

PSYPAG

Psychology Postgraduate Affairs Group

Quarterly

Issue 107 June 2018

Workshop Spotlight: PsyPAG Annual Conference 2018

Cyberpsychology: A field lacking theoretical foundations

Undertaking a Professional Doctorate: A personal account of navigating the evolving postgraduate landscape



Also in this issue:

'Time is an illusion': Six pragmatic tips to effectively manage time during postgraduate study

The importance of starting a conversation about suicide: Hints and tips for supporting postgraduate peers



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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

Editor's Column

Philippa Carr

WELCOME to the June edition of the *PsyPAG Quarterly*. This edition reflects the range of research areas in psychology from the more recent, cyberpsychology to the more established, emotions. One of the joys of being a *Quarterly* Editor is seeing the many ways in which your research makes a difference and raises awareness of issues in society. If your research field and/or methodological approach has not been covered in the *Quarterly* recently, why not consider writing for us. You can find more information about our writing guidelines for authors and the submission process on the PsyPAG website. We do not have a *Quarterly* without your contributions so thank you to the authors who have submitted their articles this year.

The PsyPAG Annual Conference is a highlight of the postgraduate academic year and provides an opportunity to immerse yourself in the breadth of research taking place. This year the conference will be taking place at the University of Huddersfield from Tuesday 24–Friday 27 July. Following on from the interviews with keynote speakers in the March edition of the *Quarterly*, Becky Scott, Matthew Pears and Tianna Myers have interviewed workshop facilitators to provide you with an insight as to what will be covered in these sessions. Dr Alex Bridger will be providing an opportunity to get outdoors and explore Huddersfield to introduce you to psychogeography. Other workshops will be indoors as Matthew Pears will be discussing human factors and artificial intelligence inspired by his PhD research on surgeon's performance and cognition. Lynda Turner and Tianna Myers will be exploring postgraduate identity. This will be a great opportunity to reflect on your own experiences and how you have transitioned into postgraduate research. Finally, Michael Scott

Evans, our Welsh Branch representative will be talking about the 'f' word: Funding. In a highly competitive environment, Michael will examine how to write a successful grant proposal and, in his interview, reflects on the challenges of postgraduate research and how they can be overcome.

We have a range of articles from more recent areas of enquiry such as cyberpsychology, examined by Amy Orben who calls for an established theoretical approach to support the field's further development. Continuing the technological theme, Mark Maxwell discusses the use of computers to deliver Cognitive Behavioural Therapy, its benefits and limitations. Other articles include Marc Baker providing an overview of crying literature that moves from the ancient Greeks to the use of thermal imaging in contemporary research. Talar Moukhtarian reviews the literature on emotion dysregulation, attention-deficit/hyperactivity disorder and borderline personality disorder. This article examines how the literature has influenced Talar's research exploring the issues around diagnosis for clinicians.

On a reflective note, Louise Kovacs and Sarah Corrie have explored their experiences of undertaking a professional doctorate, a relatively new option for postgraduates. Their recommendations include raising awareness of how PsyPAG can support professional doctorate students such as opportunities for the publication and dissemination of their research.

This edition's hints and tips section includes a piece from one of my fellow *Quarterly* Editors, Claire Melia who has detailed strategies to effectively manage your time including self-care which is important in maintaining your mental health. You may be aware of the concerns regarding mental health for postgraduates and Kirsten Russell

addresses this issue in her article on how to start a conversation about suicide. This provides useful tips on the language to use with others, how to support someone in accessing a relevant service and most importantly, how to look after yourself. In a further hints and tips article, Katy Unwin discusses how to organise a departmental talk and how this helps you to develop your skillset as a researcher.

The June edition is completed by our review section. Khyati Tripathi reflects on her attendance at the Death, Dying and Disposal 13 conference at the University of Central Lancashire. She discusses her use of auto-ethnography to explore Hindu death rituals and the experience of attending a cremation. For our book review, Charlotte Pennington reviews *The Oxford Handbook of Numerical Cognition* edited by Roi Cohen Kadosh and Ann Dowker and highlights the

importance of our maths abilities in everyday life.

