

BAPAM SAS Conference and Training Day Report

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The inaugural BAPAM Student Advocate Scheme Conference and Training Day took place at the BAPAM offices in London on Wednesday 19th June from 10am – 4pm. There were 24 delegates attending from 7 different organisations and institutions from across the United Kingdom (University of Leeds, Birmingham Conservatoire, Institute of Contemporary Music Performance, Royal Welsh College of Music and Drama, Royal Conservatoire of Scotland, London Studio Centre and Dance UK) as well as the full BAPAM office team and a number of supporting clinicians.

The day was organised and managed by Naomi Norton (founder and manager of the scheme) with support from Katherine Lambeth (Leeds advocate 2012/13), Deborah Charnock (BAPAM Interim CEO), Clare Hicks (BAPAM Office and Clinics Manager) and Dan Hayhurst (BAPAM Clinics and Development Officer). Additional thanks go to Drusilla Redman (BAPAM Physiotherapist) who presented an introductory session regarding performers' health and Howard Bird and Clive McClelland (supervisory team at Leeds) who were instrumental in leading breakout sessions.

Below are summaries of the sessions that were held during the day and a report of the feedback that was provided by delegates during and after the event.

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1. Welcome Session

The delegates congregated in the largest clinic room at BAPAM and the day got started with a brief introduction from Naomi and a chance for the delegates to introduce themselves and find out a bit more about each other. It was great to have such a variety of interests and experience in the room which promised a stimulating and productive day ahead.

2. The Student Advocate Scheme so far

Naomi presented a whistle stop tour through the history and potential development of the SAS. Most of the information included in this session can be found in the SAS handbook. This session set the scene for a collaborative environment during the training day by emphasising that the development of the SAS within newly participating environments and as a wider network would be very much dependent on the input of incoming advocates and supervisors. The aim of the conference and training day was never to dictate policy or development but instead to stimulate and facilitate discussion between like-minded individuals within the model of a health promotion framework for tertiary level performing artists.

In addition to leading delegates through the history of the SAS, Naomi provided some food for thought with ideas about the future of the scheme including the dream of establishing the scheme within music departments and colleges across the UK and even beyond. Although the 'Think big and go global' suggestion was initially treated with amusement it quickly became clear that amongst the delegates there were a number of international connections and that actually it may not be as far-fetched as originally believed!

Supporting document: [BAPAM Student Advocate Scheme - the story so far \(pdf\)](#)

3. Health for Performing Artists

This fantastic and very enthusiastic presentation from BAPAM physiotherapist Drusilla Redman got all of our brains going which sparked a stimulating discussion of performing arts medicine and the role that it plays for musicians and dancers. Drusilla had a difficult task as she had to address a range of delegates with very varied backgrounds and knowledge bases. However, she managed to engage the whole audience and get through an impressive amount of information and suggestions within the time frame (despite occasional side-tracks and tangents to explore topics of interest to different individuals). Although this session wasn't primarily to do with the SAS it was a good way to begin the day as it established that we were all on the same page in terms of wanting to help performing artists and improve the education and support that they receive during their time in tertiary education and beyond; this common interest seemed to help bond the group as we went into the discussion sessions.

4. Projects at Leeds

Having established the large-scale dreams and potential future direction of the scheme, the 'Projects at Leeds' session gave a more focused outline of the type of projects that have been introduced at University of Leeds. Naomi discussed some of the foundations that she laid during her time as advocate at Leeds in 2011-2012, as well as the establishment of educational lectures and clinics within the music department.

Naomi emphasised the importance of including an annual survey within the SAS framework for development; BAPAM, like all organisations, must provide evidence of the positive influence and impact that

their actions are having for the individuals that they support and serve. Evaluation of the SAS at Leeds has taken place in a variety of different ways, including monitoring attendance at organised events and clinics, gathering feedback from attendees at events and discussing the influence of the scheme with individuals from within the institution. However, a particularly powerful tool for evaluation is the annual survey that has been conducted with students from the institution as this has allowed BAPAM and the student advocate to understand the environment more fully, address the specific needs of the students at that institution, and chart the progress and impact of the scheme from year to year. Naomi is in the process of writing up the results of the initial SAS survey with the aim of publishing a research article within a relevant peer-reviewed journal. The survey was developed between the first and second iteration at Leeds to make it simpler and easier to complete; the adapted survey template will be used for conducting the annual survey at new institutions (with minor tweaks to allow for institutional differences). The presence of an annual survey within the SAS framework will serve a dual purpose of providing evidence as to the efficacy of the SAS and also providing valuable information regarding the health of tertiary level performing artists across the UK.

