Keynote Spotlight: PsyPAG Annual Conference 2018

Is General Practitioners’ general wellbeing, or levels of burnout, more strongly associated with patient safety?

Alibi evidence in the courtroom: Perceptions and experiences from the Bar

Also in this issue:

When anxiety comes knocking

Top tips for surviving (and enjoying!) an academic conference

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‘Easy to access and free, and a mine of useful information for my work: what more could I want? I only wish I’d found this years ago!’
Dr Jennifer Wild, Consultant Clinical Psychologist & Senior Lecturer, Institute of Psychiatry

‘The selection of papers suits my eclectic mind perfectly, and the quality and clarity of the synopses is uniformly excellent.’
Professor Guy Claxton, University of Bristol
HELLO and welcome to the 106th issue of *PsyPAG Quarterly!* Here’s hoping that everyone has finally managed to shift the post-Christmas blues and are feeling productive and motivated. It is my pleasure to introduce this edition which brings together articles from a wide range of topics. I hope that everyone finds something to enjoy in this issue, both from your own area of interest and something more afield.

As you may have already seen from our social media accounts, PsyPAG is in full swing preparing for the Annual Conference to be held Tuesday 24 July to Friday 27 in Huddersfield. To reflect this, we open this issue with a unique two-part piece put together by Becky Louise Scott, Matt Pears, and Tianna Myers. The piece involves interviews with the confirmed keynote speakers to give everyone some early insight into what to expect at the conference. From reading this article alone, I’m sure you’ll agree that the conference promises to be full of exciting and varied keynotes. Expect the second part to this in the run-up to the conference in the June issue of the *Quarterly*!

Since this is the first edition of this year, many of you will be focusing on trying to motivate yourself again after the post-Christmas slump. Our first discussion paper of this edition from Louise Hall focuses on how GP burnout and general wellbeing is related to patient safety. Our second discussion paper by Fraser Smith discusses how praising children for their effort rather than their achievements can elicit much more positive outcomes. From these first two papers alone it is clear that self-care, wellbeing, and praise are critical factors for productivity.

Following on from these discussion papers, we consider some ongoing research. Firstly, Muzammil Ahmad considers the effect of acculturation on the body image of South Asian men in the UK. Our second research article is from Katie McMillan who is studying the perception and experiences from members of the bar regarding to alibis. Katie describes a range of factors critical for influencing perception of the alibi, such as believability, logical sequence and cross-examination.

We next turn to some reflective articles. First, we have Maria Raisa Jessica (Ryc) Aquino who has written a reflective paper which also gives rise to some excellent advice on conducting focus groups with recent mothers. This article gives some great advice, not only on personal experience of conducting the focus groups, but about some of the more logistical issues that can be faced when planning focus groups. Secondly, Vicky Adams who was awarded a Research Grant bursary, reflects on her experience of conducting FMRi research abroad and both the trials and tribulations that ensued.

Our next section includes some great hints and tips articles to help start your year off right. If like many, you found yourself a little overwhelmed at the end of the year, then Jayne Hamilton provides some great time management tips to help you organise your year and give you the kick start you might need. Another leftover from the Christmas period can often be stress and anxiety, luckily Tamsyn Hawken discusses how to use certain techniques such as breathing, exercising, and planning, to help manage anxiety.

A major aspect of postgraduate study is attending conferences, yet conferences are intimidating for many postgraduate students. Katie Groves breaks this down by providing a guide on what to expect at your first conference and how to deal with many aspects, from applying for funding, to presenting...
and networking. We then follow up with two reviews of recent conferences from very different areas of psychology. Karlien Paas reviews the European Association of Social Psychology, while Laura Medina-Perucha discusses the STI & HIV World Congress. These reviews illustrate the variety of events that are available within the conference circuit and coupled with the hints and tips articles on surviving your first conference, this will get you ready to submit your abstract for the PsyPAG annual conference.

This edition has a wide range of articles included and the high quality of this issue is thanks to all those who have contributed to this edition of the PsyPAG Quarterly. Without our contributors, this quite literally would not be possible, so thank you! In addition, this is my first lead issue and a special thank you goes to my editorial team members and the wider PsyPAG team who, as always, have been incredibly supportive. Finally, if you have any suggestions or would like to contribute in any way to the Quarterly, please do get in touch via email or Twitter. I hope that you all enjoy reading this edition of the Quarterly as much as I have enjoyed putting the issue together.

Claire Melia
On behalf of the PsyPAG Quarterly Editorial Team

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HELLO AND WELCOME to the March issue of the *PsyPAG Quarterly*. I hope that everyone is having a productive 2018 so far!

Preparation for PsyPAG’s 33rd Annual Conference at the University of Huddersfield on Tuesday 24 July to Friday 27 July 2018 is going well. If you are a postgraduate in psychology, please do consider coming along! We are hoping to see over 150 delegates over the three days. Confirmed keynotes are: Professor Nigel King (University of Huddersfield), Professor Dan Boduszek (University of Huddersfield), Professor Vivien Burr (University of Huddersfield) and Dr Claire Wilson (University of West Scotland). We will also be hosting a conference dinner and many other fun social events. In addition, we will be joined by the Trainee conference on 26 July. If you’re a trainee thinking about joining us on 26 July, why not also register for the other two days and make the most of the conference? This is an excellent opportunity for all postgraduate psychology students and trainees to come together, network and share ideas.

Abstract submission and online conference registration is now open at our conference website (https://www.psypag2018.com). Here are some key dates for your diary: Early-bird registration rates close on 23 March 2018, with registration closing on 6 July. The deadline for workshop applications for the conference is 4 April. Abstract submission for oral and poster presentations and UK and international bursary applications close on 23 May. We look forward to receiving your submissions.

In December 2017, we attended and hosted a stand at the Psychology4graduates event in London at the Kia Oval. We really enjoyed meeting so many students and graduates and we hope that we have encouraged some of you to get involved with PsyPAG!

Don’t worry if you missed us at the Psychology4graduates event – as we will also be hosting stands at many other events, including the BPS Research Day on March 15 in London at Senate House and the BPS Annual Conference, from 2–4 May 2018 at the East Midlands Conference Centre in Nottingham. Come and say hello and find out how we can support you throughout your postgraduate degrees!

Applications for our annual PsyPAG awards are currently open. We offer four awards: The Masters Award, the Rising Researcher Award, the DART-P/PsyPAG Teaching Award and the PsyPAG Undergraduate award. Please contact Athina Tripli (Award Chair) at awards@psypag.co.uk or see our website for more information (http://www.psypag.co.uk/awards/). The deadline for applications is 31 March 2018.

Please see our website (http://www.psypag.co.uk) for all funding opportunities, including workshop funding and bursary funding for conferences, workshops, training events, study visits and travel, with the next deadline being June.

Once again, thank you to the BPS Research Board for their continued support. Thank you also to all our PsyPAG committee members for their dedication and hard work in supporting UK psychology postgraduates.

Please do get in contact if you have any questions, we would love to hear from you. We can be contacted on social media (Twitter/Facebook) or via email. We would also love to meet as many of you as possible at the conference in July!

**Holly Walton**
PsyPAG Chair
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For the first issue of this two-part series in the Quarterly, the keynote speakers presenting at PsyPAG’s 33rd annual conference have shared some of their expertise, insight and research interests as well as valuable advice on life as a postgraduate. This article explores the consequent discussions that took place in the run-up to what we hope to be an exciting event. Here, we hope to shed some light on the research interests and motivations of our keynotes within their respective academic fields, whilst also adding important reads to the shelves of postgraduate offices and sharing tips on the importance of life outside of being an academic.

The 33rd Annual PsyPAG conference is fast approaching, with preparations currently underway in the build up to the event. This year’s conference will take place at The University of Huddersfield from 24–27 July 2018. We have put together what we hope to be an exciting and stimulating programme of events, and in the first of this two-part series – will be putting the spotlight on our four keynote speakers, who during the event, will be sharing both their experience and expertise.

Dr Claire Wilson
Claire completed her PhD at the University of Strathclyde and is currently a lecturer at The University of West Scotland; in her PhD thesis she explored teacher beliefs towards working with children with intellectual disabilities in mainstream schools. During her PhD, Claire also held multiple roles within the PsyPAG committee, including Information Officer, Quarterly editor and representative for the Psychology of Education Section, of which she continues to be a committee member – we are therefore very excited to invite Claire back to attend her fifth PsyPAG conference as our keynote. As an organising committee we felt it to be very important to ensure that early career researchers are well represented, in an attempt to break away from the norm of having speakers who are well-established in their field addressing delegates. We believe that it is important to not only have speakers share their wealth (and years!) of experience, but also the chance to hear how Claire negotiated the transition from postgraduate researcher, to early career research. In her keynote talk, Claire will discuss her own experience, including her current research in the fields of social and educational psychology, advice on how to land your first academic position and the role that PsyPAG played throughout her journey.

Could you provide a brief overview of the topic your keynote talk will cover?
I will discuss how I use psychological theories to understand behaviour. This ranges from behaviours within a school setting to online behaviours. I will also discuss life after the PhD and how to secure (and succeed in) your first academic post.

What do you think will be the insight given to those attending your keynote?
Delegates will learn about my research in both social psychology and psychology of education. I will encourage delegates to think about how to use their research expertise to become involved in projects that might first appear out of their comfort zone. Finally, I will discuss securing your first academic post.

What lead you to become involved in the area your keynote topic will cover?
I get excited about research which has clear benefits for
society. I therefore aim to use psychology to understand and ultimately make a positive difference to human behaviour.

What did your PhD thesis explore?
My PhD examined teacher beliefs towards working with children with intellectual disabilities in mainstream schools. This involved examining explicit beliefs, unconscious beliefs and the role of the school environment. The aim was to determine what factors impacted teachers’ willingness to act inclusively and thus how we may intervene to enhance the success of inclusion.

Outside of academic work, what are your hobbies and interests?
I like to exercise and try to make this part of my weekly routine. I also like spending time with friends.

If you could give one piece of advice to postgraduate psychologists, what would it be?
During your PhD, you’ll come across challenges that might seem difficult to resolve. When things don’t feel like they’re going your way, try not to panic. Take a step back, this will help you get the answer. Things can always be sorted out.

How can the national PsyPAG community find out more about the subject area within your keynote?
I’ll provide references for those interested in the work I discuss. A good way to learn more though is to become connected with those who have similar research interests. So, for example, by joining the BPS Psychology of Education Section, you’d become part of a community of those interested in psychology of education research.

To learn more, follow the Psychology of Education Section on Twitter @BPS_PES

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Professor Nigel King
Nigel King is currently professor in applied psychology, having joined the university in 1992. Nigel is also currently acting Dean of Graduate School at the University of Huddersfield. Nigel completed his PhD at The University of Sheffield, where his thesis explored processes of innovation and change in elderly care organisations. Currently, Nigel’s work is particularly concerned with qualitative research methods and is well known for his work on Template Analysis, visual elicitation methods and phenomenology.

Could you provide a brief overview of the topic your keynote talk will cover?
My talk will consider the significance of qualitative methods in psychology. I’ll give some historical background, and consider the ‘state of play’ today with particular reference to visual methods, online methods and mixed methods. I’ll highlight the tension for qualitative researchers between critiquing and complementing the (quantitative) mainstream.

What do you think will be the insight given to those attending your keynote?
I hope those with limited experience of qualitative methods will gain insights into their potential value in a distinctively psychological context. For those already familiar with and using qualitative methods, I hope I might broaden their horizons.

What lead you to become involved in the area your keynote topic will cover?
My PhD was in a work/organisational psychology research unit, dominated by a very standardised survey-based model of applied research (we’re talking 1980s here!) I became increasingly uncomfortable about the lack of any genuine human engagement with the people being researched and the phenomena they were experiencing. Then I discovered that (to contradict our Prime Minister of the time) There IS Another Way!

What can delegates gain or learn from attending your keynote?
The point of real learning is that you can’t predict exactly what will be learned! Other than that, see Q2.
How can the national PsyPAG community find out more about the subject area within your keynote?
Join the Qualitative Methods in Psychology Section! Visit any of the numerous online qualitative methods resources.

What did your PhD thesis explore?
Processes of innovation and change in elderly care organisations.

Outside of academic work, what are your hobbies and interests?
Writing poetry. Walking. Reading (widely, but with an enduring love of science fiction). Listening to music.

If you could give one piece of advice to postgraduate psychologists, what would it be?
You should hold onto something other than your PGR degree that engages and energises you – even if at times it is only with your fingertips!

Interested in learning more? You may be interested in Nigel’s recent publications and his work on Template Analysis https://research.hud.ac.uk/research-subjects/human-health/template-analysis/examples/

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Professor Viv Burr
Viv Burr is currently Professor in Critical Psychology at the University of Huddersfield, having joined the university in 1990. In her PhD thesis, Viv explored the relationship between hypnotic susceptibility and imaginative involvement. Viv’s current research is largely concerned with qualitative methodologies, such as Interpretative Phenomenological analysis, Discourse Analysis, Personal Construct Psychology and theoretical frameworks in psychology such as social constructionism and critical psychology, which transgress a wide range of topics and phenomena including gender, media, popular culture and nature.