There are changes afoot in the *Quarterly* team as three of our Editors will be resigning at the PsyPAG Annual General Meeting which will be taking place during our conference. I would like to welcome our editors elect: Josephine Urquhart, Charlotte Scott, and Alex Lloyd who will be forming the 2018–2019 Editorial Team with Claire Melia. Thank you to my fellow members of the 2017–2018 Editorial Team for volunteering your time and support to produce the June edition.

Philippa Carr

On behalf of the *PsyPAG Quarterly* Editorial Team

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Chair's Column

Holly Walton

HELLO and welcome to the June issue of the *PsyPAG Quarterly*. I hope that everyone is having a good summer so far!

The conference is set to be another great event, with preparation well underway for PsyPAG's 33rd Annual Conference at the University of Huddersfield on Tuesday 24 July–Friday 27 July 2018! If you are a post-graduate in Psychology or a Trainee Psychologist, please do consider coming along! We will be joined by the Trainee conference on 26 July. This is an excellent opportunity for all postgraduate psychology students and trainees to come together, network and share ideas. Abstract submission has now closed, but conference registration is still open so there is still time to get involved and attend PsyPAG 2018 (<https://www.psyag2018.com>)! Also, please follow our conference social media (@PsyPAG2018) for up to date information during the conference.

Our annual award deadline has now closed and we will present the winners of the PsyPAG awards at the conference. Thank you to everyone who applied for one of our four awards: 1) Rising Researcher Award, 2) Masters Award, 3) Undergraduate award and 4) Division of Academics, Researchers and Teachers in Psychology (DART-P)/PsyPAG teaching award. Our award team are now busy reading through the applications. We look forward to presentations from our award winners at our conference! We will also be awarding prizes for the best oral and poster presentation during the conference.

Many of you will be familiar with the first edition of the *PsyPAG Guide for Psychology Postgraduates*, published in 2015 and edited by Emma Norris, former PsyPAG chair

(available from: <http://www.psyag.co.uk/psyag-book/>). Given the success of the first edition, we are excited to announce that we are producing a second edition! We have recently asked for content ideas on our social media channels. Thank you to everyone who contributed to this. There were some great ideas and we're very much looking forward to watching this develop over the next year.

Since the last issue, PsyPAG's treasurer Jammy Stacey and I hosted a stand at the BPS Annual Conference in Nottingham, 2–4 May, and information officer Becky Scott and I hosted a stand at the BPS Research day in London. It was great to meet many postgraduate students across the UK and let them know about how PsyPAG can offer support.

Please see our website (<http://www.psyag.co.uk>) for all funding opportunities, including workshop funding and bursary funding for conferences, workshops, training events, study visits and travel (next deadline: October).

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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Voices in Psychology

We're always listening out for 'Voices in Psychology'. People who can take often complex ideas and communicate them in a way that will engage and inform our large and diverse audience. Writers with real impact. They're the future of our society, of our Society, of our magazine.

But perhaps you need help to find that voice. Perhaps you've got that certain something but you need practice, nurturing. We think we've made a real effort with this in recent years, providing opportunities and guidance to many first-time authors. Now we would like to begin to develop a more formal structure to this process.

For 2018 we'll set a question which will run until the end of the year. It's simply this:

Why do we need psychology? And what does psychology need?

Address either one or both parts of this question, in any way you see fit. You may find it helpful to focus on one example for each aspect.

We recognise it's a real challenge: the total word limit is just 1000, and it's absolutely vital you write with our publication and audience in mind.

Please submit to jon.sutton@bps.org.uk and include a bit about yourself – your aspirations, and how you're looking to engage with the communication of psychology. While we are not exclusively aiming this at students, we are mostly interested in identifying high potential amongst those starting

out in their journey in psychology. One submission per person please, and unfortunately, we cannot respond to everyone.

Around the end of 2018 we will publish a selection of the best entries online and perhaps in print too.

Then the fun begins... we will identify up to five respondents we feel might have real potential and contact them about playing some kind of role in developing their 'Voice in Psychology', through the provision of advice and opportunities to write more in various contexts.