Following Naomi's outline of her actions and projects at Leeds, Kat took the floor to outline how she had developed the scheme during her time as advocate. Despite the similarities between Kat and Naomi (both string players from Bromley!) it was interesting to see how they had approached the scheme differently; this supports the suggestion that each new advocate will bring their own ideas and experience to the scheme and that the advocate, student body and institution will benefit from this variety.

5. The SAS at Leeds: Q&A session

This session gave delegates the opportunity to direct questions to the current Leeds team. Below is a brief summary of the session; see the attached minutes document for more detail.

Ian MacDonald kick-started the discussion with some thoughts regarding performance anxiety, which developed into suggestions regarding the culture at an establishment and how an advocate can improve this.

Alan Watson then introduced the thought that the scheme could be seen as interfering with the relationship between instrumental teachers and their students; this is something that needs to be discussed further. It is certainly part of the plan to bring instrumental teachers into the support network that the SAS promotes; unfortunately it can be quite difficult with teachers who are external to the department. There are likely to be significant differences between university music departments and conservatoires; these will be explored at the scheme expands.

Roxanne Scott asked what the situation is regarding funding for the SAS. Deborah stepped in to explain further about BAPAM's financial situation. The SAS is one of the most effective health promotion strategies that BAPAM is currently running and as such is receiving financial support. Naomi clarified that the advocate should never end up out of pocket but that if they could negotiate locally or organise some fundraising to reduce the costs to BAPAM that would certainly be encouraged. If, in the long term, the SAS could become self-sufficient within establishments that would be ideal; this could be achieved through support from the establishment itself, a donation from the establishment to BAPAM or through the advocate's actions.

Roxanne put forward a question regarding whether guest speakers at SAS events need to be BAPAM approved and registered. Deborah clarified that clinicians outside London must be suitably qualified and BAPAM affiliated; however BAPAM are always interested in recruiting new specialists. Regarding guest speakers, Naomi suggested that if unsure an advocate should seek confirmation and approval from herself and the BAPAM team; it is a small world and we may have already come across a speaker, if that's the case we can advise accordingly. If we don't know of the speaker then it may be that they're interested in becoming affiliated with BAPAM and we could enquire further and make a new connection.

Tom Taffinder extended this query to ask about the difficulty of the advocate promoting health education that is not organised by BAPAM as part of the SAS, as we can't guarantee the quality of the session. Naomi suggested that it should be made clear whether the event has the 'BAPAM stamp' or whether the advocate is promoting a non-BAPAM event as part of their wider advocacy role (with no responsibility taken by BAPAM for the quality of the event). Again, this will need to be explored further and is likely to be a situation that we gain further understanding of as the scheme expands.

Ultimately we would hope to have a directory/network of speakers that advocates can access; the 'Meet the BAPAM family' section shows some steps in this direction. For now, if an advocate wants to get in a speaker on a specific topic they can contact Naomi and the BAPAM team for advice. Dance UK already have a system in place with a sort of 'modular menu' that establishments can choose from and BAPAM are currently developing a similar model.

Sara Watkin suggested that it would be of benefit for a series of education lectures to have some sort of framework and coherency so that students can see how the different approaches and solutions fit together. This is something that we would certainly support and encourage, however it is currently difficult to establish given certain constraints such as time, money and the availability of speakers. It is hoped that eventually health promotion and education will be included in the curriculum at all performing arts establishments, at which point it would be easier to build an overarching framework.

This session seemed to be well received and it sparked some questions and thoughts for the following breakout session (Adapting the SAS).

6. Adapting the SAS (breakout session)

This session saw the delegates divided up into mixed groups with representatives from different institutions and elements of the SAS (advocate, supervisor, clinician). Howard Bird, Clive McClelland and Kat Lambeth led the discussion in these groups and the session seemed to provoke some very interesting thoughts and suggestions, as well as some difficult questions and problems to overcome.

It was interesting to see the differences that emerged between institutions regarding their perceived strengths and weaknesses. I've attempted to decipher and summarise the notes from the group session below. Delegates should feel free to contradict or suggest changes as I've based the summaries on group session notes and conversations had during the day.

