 **NHS Education for Scotland**

**Transcript of ‘Learning Kindness through Literature: prospects and limitations in the UK and Australia’ conference film clip recording**

**Speakers**: Sara Ormes, Undergraduate Student, Warwick Medical School (SO)

Dr Tamarin Norwood, Leverhulme Early Career Research Fellow, Loughborough University (TN)

Dr Katharine Gillett Practising Midwife and Lecturer in Midwifery Newcastle School of Nursing and Midwifery Australia (KG)

**SO:** We now know that bringing the arts into humanities, into medical education can help foster compassion, but in practice it doesn't always work well. It can be an inefficient use of the limited time we have available, and it can be difficult to quantify how impactful that time has actually been in terms of evidencing change behaviour and beliefs.

**SO:** In this paper, we are sharing the methods and results of two parallel qualitative studies we are undertaking to understand and measure the impact of one such intervention and more importantly, to identify exactly what it is about this intervention that makes it effective or ineffective in teaching kindness, empathy, or moral experience. And also, what factors can impede healthcare learning delivered through the arts.

**KG:** So, our parallel studies have been running at Warwick Medical School in the UK and the School of Nursing Midwifery at the University of Newcastle in Australia. We aim to measure the impact of reading a literary account of bereavement upon trainee doctors and student midwives. Our data, which we've collected through focus groups and questionnaires, indicate that literary accounts of grief such as grief memoirs can expose healthcare professionals to lived experiences of grief more effectively than brief clinical encounters or other modes of teaching and learning. The aims of our presentation will be to explain how and why we need to introduce literature, poetry, and the arts into the curriculum to share news of an effective pedagogical method for developing skills of kindness and empathy in trainee health and social care professionals where time and resources are stretched and to share some worked examples of this method in practice so delegates can try it for themselves.

**TN:** The key learning points of our paper are how to avoid common pitfalls and limitations when bringing the arts and humanities into healthcare. How to evidence change behaviours and beliefs, thus making a case for such interventions, both in terms of policy and funding, and also the ref. How to identify and integrate different types of expertise that are brought by scholars and practitioners of healthcare and the arts. And finally, how similar methods can actually offer support for health and social care professionals who are themselves experiencing grief and bereavement and supporting others who are experiencing it.

The film was produced in October 2024 and can be found at <https://www.sad.scot.nhs.uk/conference/> or <https://vimeo.com/1021763388>

For more information visit [www.sad.scot.nhs.uk](http://www.sad.scot.nhs.uk) or contact [supportarounddeath@nes.scot.nhs.uk](mailto:supportarounddeath@nes.scot.nhs.uk)

© NHS Education for Scotland 2024. You can copy or reproduce the information in this document for use within NHS Scotland and for non-commercial purposes. Use of this document for commercial purposes is permitted only with the written permission of NES.