As this is a trial, we can't be more specific at this stage. This will be about co-creating a Programme for the future. But, at the end of it, those selected should be able to add to their CV that they were a part of The Psychologist VIP Programme!

Get writing – and don't be shy! If you've got a head bubbling with questions, original ideas about psychology beyond the lecture theatre, and a desire to make a difference, then that's a good place to start. You don't have to be the finished article to be Very Important to us!

Dr Jon Sutton

Managing Editor
The Psychologist
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Madeleine Pownall

Third-year undergraduate at the University of Lincoln, Chair of the British Psychological Society Student Committee and Associate Editor for the VIP Programme

Featured article:

Workshop Spotlight: PsyPAG Annual Conference 2018

Becky Louise Scott, Matthew Pears, & Tianna Myers

In the final edition of this two-part series, the following article aims to capture a snapshot of a few of the opportunities that PsyPAG Annual Conference 2018 will offer – focusing on workshops. In organising the conference, there was unanimous agreement amongst the organising committee that all workshops should be interactive and engaging, in the hope that, alongside experience of presenting at the conference, delegates will also take home some practical skills and important messages. As of reading – details of all workshops will be available on the conference website – www.psytag2018.com. We look forward to seeing you next month!

Dr Alex Bridger – Psychogeography 'Walk-shop'

Alex Bridger is a senior lecturer in Critical Psychology and Psychogeography at the University of Huddersfield. In his PhD, Alex drew upon the use of psychogeography to explore the physical space of Ground Zero, following the events of September 11th, 2001.

What are the essential aims of your workshop?

- *To introduce psychogeographical psychology with a basic understanding of key concepts and why such work is important to considering a critique of consumer capitalist environments.*
- *Practical experience in performing psychogeographical research.*
- *Networking opportunity to discuss new, emerging ways to study environments, i.e. mobile methodologies, psychogeography and walking ethnographies.*

What do you think will be the insight given to those attending your workshop?

I would hope that participants would have a greater understanding of what psychogeography means and a richer understanding of how ideological values make up everyday life. The situationists wanted to create a 'revolution of everyday life'. It would be nice to achieve that aim though it might take time!

How can the PsyPAG community find out more about the subject area within your workshop?

Research on psychogeographical psychology is 'thin on the ground' though you could check out the [article links](#) for further information.

Have you always planned to be a researcher in this specific field?

I 'stumbled' into the field of psychogeography whilst doing my PhD. I had initially planned to analyse how words and images were used to represent the events of September 11th, 2001 but I became interested in how I might make sense of the physical space of Ground Zero in New York. My PhD supervisor suggested I read the work of situationists and how they had conducted psychogeographical studies around Paris and other towns and cities across the world. This led me to consider the use of a walking methodology and how I might go about integrating situationist concepts in relation to developing a psychogeographical psychological method. Since then I have used the practice of psychogeography to study personal and social issues including consumer capitalism, gentrification, surveillance and LGBT issues.

What do you believe is a key benefit of attending a PsyPAG conference?

Presenting one's work in a friendly and welcoming conference environment and being able to meet like-minded postgraduate researchers!

If you could give one piece of advice to PsyPAG members, what would it be?

Getting involved with PsyPAG is a great way to become part of the psychology community and I gained invaluable experience in working with fellow PGRs to organise national conferences. I continue to arrange seminars, conferences and festivals. Check the links following this article for further information.

Outside of academic work, what are your hobbies and interests?

I tend to dip in and out of various hobbies though my current interests include training for Tough Mudder, watching art-house and Hollywood films, reading about cultural theory and running around the Yorkshire Moors.

Interested in Alex's workshop, or want to learn more about psychogeography? Then check the following links, as well as the Fourth world congress of psychogeography website for more (<http://4wcop.org>)! <https://thepsychologist.bps.org.uk/volume-29/april/walking-radical-talk> <https://research.hud.ac.uk/ourstaff/profile/index.php?staffid=483>

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Dr Lynda Turner – Becoming a Psychologist: Exploring Shifting Identity in Postgraduate Psychology Students

Dr Lynda Turner is currently a senior lecturer at The University of Huddersfield, having joined the university in 2005. Lynda's PhD explored student transition into Higher Education. Tianna Myers is also currently at the University of Huddersfield where she is undertaking her PhD, looking at transition to postgraduate study for engineering students.