6.1 Institutional Differences:

Leeds University

1. **Advocacy:** Noticeable change in the atmosphere of the department, increased knowledge and awareness of BAPAM and health promotion in general. Some students still not seeking help, further advocacy needed to make all aware of problems and encourage them to seek help where and when it is available.
2. **Support:** Regular clinics available in the department and local area. Possibly too much specialisation in the clinics; it is unusual for a BAPAM clinician outside London to be a consultant rheumatologist (all other clinics are run by GPs). Howard suggested that a panel of clinicians or a range of clinics would be beneficial to cope with a range of different difficulties.
3. **Education:** Increasingly regular lectures on a variety of topics. Calls for more practical sessions and workshops on top of lectures.

Following two years of the SAS, Leeds is now much stronger in all three elements of the SAS. With enhanced support and a more open atmosphere it may be time to encourage an increase in the amount of education and promote integration into the curricula of the degree programmes.

Birmingham Conservatoire

1. Education: This was suggested as the strongest element of the framework at the conservatoire, and having visited Birmingham for a Bach2Sport symposium this week and hearing about what is on offer, I can understand why!
2. Support: There is actually a lot of support available at Birmingham including (amongst other things!) two Alexander Technique teachers, a performance coach, a BAPAM clinician and heads of departments who are supportive and interested in musicians' health.
3. Advocacy: Birmingham has a lot of education and support already on offer but could benefit from a student advocate raising awareness and promoting the use of these services.

The Birmingham Conservatoire was one of the first institutions to become interested in the scheme and it has a fantastic team lined up for next year with Tina Lok Fung as the advocate, supervisory support from Alison Loram and Jonathan White and more general support from Karen O'Connor (performance coach). Kat Lambeth will also be joining the Birmingham Conservatoire next year as a post-grad and will be on hand to help out where needed. With the range of education and support on offer it is likely that the advocate's key role at Birmingham will be joining the dots and working on promoting the services available.

Institute of Contemporary Music Performance

1. Support: Support available through the Wellbeing team with referral to BAPAM and masterclasses available.
2. Education: Have some education in place already included dos and don'ts. Need more modules for degree programmes. Part of the problem is the 'rock n roll' lifestyle, including drugs and alcohol etc.
3. Advocacy: Have an annual Health Week (which Clare and I attended last year) where students can find out about a number of different health promotion aids and schemes. Need to raise awareness of BAPAM and the support and education that are already available at the ICMP.

ICMP already has strong support elements but could benefit from the SAS through improving advocacy and awareness of the services that are available and widening the variety of education that is available to students.

Royal Welsh College of Music and Drama

1. Education: The Royal Welsh already has access to a wide variety of education through their curriculum and guest speakers.
2. Support: There is support available in Cardiff however there seem to be problems accessing it, this is something that the SAS could improve.
3. Advocacy: This is where the SAS would make the biggest improvement at the RWCMD, by making students aware of the amount of education and support already on offer.

The RWCMD is already very strong in education and this is an area where they may be able to feed back into the SAS network by showing how this was achieved and demonstrating what is on offer at the RWCMD to other institutions. The establishment of the SAS at the Royal Welsh could improve access to the education and support already available.

Royal Conservatoire of Scotland

1. Education: RCS has seminars and lectures available, however not as part of the Masters programme. There is a final year professional practice module included in the curriculum.
2. Support: There are plans in place to increase the amount of support available to RCS students.
3. Advocacy: The RCS could benefit from the SAS by increasing knowledge of BAPAM and raising awareness of existing health promotion activities.

The RCS appears to be the strongest in education with some exciting plans for further health promotion coming in this September. It seems that advocacy could be where the RCS would benefit the most from the SAS; through a student advocate it would be possible to raise awareness of both the health promotion plans that are being introduced amongst the student body and the existing availability of a clinic in Glasgow and Edinburgh.

London Studio Centre

1. Education, support and advocacy

Similarly to the RWCMD and Birmingham Conservatoire the LSC already has a range of education and support available to students as well as a strong culture of health promotion. Heather sees the SAS as an opportunity to enhance all three elements through the work of a student representative.

Further discussion topics

Suggestions for discussion within the group also included benefits of the SAS, difficulties associated with establishing the SAS, key individuals to identify and get involved with the SAS and general discussion points about adapting the SAS to new environments. Benefits and difficulties will be summarised in the next section however below is a list of the key individuals identified by one of the groups, with additions and commentary from me!