Could you provide a brief overview of the topic your keynote talk will cover?
I will give an overview of social constructionism, and discuss the turn to ‘subjectivity’ and the requirements for a psychology that this introduces. I will put forward the argument that a rich source of theoretical concepts and research methods suitable for this task can be found in Personal Construct Psychology.

What lead you to become involved in the area your keynote topic will cover?
I was introduced to PCP by my late colleague Dr Trevor Butt and found it a very useful theory. Around that time there emerged a ‘turn to language’ within social psychology and the idea that people are socially constructed. I have since then been interested in combining social constructionism and PCP.

What can delegates gain or learn from attending your keynote?
That social constructionism involves an entirely different way of looking at the world and people than most psychological theories… social constructionism needs to engage with psychological issues and that we already have some of the tools to accomplish this.

What did your PhD thesis explore?
The relationship between hypnotic susceptibility and imaginative involvement. It examined the
idea that people who are found to be susceptible to hypnosis are also likely to get easily absorbed in imaginative activities.

Outside of academic work, what are your hobbies and interests?
Music – I sing with various groups and have dabbled with bass guitar and treble recorder; I’m interested in the natural world and have great affection for all animals; I enjoy gardening and walking, especially on the South Coast path. I also enjoy cinema.

How can the national PsyPAG community find out more about the subject area within your workshop?
Read my book and some of the publications of the Loughborough discourse group, and dip into the works of Foucault.

If you could give one piece of advice to postgraduate psychologists, what would it be?
Do what you are interested in.

To learn more, you may be interested in Viv’s latest publications and her engaging book Social Constructionism. You can also follow the Qualitative Methods in Psychology Section on Twitter @QMIP and the Discourse and Rhetoric Group at @DARG_sessions

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Professor Dan Boduszek
Dan is currently Professor of Criminal Psychology at the University of Huddersfield, having joined the University in 2012. Prior to his extensive research activity, Dan worked in maximum security prisons which inspired him to conduct research in the field of psychopathy and criminal social identity. Dan has a wealth of experience in social psychology, criminal psychology, advanced multivariate statistics and quantitative research methodologies. In his keynote talk, Dan will explore criminal/antisocial tendencies as a possible consequence of psychopathic traits, based upon the new model of psychopathy (Boduszek et al., 2016); recommending implications for future research and the assessment of psychopathy.

What are some of the current challenges your subject area faces?
Research on psychopathy, for a number of years, has been dominated predominantly by Canadian and US academics who combined psychopathic personality traits with potential behavioural outcomes (e.g., criminal behaviour) in assessment of psychopathy. In other words, they suggested that criminal behaviour is a core component of psychopathy which should be included in the assessment of this disorder. However, what do we do with those psychopaths who do not engage in criminal/antisocial behaviour? There is a need for a new instrument of psychopathic traits.

What do you think will be the insight given to those attending your keynote?
I will introduce my new model of psychopathy (PPTM – Psychopathic Personality Traits Model; Boduszek et al., 2016, 2017). The PPTM consists of four core factors of psychopathy: lack of affective responsiveness, lack of cognitive responsiveness, interpersonal manipulation, and egocentricity. I have recently suggested that criminal/antisocial tendencies are the possible consequence of psychopathic traits, rather than an integral part of the disorder, and individuals with increased psychopathic traits may be successful in both criminal and noncriminal endeavours. I will talk about the
role of intelligence in assessment of psychopaths
and, based on my model of psychopathy, I will
provide a profile of psychopathic traits among
prisoners and general population.

Have you always planned to be a researcher in
this specific field?
I started my career working in maximum security
prisons for violent recidivists, where I had frequent
contact with inmates with increased psychopathic
traits. I suppose this was the initial inspiration
for conducting research in the field of psychopathy
and criminal social identity.

How can the PsyPAG community find out more
about your keynote’s subject area?
I recommend my recent publications on the topic
which can be accessed via my ResearchGate
account.

Outside of academic work, what are your hobbies
and interests?
I love history and my favourite topic is World
War II.

What do you believe is a key benefit of attending
a PsyPAG conference?
Exposure to research conducted by other PGRs,
networking, and making new friends.

If you could give one piece of advice to postgrad-
uate psychologists, what would it be?
Whatever you do, do it with passion, have a
GREAT respect for those who work with you, and
always support those who work for you.

To learn more, you may be interested in
Dan’s latest publications, which are available
on his ResearchGate profile. You can also
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Considering attending PsyPAG 2018?
Abstract submission is currently open, and
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support your attendance!

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Wellbeing and burnout, despite some overlap, are distinctly separate constructs, with differing causes and implications. Healthcare professionals in general, and general practitioners specifically, have elevated levels of depression, anxiety, and burnout compared to the general population. It is known that high levels of burnout and poor wellbeing in healthcare staff are linked to poorer patient safety outcomes. However, there is debate around which construct is more strongly associated with patient safety. This article discusses the evidence for the importance of both constructs, using findings from the author’s recently published review on the topic, in addition to findings from the author’s original research.

Wellbeing

WELLBEING is a broad term, and one that is difficult to define. The simplest definition is ‘the state of being comfortable, healthy, or happy’ (oxfordictionaries.com). Within clinical psychology, wellbeing is often described as on a spectrum, with psychological illness at one end (e.g. depression, anxiety, stress) and flourishing at the other (Johnson & Wood, 2016). However there has been much research around what wellbeing is, what affects it, and what the theoretical basis is. A paper by Dodge, Daly, Huyton, and Sanders (2012) discusses the many perspectives within the wellbeing literature, from the hedonic (happiness and satisfaction) versus eudemonic (conducive to happiness such as positive psychological functioning and human development) definitions, to more recent theories that describe wellbeing as the interaction between life challenges and personal resources. Ultimately, Dodge et al. (2012) put forward a new definition that encompasses and builds upon previous descriptions: ‘In essence, stable wellbeing is when individuals have more challenges than resources, the see-saw dips, along with their wellbeing, and vice-versa.’ (p.290).

Wellbeing in healthcare professionals

There is a wealth of research dedicated to the wellbeing of healthcare professionals. Research from the 1990s to present have been consistent in finding that these professionals report particularly high levels of depression, anxiety, and stress compared to other professionals and the general public (Office for National Statistics, 2013; Mata et al., 2015). A recent meta-analysis reported that 20.9 per cent to 43.2 per cent of resident physicians were classed as suffering from depression (Mata et al., 2015). This is up to 24 per cent higher than in the general population in the UK (Office for National Statistics, 2013). The differences in reported prevalence within each group were due to the measures used and the year of the study, with rates of depression increasing as the calendar year increased.

Reasons for these high levels of poor wellbeing in healthcare staff include the fast-paced and demanding work environment, a lack of support, and the emotional demands
of patient care (Shanafelt et al., 2003). General Practitioners (GPs) are a subset of healthcare professionals that have been found to report even higher levels of depression and stress compared to doctors based within hospitals. A recent UK survey of 228 GPs found that 93.4 per cent scored above three on the General Health Questionnaire (GHQ-12), indicating possible ‘caseness’ for a psychiatric disorder (Hall et al., 2017). Suggestions for why this is the case, in the UK at least, include the amount of paperwork and bureaucracy required for running the practice, increasing patient demands and expectations, an increase in the services and patient conditions that are befallen on primary rather than secondary care, reduced patient consultation times, and understaffing (King’s Fund, 2016).

**Burnout**

Burnout is a term originally founded from research within healthcare staff, due to the specific demanding and emotional nature of their work. Burnout is an affective response to chronic organisational stress, resulting in a state of exhaustion. The Maslach Burnout Inventory (Maslach & Jackson, 1981), the original burnout measure, characterises burnout by feelings of work-related exhaustion (Emotional Exhaustion), distancing oneself from patients (Depersonalisation), and no longer feeling able to do a good job (Personal Accomplishment).

**Burnout in healthcare professionals**

Healthcare professionals, including GPs, also report higher rates of burnout than other professions. Forty-six per cent of GPs in the UK reported high levels of emotional exhaustion (Orton et al., 2012) and 34 per cent of pediatricians had high levels of burnout in Switzerland (Airgoni et al., 2010). This is no surprise given that the construct was first defined in relation to healthcare staff.

**Patient safety**

Similar to wellbeing, patient safety is difficult to define and measure. The World Health Organization (WHO) defines patient safety as ‘the prevention of errors and adverse effects to patients associated with health care’. A patient safety incident is ‘any unintended or unexpected incident which could have or did lead to harm for one or more patients receiving care’ (NHS National Patient Safety Agency). Examples include wrong site surgery, prescription and medication errors, and wrong or missed diagnoses. Whilst it is known that both wellbeing and burnout have implications for patient safety, there is some debate as to which construct is of more importance. This needs understanding so that interventions can be accurately targeted at the key variable, to better ensure safe patient care. We recently conducted a systematic review to try and answer these questions (Hall et al., 2016). Findings from this review will be discussed below.

**Findings from a systematic review of healthcare staff wellbeing, burnout and patient safety**

**Wellbeing and patient safety**

Out of 27 papers measuring wellbeing, 22 found a significant association between poorer wellbeing and poorer safety outcomes. Whilst comparison across the papers is difficult due to the wide variety of measures used, most measures were validated and reliable. An interesting finding from two papers conducted in the UK, but in different specialties (Junior House Officers and Pharmacists) indicated that anxiety, but not depression, was associated with errors (Houston & Allt, 1997; Niven & Ciborowska, 2015). Niven and Ciborowska (2015) propose that this is due to the difference in arousal states associated with anxiety and depression: anxiety is a high arousal state whereas depression is low arousal. They suggest that high arousal states are more likely than low arousal states to interfere with the cognitive processes required to avoid errors. Other studies that measured both anxiety and depression failed to find a distinction, however.
**Is General Practitioners’ general wellbeing, or levels of burnout, more strongly associated with patient safety?**

**Burnout and patient safety**

Twenty-five out of 30 studies measuring burnout found a significant association between some or all subscales of burnout and patient safety. An interesting study by Klein et al. (2010) found a gender difference, with diagnostic errors only being associated with burnout in male, but not female surgeons. Their potential explanation for this is that burnout may be linked to job demands more so in men than women, with other factors such as work-life balance contributing more to burnout in women than men. However this doesn’t fully explain their results, as surgeons often work long hours and thus may struggle to strike a favourable work-life balance.

**Studies measuring both burnout and wellbeing**

Whilst simply counting the number of studies finding significant associations between wellbeing or burnout and patient safety may give the impression that both have substantial evidence for their relationships with safety, this may not be the ultimate conclusion. To gain a better understanding of their individual and/or combined associations with safety we should look to studies that measure both burnout and wellbeing. Eleven studies in this review did just this. These studies generally found both constructs to have significant associations with safety, but there are a few studies that began to draw some distinctions between wellbeing and burnout. When looking at the two studies that found significant findings when using objective measures of error, we begin to notice that only wellbeing was significantly associated (Dugan et al., 1996; Garrouste-Orgeas et al., 2015). Despite objective measures such as chart audits and official error reports generally thought to have greater validity than subjective measures such as self-reported errors or safety perceptions, capturing patient safety incidents within such a complex setting has its difficulties, making measurement a challenge. For example, errors may be missed when using objective measures as they are not always evident until the patient has left hospital or been moved onto a different ward. This makes attributing the error to the specific doctor or even the ward difficult. Furthermore issues surrounding fear of blame and retribution can hinder staff submitting official error reports. It could therefore be argued that objective measures are not sensitive enough, with the majority of studies employing objective measures failing to find a significant link between either wellbeing or burnout with safety. Studies using both objective and subjective measures could therefore be of merit in helping identify reliable methods for capturing patient safety incidents.

One study within this review did employ both objective and subjective measures alongside both burnout and depression measures (Fahrenkopf et al., 2008). This study reported that in the analyses using the objective measures (chart and medication order audits and official error reports), depression, but not burnout, was a significant predictor. However, when using the subjective measure (self-report of error in previous three months), burnout, but not depression, was significant. This finding poses the question of whether burnout may predispose staff to perceive themselves as being less safe, whether that view is correct or not, but that depression (or wellbeing in general) is the variable that does actually lead to being responsible for a patient safety incident. Evidently, more research is needed to properly understand these associations.

**Discussion**

**Construct overlap**

The similarity between burnout and wellbeing, especially depression, causes further difficulty in accurately determining which is more important in terms of patient safety outcomes. Despite being two distinct constructs, with different determinants and symptoms, there is some overlap, for example, fatigue and reduced concentration. Within healthcare staff, it has been found that 96 per cent of depressed doctors were burnt-out, and 25 per cent of burnt-out doctors were also depressed (Fahren-
kofp et al., 2008). This adds weight to the importance of measuring and controlling for both constructs when investigating their independent relationships with safety.

**Causality**

It is important to note, that whilst much of the research supposes burnout and well-being to lead to subsequent errors/patient safety incidents, the majority of studies are cross-sectional; therefore, causality cannot and should not be implied. There is thus a need for thorough, longitudinal studies, using both objective and subjective measures, alongside both wellbeing and burnout measures, to fully understand the nature of their associations.