What are some of the current challenges your subject area faces?

Lynda: There is little research exploring transition to postgraduate study. This may be because the academy assumes postgraduates are competent students who can ably manage their own transition.

Tianna: There seems to be an assumption that postgraduate students are already successful, competent participants in higher education.

What are the essential aims of your workshop?

Lynda: The workshop will explore participants' experiences of becoming a postgraduate psychologist. Participants will share their experiences of enabling and disabling practices and their ideas for improving transition to postgraduate study in psychology.

What do you think will be the insight given to those attending your workshop?

Tianna: Participants will hopefully gain an understanding of the role of identity in the transition to postgraduate study and drawing attention to the practices within university which can impact upon this. Exploring and discussing this can help future postgraduate students' transition.

Lynda: It's not just you! Sharing experiences could also help to shape future support for postgraduates.

How can the PsyPAG community find out more about the subject area within your workshop?

Lynda: Contact us directly!

Have you always planned to be a researcher in this specific field?

Tianna: I originally focused on the transition to becoming widowed in my undergraduate degree

due to a personal interest in this area. Finding an interest in transition and identity shift and combining this with my love of educational psychology, I decided to focus on the identity and transition to postgraduate study in a discipline with sparse research – engineering.

Lynda: *I have been an educator for 27 years, in both further and higher education. I have also studied as a postgraduate and a non-traditional student. My interest in transition emerged from my personal experiences of transition across institutions and programmes.*

If you could give one piece of advice to PsyPAG delegates, what would it be?

Lynda: *Talk to each other. Postgraduate study can be lonely!*

Tianna: *Ensure you make friends throughout your PhD journey, being a postgraduate student can be isolating and lonely.*

What do you believe is a key benefit of attending a PsyPAG conference?

Tianna: *A chance to discuss your research in a safe environment with individuals similar to yourself.*

Outside of academic work, what are your hobbies and interests?

Lynda: *I am a music fan and spend too much time and money at festivals and gigs.*

Tianna: *In between my PhD, part time work and attempting to see my family and friends every once in a blue moon I have little time for hobbies. I regularly attend the gym, enjoy socialising with my friends and attending music festivals.*

Interested in Lynda and Tianna's workshop? Have a look at Jane Tobbell and Lynda Turner's work surrounding transition or alternatively contact Tianna and Lynda.

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Matthew Pears – Virtual Reality, Human Factors, and Expertise in Training: The Future of Simulations

Matthew has been a student at the University of Huddersfield for 8 years and currently works on several projects and research pieces including a PhD project creating a ‘Surgical Cognition Enhancement Program’. Through continuous empirical, multidiscipline, and technology driven research, Matthew aims to develop innovative solutions using Artificial Intelligence with Human Factors.

What are some of the current challenges your subject area faces?

As the world’s population grows, so too does dependency on important services that help us to stay safe and improve health. An applied cognitive approach called Human Factors can help these domains be safer and more efficient. Yet, many psychologists have never heard of it. Additionally, experts in each domain have tacit knowledge that requires special cognitive techniques to extract, make sense of, and reuse to teach others. For me, the challenge is raising awareness of such abilities and implementing this into institutions whereby it can prevent injuries, reduce costs, and improve system dynamics.

What are the essential aims of your workshop?

To deliver a brief background to human factors—such as the role of one’s perceptions, comprehensions, and predictions on their decision-making abilities. Through fun and engaging exercises, the workshop will give participants food for thought into their own limitations, and how human factors methodology can be paired with novel technologies such as virtual reality to make custom materials for the acceleration of skills and changing mindset.

What do you think will be the insight given to those attending your workshop?

An insight will be into the current academic research, technologies, and how the future of training and simulations may form. This can help us to understand how our own workplaces could exploit these assets to change the way we learn, perform, and advance.