6.2 Key individuals to find and get 'on board':

- **The Advocate:** May seem obvious but this is likely to be one of the key steps in establishing the scheme.
- **Principal/Head of School:** Although the SAS is a 'bottom up' approach to health promotion it will still need blessing and support from on high to function effectively and safely.
- **Head of Performance/Section:** As above, these people tend to know people and can facilitate access to resources.
- **Head of Student Union/Welfare:** Linking the SAS up to existing welfare networks could increase its impact and also potentially provide access to funding.
- **Chair of Student/Staff Forum:** Although the SAS is a student led scheme part of its impact comes through interaction and collaboration with the staff at an establishment, a forum where students and staff come together to discuss important issues is therefore a good place for a student advocate to secure a voice.
- **Faculty Member(s):** At Leeds the sympathetic faculty member became the academic supervisor (Clive McClelland), however approaching faculty members and explaining about the scheme and its aims could ensure future support and avoid future misunderstandings. Faculty members are also able to request books for the library at Leeds so this is a good way to improve the availability of appropriate resources.
- **Institution Resources Manager:** At Leeds approaching the resources manager gained the SAS access to an email address, enabled us to put posters up in the practice rooms (and got them paid for by

the department), provided free access to rooms for events and lectures and generally opened a lot of doors. A good person to befriend!

- **President of the Music Society:** At Leeds a lot of the SAS work takes place through the Music Society which is entirely student run, the support of the Music Society Committee is therefore essential and the President is the linchpin in this process. With the President's support it is possible to approach ensemble conductors and gain access to rehearsals to address the students (within limits).
- **Local Medical Practitioners:** Ultimately it would be fantastic to have a regular clinic available at every institution, however this is a long-term goal. In the meantime, identifying local medical practitioners who are BAPAM registered or well-known and reputable gives the advocate options to pass on to other students who are seeking health advice and support.
- **Travelling BAPAM Practitioners:** Identifying BAPAM practitioners who are willing and able to travel and present lectures, seminars and workshops is likely to fall mainly to the SAS Manager and BAPAM team. However, if an advocate sources new contacts they will be gratefully received!
- **BAPAM Practitioner to act as a supervisory contact:** Again this is likely to be someone identified by BAPAM and introduced to the advocate through BAPAM, however that need not be the case.
- **Interested and interesting people:** Part of being the advocate for me involved meeting lots of people and talking about health promotion in general and BAPAM and the SAS in particular; every person who you talk to about the scheme is someone else who may in the future mention the SAS/BAPAM in the right ear and possibly open doors in their future/current careers. The SAS is a network and the bigger the network becomes the more people it will reach, the student advocate may be the mouthpiece, however, the people you talk to carry the sound-wave on beyond where the advocate can reach!

7. Adapting the SAS (discussion session)

In the discussion session following the adapting the SAS breakout session, I attempted to bring together the various discussions and points that had been raised in the groups. Below is a summary of the points raised in this session, see the minutes for more detailed comments from individuals.

7.1 What could or should be included in the different elements of the SAS?

Education

- An annual schedule of lectures/workshops/presentations should be available; if possible these should be compulsory (i.e. included in the curriculum).
- If possible, it would be helpful if education lectures/workshops/presentations had a framework or structure that related to health promotion as a whole.
- Lectures/workshops/presentations should link theory to practice.
- Lectures/workshops/presentations should be made available for different levels (e.g. first years would need different information to final years).
- Lectures/workshops/presentations should be based on informed knowledge and not 'folk tales'.
- Inclusion of lectures/workshops/presentations at an institution should help to 'normalise' performance-related concerns within the student body and make them more acceptable and less marginalised.

Support

- Increase access to a 'health network' (including faculty staff, teachers, peers, practitioners, presenters, BAPAM etc). For example, this may include the advocate facilitating regular clinics (or access to appropriate health care professionals), being a member of a student/staff forum in order to improve communication between the students and staff, being available as a 'supportive ear' for peers, having contact details for BAPAM, liaising with faculty staff and peripatetic teachers.
- The support offered within an institution should be non-judgemental, flexible, transparent and accountable. Care must be taken with the labelling and language of the support provided by the health network.
- For the long term, the emphasis should be on prevention rather than cure.

Advocacy

- Advocacy is likely to include promoting BAPAM and the SAS to the student body through different media, e.g.
 - Email (dedicated email address?)
 - Dedicated webpage on the institutions' website? (Link it to the BAPAM SAS hub)
 - Facebook
 - Videos
 - Face-to-face communication!
 - Word of mouth
- An advocate should aim to be a role model, this doesn't mean that they must be supremely healthy or health conscious all the time but they should be seen to strive for the ideals that they are advocating (i.e. as much as possible aim to practice what they preach!)
- Advocates should be aware of the bigger picture, able to liaise with a wide variety of individuals and capable of networking within their peer group, with members of staff, with health care professionals and with professionals within the health promotion sector.
- Advocates should seek feedback from the events that they organise and be open to constructive criticism and information on how the scheme could be improved; they are a representative for the student body and as such should be open to suggestions from the student body!
- Use and promote BAPAM's website and social media. The SAS has a dedicated area of the website here: www.bapam.org.uk/sas . Twitter www.twitter.com/ukbapam and Facebook <http://www.facebook.com/PerformingArtsMedicine> accounts also provide regular updates.