**General Practitioners**

To bring the question back to general practitioners, this review brought to light a clear gap in the literature. Not one study looked specifically at these links within a general practitioner/primary care physician sample. Dyrbye et al.'s (2013) study included general practitioners, however, they were not singled out in the analyses and thus the findings are in relation to a mixed sample with secondary care doctors. We recently conducted a focus group study to explore whether GPs perceive a link between their levels of wellbeing and burnout with patient care outcomes (Hall et al., 2017). Participants agreed that both wellbeing and burnout can have detrimental consequences for the quality of care delivered, for example, through reduced listening skills and a negative attitude towards patients. In terms of safety, the majority of participants did discuss a likely link between both poor wellbeing and burnout with safety outcomes, such as missed or wrong diagnoses and prescription errors. To follow on from this study, we have since conducted a cross-sectional survey of GPs to determine the validity of the aforementioned perceptions. Our findings indicate that occupational variables related to workload (e.g. number of hours spent on administrative duties) lead to a poorer perception of safety within the practice through burnout. Additionally, occupational variables were shown to lead to incidents of near misses (an event that could have resulted in patient harm, but did not) through poor wellbeing as measured by the GHQ-12 (Hall et al., 2017). Further research is currently underway to try and determine causality.

**Conclusions**

Both burnout and poor wellbeing have been shown to be associated with poorer patient safety outcomes. However the nature of these associations are still unclear, with the strength of the findings differing according to the type of measures used. Longitudinal research is now needed to unpick these associations, using subjective and objective measures with both wellbeing and burnout constructs being measured in comparison. Additionally, more research within general practitioner samples is needed to determine whether the findings within secondary care are also evident within a primary care setting.

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References
Discussion paper:
The effects of praise on young people
Fraser Smith

This review paper looks to outline some empirical contributions on the effects of praise for effort and praise for achievement can have for the future development of children. Based on current literature and research, it has been established that praise for effort, as opposed to achievement, elicits more positive outcomes for the child’s future. These include a development in work ethic and more practical responses to failure. This paper calls for further research in this field in order to develop understandings on how praise for effort and praise for achievement affects children’s resilience and work ethic.

The debate surrounding praising children has led to a substantial amount of research (Kamins & Dweck, 1999; Cimpian et al., 2007). It is a common misconception that praising a child will always be of benefit to them. Teachers and parents have attempted to maximise a child’s self-belief and ability by praising them for their intelligence. Research has shown that children from all walks of life exhibit the same effects from this type of praise (Cimpian et al., 2007; Kamins & Dweck, 1999; Mueller & Dweck 1998); there is an initial sense of achievement and then the potential for future failures (Dweck, 2007). Dweck and Mueller (1998) conducted research that they believe showed children who had been consistently praised for their intelligence after good performances were likely to make this type of praise their main aim when undertaking other tasks. Children would be more likely to strive for approval of their intellect than anything else (Mueller, 1998). Kohn (1993) conducted research that supports Dweck’s findings and stated that praise for intelligence can lead to extreme pressure on a child to replicate the performance and can also lead to a lack of risk taking to avoid future potential failures (Henderlong, 2002). Praising ability may have a negative effect on the way in which children respond and perform to challenging tasks in two ways. Firstly, children may only focus on being praised for performing well in tasks; they in turn may care solely for a positive response from others on how well they are doing (Mueller, 1998). The negativity surrounding this is that children may refuse to take on more challenging tasks through the fear of failing, if they adopt a more difficult challenge the fact that they may fail and not be praised for their good performance might in turn restrict them from trying (Mueller, 1998). Ultimately when children are praised for intelligence they adopted coping strategies that when faced with failure, are ineffective and can result in further failures and increased fear of attempting new challenges (Haimovitz, 2011).

In contrast to praise for intelligence, research has found that praise for effort shows more positive long-term results for the child in question (Dweck, 1999). Praise for good effort informs the child about what is necessary to perform well in tasks they undertake in their future and motivates them to take risks and attempt tougher challenges (Dweck, 2007). Research has also shown that when a child is praised for effort, showing good effort becomes of primary importance. This allows the child in question to look for new learning opportunities and chances for intellectual growth, a result that those praising a child for intelligence may want to accomplish (Mueller, 1998). In addition to this, children who are consistently praised for their effort are more likely to attribute poor performances to lack of effort rather than
their fundamental inability to perform and their lack of intelligence. Praise for effort, it therefore can be argued, enhances not only children’s effort levels and their want to seek new learning opportunities, but it also equips them with resilience that when they do perform poorly enables them to improve their performance through increased effort (Mueller, 1998).

Diener and Dweck (1978) conducted research around people’s motivational processes regarding failure. They established that there were two courses that people followed when faced with failure; they either showed a ‘helpless pattern’ or a ‘mastery-oriented pattern’ (Kamins, 1999). The helpless pattern consists of individuals who base their perception of themselves on their negative performances, whereas those that show a mastery-oriented pattern focus more on their effort process and maintain a consistent understanding of their own abilities when difficulties arise (Kamins, 1999). These two patterns were first analysed in older children; however, recent research has established that these patterns are also evident in younger children. Studies have shown that young children who show the helpless pattern are more likely to determine their successes based on their ability, whereas those that show the mastery-oriented pattern are more likely to determine their success based on their effort (Kamins, 1999).

The more we praise children’s good performance, the more they will strive to replicate the feeling of good performance in future tasks (Mueller, 1998). Mueller and Dweck (1996) conducted studies that illustrated that 85 per cent of parents believe this to be the case (Mueller, 1998). However, as has been established, there has been much research that contradicts this misconception, the pressure of constantly having to replicate the good performances that children consistently get praised for after their successes may lead to an ultimate decline in performance in their future (Meyer, 1992).

Based on this previous research of the effects praise for intelligence and praise for effort has on a child it is deemed necessary to further the understanding of this topic by replicating previous studies and adding additional content that might assist in gaining a deeper understanding of how praise affects children. This paper calls for a deeper understanding of what perception the children in question gain about their performance after completion of the task given to them. This will allow us to gain more insight into what children think of themselves after they have been praised, an area that has been overlooked by much of the recent research.

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**References**
Research in brief:

Body image of South Asian men in UK and the effects of acculturation
Muzammil Ahmad

Past research has suggested South Asian men are at more risk of body image concerns. This study explored body image concerns of South Asian men living in the UK and the effects of acculturation on body image using questionnaires and semi-structured interviews. It was found that acculturation led to experiencing higher body image concerns as South Asian men tried to incorporate perceived Western ideals of a muscular body. While acculturation may help individuals adapt to living within the host culture, it may not be conducive to developing a healthy body image and integration strategy might be a better solution.

BODY IMAGE refers to perception of one’s body and how it should be, and the thoughts and feelings that result from this perception (Banfield & McCabe, 2002). The concept of appearance comparison states that people engage in appearance related comparisons from which they determine their own relative attractiveness (Watt & Ricciardelli, 2012). These comparisons tend to take place in the cultural context within which people are situated (Banfield & McCabe, 2002). The more a person is acculturated to a certain culture, the more they adopt to the norms and behaviours of that culture.

Increasing emphasis on the ideal male body in the last decade in the West is associated with an increase in body image concerns among men (McNeill & Firman, 2014). South Asian men living in the UK report feeling pressured to take on perceived Western ideals of the male body image in order to compete with White men (Swami, 2015). Kennedy et al. (2004) found that South Asian men report lower body image than men of European descent. They suggest that South Asian men living in the UK cannot easily achieve the body they perceive to be ideal, as portrayed by Western society, and experience dissatisfaction which can lead to increased criticism of their own bodies. Consequences of negative body image include low self-esteem, symptoms of depression, and using unhealthy weight-control methods (Burrowes, 2013).

The process of how South Asian men contrive perceptions about body image and how they go about adopting these perceptions in their lives is unknown. Body image being a very subjective experience, Swami (2015) suggested that examining body image using a qualitative approach can help understand and identify underlying reasons behind negative body image to help improve the wellbeing of South Asian men. Body image is a complex experience and understanding this phenomenon requires not only identification of triggers and outcomes that quantitative research provides, but also exploration of how these triggers and outcome behaviours operate within the social climate they are experienced in (Adams et al., 2005). Qualitative research gives us tools to understand this process as it allows for an exploratory investigation (Adams et al., 2005). The voice of South Asian men can be represented to paint the picture of how they contrive these perceptions and then how they go about adopting these perceptions. This qualitative study used interviews to explore two research questions: (1) What are the body image concerns of South Asian men living in the UK? and (2) What are the
effects of cultural identity and acculturation on South Asian men’s body image?

**Method**

**Participants**

Five men with the highest scores on an acculturation questionnaire and five with the lowest scores from a sample of 26 men, were selected for semi-structured interview. Ethnicity comprised of six Pakistani, three Indian, and one Sri-Lankan. All these men had lived in the UK for at least 10 or more years. Ages ranged from 18 to 29 (\(M=21.9; SD=2.19\)).

**Materials**

A semi-structured interview schedule was developed based on literature review of types of body image perceptions and concerns men experience. Ten interview questions covered topics of body ideals and concerns, appearance comparison behaviour, and perceived influences.

**Procedure**

Ethical approval was granted by the University of Glasgow’s Department of Psychology Ethics Committee and all procedures were conducted in accordance with BPS guidelines. An online questionnaire was used to determine participants’ demographics and acculturation level. The goal was to have at least 20 participants from which to select 10 to interview. Twenty-six men filled out the questionnaire. Acculturation scores were calculated from which five ‘more acculturated’ (MA) and five ‘less acculturated’ (LA) participants were contacted for interview.

Interviews lasted 20 to 40 minutes, were audio recorded using a recording device, and transcribed verbatim. Transcripts were emailed to participants to check for accuracy and validity prior to analysis. Thematic analysis was conducted to identify major themes (Braun & Clarke, 2006). Codes and themes were managed using NVivo Software (QSR International, UK Limited).

**Findings**

Participants talked about their concerns about body image, comparisons they made of their body to others, and how factors such as identity and media played a role. Analysis uncovered two major themes: drive for muscularity and pressure to conform. Both research questions are investigated throughout the themes. Table 1 provides samples of quotes for each theme from MA and LA participants.

**Drive for muscularity**

The men in this study perceive the ideal body type as muscular and lean. Studies have shown that high drive for muscularity is the most prominent body image concern for men (Burrowes, 2013; Swami, 2015). Drive for muscularity seemed to be directly related to participants’ acculturation level. MA South Asian men were more invested in developing muscularity and this seemed to be a compensating factor for things they felt dissatisfied about, such as their facial features and their status of ethnic minority. This is significant as body dissatisfaction and higher muscularity drive have a negative effect on physical and psychological health (Swami, 2015).

LA South Asian men, however, gave less emphasis to achieving a muscular body. This is probably because they do not associate with Western culture like MA participants. Swami (2015) had discussed associating more with ethnic cultural background is related to lower drive for muscularity, which can be seen among LA participants. This is likely to be beneficial not only to their psychological health but also their physical health as they may not experience high muscularity drive and its negative consequences.

**Pressure to conform**

Media influence along with appearance comparison with White men seemed to have the biggest impact on body image on MA participants as they felt increased pressure to conform. They engaged in appearance comparisons to determine their own level of attractiveness. Though such comparisons
Muzammil Ahmad

Table 1: Summary of themes with sample quotes from men who are more acculturated and men who are less acculturated.

<table>
<thead>
<tr>
<th>MA Examples</th>
<th>LA Examples</th>
</tr>
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<tbody>
<tr>
<td><strong>Theme 1 – Drive for muscularity (N=10, MA=5, LA=5)</strong></td>
<td></td>
</tr>
<tr>
<td>1. ‘Most South Asian men like muscular look. Especially in society like UK where they are almost seen as an inferior group.’</td>
<td>4. ‘A lot of people I know think I am too skinny. But that’s fine... I am happy with it.’</td>
</tr>
<tr>
<td>2. ‘I thought I had a less attractive face than my peers. I also have abnormal bone structure which can be masked by greater muscularity.’</td>
<td>5. ‘I would like to be fitter. That doesn’t mean pack on muscles and stuff.’</td>
</tr>
<tr>
<td>3. ‘I am not very lean at the moment. I have fairly quite a decent height. So if I go to the gym, I can step up my game and be comparable to White guys.’</td>
<td>6. ‘I know there is a craze for looking muscular. I would like to be healthy, but not really super muscular or anything.’</td>
</tr>
<tr>
<td><strong>Theme 2 – Pressure to conform (N=10, MA=5, LA=5)</strong></td>
<td></td>
</tr>
<tr>
<td>7. ‘There is always this implication that I do not look like the Caucasian people here. And perhaps they might be judging me and so because of that I feel the need to fit in more and be more like them.’</td>
<td>10. ‘If somebody is South Asian, they don’t care to be honest. There is nobody forcing them to conform to a certain expectation of how to look like there is for a White guy.’</td>
</tr>
<tr>
<td>8. ‘You are going to get it from films, TV shows. “That looks cool, that’s a cool character, I want to be like that person as well.”’</td>
<td>11. ‘I suppose if someone is sort of same skin colour, culture then I would be more inclined towards that.’</td>
</tr>
<tr>
<td>9. ‘I would say, in terms of what looks good in general, it would be from media and my friends. If I was to narrow down friends, it would be my Caucasian friends rather than my Asian friends.’</td>
<td>12. ‘Obviously, South Asian men have some perceptional body type, but Western media doesn’t influence them to same extent.’</td>
</tr>
</tbody>
</table>

Note: MA = more acculturated. LA = less acculturated.

may seem relatively harmless, these participants showed discontent and dissatisfaction with their own bodies in comparing themselves with White men and images from Western media. This can be due to the discrepancy between how they look and their perceived ideal male body image. Past studies have shown that body dissatisfaction tends to increase as perceived discrepancy between individual’s current and ideal body increases (Watt & Ricciardelli, 2012) and internalisation of messages portrayed by the media as body ideals lowers body image (Daniel & Bridges, 2010). Participants in this study who internalised body ideals from media portrayals of men’s bodies tended to set these ideals as a benchmark to meet and measure against. In contrast, LA participants tended to avoid such comparisons and this was perhaps due to these individuals associating themselves with other South Asian men and hence not making appearance comparison with White men or images in Western media. Level of acculturation has been said to predict cultural identity one would make appearance comparisons within (Ball & Kenardy, 2002) and this can be seen among participants in this study. LA
participants observed higher body image, which has been found previously for people adhering to their ethnic identity (Swami, 2015). Four LA participants mentioned that although there is some influence of media, Western media does not impact South Asian men as much. This is likely because these men do not associate as much with Western culture and are, therefore, less susceptible to the influence of Western media and how it portrays men’s bodies.