How can the PsyPAG community find out more about the subject area within your workshop?

For Human Factors in general see The Journal of the Human Factors and Ergonomics Society. For virtual reality uses in research, there are a wealth of new websites, journals, and blogs however finding good academic work will save time in understanding the more representative capabilities of VR.

If you could give one piece of advice to PsyPAG delegates, what would it be?

Do whatever you are eager to achieve. Even if you are 99 per cent sure the answer will be a NO, just try to do it at least. You will be amazed at how far you can go when the answer turns out to be a YES. If you want to do an ambitious research project but feel it is almost impossible, you will find that people will help you achieve that goal and opportunities appear that you never knew existed.

Outside of academic work, what are your hobbies and interests?

I do get carried away in projects and I like being creative, a few months back I made a novel surgical tool that trainees can use at home and practice, as you do. I have just learned several apps in the Adobe Suite, so I am eager to make some cool videos and photos. I am itching to travel and slowly learning Italian, along with doing the usual things such as socialising, biking, reading etc.

Interested in learning more about Matthew’s workshop? Follow him on Researchgate to learn more!

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Michael Scott Evans – How to write a strong grant proposal

Michael is currently undertaking his PhD, concerned with developing objective measures of stress and fatigue in train crew, at the University of Cardiff. Michael is also a member of the PsyPAG bursary sub-committee and the PsyPAG branch representative for the British Psychological Society Welsh Branch, who have kindly sponsored Michael's workshop.

What are some of the current challenges PhD students face?

With an ever-growing number of doctoral graduates, competition has never been more intense. Potential employers now have a far greater number of qualified candidates from around the world to select and shortlist for interview. Therefore, your contribution towards the Research Excellence Framework (REF), Teaching Excellence Framework (TEF), and the Knowledge Exchange Framework (KEF) is vital. On top of these measurements, you will also need to consider how you can demonstrate that you are able to bring research funds to the university, through successful grant proposals.

What are the essential aims of your workshop?

The essential aim of my workshop will be to deliver an overview on how to write a strong grant proposal application.

What do you think will be the insight given to those attending your workshop?

The benefits gained by attending my workshop will be an insight into what must be considered when writing and submitting a strong grant proposal application. This workshop will draw on what I have learnt over the years through writing 14 successful grants.

Have you always planned to be a researcher in your field?

I have always been extremely interested in bridging the gap between academia and industry. Through the process of integrating experimental methodological techniques and applying them into the

industry settings, I hope to be able to provide a deeper understanding of the relationships and interactions between people and processes.

How can the PsyPAG community find out more about the subject area within your workshop?

I will make my workshop materials available to the PsyPAG community, and available to download from the PsyPAG community website post-workshop. Alternatively, if you have a more urgent question, you can contact me through my LinkedIn account: www.linkedin.com/in/michael-scott-evans

If you could give one piece of advice to PsyPAG members, what would it be?

At your earliest convenience, I strongly recommend that you identify and approach individuals that truly inspire you and ask them if they would consider being your mentor. I have found that having mentors at different levels in their professional careers has vastly helped me to gain valuable insights.

What do you believe is a key benefit of attending a PsyPAG conference?

Beyond the exposure to multiple research topics and methodological approaches, my personal experience has shown that you will also meet PhD students at different stages of their doctoral journey that are either going or have been through the same challenges as you are facing or likely to face.

Outside of academic work, what are your hobbies and interests?

Outside of academia I very much enjoy karate and also working towards making a real difference in my local community. Over the last few years, as Director of the Nuffield Research Placement at the School of Psychology, Cardiff University, I have been working towards establishing the programme to become self-sustained.

Interested in Michael's workshop? Michael has kindly provided some important references and materials to get you started!

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Delegate Fees:

Full Conference Registration

PhD £80

Masters £75

Day Rate (1 Day)

PhD £30

Masters £25

Day Rate (2 Day)

PhD £50

Masters £45

Deadlines

Abstract Submission ----- 23rd May 2018

Accommodation Booking ----- 29th June 2018

Registration ----- 6th July

Domestic Bursaries and International Bursaries are also available.

