal training that health and medical professionals undergo, so they become integrated into curricula. Both the quantitative and the self-report data that were collected during this project point to this need. Additional supporting educational resources, to help institutions use the films, will be developed and shared. A robust assessment of the material’s impact will be undertaken. New and international non-academic audiences will also be engaged. Public engagement with policy and practice audiences will follow.

This is an Arts & Humanities Research Council (AHRC) supported follow-on funding grant for impact & engagement. Birth Shock: An Application to Support Innovative and Creative Engagements with New Non-Academic Audiences & User Communities to Stimulate Pathways to Impact (Grant reference: AH/V000926/1) awarded to Professor Susan Hogan (UK).

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Branching Out Survey Anna Dadswell

Exploring nature through arts-based activities with children

The [Branching Out](#) project aims to establish how the practice and impact of arts-based nature activities can be scaled up to reach more children through volunteers as 'Community Artscapers'. This will involve the development and pilot of a 'Branching Out Model' and toolkits to support the delivery of arts-based nature programmes by arts organisations and volunteer Community Artscapers in primary schools.

The research is led by [Professor Nicola Walshe](#) from University College London, along with researchers from Anglia Ruskin University. The pilot will be led by arts charity [Cambridge Curiosity and Imagination](#), alongside [Cambridge Acorn Project](#), who undertake therapeutic work with children, in partnership with [Fullscope](#), a consortium supporting children's mental health. Branching Out is funded by a partnership led by the

[Arts and Humanities Research Council](#) under the [UK Research and Innovation 'Scale up health inequality prevention and intervention strategies'](#) fund.

National Survey

We are looking for arts organisations and practitioners exploring nature through arts-based activities with children and young people to take part in our Branching Out Survey. The survey aims to map existing activity across the UK and to register interest in joining a national network and potential future involvement in the Branching Out programme.

Complete the survey: <https://angliaruskin.onlinesurveys.ac.uk/branching-out-survey>

The survey will take approximately 10-15 minutes to complete and will be open until 10th June 2022. We would be grateful if you could share with your networks.

For more information, please contact anna.dadswell@aru.ac.uk. Thank you very much!

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Emerging research

Each issue will highlight examples of recently published research in arts and health by SIG members. Please send the full reference and a link to the published URL. Open access articles are particularly welcomed.

Systematic review on the experiences of community pharmacy spaces by service users and staff

Dhital, R., Sakulwach, S., Robert, G., Vasilikou, C., & Sin, J. (2022). **Systematic review on the effects of the physical and social aspects of community pharmacy spaces on service users and staff.**

Special issue: Arts and Health, PERSPECTIVES IN PUBLIC HEALTH, 142 (2), 77-93.

OPEN ACCESS link here <https://doi.org/10.1177/17579139221080608>

Research abstract

Background:

Community pharmacy has been defined as a space where medicine-related services are provided to patients by pharmacists to promote health through person-centred

care. Community pharmacies are essential health spaces and contribute significantly to the public health globally. Worldwide, community pharmacies are located where people live, work and shop, and provide a broad range of health and social care services. Survey conducted by the International Pharmaceutical Federation (FIP) between 2020 and 2021 reported there were around 1,609,734 community pharmacies in 76 countries and territories, serving around 75% of the world's population.

Aim:

This systematic review aimed to provide new insights into how pharmacy spaces, or the architecture of pharmacies, are experienced by pharmacy service users and staff. The review sought to identify environmental factors which may influence service users' and staff participation in community-based pharmacy health services.

Method:

Ten databases were searched for English language publications, using a combination of search terms relating to pharmacy service users and staff; pharmacy spaces; and health and social care outcomes. Data from the final selected studies were extracted, thematically analysed using a narrative approach and the quality of each study assessed using the Integrated quality Criteria for the Review of Multiple Study designs (ICROMS).

Results:

80 articles reporting 80 studies published between 1994 and 2020 were identified; they were from 28 countries, involving around 3234 community pharmacies, 13,615 pharmacy service users, 5056 pharmacists and 78 pharmacy health staff. Most studies (94%) met the ICROMS minimum score, and half did not meet the mandatory quality criteria. Four themes likely to influence service users' and staff experiences of pharmacy health services were identified: (1) privacy; (2) experience of the physical environment; (3) professional image; and (4) risk of error.

Conclusion:

To optimise the delivery and experience of pharmacy health services, these spaces should be made more engaging. Future applied research could focus on optimising inclusive pharmacy design features.

Keywords

pharmacy, community pharmacy, health spaces, health architecture, pharmacy environment

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Submitting to the Newsletter and deadlines

We very much welcome your contributions to future issues of the newsletter. Your contributions could be related to news from the sector, up-and-coming conference or events, case study and research.

To submit material please do so in a Word document that is attached to an email with the subject line "RSPH SIG newsletter".

Please keep submissions to about 300- 400 words or less. Send submissions to the newsletter's coordinator, Dr Ranjita Dhital r.dhital@ucl.ac.uk or Dr Louise Younie m.l.a.younie@qmul.ac.uk

Copy deadlines for the next issue is 30 June 2022.

Publication dates will be within 30 days of the respective copy deadlines whenever possible so please keep this in mind regarding future dated submissions for conferences and CPD events.

The newsletter can also accept up to two photos per submission; if people can be identified in a photograph (frontal views) you will need to submit a photo consent form obtainable from Meghan Cordery at: mcordery@rsph.org.uk



Dr Ranjita Dhital



Dr Louise Younie

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