7.2 What are the benefits of the SAS for the student body?

- Increased sense of wellbeing in the community
- Increased access to clinical care
- Increased access to education
- Sense of security
- Student 'ownership' of their health (empowerment)
- Reciprocity

7.3 What are the benefits of the SAS for the institution?

- Happier students and staff
- Better relationships within the institution
- Student experience enhancement. This was raised from a business as well as a support point of view; with the introduction of £9k tuition fees institutions need to show that they are providing an

excellent service to their students. The SAS can help an institution to show that it takes its 'duty of care' to students seriously

- Retention of students (lower dropout rate due to performance-related problems)
- Streamlined teaching due to lower prevalence of problems
- Over time the focus on prevention rather than cure will provide a cost saving to the health service and institution

7.4 What are the benefits of the SAS for the advocate?

- Transferable skills
- CV enhancement
- Increases self-awareness and ability to relate to other students
- Wider breadth of skills (useful for employment)
- Aware of the bigger picture (i.e. the world outside tertiary education)
- Networking opportunities
- Access to the BAPAM Research and Education Bursaries
- Health may be a research interest
- Contributing to better support for future musicians

7.5 What are the potential difficulties associated with establishing the SAS at an institution (including suggestions for solutions to these difficulties!)?

Finance: This was discussed at some length within the session. Some conclusions:

- The advocate should never be out of pocket.
- The SAS is a voluntary scheme which automatically reduces costs.
- BAPAM is in full support of the SAS and covers reasonable expenses for the advocate
- Some elements of the SAS (i.e. education lectures) will need to be paid for, either by the institution or through fundraising.
- Fundraising is encouraged; ultimately it would be preferable for the SAS at each institution (and therefore the SAS in general) to become self-supported. One way this could happen is for the institution to make a contribution to BAPAM in thanks for the work that the advocate does and the support that the advocate receives from BAPAM.

Sourcing speakers for educational lectures/workshops/seminars:

- Some of the key individuals who are involved in education and training for BAPAM attended this event. See section 8 which gives a taster of the expertise that is available.
- BAPAM are currently developing a training programme comprising generic, specialised and bespoke training modules. These sessions, and any other educational lectures, must be booked and approved by the BAPAM team if they are being run as part of the SAS.
- BAPAM evaluates all its training activities for research and funding purposes, so any health education talks at SAS events would need to use the standard BAPAM evaluation forms/process.
- BAPAM are keen to provide services free to SAS participants as much as possible. However, advocates and all other BAPAM service users need to be aware that none of BAPAM's 'free' events are cost-free to BAPAM: if they send a trainer to speak at an SAS day, they pay the trainer for their time and travel - few of our practitioner-trainers are volunteers - and obviously they have to run an office on top of this as well.
- Therefore, institutions that are receiving regular educational or clinical support from BAPAM as part of the SAS will be encouraged to make a donation to BAPAM. For the SAS the donation

could come from fundraising efforts (which are encouraged!); for example, asking for donations at lectures, running fundraising events etc.

Impact on personal study for the advocate

- This concern was raised by supervisors and advocates alike.
- One of the skills that an advocate will need is good time management.
- Impact on personal study is a valid concern, however the scheme does not appear to have detrimentally affected the studies of the advocates at Leeds (congratulations to Kat for her well-earned First!).
- One suggestion was that the role could be conducted by two advocates working together; the success of this suggestion would very much depend on the advocates and their ability to work together; however it is certainly an option.
- There is ample support available from the BAPAM team and if there was ever a concern about overwork they would be more than willing to help out and identify where the problem has arisen from.