Discussion paper:

Cyberpsychology: A field lacking theoretical foundations

Amy Orben

In an academic environment predominantly focused on empirical results, theory is a vital – but often overlooked – component of successful research. The novel psychological research field of cyberpsychology is missing the theoretical foundations normally available to traditional research areas. To ensure that cyberpsychology becomes a successful and fully functioning research field this needs to be resolved. Cyberpsychology researchers require common theoretical frameworks to answer profound and pressing research questions. To build this framework, they will need to either create new theories or reappropriate traditional theories previously proposed to explain offline behaviour.

AREAS of psychological inquiry are not static and persistent, they appear (and disappear) over time. Numerous prerequisites need to be met for a research area to develop successfully. Primarily, there needs to be a trigger stimulating researchers' initial interest in a topic. In psychology, this trigger can take many different forms; yet it is often an event or development that spurs researchers' motivation for scientific investigation. These triggers include events like the murder of Kitty Genovese or the state of racial segregation in the 20th century United States (Allport, 1954; Latane & Darley, 1968). In addition to the trigger, however, successful research areas also require a strong foundation: a seminal paper, thinker or research group providing the field with initial theory and methodology. Such a foundation equips the research area with the strong groundwork needed to develop successfully.

Racial segregation, for example, triggered intergroup contact research, a field examining why humans exhibit prejudice against people from different social groups. Gordon Allport's 1954 Intergroup Contact Hypothesis provided the foundation for this strong and growing research area (Allport, 1954; Dixon et al., 2007; Pettigrew & Tropp, 2006). This is evident as a large majority of

papers in this field still cite 'Allport (1954)' in their introductions.

The importance of theory

Having a strong theoretical foundation, however, provides a research area with much more than a seminal paper to cite. Theory is a research field's anchor for hypothesis generation, study design and result interpretation. Allport's Intergroup Contact Hypothesis, for example, gives intergroup contact researchers guidance on what research questions to ask and indicates what results to expect. Even in the current research climate, where theory is often neglected because of pressures to publish empirical findings, theory provides the basis for good research. A strong theoretical foundation, like in the intergroup contact literature, gives a research field continuity: studies can build on the results of previous studies, creating a strong research framework. Theoretical contributions are therefore vital research outputs.

Cyberpsychology: A trigger but no base

Cyberpsychology is a psychological research field examining 'the psychological processes, motivations, intentions and behavioural outcomes, and effects on both our online and offline worlds, associated with any form

of technology' (Attrill & Fullwood, 2016). It is currently becoming an approved section of the British Psychological Society, and research in the area has increased significantly over the last years (Kaye, 2016). This autumn, two new Cyberpsychology master's courses launched and increasing numbers of undergraduates are learning about the technology and human behaviour in course options and modules.

There is a clear trigger for the popularity of cyberpsychological research: the Internet. Since June 2017, over 25 per cent of the world's population are Facebook users, meanwhile smartphone use has increased steadily over the last decade (Facebook, 2017). With increasing media coverage, public concerns and policy questions, researchers are motivated to understand the effects of the internet on human behaviour.

Cyberpsychology, however, differs from other areas of psychological research. Cyberpsychology lacks a strong foundation. It lacks the seminal theory – like Allport's theory of intergroup contact – that gives it the necessary structure to grow into a strong research area. Researchers have likened the field to toddlers playing a game of football. The children do not stay in their assigned positions, but chase directly after the ball like iron filings attracted to a magnet (Przybylski, 2017). Cyberpsychologists chase novel concepts, ranging from 'FOMO' to 'phubbing', trying to publish something new without routinely investigating any further to uncover underlying or overarching concepts (e.g. Robert & David, 2016).

Without their own theories, researchers need to borrow theories from other areas and disciplines. A lot of cyberpsychological research has, for example, investigated the relational effects of social media by adopting the sociological theory of social capital (Ellison et al., 2007). Sociologists were the first to study social media use, promoting the use of their theories in the following research. Other researchers have investigated similar relational effects of social media, using concepts like interpersonal

attraction borrowed from the relationship development literature (Utz, 2015). The diversity of theories used to examine similar research questions is problematic; the lack of coherence makes it difficult to generalise results, hindering the progression of the research field.