Discussion
In line with previous research, this study shows that body image concerns can impact thoughts, feelings and behaviours, and carry important implications for psychological practice. Body image may not be the primary reason for psychological ill-being for South Asian men, but rather it may be intertwined with issues of cultural identity, such as being of minority ethnicity. In the current study, MA participants’ identity had a more negative impact on their body image than it did for LA participants. This was because MA participants found their cultural identity and ethnic minority status to be a limiting factor in fully integrating with majority White group. Appearance can be indicative of one’s ethnic background and participants who are particularly impacted by conflicts in their ethnic identity were also more likely to have body image concerns. Problems with body image can occur when a MA South Asian man feels different and potentially alienated because of their appearance. Although acculturation has been found to help with fitting in with the dominant culture and leading to higher psychological adaption (Robinson, 2005), it seems that acculturation is not conducive to developing a healthy body image. An interesting finding was participants’ discussions of utilising integration strategy to incorporate both cultural identities, resulting in less body image among concerns among these participants. Integration strategy is when a minority individual retains their cultural identity but also establishes relationships with the host culture (Berry, 1997), which has been found to show better psychological adaptation than any of other acculturation orientations such as separation or assimilation (Robinson, 2005). To understand how integration strategy would impact body image, future research should consider studying South Asian men who utilise integration strategy and comparing how their body image compares to MA and LA South Asian men.

As discovered in this study, MA South Asian prefer to associate themselves with their British cultural identity and, therefore, prefer to follow norms set by British culture and media. However, the fact that they look different and encompass different body types or features can result in negative feelings about how they look, leading to body image concerns, higher muscularity drive, and lower self-esteem. Clinicians need an understanding of roles played by identity and acculturation on body image of ethnic minority groups, such as South Asian men. Therapy could be helpful in assisting clients to understand where their body image concerns might be arising from and thereby finding an avenue to help accept and cope with them. Clinicians could assist clients in fostering sense of self with positive qualities such as features that are attractive in them and also positive qualities which are not image based.

Due to utilisation of a qualitative approach, sample size is small and therefore findings cannot be generalised to the wider population of South Asian men living in the UK. This study did not take into account physical measurements that are used in quantitative studies such as height, weight, BMI, etc. Future research could investigate the relationship between physical measures and perceptions and concerns of body image. A mixed methods approach could be beneficial by combining interviews and providing quantitative measures of physical characteristics to assess how South Asian men feel about their body and how this may relate to height, weight, etc. Future research should consider
using a mixed approach to examine generalisability of qualitative factors found in this study.

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References
AN ALIBI is a claim that a defendant was elsewhere at the time an alleged offence was committed (Criminal Procedure and Investigations Act 1996). Much of the interest in alibis has derived from miscarriages of justice, in which defendants have been wrongly convicted of an offence despite them offering an alibi as a defence during their trial. The alibi provided has been perceived by juries to be ‘weak’, or entirely false, thereby contributing to innocent individuals being convicted of an offence they have not committed (US Department of Justice, 1996). Despite the damaging impact this has (not only to individuals involved, but to the wider administration of justice), the criminal justice system’s outlook and approach to alibi evidence is poorly understood and confounded by the absence of empirical data to support the relevant procedures. Burke et al. (2012) note that ‘there is currently very little research, and virtually no literature, on the psychology of alibis’ (p.159). Thus, there has been a more concerted effort in understanding the way in which others perceive alibis, to thereby limit the potential for future erroneous convictions.

The research pertaining to alibi evidence has grown over the past 20 years or so, and continues to develop to encompass all stages of prosecution. According to Olson and Wells (2004), alibis should be defined in terms of the evidence provided in support of the alibi, allowing for the strength of an alibi to be discussed and compared, regardless of its surface characteristics. Thus, corroborating evidence in support of an alibi is covered by two broad categories; physical evidence (a tangible record/verification of their statement e.g. CCTV), and person evidence (testimony provided by another individual to support the account). The relative believability of the alibi – that is the way in which evaluators make basic judgements about the alibi – is seen to be correlated with the strength of the corroborating evidence and the perceived ease with which it could be fabricated.

The psychological research has broadly focused on one of two areas; alibi evidence in the investigative stage or in the ensuing courtroom proceedings. In relation to the investigative stage, Dahl and Price (2012) found that the relationship between the defendant and witness are a significant predictor of ratings of believability and culpability. When considering juror’s evaluation in the courtroom, the nature of the relationship between alibi provider and alibi

Research in brief:
Alibi evidence in the courtroom: Perceptions and experiences from the Bar
Katie McMillan

In the United Kingdom there is little known about the way in which criminal barristers, those directly responsible for examining and cross-examining evidence in the courtroom, perceive alibi testimony. In-depth, semi-structured interviews were conducted with four qualified criminal barristers and subject to thematic analysis. Preliminary analysis identifies a number of key themes central to barrister’s perceptions and experiences of alibi evidence, three of which will be discussed. Research in to this unchartered area aims to yield greater knowledge as to how criminal barristers understand, perceive and approach alibis in the courtroom, to ultimately inform real-life practice.
witness is a predictor of credibility ratings and verdict; the closer the relationship, the less credible the evidence is deemed thus the greater likelihood of a guilty verdict (Culhane & Hosch, 2004). Furthermore, Fawcett (2015) found that an alibi which is amended over the course of an investigation is regarded particularly negatively by jurors. It would suggest the alibis are viewed, by both investigators and juries, with a degree of scepticism, particularly when aspects relating to its believability and credibility are contentious.

However, the literature has yet to consider one potentially notable perspective. The way in which such evidence is presented (via examination-in-chief and cross-examination, by the opposing defence and prosecution counsels) has the potential to impact upon how juries and jurors view this form of defence yet, to my knowledge, has never been explored or addressed within the alibi literature. As such, this PhD aims to explore the relatively unchartered area of the way in which alibi evidence is presented, and subsequently evaluated, within the courtroom. The first phase, as detailed in this article, explores the experiences of criminal barristers in their understanding and perceptions of alibi evidence. In addition, it explores the approaches utilised by barristers in the examination and cross-examination of such evidence. It is anticipated that this greater understanding will inform real-life practice and provide a tangible basis to inform the way in which alibis are approached within the criminal justice system. For instance, an awareness that barristers may be feeding into alibi scepticism means that better informed training can be employed and judicial guidance can be developed to highlight this and potentially limit or eradicate strategies that conflict undue bias on jury decision-making.

Method
This research conducted semi-structured interviews with four participants (two males, two females), all of whom were qualified criminal barristers, using a snowball sampling method. Three of the participants interviewed were still active at the Bar, whilst one was employed in academia, and their experience ranged from four to 25 years in practice. Due to the hard-to-reach nature of this population, and the data collected being of a high quality and rich in detail, a sample of four participants was deemed sufficient to conduct a detailed analysis, consistent with qualitative research standards (Fusch & Ness, 2015). Interviews were audio-recorded and transcribed verbatim, before being subject to thematic analysis (King & Horrocks, 2010). Ethical approval was granted by the Manchester Metropolitan University ethics committee prior to data collection.

Results
At the time of writing, thematic analysis of three transcripts had been completed. The preliminary findings relating to three themes will be discussed (using participant pseudonyms for verbatim quotes).

Believability and consistency of the alibi
The believability of a defendant’s alibi, that is the extent to which it is viewed by the jury as an accurate and truthful account, appears to be a central component of this form of defence. This appears to be associated with (in)consistency; that is the more consistent an alibi story is across accounts (i.e. police interview, examination-in-chief, cross-examination), the more believable it is perceived. In instances where alibi stories are inconsistent, or changed entirely, there is an assumption that this alibi (mistaken or false) equates to guilt.

…because this entire defence is based around BELIEVING the defendant and as soon as you show that these people are not worthy of belief, then the whole thing starts to crumble from their point of view [Tom].

Whatever they’ve changed they’ve given themselves, they’ve given you, a problem that is
going to be a hurdle to overcome. Because it immediately raises suspicion doesn’t it? That they ARE guilty and that’s why they made it up [Mary].

Such features appear fundamental to it being a persuasive defence, particularly believability; with alibis, it’s all about who do you believe [Tom]. The subsequent themes indicate these are intrinsically interlinked with the presentation and evaluation of alibi evidence in the context of a criminal trial. Where possible, aspects of the account relating to believability and consistency (or lack of) should be made clear and used to the counsel’s own advantage accordingly.

**Examination-in-chief: Logical and sequential case presentation, controlling information provided**

In examination-in-chief, whereby alibi evidence is first admitted by the defence during a criminal trial, participants highlighted the need for a strategy which clearly demonstrated to the jury their proposed account of the event.

So you would lead it out, as with any witness, you go through it in terms of the sequence of events. So there’s their story from start, middle to end [Maurice].

You say ‘OK erm at the time of the offence, where were you?’, ‘I was at home’, ‘who were you with?’ ‘I was with the defendant’, ‘what were you doing?’ So that’s how you do it [Tom].

It was recommended by participants that, during examination-in-chief, alibi evidence should be presented in a logical and sequential format, almost as if they were telling their ‘story’. The use of ‘WH’ (what, where, why, who, when) questions was an advocated technique, not only to assist in the step-by-step presentation of the case but also to control the information provided. This approach is consistent with the existing legal literature (Ross, 2007), in that examination-in-chief should be a narrative account of the individual’s testimony, in chronological order, using open questions to elicit the relevant information only. Participants do however acknowledge that an individual’s account may not be seen as overly favourable; because MOST defendants, they’re not telling a very attractive story [Mary]. This may be due to the nature of the activity or the people involved, or that there are some inconsistencies or missing information evident. It is noted that any overt issues with the alibi defence should be made clear to the court, alongside an explanation or justification where appropriate.

**Use of cross-examination to discredit alibi**

Finally, participants identified the overall aim of cross-examination was to discredit an alibi, in that the prosecution would cross-examine to try and undermine the alibi in any way they can [Tom]. This could be done in two distinct ways; undermining the alibi story and undermining the alibi provider/witness. In relation to the alibi story itself, participants identified that undermining the defendant or witness’ story was a key approach for the prosecution in discrediting this form of defence.

...if you’re prosecuting what you’re wanting to demonstrate generally is what the defendant says, and what his witnesses says, can’t be relied upon. And what your witnesses say can [Mary].

One technique which was deemed effective in doing so was a probing mode of questioning; to attack an alibi, you cross-examine on the detail [Maurice]. It is noted that by gathering information on relatively minor details of an account, it can then be used to compare this against other knowledge or facts in the case (Boon, 1999). If the prosecution can demonstrate even minor errors or inconsistencies in the evidence, it is believed that the jury will swing with the prosecution [Tom] and ultimately find the defendant guilty. Thus, making such discrepancies clear before the jury was considered a classic technique [Tom] and an effective strategy in undermining credibility and
ultimately the alibi defence. A further technique that is utilised by the prosecution to discredit an alibi is to focus on undermining the defendant, or the witness/es who are supporting the defence, which is considered somewhat discreet from the story itself.

...your alibi witness has got previous convictions which, as a prosecutor, you’ve managed to get before the court, I wouldn’t have thought they’re going to be regarded highly by the jury [Mary].

This could be done by simply highlighting character flaws or presenting evidence (e.g. previous convictions) that may bring in to question an individual’s credibility. This is consistent with Stone’s (1995) advice when cross-examining such witness evidence; the character of the individual should be explored, in addition to their motivation for giving evidence in support of the defendant’s account.