Overcoming/working with traditional attitudes to training and locating the SAS into existing structures/organisations within an institution

- There are often existing organisations or structures within an institution that are responsible for student welfare.
- As this will be so different at different institutions it is difficult to provide an 'answer' to this concern.
- A suggestion would be to identify all of the different services available, approach them directly and explain the scheme and its role in promoting the use of those services and maintain contact with them to most efficiently use the 'man-power' available. If good work is already being done regarding a particular element of the framework then we're certainly not suggesting re-inventing the wheel!
- Communication will be very important for overcoming this potential difficulty. If there are key individuals that the advocate needs the support of, then it may be useful for a member of the BAPAM team to approach and discuss the scheme with the individual(s) directly. If this is the case then the advocate should identify the individual(s) to the BAPAM team and be involved in the conversation that takes place between BAPAM and the individual(s).

Identifying an advocate and continuity of the SAS

- This concern was raised both in terms of identifying the inaugural advocate at an institution and identifying a successor for future years.
- Part of the role of the SAS team (advocate and supervisors) is to identify a successor. It is likely to be someone who is known to the team and is also likely to end up someone who is 'hand-picked' as they are able and willing to do the role. The 'application' process does not necessarily need to be closed, however the advocate will need to be approved by both the institution's SAS team and the BAPAM team during the annual Conference and Training Day.
- A 'mentoring' scheme was suggested whereby the current advocate identifies a successor and involves them within events and organisation throughout the year. This would be an ideal situation!
- One group raised a question regarding the gender of the advocate. This is something to consider but probably not a substantial difficulty (at least not one that we can overcome!).
- The advocate's 'length of term' was also discussed. I'd suggest that it is certainly not a problem for an advocate to remain in position for 1 or 2 years, however after this time it is likely that

they'll either graduate or move onto further study and potentially lose touch with the majority of the student body at the institution (I know I did!).

Availability of a BAPAM clinic/practitioner

- The SAS has already received support from a number of BAPAM practitioners.
- We don't want to overload these practitioners and therefore are hoping that more practitioners will come forward to get involved with the scheme, and even more hopeful that the SAS may help BAPAM to recruit more practitioners.
- Currently there is a BAPAM clinic available near all locations where the SAS is being established (Leeds, Birmingham, Cardiff, London). In future this question may need to be addressed in more detail, suggestions welcomed!

Advocate drop out (due to illness or other)

- Hopefully this won't be a problem, we'd cross that bridge if it arose!

7.6 Important Dos and Don'ts for the Advocate

- **DON'T**- Give out specific health advice (not qualified to do so).
- **DON'T**- Get emotionally involved with the job.
- **DON'T**- Overload yourself, you are a facilitator...that means being good at delegating!
- **DO**- Be aware of personal safety- avoid meeting in isolated places and tell your supervisor where you're meeting.
- **DO**- Respect confidentiality
- **DO**- Check before uploading photos etc. onto the internet.
- **DO**- Use your common sense.
- **DO**- Check with the BAPAM team if you're not sure about anything.

8. BAPAM and the BAPAM Family

One of the greatest resources that BAPAM and the SAS have are the people who willingly give their time and experience, often for no fee, to provide performing artists with a better chance or avoiding, managing or treating a performance-related problem. At the SAS day, we got the chance to meet in person a handful of the individuals who have been involved with educational lectures and/or clinics through BAPAM. Below is a summary of those individuals with additional information about a few other key people who couldn't make it but should be mentioned. This information will hopefully form the beginning of a database of 'Useful People' which over time could grow into a parallel of the [BAPAM Directory of Practitioners](#). If you know of anyone else who could be added to this list please let me know!

Howard Bird

- Retired NHS consultant rheumatologist, specialises in RSI and joint flexibility/hypermobility
- Works with dancers and musicians
- Educational lectures and clinics in and around Leeds for the last few years
- Involved with the MSc Performing Arts Medicine course at UCL
- Interested in expanding educational lectures around Yorkshire and the North
- Based in Leeds, often in London

Jonathan White

- GP, BAPAM Trustee, BAPAM West Midlands Clinic, AMABO doctor for the CBSO, BAPAM Medical Advisor to Birmingham Conservatoire and Birmingham School of Acting

- Delivers:
 - Introductory Health Promotion lectures
 - Workshops for strings and woodwind students (with Andrew Roberts)
 - Has given Health Promotion and Performance lectures at the University of Leeds as part of the SAS
- Talks about Performing Arts Medicine to: National Schools Symphony Orchestra, National Youth Orchestra, Incorporated Society of Musicians, Society of Occupational Medicine (West Midlands), Beckett Medical Society, Choir Schools Association
- Based in Wolverhampton/Birmingham area, will travel