Possible approaches

While the lack of theory represents a significant problem for cyberpsychology, there are possibilities for improvement. On the one hand, researchers have started to create their own models and theories about technology use (e.g. Technology Integration Model by Shaw, Fenja and Ellis, 2017). This is most successful in areas where technology has raised research questions that were not previously prominent in psychology. For example, the Technology Integration Model addresses why people choose certain types of technology over others. The process of creating new theories, however, is slow and cannot keep up with the current development of cyberpsychological research.

Other researchers are trying to tackle the lack of theory by re-examining previous theories that were proposed to explain offline behaviour. By testing the theories' performance in various technology-related situations, they evaluate to what extent the theories can be applied to cyberpsychology (Orben & Dunbar, 2017). Researchers could use these results to adjust the traditional theories, creating a theoretical foundation for cyberpsychological research and discussion.

When researching social media's effects on social interaction, for example, researchers can evaluate a large cohort of theories that attempt to explain offline interaction. Altman and Taylor's Social Penetration Theory, for example, stresses the need for people to engage in reciprocal and intimate disclosure for relationships to form (Altman & Taylor, 1973). These theoretical contributions can be tested on and applied to online and social media interaction (Orben & Dunbar, 2017). This process

not only provides a framework for current research, it uncovers many possible future research areas and hypotheses. For example, research could examine whether reciprocity and intimacy of online posts affect how connected people feel online. Reappropriating and adapting traditional theories could therefore provide an efficient approach for tackling the lack of theoretical foundations in cyberpsychology.

Conclusion

Research is triggered by occurrences and events, but successful research also needs strong theoretical foundations. While this is currently lacking in cyberpsychology, researchers could use previous theories proposed to explain offline behaviour and adapt them in the light of cyberpsychological research. In the future, such a theoretical basis could help the cyberpsychology research field merge into a more coherent structure; a structure that is able to support research about profound questions concerning technology and how it is shaping human life.

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Recent advances in the crying literature

Marc Baker

Experiences of emotional crying are thought to serve both inter- and intra-individual functions. Research investigating the inter-individual level looks at how crying acts as a signal to others, the message it sends and the social responses it elicits. Intra-individual level research focuses on whether crying is good for you and if episodes of crying reduce emotional intensity through cathartic mechanisms. In this article, I will introduce the major theories on adult crying, discuss current research and recent advancements in the emotional crying literature. I will also highlight areas where more research is needed to better understand emotional crying.

EMOTIONAL CRYING is a uniquely human response and is reported in humans of all ages and cultures (Hendricks et al., 2007; Vingerhoets et al., 2000). Crying is one of the first communicative mechanisms a newborn uses and is primarily used in instances of distress (Vingerhoets et al., 2000). However, crying in adults is not limited to instances of distress and is thought to serve more complex functions. Researchers have focused on two different, though not mutually exclusive, functions. The *inter*-individual research has assessed how the presence of tears acts as a communicative signal and behaviours it evokes in others (Vingerhoets et al., 2000). The *intra*-individual research has examined whether episodes of crying alleviate negative moods in the absence of social support. Researchers investigate under what conditions and for whom crying is cathartic (Bylsma et al., 2008).

Inter-individual functions of crying

Crying has a social function that draws attention to the crier and evokes support from others (Fischer & Manstead, 2016). However, to fully understand crying as an emotional signal, researchers have assessed the message that tears send about the emotion of the crier. The ‘tearing effect’ is robustly reported, the presence of tears increases perceived sadness regardless of the criers’ facial expressions or underlying emotion (Balsters et al., 2013). For instance, participants that were asked to