**Discussion and future research**

The preliminary results thus far identify a number of key themes, three of which have been discussed. The believability and consistency of a defendant’s alibi appear to be central to it being a persuasive defence; where a barrister can bolster or exploit this, it can be used to their own counsel’s advantage. When alibi evidence is admitted by the defence, examination-in-chief is vital in clearly and accurately portraying the relevant aspects of the defendant’s story before the court. For the purposes of cross-examination, the findings suggest that barristers are aware of, if not buy in to themselves, the misconception that inconsistency across evidence is viewed as a common indicator of deception (Vrij, 2008). This approach fits with the Elaboration Likelihood Model of persuasion (Petty & Cacioppo, 1986), in that jurors may process some complex trial information at a peripheral level (which relies on heuristic-based cues for judgement). By undermining the alibi story and its provider/witness, barristers are exploiting juror’s peripheral processing by basing their arguments on extraneous details (e.g. minor inconsistencies, the relationship between defendant and witness) as opposed to the alibi itself. This has the potential to subsequently impact on the, often negative, perceptions and attitudes formed which may further impact decision-making as to culpability.

The preliminary findings go some way in addressing an important area of the alibi literature that has been neglected; the way in which criminal barristers perceive and use alibi evidence in the courtroom. The first phase of this research is the first of its kind to not only consider this specific topic in detail, but also to use a sample of professionals who have significant experience in this role. It has generated interesting and noteworthy findings that provide a foundational knowledge on which to develop this area of interest. It is anticipated that subsequent stages of the research will expand on this topic, and consider the way in which alibi evidence is presented to jurors/juries by barristers and the impact this has on their decision-making. Specifically, mock-juror paradigms will be utilised within a mixed-methodological approach to explore the impact of barrister presentation style on jurors’ understanding and perceptions of alibi evidence. By understanding the pivotal role barristers play in evaluating and delivering such evidence, practical implications can be developed to ultimately inform real world practise.

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References
Reflective article:
Conducting focus groups with recent mothers in the community
Maria Raisa Jessica (Ryc) Aquino

Reflective practice is encouraged in various fields, including psychological practice and research. This involves critical consideration of one’s undertakings, with a view to improving future work. This article is a reflective exercise on the author’s personal experiences of conducting community-based research, specifically, focus groups with recent mothers. It will describe how the focus groups were conducted, covering sampling, recruitment strategies, and data collection. Decisions relating to the design and conduct of the study will be outlined, and a discussion of areas for improvement will be offered.

The value of reflective practice
Reflective practice is considered a useful exercise to learn in order to aid the advancement of one’s practice and maintaining competence, achieved through critical assessment (Finlay, 2008; Mann, et al., 2009). There are various models of reflection applied to many disciplinary fields, including health and education (see Mann, et al., 2009 for a systematic review). Schön’s (1983) work concerning the reflective practitioner is an influential one. It asserts that one can reflect either in action (i.e. whilst doing), or on action (i.e. retrospectively); the former involves monitoring one’s behaviours as they happen and simultaneously adapting to the situation, whilst the latter focuses on considering ways to change one’s actions after the fact, in order to improve for the future (Schön, 1983). For instance, reflective practice can be a vital tool for self-development, as one introspectively explores performance and thereby determines one’s own strengths, weaknesses and learning needs (Mann et al., 2009). With this in mind, this article therefore aims to produce reflective insights into my personal experiences of conducting a focus group interview study, and consider strategies to improve my future work as a qualitative researcher.

A description of the study
In August 2017, I completed a focus group study which explored recent mothers’ experiences of maternity care as collaboratively delivered by midwives and health visitors in England. Focus group interviews are useful for eliciting collective views, as well as for comparing individual standpoints by capitalising on interaction between members of the group (Morgan, 1997). Recruitment was undertaken through various channels, chiefly face-to-face recruitment at two London Children’s Centres. Ethical approval was obtained through the School of Health Sciences, City, University of London (ref.: MCH/PR/PhD/17-18/01). Three focus groups (N= 12) were conducted face-to-face in a London Children’s Centre between June and August 2017. Focus groups explored women’s experiences of the maternity care they received from midwives and health visitors, and sought their opinions of their ideal maternity care pathway. These lasted approximately 70 minutes, and following participation, study participants were given a £10 Amazon voucher as a token of appreciation. The following section explores the key decisions made in relation to the conduct of this study; specifically, focusing recruitment and data collection on one geographical location, and providing remuneration to
Conducting focus groups with recent mothers in the community

Participants. Each of these will be discussed in turn.

Decisions, decisions, decisions: Recruitment and data collection

When planning the study recruitment, I contacted numerous Children’s Centres and Maternity Services Liaison Committees across London and Essex, where I am based. The idea was to capture as wide a geographical area as reasonably possible, to ensure inclusivity. I contacted a total of 74 Children’s Centres and Maternity Services Liaison Committees. This initial contact resulted in 12 responses. Following various meetings with eligible and interested Children’s Centres, I then decided to concentrate my face-to-face recruitment efforts in one London borough. The reason for this was that within this borough there were two Children’s Centres that granted me access to recruit participants to the study, one of which offered a venue to conduct the focus group interviews. Despite the close proximity of the two centres, the demographic characteristics of the women and families that attended these differed from one another. A third centre located in another London borough was keen to be included in the study, however, logistical issues presented as a barrier to our partnership. Whilst focusing on one borough meant that the geographical reach was not as wide as originally intended, this single area was still diverse enough to allow me to invite women with a variety of experiences to the focus groups. In addition, this also allowed me to establish rapport with potential participants in a short period of time. Had I had more areas to cover, it may not have been possible to establish and sustain good relationships with the Children’s Centres’ staff, who acted as gatekeepers to my participant sample (Robinson, 2014), thereby making recruitment more challenging.

To extend my reach, I supplemented face-to-face recruitment by advertising the research study through social media (e.g. Twitter), and word of mouth. Using varied recruitment methods, including online, allows for study information to be disseminated more widely (Robinson, 2014). All participants were enrolled into the study through face-to-face recruitment, and no expressions of interest to participate in the study were received via social media. A potential explanation for not drawing any participants from the online recruitment was that women who may have been eligible and interested were unwilling to travel to the Children’s Centre where the focus group interviews took place.

Furthermore, I recognise that collecting data from a single location limits the study findings, and has implications for the reporting of these. With regard to the findings drawn from this research, it is important to acknowledge that although these might not be entirely representative of the population’s views, these women’s reports are not any less valid or true. In line with the principles of qualitative research, several strategies were employed to ensure the rigour of the study. This included a peer debriefing session (Noble & Smith, 2015), where a member of the research team discussed with me any potential biases. For example, areas that I did not explore in the focus groups due to not having direct experience of maternity care, and provided support on how to overcome this in subsequent sessions. Finally, it is critical to ensure that the experiences of these mothers are accurately presented in any reports or publications, and are considered accordingly when making practice or policy recommendations. This can be achieved by revisiting audio-recorded data in order to ensure that emergent themes are in line with participants’ accounts, and by using participant quotations for theme description (Noble & Smith, 2015).

Decisions, decisions, decisions: Incentivising the research

The decision to incentivise study participation was informed by my previous experience of conducting research with this population. In addition, the issue was given adequate
Maria Raisa Jessica (Ryc) Aquino

ethical consideration. Specifically, during my PhD, I worked as a research assistant and was involved in an interview-based study concerning recent mothers and their experiences of continuity of care. Participants were provided a token of appreciation following completion of the interview, based upon the recommendation of members of our Patient and Public Involvement group. This worked well and prompted me to similarly provide a token of appreciation to women participating in my focus group study. The idea was to recognise women’s efforts to take part in what might be seen as a burdensome study (i.e. having to attend a face-to-face focus group lasting at least an hour), during a time that can be quite challenging for them (i.e. taking care of at least one child under 18 months old).

Providing participants monetary rewards for participation in research may at times be deemed coercive; however, the Health Research Authority (2014) provides guidelines on the ethics surrounding providing payments to participants for their involvement in research. For example, based on these principles, in our study it was important that the inducement offered was not excessive such that it led women to participate when perhaps they typically would not. After reflecting upon the risks and burdens of participation, as informed by previous research experience in the area, our research team concluded that the study remains of interest and acceptable to participants; thus, the inducement (i.e. £10 Amazon voucher) was deemed suitable for the purposes of the study. The amount offered and mode of payment was decided on the basis of the time commitment required for the study and consideration of similar research. This was explicitly, but discreetly stated in the recruitment materials.

Furthermore, I wished to be able to provide the token of appreciation immediately after the participation, hence I have opted for Amazon vouchers. Providing cash payments could have delayed the inducement, as this requires clearing from the University’s finance department. From my experience, in this instance the decision to pay the participants was an easy and appropriate one, given the mothers’ efforts to contribute to the study. Informal feedback from the participants also suggested that the payment was appreciated by them; however, the main driver for participation was the opportunity to share their experiences of maternity care and contribute to service improvement.

Looking to the future: an action plan
The following section explores two specific plans which I developed for any future focus group studies with recent mothers that I might undertake, taking into consideration what has been discussed thus far. I begin by outlining ways to improve engagement with partners and local communities, and then discuss other means of providing payment to participants.

Involving partners and local communities
Despite my efforts in reaching out to as many community-based centres as I could within reason, the response from these centres was still low. It may be because I engaged with these centres late in the process, specifically after the completion of the study design and application for ethical approval. This issue needs to be addressed in future research. One way of doing so is exploring whether community-university partnerships already exist (see e.g. Hart et al., 2009), and exploring whether these partnerships share any overlaps with the research area/population. In addition, before establishing partnerships with local communities and partners, it is important to reflect upon what kind of partnerships will be mutually beneficial, for example, ad hoc, or longer-term relationships. The role of Patient and Public Involvement groups is critical to this process, as members of the group can provide invaluable advice regarding how to approach the target population, as well as feedback on the research design.
Incentivising the research
With regard to paying participants, providing vouchers is only one way. Participants can also be remunerated in cash, however, as previously mentioned, this can delay the process of payment. In saying that, in the future I would like to have the capacity to offer study participants an option of either vouchers or cash. Whilst this may involve a considerable amount of paperwork, it facilitates the accommodation of participant preferences. In order to make the participant reimbursement process as smooth as possible, planning ahead is essential. This involves liaising with the finance department and acquiring appropriate claim forms. As was done in this study, it is paramount that future research considering providing payments to participants reflect upon the issue of potential distortions or biases in relation to participants’ evaluation of the risks and benefits to participation (Health Research Authority, 2014). Finally, in the future, I would also consider offering reimbursement for participants’ travel expenses as this is a recommended practice. In saying that, decisions to pay participants for involvement in such studies need to always be evaluated against guidelines, such as those set out by the Health Research Authority.

Brief note on reflective practice and conclusions
Undertaking this reflection-on-action exercise has enabled me to clearly outline the strengths and limitations of this recently concluded focus group study, particularly in relation to my decision-making skills as an early career researcher. In addition, using writing as a tool to consolidate these reflections resulted in an appreciation for the value of examining the actions taken in this specific piece of work. This article demonstrates that reflection-on-action can help to make sense of the wider issues in one’s research, and can guide one to develop practical solutions to these. Furthermore, reflection also gives an opportunity to bring to the fore one’s strengths, which is an important part of learning.

Whilst writing is supported by evidence, using other tools for reflection, such as engaging in peer/mentor dialogue, is also recommended (Finlay, 2008). Following this reflection-on-action, I endeavour to reflect more in action; a worthy pursuit which has the potential to improve my research practice instantaneously. Finally, I aim to explore a wider range of tools for reflective practice which can contribute to my development as a researcher in psychology.

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Hints and tips:

Insights into undertaking fMRI research abroad

Vicky Adams

In academia, it is highly prevalent to carry out research away from a home institution as a result of networking, collaborative relationships and equipment availability. I was fortunate to use state-of-the-art fMRI equipment to collect my data in Maastricht, Netherlands. I will outline the merits as well as the difficulties of data collection abroad, detailing what I have learnt from this experience. I hope this article will be informative for postgraduate researchers considering or going to undertake fMRI research abroad.

In higher education, networking and research collaborations foster flexibility to undertake research in different institutions. As a result of my PhD supervisor’s links with the company, Scannexus, at Maastricht Brain Imaging Centre in the Netherlands, I was fortunate to be able to use their facilities to carry out my PhD research. This site is renowned as a European Centre of Excellence in Ultra-High-Field magnetic resonance imaging (MRI) as it contains a 3T, 7T and a 9.4T Siemens MRI scanner (Scannexus, http://scannexus.nl/). The range of scanners reflect magnetic field strength; with higher magnetic field strength corresponding to greater spatial resolution. My experiments were conducted on the 3T scanner and the data were collected with a 64 channel head coil, facilitating the collection of high resolution brain scans.

My two central PhD experiments make use of advanced functional magnetic resonance imaging (fMRI) to study the brain representations of a healthy sample’s ability to recognise emotions. In the first experiment I investigated the involvement of primary visual cortex (V1), previously thought to reflect only what is seen through the eyes, and the role of feedback, how information from higher cortical areas is fed back to influence V1, in compensating for missing facial feature information in emotion recognition. My second experiment tested the embodied account of emotion recognition. Previous work has found overlap in brain activity across the perception and motor production of an emotional expression (Hennenlotter et al., 2005; Kircher et al., 2013). However, to date it is unclear whether the same representations of expression (e.g. happy and fear) are utilised across perception and production. My experiment was designed to test this question. These novel research projects were designed to address key questions in cognitive neuroscience. The equipment needed, including a 3T scanner, projector and response buttons, was widely accessible at Scannexus and when the projects were proposed it was not possible to scan locally.