Alan Watson

- Neuroscientist and author of 'The Biology of Music Performance'
- Teaches anatomy to medical students and sees the importance of a vocational approach to the diagnosis and treatment of musculoskeletal injury. Interested in the physiological principles underlying musical performance
- Teaches a course (Biology for Musicians) at RWCMD, interested in challenging and evaluating existing ideas about performance through evidence based studies, collaborates with Kevin Price (Head of Brass RWCMD) and mezzo Buddug Verona James, involved with projects concerned with breathing in wind players and singers, and evaluating ergonomic supports (brass).
- Involved in the Musical Impact AHRC project
- Can do a variety of presentations on a wide range of topics (e.g breathing in singers and wind players, high pressure in the airway of wind players, ergonomics of performance, science of singing voice, music and the brain, hearing and music related deafness etc)
- External examiner for the UCL Master's degree in Performing Arts Medicine
- Based in Cardiff but will travel

Sara Watkin

- GP, Osteopath, GPSI Performing Arts Medicine, Mental Health, Chronic Pain
- Former dancer
- Lecturer since 2000 (Laban Dance Science Msc, Edinburgh University Dance Science Msc, London Studio Centre fresher week introductions to health)
- Private practice, "The Mindful Body"
- Honorary physician for BAPAM (Scotland's GP assessor)
- Supervisor to Dance Science dissertations
- Expert in mobilization of the nervous system and movement control (MRCP accredited Neuro-Orthopaedic Institute and Kinetic control training completed)
- Completed sports massage diploma 1999
- Particular experience in identifying vulnerabilities in adults and children
- Based in Scotland but willing to travel

Faith Gardner

- BAPAM doctor in Glasgow, not affiliated with an institution.
- Background in sports and exercise medicine, musculoskeletal medicine and osteopath.
- Currently working in musculoskeletal medicine, osteopathy, sports and exercise medicine.
- Happy to talk about a range of subjects (including BAPAM) and also the cross-over between Sport and exercise medicine and performing arts medicine
- Based in West Scotland and mainly focusing on developing BAPAM and PAM in Scotland.

Ian MacDonald

- BAPAM Registered Clinician. Voice Therapist. Voice Rehabilitation Specialist. Vocal Coach.
- Honorary Lecturer in Performing Arts Medicine.
- Specialising in the health of the professional voice user.
- Works towards integrating theory, practice and health; helping performers to manage the often diverse demands placed upon them.

- Experience with many genres of voice (interdisciplinary) coaching - singing, speaking, acting; bel canto, whole voice, Roy Hart, Jo Estill, SLS etc
- Based in London but will travel

Drusilla Redman

- Physiotherapist and Health Advisor for performing artists
- Trained Royal Ballet School, Salford School of Physiotherapy - worked broad spectrum leading to Performance Medicine seven years ago. Interested in health, tennis, dress & costume making!
- Course director at GSMD for elective course 'Body Matters'; clinics held there x 3 per week, education of teachers.
- Based at Guildhall School of Music & Drama, Barbican & BAPAM, London
- Happy to travel anywhere to give presentations, workshops, clinics (assessments), lectures
- Lecture topics include; An Overview of Health for Musicians, An Anatomical Approach to the Musician's Body (anatomy & physiology), Anatomical Difficulties Experienced by Instrumentalists, Competition within a Conservatoire Environment, Does Practice Make Perfect?, Hypermobility, Pain, Perfectionism, Posture - Aids & Hindrances)

Alison Loram

- Visiting tutor in the Alexander Technique at Birmingham Conservatoire – teaches classes/individuals.
- Trained at the RCM as a violinist but had to stop playing because of a persistent shoulder problem.
- Postdoctoral researcher for 7 years with BSc and PhD from the University of Birmingham and now nearing completion of the MSc in Performing Arts Medicine at UCL.
- Member of BAPAM since 2008, now taking the lead on implementing SAS at Birmingham Conservatoire and will act as supervisor.
- Interested in the ergonomics & biomechanics of instrumental playing; the relationship between biomechanics and the neurophysiological/psychological aspects of performance; optimising performance/practice. Currently researching the neuromuscular aspects of violin/viola playing in collaboration with movement scientists at Manchester Metropolitan University
- Lives and teaches in Crewe but teach also in Birmingham. Research is based in Manchester.
- Happy to travel and give presentations/lectures/workshops/demonstrations, for example on; ergonomics of instrumental performance, recovery from/prevention of injury, different problems faced by instrumentalists and how to avoid/overcome them, practice/performance habits, the relationship between sensory analysis & performance, The Alexander Technique, application of the Alexander Technique to all aspects of musical performance & practice.