Being new to fMRI research, I applied myself to learn how to collect and analyse fMRI data: from communicating with the research team in the Netherlands, subject recruitment, learning how to use the scanner, to scanning participants, analysing data and preparing it for presentation or publication. I hope by providing insights into my experience that this article will help other researchers undertaking fMRI.

Merits

Overall my research trips to the Netherlands provided me with very valuable experience.
I was responsible for scheduling participants prior to arrival, a process which involved familiarising myself with the research centre’s recruitment protocols and MRI screening forms. For subject recruitment I created posters that the research team distributed around the Brain Imaging Centre and Maastricht University. I also used online bulletin boards to advertise my studies. On the advertisements participants could link to a corresponding Facebook page if they wanted more information and/or email our designated Google mail account. I would recommend setting up a separate account that is easy for the public to remember and will help you to keep track of emails. Before subjects were recruited I emailed a screening form for them to complete in order to check their eligibility. This is very important as the existence of ferromagnetic material in a participant’s body, such as an aneurysm clip, cardiac pacemaker or non-removable body piercings, will make being in an MRI environment unsafe. Uncomfortable localised heating or burning may occur as metal will be attracted to the scanner magnet and subsequently heat up. Overall I learnt to recruit participants appropriately, taking into account any MRI contraindications.

On arrival I was fully trained in MRI scanner safety. Hereafter I was permitted to prepare participants for scanning by giving them experimental and safety details, scanning alongside my supervisor (a certified user) and subsequently debriefing them. I helped position the subject on the scanner bed (placing a cushion under their knees, beside their ears and elbows), setup the emergency squeeze ball and the response buttons (explaining to the subject how to use each of these in turn), as well as connecting the head coil, moving the scanner table up and setting the subject’s position to the centre of the magnet. Thus, I was fortunate to have a hands-on role throughout, enabling me to gain a wealth of practical experience and consequently I learnt a lot from my time scanning abroad. If I had been able to scan at my local facility within the NHS, I would have missed this opportunity as participant setup was the responsibility of the radiographer; this amount of practical experience can only be obtained in research units containing MRI scanners.

Obtaining available and non-disrupted time to scan at my local facility within the NHS also would have posed difficulties, since patient scanning for medical purposes is understandably prioritised over research time. This results in a lengthy data collection, for example, data collection for a single study may take up to four months to complete with just one research day a week after a long time window for ethical approval. In the Netherlands, the scanner was available to book for a number of consecutive days. Therefore I was able to collect data quickly and efficiently (however, please see below the drawbacks of this approach). This efficiency was enhanced with the help of my supervisor’s knowledge and a great research team on hand to provide operational support.

**Difficulties**

Inevitably my research trips were not devoid of challenges. It proved difficult to set up complex fMRI experiments in a research centre hundreds of miles away from my UK based institution. This setup involved checking whether they had the correct equipment and if the relevant software was installed and operated properly on the stimulus computers. Furthermore, the experimental code needed to be sent in advance to check that it ran successfully. Encountering problems upon arrival meant that there was a limited amount of time to make changes. If you are thinking about conducting research abroad, I would highly recommend setting up as much as possible before arrival.

In addition to operational difficulties, it was difficult to recruit participants in advance. Recruitment involved numerous email exchanges, and whilst much of the population were English speaking, there was occasionally a language barrier. Special care was taken to recruit participants fluent in English. Details regarding the participant’s...
language abilities were garnered from them completing an extended version of the MRI screening form prior to recruitment. It is worth thinking carefully about any participant criteria that may be relevant to you before recruitment, such as participant’s vision and hearing ability or handedness, as not all of these will be detailed on a screening form.

Despite the aforementioned benefits of rapid data collection, the fast paced nature of scanning was intense and tiring with lots of data collected in a small time window. MRI scanning is very costly and leaving the scanner empty for long periods of time between each participant uses up paid research time. As a result of this, scanning throughout the day was almost continuous, with the next participant being greeted and informed about the experiment while the previous participant finished tasks in the scanner. We did this so they were scanner ready for their allocated time slot. I would propose doing this if time and resources permit.

This rapid data collection, however, posed a greater challenge when some participants failed to show up to the experiment, even after confirmation. These situations occur in any institution but finding a participant for this slot at short notice was difficult as we had few contacts in the Netherlands. In these cases a member of our research team would often take part in the study or the slot was unfilled. Leaving a MRI slot unfilled is very costly, so it is a good idea to have a back-up plan or substitute participants in place.

**Conclusion**

I hope that detailing my experiences is informative for researchers considering or about to undertake fMRI research. Although this research is challenging, especially when carrying it out at a different institution, it is a very valuable and rewarding experience.

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Hints and tips:

Time management for postgraduate studying

Jayne Hamilton

As a recent winner of a PsyPAG bursary, I was asked to write an article for The Quarterly. Whilst this probably sounds like something that should be easy and straightforward to a PhD student, I wanted to write something that was interesting and relevant to many readers. My current research looks at time management of autistic adolescents and young adults, therefore, I thought it was applicable to write about time management of postgraduate studying. Below you will find a few hints and tips that I think I could have benefitted from being told at the beginning of my PhD journey.

From a young age, many people are taught the importance of time management, however, not necessarily how to actually use time management to plan things in day-to-day activities. As part of my PhD research, I have been looking at time management in adolescents and young adults (with and without a diagnosis of autism). I have found that time management is linked to our general wellbeing and general health, therefore, realised the knock on impact it has on our health. Good time management leads to a productive life, with plenty of time to do other things too, however, bad time management leads to an unproductive time in work, which in turn impacts and decreases the time we have to spend with our families and friends, as well as our time to spend exercising and socialising. Below you will find nine tips regarding how you can manage your time. I hope you find these useful!

Hints & Tips

Tip 1: Plan your time

When starting a postgraduate course, the submission or completion date probably seems like a lifetime away. However, the reality is the end date comes around quickly! To ensure that you do not leave everything to the last minute, make a timeline for all of your key activities – your final date, any classes or training sessions and coursework deadlines etc. You should keep this timeline somewhere that you regularly look at so you remind yourself of the deadlines that are upcoming. This should prevent any deadlines making a surprise appearance.

Tip 2: Split your time

When lots of deadlines are approaching, it is really easy to make an unrealistic plan regarding the amount of work you think you will complete. If you do this each day, you will get bored quickly and due to the lack of breaks you will become less productive. Be realistic in your planning, and schedule in lots of breaks. Time off is just as important as time working. Schedule breaks, time out and evenings off. You will feel better with the work/life balance and giving your brain a break allows you an opportunity to come up with new ideas and concepts.

Tip 3: Make use of your official time off

Holidays are so important! You do not need to leave the country, but you do need to take set times throughout the year that you close your books and your computer, and take a complete break from all reading, writing and learning. During this time, you can complete the fun activities you have been thinking of throughout the year, or do some of your DIY projects you had planned but never scheduled, or just binge watch your new favourite series! By the end of your holiday you will
feel relaxed, refreshed and ready to start work again with a renewed level of energy and creativity.

**Tip 4: Post-its**
While you are working on a task, keep post-it notes, or small pieces of paper beside you. If you get side tracked by your own thoughts about other things that you need to complete, you can write them down on the pages as a reminder. When you have finished your current task, you can then approach the reminders and decide upon the urgency of each. Upon completion of these tasks, you can then bin them. The satisfaction of this process helps remind you that you have been productive. Just keep a general rule that you should only write down urgent things that need completed that day and be careful that you limit the amount you make per day!

**Tip 5: Multitasking**
Do not do it! Whilst it is often very easy to get side tracked, or to think of something else that needs to be done while you are currently working on a boring or mundane task, do not give in! Use the post-it notes from Tip 4 above; write these things down, and after completing your current task move on to the new idea. Do not try to start something new until you have finished the previous task. If you start this process, you will very quickly end up with many tasks started, but nothing finished. This will cause a great amount of frustration and may hinder your productivity because it will feel like you are not achieving anything.

**Tip 6: Limit social media**
Facebook, Instagram, Twitter, Snapchat, YouTube, Pinterest, Tumblr, Reddit, Flickr, LinkedIn (to name a few!) are some of the greatest distractions we face. This is something generations before us did not have to struggle with, but we do! Many people are literally addicted to some of these websites, but this can really interfere and hinder any work-related productivity. If you have enough willpower and self control, limit these websites. Allow yourself breaks (*Tip 2: Split your time*) as a reward, and allow yourself to use any of the social media platforms that you desire. If you do not have enough willpower and self control, switch your phone off (or at least put it on silent and set it face down!) and use other mechanisms that block websites of your choice for specific durations of time. For example, if you have agreed with yourself that you will work for 45 minutes until your next break, block all of the websites that will tempt you for 45 minutes. This can be done through numerous different apps (e.g. Self Control App) but does not prevent you still using all other websites that you did not block – e.g. Google, so your research will not be impaired.

**Tip 7: Reward yourself for reaching specific milestones**
When you have reached a milestone, give yourself a reward! Buy that new game/gadget/handbag that you have been looking at, go for a drink with a friend, or just finish early, go home and relax! By giving yourself a small reward, you will feel good about yourself and will be more likely to try to reach your next milestone too! Just be careful to not make your milestones too insignificant, otherwise the rewards will become less important or worthy.

**Tip 8: Eat, sleep, and exercise properly**
Look after yourself properly so you can work productively and learn efficiently. If you try to work a full day after a night of disrupted sleep, you will not be able to work to your optimal level. If you try to work all day without any breakfast or lunch, you will be so distracted by your hunger (and low on energy) that your productivity levels will be very low. Set yourself time to eat within your daily schedule. If possible, use this as an opportunity to go for a walk, or even just stand outside. Taking a break from your office environment and getting some light exercise, or even just fresh air, can help you feel more refreshed and energised. It is
really important that you take care of yourself so you are able to work to your optimal level.

**Tip 9: Use time tracking apps**
There are many apps and websites that exist now (e.g. Rescue Time) that track how you spend your time whilst online. This can be really informative, because it will show you how long you spend browsing websites that are not related to your work, or the amount of time you spend away from your computer too. You can account for this time, but even the amount of unaccounted time the app shows really challenges you to think about how you really spend your time throughout the day (and in turn, throughout the week). If you really use these apps, they can change how you think about, approach and plan your day.

**Conclusion**
There is endless advice about time management accessible at the click of a button online. Whilst most of this information will be informative and applicable, there are times that some of it conflicts. Think about the advice carefully, and only take on board what works for you! Take your time to plan your time before beginning any task and always allow yourself extra time so you are not faced with difficulties if an emergency happens. But most importantly, plan your time well, but also stop working, switch off when you are not in the work environment (e.g. office or library), take frequent breaks, rest and eat well, do not burn out, and most importantly, do not feel guilty about time off. Time management is important because it allows us the opportunity to spend time on other things at the same time, and not just become absorbed by our postgraduate studying!

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Hints and tips:
When anxiety comes knocking
Tamsyn Hawken

Many individuals experience anxiety and academia can provide a number of anxiety-inducing scenarios. Few postgraduate students share the reality of experiencing anxiety whilst managing research or study, but there are ways that conversations can be started, and there are ways to manage anxiety when it comes knocking.

I am not the only PhD student who struggles with anxiety. Few of us share the realities of managing daily life whilst feeling worried, concerned or like our heart might jump out of our chest.

The anxiety I am talking about here is that feeling of worry, bordering on panic. Feeling sped up and like there just isn’t enough time to do everything. The body responds with some shallow breathing, heart pounding and perhaps becomes unusually warm. A brick in your chest, a lump in your throat and your stomach doing somersaults. Perhaps you can relate? With practice, these feeling states can be noticed, before you fall too far down the rabbit hole. And the point of noticing, the point of awareness, is really the beginning of getting to the bottom of things.

In this article, I share some of my go-to actions that I have found useful when I feel my anxiety reaching levels that are unhelpful. This does not necessarily mean eliminating the anxiety completely, but sometimes it is helpful to have some options to make riding the wave of anxiety just a little bit easier.

Journaling
Write it out. This can be done anywhere; at your desk, on your commute, a note in your phone or the back of an envelope. Sometimes writing things out can make anxiety seem worse by highlighting the reality of a situation, but when we write we can try and get to the bottom of things.

I find it useful to try and track down the source of my anxiety. A personal and recent example involved me feeling anxious when I tried to work on a paper that had been rejected by a journal. I kept a notepad beside me and wrote anything that came into my mind (sometimes called ‘stream of consciousness’ or free writing) and eventually I got to the bottom of it. My anxiety was coming from a lack of confidence, fear of being rejected (again) and being embarrassed about showing my work to my supervisors. Being able to identify the factors underlying my anxiety meant that I could address them by taking actions such as changing my thought patterns and I managed to complete the tasks I needed to get done.

Breathing
Breathing is an automatic function, but there are ways you can work with your breath to calm your nervous system. The technique I use most is the three-part breath, which involves breathing in for a set period of time, holding your breath for a set period of time, exhaling for a set period of time, holding for a set period of time and repeating. You can do it anywhere and you can choose any combination of time. I usually opt for 10 seconds in, 10 seconds hold, 12 seconds out, 10 seconds hold and repeat anywhere between three and nine times. This isn’t going to solve all your anxiety problems, but it can certainly be a useful bit of first aid in an anxious moment.
**Exercise**

Sometimes your nervous system needs to be calmed. Other times it needs the opposite. If your heart is pounding, your muscles feel twitchy, your breathing is shallow and you have a lot of anxious energy in your body, you might need to burn it off. Your body is responding to a perceived threat and is therefore likely to be in fight or flight mode. This means there will be a lot of hormones circulating, including adrenaline. Your body is preparing for a challenging or threatening situation. Diffusing that energy rather than trying to be calm is sometimes the best thing. It does not have to be a long run or a full exercise session; it might be as simple as finding an empty room and doing some star jumps or stomping on the spot.

**Make a plan**

My anxiety often manifests as ‘not having enough time’. A fear of running out of time and not getting things finished. How many times has this actually happened? Never. So in addition to reminding myself of that I also try to make a plan. I do it on my own or alongside a friend or mentor. I gather up everything I need to make a good plan (my diary, a calendar, my phone/laptop, deadlines, a to-do list, coloured pens and highlighters). I make a plan with plenty of breathing space and flexibility, some buffer room just in case things don’t go to plan and then once I have that, I know that if I stick to it, things will get done. It means my anxious thoughts can be placed to one side. I can say ‘Thank you for trying to make sure I get things done, but I will, and I don’t need your help now’!

**Don’t make a plan!**

On the other hand, sometimes a plan just cannot be made. The most anxiety-provoking part of my PhD recently has been recruitment. Handing over my precious study into the hands of others. Having to trust people will volunteer, do what I have asked and help me collect data. Although I can make a plan of my own actions, I cannot make a specific plan because I don’t know if or when people will get back to me. That means I have to try and relinquish control a bit and accept that things might feel ungrounded for a while. Not easy, but sometimes the only way to reduce the anxiety is to release the control.

**Weigh things up**

For those of us who are prone to anxiety we can sometimes write off whatever our brains are telling us as nonsense. But there are times when anxiety is normal and can be helpful. It is important to recognise instances when anxiety might crop up, so that we do not automatically dismiss it as irrational. A personal example is my PhD confirmation. The few days after confirming my viva date I felt anxious and froze. After realising that some anxiety was helpful and would hopefully keep me on track, it lessened and I was able to function. If you hate presenting and you have a presentation coming up, anxiety is going to be expected. I think it makes sense to be paralysed with fear or anxiety if there is a risk you might look foolish. Ultimately anxiety is a survival mechanism and can be really helpful. It is when it becomes inhibiting and makes life hard that we need to check in and see what is going on and whether we can help ourselves at all.

**Done lists**

These lists are my favourite. Anxiety can make us feel really down about ourselves and like we aren’t getting enough done, not being productive enough. When you write a done list you start seeing all the things you are achieving. The little things you wouldn’t normally consider as productivity. I use this tool every day and I try to break things down as much as possible. For example, ‘organising an interview’ becomes 1) contacting potential participant, 2) discussing study, 3) emailing details and 4) arranging first meeting. I highly recommend making use of this strategy if you find it hard to acknowledge your own productivity.
Sharing and talking

They say a problem shared is a problem halved. Whether talking things over with a trusted friend, a colleague or a professional, it is likely to help. Sometimes there might be something else going on underneath your anxiety. Perhaps it is about something much bigger and some guidance or support will help you get to the bottom of it. There is absolutely no shame in reaching out for help or assistance, in fact, in the face of anxiety, it can be a really brave and courageous thing to do.

If you are a student and have a diagnosis of anxiety (or any other mental health condition) which impacts your ability to work effectively, I urge you to approach student services at your university and enquire about getting support. Often there are services that can help you work more effectively and enjoy your studies rather than feeling like you are just dragging yourself through them.

Doing things that are time-consuming, challenging or difficult does not have to make you feel like rubbish in the process. Anxiety can be managed and can be worked with! I would really like to start a conversation about this. How do you cope with anxiety? Do you have your own tips? You can find me on Twitter @healthpsychtam or my website www.healthpsychtam.com – I’d be delighted to hear from you.

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Hints and tips:

Top tips for surviving (and enjoying!) an academic conference

Katie Groves

The thought of attending an academic conference can be overwhelming, especially if you intend to present. This is natural, so perhaps it is not surprising to find that experienced students adopt similar strategies in order to 'survive' (and even enjoy) an academic conference. The highlights of such strategies, centred on planning attendance, presenting work and networking, have been outlined in this article in order to help you make the most of the conferences you attend.

Plan for success

Funding

Think about the cost of attendance early. Start by calculating the cost of the entire trip so that you know how much money should be applied for. Consider registration fees, travel, accommodation, poster printing as well as food and drink (including the conference dinner). It is worth applying for funding even if you have a 'personal budget' that can cover these costs, as success would save money for conducting research and looks excellent on an academic CV (Vitae, 2017). Peers and supervisors are a good place to start in order to find out about available funding.

When applying, be sure you know exactly what is on offer. For example, some funding bodies do not cover registration fees or will only fund accommodation up to a certain amount or for a fixed number of nights. If you are unclear about the stipulations then contact the funding body. Applying for several funds to ensure all costs are covered is perfectly acceptable. Additionally, look out for student bursaries offered by the hosting association. Sometimes fee waivers are also offered in return for working voluntarily at the conference.

Don’t underestimate the logistics

It is not compulsory to stay at the conference venue, find out where the venue is situated and search for cheaper accommodation nearby. If the location cannot be found online then contact the organisers. Aim to stay somewhere central that is within walking distance of the venue and perhaps the train station if you are travelling by train. Also consider the amenities you will require, e.g. towels, iron, multiple power points, and luggage storage, but be sure to make a distinction between what you would like and what you need. Think safety, cleanliness and location! Having breakfast included is a good idea, as this often saves money and will help sustain morning concentration levels. Above all else, shop around; there will be lots of options if the search is started early. Using a website such as http://www.booking.com/ is useful as the comparison process is streamlined and searches can be centred on a specific location, such as the conference venue.

Read the programme before the conference

More often than not, conference organisers will post a copy of the programme online prior to the conference. It is helpful to download and print a copy of this before arriving in order to thoroughly read abstracts and earmark interesting talks and poster presentations. It can be overwhelming when you arrive and you might find yourself tempted to attend everything, so preparing before-
hand will help you to be selective and ensure that you attend all of the talks and posters that will be the most beneficial to you.

**Treat yourself**

Plan to do something touristic. As proceedings usually finish in the evening of the last day, you could book your travel for the evening of the following day in order to have a whole day for exploring (this is why luggage storage is important). Alternatively, you could plan to undertake some adventures during the conference lunch breaks. Having something to look forward to will give you a point of focus in moments of anxiety. For those of you who really do not enjoy these events, it will also serve as a reminder that the conference will not last forever. After all the hard work, this is also a good way to unwind and reward yourself.

**Present with poise**

**Keep it simple**

Whether you are presenting a poster or giving a talk, it is important to be mindful of the level you pitch at. Conference themes are usually broad, so although delegates work within related fields, specific research interests and the methodologies employed are vast. Consequently, at least some members of the audience will not know about the technicalities associated with your research. Try not to alienate them with too much jargon or by omitting basic information. It is more impressive to convey complex information simply than it is to pitch it too highly. The audience can, and will, ask questions about the more complex aspects of your work if they see fit. Moreover, those who are interested will converse with you afterwards, which is a great opportunity for networking.

Less text, more pictures, is also a good tip to keep in mind (see Golash-Boza, 2011, for more tips), whilst it is important to remember that a poster should be able to stand alone as sometimes it might be attended out of session time.

**Elevator speech**

Poster sessions can sometimes feel a bit like the London Underground during rush hour. There are usually lots of posters to look at so do not feel offended by the rush of people passing through! Prepare for this by having an ‘elevator speech.’ In other words, you should be able to highlight the key points of your work during the time it would take to complete a short elevator journey. With that in mind, it is a good idea to have a one minute, a three minute and a five minute version of your speech. You will then be well-equipped to pitch according to the needs of your audience. This is also applicable if you are giving a talk as you might want to give a brief overview whilst networking (see Willyard, 2010, for further tips).

**Keep the bigger picture in mind**

Think about the analyses you conduct carefully. Try to present results as closely as you intend to report them in your thesis or paper. By doing so you are likely to receive some helpful feedback that might shed some light on what a reviewer or an examiner might think. This is especially useful if you have some unexpected or anomalous findings. Ultimately, in doing so you have a greater opportunity to improve your work and perhaps shape how you interpret your analyses.

**Practice makes perfect**

What we want to say, and what we actually say, can be two completely different things. When presenting, it is important that the two are aligned so that the key points of a speech are conveyed clearly. The best way to achieve this is to practice! Although remember, your speech should sound natural when delivered, try to avoid practicing to the point that you no longer sound human.

Rehearsing to family members and friends is a good way to ensure you have pitched at the right level, whilst practicing to colleagues is a good way to put yourself under a little pressure. This is important as nerves often increase the pace of your speech, alter your breath and have an impact on your memory.
Practicing in situations that make you a little nervous can help you to manage this. If you can, check your slides on the projector when you arrive and make yourself familiar with the space you will be presenting in. This will also help to calm any nerves.

**Network efficiently**

**Contact speakers**

When earmarking the talks and posters you would like to attend during the pre-conference planning phase, you might like to go one step further and contact speakers whose work you find particularly interesting. You could ask to meet for a coffee at some point during the course of the conference or perhaps suggest meeting after the final presentation. Enquiring about a meeting like this shows initiative, interest and enthusiasm. This will make a good impression if you are looking for a post-doc placement. On the other hand, if you are new to conferences or travelling alone, then this is a great way to make a contact before you arrive. An arrangement such as this is likely to make the experience a little less lonely and your pre-conference contact(s) will often introduce you to other researchers in the field and thus, your network will begin to grow.

**Get contact details**

Whist networking it is very important to remember to get contact details, even if the person holds research interests that are dissimilar to your own. You will meet a lot of people so it is a good idea to keep a record of names, email addresses and research interests. You could pin a sheet of paper to your poster board in order to collect such information and if relevant, you might wish to add contacts to an online network such as LinkedIn (https://www.linkedin.com/) but it is polite to check with the person before doing so. In order to solidify a contact, follow-up with them after the conference. The typical way to do this is with an email and often a reminder of what was discussed (see Armstrong, 2007, for further tips).

**Ensure that you are contactable**

As important as it is to record the contact details of others, you should also ensure that you have your own contact details ready at hand. Therefore, it is useful to include your contact details on presentation slides and/or your poster. Moreover, a good strategy is to provide take-home A4 print outs of your poster that include contact details. These can be left next to your poster or pinned to your poster board in your absence. Alternatively, you might like to consider carrying business cards if you are giving an oral presentation or passively attending.

**Go to mixers**

Informal student mixers and a conference dinner are usually offered as part of the conference programme. In addition to this, other informal arrangements for social events tend to transpire over the course of the conference. If you are alone, this is an excellent opportunity to network, be assured that you will not be the only lone person attending and join in. If you are particularly nervous, you could approach people who also look like they are travelling alone during the refreshment breaks and find out if they are going to attend. Generally speaking, those who attend conferences are friendly, open and willing to meet new people so you will not be alone for long. On the other hand, if you are in attendance with your research group or fellow students, then be mindful to network with new people. You will not expand your network of contacts by only socialising with people you already know.

**Concluding thoughts**

This article has highlighted some key hints and tips for surviving, and hopefully enjoying, an academic conference. As a final thought, in moments of pre-conference anxiety, it is useful to reflect on the potential benefits of attending. For example, consider the prospect of meeting influential figures within your field, or receiving some feedback that could aid thesis- or paper-writing. There might also be a chance of finding a post-doc...
placement! The possibilities are endless and will be unique to your own circumstances. Whatever the outcome, it is fair to say that the benefits of attending and presenting at an academic conference will far outweigh any pre-conference nerves. At the very least, interacting with other researchers will increase your confidence and enhance your critical thinking skills, which will be beneficial when writing your thesis and completing your viva.

Acknowledgements
I would like to thank Katarzyna Kostyrka-Allchorne and Dawn Liu, PhD students from the Department of Psychology at the University of Essex at the time of writing, for their valuable feedback with regards to the hints and tips provided in this article. Much of this advice also echoes the words of encouragement I have received from my supervisors Dr Helge Gillmeister and Dr Steffan Kennett, as well as the guidance provided by Dr Desmond Thomas during his ‘PhD Thesis Writing’ course, which is offered to University of Essex PhD students.

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References
Conference review:

18th General Meeting of the European Association of Social Psychology

Karlien Paas

The 18th General Meeting of the European Association of Social Psychology (EASP) took place in Granada, Spain. This meeting focused on all research in social psychology, and celebrated the 50th anniversary of the EASP. During the conference, I met some inspiring people, and was inspired with new research ideas! In this article, I review the conference and discuss some of the talks and sessions I have attended.

This year’s meeting of the European Association of Social Psychology (EASP) marked the 50th anniversary of the association. It took place over a four-day period in Granada, Spain and was held at the Palacio de Congresos de Granada, a beautiful building in the centre of Granada. The day before the conference, there were four pre-conferences on different social psychology topics: Self and Identity, Social and Affective Neuroscience, Relationship and Health, and The Self-Regulation of Health.