Karen O'Connor

- Performance Coach interested in the psychological factors that underlie peak performance.
- History as an oboist in the City of Birmingham Symphony Orchestra.
- Innovatively applies mental methodologies from sport psychology to performance.
- Leads a programme of Coaching in Performing Skills at Birmingham Conservatoire.
- Works with professional/student performers and individuals/groups on audition/competition preparation and solo/orchestral/vocal/operatic performances.
- Commercial sector work with Executives preparing for interviews and presentations.
- See website for more details: <http://www.performingartsconsultancy.co.uk/about-the-coach.php>
Based in Birmingham, will travel.

9. Summary of Feedback Forms

Thank you for completing the feedback forms at the end of a long day, I've summarised some of the results:

I am pleased to announce that everyone responded that the event fulfilled their expectations! Below is a selection of responses regarding expectations of the event:

- More information and understanding of the SAS scheme
- Overview of the scheme
- Learn about BAPAM and the SAS role
- Clarification about the role in general - as well as further information about BAPAM and what its objectives are in terms of the SAS
- Information and opportunity to ask questions
- New ideas
- Learn how to set up the advocate role in our institution and what is expected from the advocate and the supervisor
- Information, networking, dissemination
- More information on the scheme, its context and how it works in practice. Also, access to a network
- An understanding of the scheme. How to recruit and provide incentives.
- Learn more about SAS
- Information, understanding of the scheme and its potential benefits for all parties

There was a variety of responses to the question regarding which session was the most useful:

- Adapting the SAS
- Not so much particular sessions as taking advantage of the range of participant experiences
- Knowing the clinic staff and Naomi
- Discussion between advocates - without others
- Question time and meeting practitioners
- The Q&A regarding the job description
- Breakout sessions
- Drusilla. Meeting the practitioners. Finding out more about BAPAM. The Leeds group sharing their experiences
- All
- All aspects of sharing between institutions
- It was the combination, variety of means of input that resulted in an all-round good outcome

One topic that we missed was how to facilitate the formal introduction of the scheme within an institution and how this can be supported or managed by the BAPAM team, a good suggestion which we will consider further. We will also make sure to host more advocate-led and orientated sessions in future.

Everyone was interested in attending both BAPAM SAS and general BAPAM events in the future and agreed that twice a year would be best for the SAS events. Some of the suggestions for topics at future SAS events were as follows:

- More discussion of barriers and discussion about how others may have begun to overcome them
- To see range of different forms the scheme takes in different institutions and how these evolve
- Discuss effectiveness of different approaches
- Specifics on confidentiality and finances in terms of fundraising
- Sharing good practice ideas. Developing a network of advocates
- Development of the SAS
- The success (or otherwise) of the scheme within conservatoires

I'm glad to hear that people enjoyed the event and are excited about the development of the SAS over the coming years. There has already been some evidence of networking and resource sharing so I'm happy to see this come to fruition so quickly!

Everyone believed that the SAS could be adapted to benefit the students at their institution and that, following the event, they possessed the requisite skills and knowledge to safely and effectively introduce the SAS at their institution.

The following institutions are hoping to establish/continue the scheme in their institution for the academic year 2013-14: University of Leeds, Birmingham Conservatoire, Royal Welsh College of Music and Drama, Institute of Contemporary Music Performance. Both the Royal Conservatoire of Scotland and the London Studio Centre are keen to stay informed about the development of the scheme with a view to introducing the SAS within their institution in coming years.

In terms of the strengths and weaknesses of the three SAS elements at institutions, it seems that Education is currently perceived to be the strongest in most institutions, followed by Support. Advocacy is definitely seen as the weakest element. This bodes well for the future and efficacy of the SAS (as it is so aptly named the Student *Advocate* Scheme!). Hopefully through our cumulative efforts we can promote health throughout the performing arts education sector, enhance the quality of education and support that students have access to and increase their awareness of these services!

10. *Thanks!*

Time for a few thank you notes...

- ...to everyone who attended and made the day a success.
- ...to the BAPAM team for their continuing support of the SAS in general and specifically their help in organising the Conference day.
- ...to Drusilla Redman for her enthusiastic and informative presentation.
- ...to Kat Lambeth for her support on the day and her fantastic work at Leeds this year.
- ...to the Leeds team for being role models and 'guinea pigs'.
- ...to the University of Leeds Music Department and Society for helping to establish the original scheme.
- ...to everyone who has helped make the SAS a success!

I am really excited for the future of the scheme and I look forward to working with all of you and seeing where we end up!