I was very lucky to have the opportunity to present my research at both the pre-conference of the International Society of Self and Identity (ISSI), as well as at the main conference. My presentations were both on my PhD research on how subclinical narcissists deal with stress. Narcissism is a multifaceted personality trait, and my focus is at differences between people scoring high on adaptive and/or maladaptive components of narcissism. The presentation during the main conference focused on narcissists’ use of social support. Whereas the presentation during the pre-conference focused on social support as well as other coping strategies. This was my first time presenting at a large international conference, and so I appreciated the advantage of presenting in a smaller setting at the pre-conference. This meant I was less nervous than I expected for both presentations. If this is an option for you, I recommend doing this if you feel anxious about presenting at your first conference.

The ISSI pre-conference was a smaller one-day conference with a variety of presentations. This smaller set-up facilitated some inspiring discussions and networking opportunities with other researchers in my field. Additionally, there were no simultaneous sessions, which meant I could attend all presentations. One presentation that stood out for me was the presentation by David Sherman about Self-Affirmation. He explained how self-affirmation could lead to buffer social identity threat in schools. The model explains that self-affirmation boosts psychological resources, broaden people’s perspective, uncoupling of self and threat, and can reduce threat that impacts the self. Even though David Sherman’s talk was mainly about self-affirmation in education, self-affirmation can be useful in different contexts.

During the main conference, over the course of the four days, there were three poster-sessions and ten 90-minutes presentation sessions scheduled. These presentation sessions all had 11 simultaneous sessions with two blitz-presentation-sessions (each presentation lasts a maximum of 5 minutes) and nine sessions with symposia on different topics. I attended several symposia, including two focusing (partially) on narcissism-research: ‘From Me to We and Back Again: The Dynamic Relationship Between Personal and Interpersonal Evaluations’,
and ‘Good, Bad or Ugly? – A Multifaceted Perspective on Narcissism and its Outcomes’. Together, these symposia had nine different presenters, each highlighting different parts of narcissism-research. These symposia both covered a wide range of research, including narcissism-research relating to self-enhancement, identification of emotions, pride and envy, anti-and prosociality, social interaction and introspection. The way these researchers looked at their data to interpret their findings, inspired me to think about my own findings, and about future research. As my research is looking at narcissism, and its adaptive (i.e., authority, self-sufficiency) and maladaptive (i.e. exploitativeness, entitlement, exhibitionism; e.g. Barry et al., 2007; Barry & Malkin, 2010) components, I found it very interesting to see how other people defined subclinical narcissism, and used different subcomponents of narcissism to look at their findings. For example, some researchers looked mainly at overall subclinical narcissism (i.e., a personality trait characterised by high entitlement, exploitativeness, and superiority; e.g. Raskin & Terry, 1988). Others focused on the breakdown of different components of narcissism. Two main ways to look at the breakdown of different subtypes of narcissism are: adaptive versus maladaptive narcissism; or agentic versus communal narcissism (i.e. individuals focusing on grandiosity, entitlement, and power in more agentic domains versus in more communal domains; e.g. Gebauer et al., 2012). This was very informative, and inspired me to look at my data again from a different perspective.

On top of the presentations and poster sessions, there were several roundtable discussions scheduled, which were relevant for everybody. The roundtable discussions had different topics, for example ‘An introduction to the European Research Council and to the Starting, Consolidator and Advanced Grants calls’, and ‘Journal Editors Answer Your Questions about Changing Reporting and Evidence Standards’. These roundtable discussions were a great opportunity to hear about recent topics in the research field, and how to overcome common challenges. I found it very reassuring to hear that experienced academics face some of the same challenges as I do. However, the most remarkable roundtable discussion I attended was the one on ‘Building Support for Social Psychologists at Risk’. The goal of this specific roundtable discussion was to reflect upon the situation of many of our social psychology (and other) colleagues whose ability to conduct their research is affected by political difficulties. There are many difficulties that are not yet understood, and more knowledge needs to be gathered to help these researchers at risk. The conclusion of this roundtable discussion was that the scientific community needs a more coordinated response to help these scientists. One of the first steps they have put into place is the ‘twinning scheme’ whereby scholars at risk are linked to scholars outside this repressed country. Another issue raised during this discussion was that it is now very hard for scholars in repressed countries to get recommendation letters to apply for new jobs or grants. The academic community needs to think about both short-term and long-term solutions for these respected colleagues.

Not only was the programme full of inspiring talks and discussions, there were also social events every evening. These social events included a welcome reception at the conference venue, a football match, a guided visit to the Albayzin Muslim Quarter, a visit to the Alhambra Palace, and a farewell dinner at the Escuelas del Ave María (Casa Madre). I particularly enjoyed the guided tour in the Alhambra Palace, learning about the history of the palace and surrounding region. We had a beautiful view over the city at night time because of the location of the palace. Since the social events took place at different locations throughout the city, it was a good opportunity to explore this region. Additionally, all these events provided an informal setting to meet new people with similar research interests.

This was the first conference of the EASP that I attended, and I found it a very inspiring
conference. I was surprised by how nice and approachable people were. During the conference, I had the opportunity to meet several people whose work I have followed and admired for several years, which felt a bit overwhelming at times. I also had the opportunity to present my work to all these inspiring people, and get good feedback too. I not only talked to people in my own field, but also people outside my direct research-field. I have expanded my own agenda by considering different research methods, and I have discussed future collaborative opportunities.

The mix of the scientific programme, in combination with the social programme was well balanced. Mix that all together with the beautiful city of Granada, it made an excellent conference. I look forward to the next general meeting of the EASP in 2020!

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References
Conference review:

STI & HIV World Congress
9–12 July 2017, Rio de Janeiro, Brazil
Laura Medina-Perucha

The STI & HIV World Congress is a biannual event organised by Society for Sexually Transmitted Diseases Research (ISSTDR) and the International Union Against Sexually Transmitted Infections (IUSTI). This conference is one of the leading events in sexual health, gathering over a thousand experts in the field. In this article, I will review the conference and the positive impact that it has had on my PhD and professional development.

It has been almost two years since I started my PhD in Health Psychology at the University of Bath. There have been many challenges, but it has also been a rewarding experience. One of the highlights of my PhD is being able to present my work to other researchers and professionals working in the same field of study. I recently had the opportunity to present the initial findings of my PhD at the 2017 STI & HIV World Congress in Rio de Janeiro, Brazil. This conference attracts professionals and researchers from biomedical and social sciences, as well as policy makers. This wide variety of attendees made both the formal and informal discussions throughout the conference very enriching and eye-opening.

The main aim of my PhD is to develop a sexual health service for women who are receiving pharmacological treatment for an opioid-based addiction. Attending this conference was eye-opening, as I had the opportunity to further learn about the challenges of promoting sexual health in different populations and societies. Some of the work that was presented was also related directly to vulnerable population groups that I work with, such as sex workers and women in marginalised communities. I would also highlight how the STI & HIV World Congress promotes respect between people from different cultural backgrounds, and emphasises the importance of empowering communities.

The focus of the conference was on men who have sex with men (MSM), one of the most-at-risk populations for sexually transmitted infections (STI) and HIV. One of the barriers to promoting sexual health among groups at risk is the ongoing stigmatisation and discrimination of MSM, and most marginalised communities (e.g. drug users or sex workers). In most parts of the world, these population groups are still at high risk of emotional and physical violence because of their sexual preferences and/or way of living. Moreover, sex is still a taboo and source of embarrassment in many communities. Given this social context, even testing for STIs and/or HIV becomes an extremely difficult task. People living with HIV are at particularly high risk of experiencing violence (and even violent deaths) and experience continuous discrimination. Even though drug-using women were rarely mentioned during the conference, learning about research done with other at-risk and marginalised populations was very valuable and relevant to my own PhD research. I especially found the work done by Dr Carmen Logie (University of Toronto) very inspiring. Dr Logie and her team worked with lesbian, gay, bisexual and transgender (LGBT) people in Swaziland, in order to improve HIV testing uptake. Dr Logie explained how there were multiple barriers to engaging this population group, which includes discrimi-
nation against the LGBT community and policies and laws that obstruct any efforts to promote LGBT’s sexual health. Another thought-provoking session was a debate led by Dr Mark Schuster and Dr Dennis Fortenberry, that turned into an open discussion about when should children start receiving sexual education at schools.

On a more personal note, I had my first oral presentation at an international conference at the STI & HIV World Congress. Like many PhD students, I started to feel that I did not deserve the privilege of presenting at such an important event – a feeling known as the impostor syndrome. However, these feelings eventually shifted to excitement and gratitude as I waited for my turn to present. After the presentation, I had the opportunity to discuss my work with other attendees and network at the social events. In addition to attending the conference, I spent some days exploring the vibrant city of Rio de Janeiro. Rio’s people, its music and breathtaking scenery made this a unique and unforgettable experience.

Overall, my attendance to the STI & HIV World Congress has been enriching and stimulating. It has given me the opportunity, not only to present my work, but to look at it from a more critical perspective. Also, I have been able to further develop my presentation skills and make valuable links for my academic and professional development. Having had such an incredible and inspiring experience, I look forward to attending the next STI & HIV World Congress.

Acknowledgements
I would like to thank PsyPAG for funding my attendance to this conference under the PsyPAG International Conference Bursary, and allowing me the opportunity to share my work and have the possibility to make international connections that are very valuable for my career development.

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Dates for your Diary

Conferences

24 March 2018
Welsh Branch Annual Student Conference, Cardiff

26 March 2018
Mentalising Complex Mental Health Problems: Practical Applications, London

2–4 May 2018
BPS Annual Conference, Nottingham

31 May 2018
Careers and training in Health Psychology, Coleraine

Talks

22 March 2018
Psychology in the Pub: Forgiveness is Really Strange, Manchester

28 March 2018
The Gentle Art of Persuasion: the key to writing an effective argument, Exeter

3 April 2018
Careers Talk – Sports and Exercise and Health Psychology, London

17 April 2018
Evidence-based practice in organizational psychology and HR: What is it? Why do it? How can we do more of it? London

Workshops

15 March 2018
Psychology Research Day, London

4 April 2018
Promoting your work in the media, London

4 May 2018
Supporting mind, body and spirit in neurological conditions, London

The BPS website has a full list of BPS events: www.bps.org.uk/events
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Delegate Fees:

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Are you a postgraduate student in the field of Neuropsychology?

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We are looking for a brief piece (max 600 words) of your experiences as a postgraduate student studying in the field of neuropsychology.

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Intended one day gathering on ‘Public Health and Social Justice: Stronger Together’

Intention to hold gathering on 13 April 2018 at The Albemarle Centre, Taunton, Somerset.

The International Covenant on Economic, Social and Cultural Rights (ICESCR), ratified by 160 States, confers on all human beings the core entitlements essential to human fulfilment, e.g. the rights to work, social security, family life, education and participation in cultural life. What about the UK approach to such human rights?

The BPS South West Branch intend to hold a one day gathering titled ‘Public Health and Social Justice: Stronger Together’. It is intended to be an interdisciplinary meeting with a focus on the contributions of Psychology and Public Service to the subject. To date those participating include Psychologists from the sub disciplines of Clinical, Occupational, Forensic, Community, Counselling, Health, and Sports and Exercise. In cooperation we currently have support from the Health and Wellbeing Programme, Public Health England South West and are actively seeking support from others involved in the subject area. All inquiries to Catherine Talbot – ct500@exeter.ac.uk
PsyPAG is a national organisation for all psychology postgraduates based at UK institutions. Funded by the Research Board of the British Psychological Society, PsyPAG is run on a voluntary basis by postgraduates for postgraduates. PsyPAG’s aims are to provide support for postgraduate students in the UK, to act as a vehicle for communication between postgraduates, and represent postgraduates within the British Psychological Society. It also fulfills the vital role of bringing together postgraduates from around the country.

- PsyPAG has no official membership scheme; anyone involved in postgraduate study in psychology at a UK institution is automatically a member.
- PsyPAG runs an annual workshop and conference and also produces a quarterly publication, which is delivered free of charge to all postgraduate psychology departments in the UK.
- PsyPAG is run by an elected committee, which any postgraduate student can be voted on to. Elections are held at the PsyPAG Annual Conference each year.
- The committee includes representatives for each Division within the British Psychological Society, with their role being to represent postgraduate interests and problems within that Division or the British Psychological Society generally. We also liaise with the Student Group of the British Psychological Society to raise awareness of postgraduate issues in the undergraduate community.
- Committee members also include Practitioners-in-Training who are represented by PsyPAG.

Mailing list
PsyPAG maintains a JISCmail list open to all psychology postgraduate students. To join, visit www.psypag.co.uk and scroll down on the main page to find the link, or go to tinyurl.com/PsyPAGjiscmail.
This list is a fantastic resource for support and advice regarding your research, statistical advice or postgraduate issues.

Social networking
You can also follow PsyPAG on Twitter (twitter.com/PsyPAG) and add us on Facebook (tinyurl.com/PsyPAGfacebook).
This information is also provided at www.psypag.co.uk.
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