judge emotion in sad or neutral faces, with either tears present or not, attributed sadness to the tear present faces regardless of whether there was a sad facial expression (Provine et al., 2009). The tearing effect is found even when stimulus presentation time is 50 milliseconds and therefore may be working at a pre-conscious level (Balsters et al., 2013). Gračanin et al. (2017) investigated the interactive effect of tears and facial expressions to understand whether the ‘tearing effect’ increases sincerity and intensity of other expressed emotions. Participants were asked to attribute emotions, emotional intensity and emotional sincerity to faces expressing different emotions. Facial expressions were presented with or without tears. The presence of tears changed the perception of facial expressions by increasing the labelling of an expression as sadness regardless of the emotion expressed. There was also a reduction in the labels of disgust and surprise for their respective facial expressions. Furthermore, expressions of sadness and anger were evaluated as more intense and sincere when tears were present. Overall their study offered strong support for the tearing effect and the authors suggest tears could serve the function of bringing attention to the upper portion of the face. This is important in the facial expression of sadness, whilst the lower part of the face is more important for disgust and surprise expressions which saw a reduction in labelling.

The standard research stimuli that have been used for assessing the intra-individual function of crying are photographs of the faces of people who are crying. These are then compared to photographs of other faces showing a similar facial expression but without tears. This is problematic because there may be other differences that act as visual cues to the underlying emotion. Cornelius et al. (2017) developed a technique to digitally add or remove tears from a photograph. The 'erased tear' paradigm means the same photo can be assessed both with and without tears. Typically, participants rate either the face with tears or without tears. Using this paradigm, there is a robust effect with photographs of tear present faces rated as sadder and showing more intense sadness compared to tear absent faces. Cornelius et al. (2017) went further by testing whether the tearing effect would be present if the participant added or removed the tear themselves and rated *both* tear present and tear absent photos. The tearing effect was still present even though participants consciously manipulated the images themselves. Tears, whether initially presented or later added made people appear sadder, whilst the absence or removal of tears made people appear less sad. Crying appears to be working on a preconscious level and is such a strong visual cue that it seems to override other emotional information.

The presence of tears affects how a person is perceived but can also change the behaviour of people around them. Crying is hypothesised to elicit social support from others by communicating our helplessness. Hendricks et al. (2007) found participants were more likely to report empathy and a desire to help if the stimuli, such as pictures or vignettes, involved tears or reference to crying. However, crying does not always evoke social support. For instance, a baby crying on an aeroplane often does not induce empathy. Recent advancements in the crying literature have begun to address the question '*under what conditions does crying evoke social support?*'. Hess

and Fisher (2017) investigated if changing the reason why somebody is crying changes the level of support given. More specifically, whether the crier had an appropriate (e.g. friend has just passed away) or inappropriate (e.g. has a bacterial infection that will last a while) reason. Across three separate studies (Hess & Fisher, 2017) criers were rated as more authentic, emotional, and powerless than non-criers regardless of context. Criers evoked more empathy, however, this was reduced if crying was considered inappropriate. Furthermore, by introducing an inapt context participants rated crying males as more emotional and crying females less likeable. The participants were more likely to approach criers than non-criers, but only when the context was appropriate. For example, we are more likely to offer social support to someone whose friend has died over someone whose favourite sports team lost a game. It is possible that when tears are considered an over-reaction it is perceived that the crier would require a lot of social investment. This is then reflected in being less liked and less likely to approach. However, it is very difficult to say what an appropriate reason for crying is. Vingerhoets et al. (2000) suggests it is for this reason we find it very difficult to get males to cry in experimental settings. The social desirability bias means males generally believe it is not appropriate to cry in public and thus tend not to do so. Understanding when crying is and is not considered an appropriate response will be the next stage in fully understanding the importance of context on perceptions of criers.

The tearing effect suggests that crying typically conveys a signal of the crier's underlying sadness to others, however, people also cry when they feel other strong emotions (e.g. joy, anger). Context is a key component to understanding any emotional behaviour and one explanation for the tearing effect may be because most data is based on static pictures with little to no contextual information. Sadness is the most common emotion associated with crying and without further

information, participants may attribute the most common emotion, like a form of 'availability' heuristic (Tversky & Kahneman, 1975). Current research in the field would benefit from more diverse and dynamic stimuli such as videos of people crying and episodes of crying when feeling emotions other than sadness. The 'crying network' has been set up by Vingerhoets and Gračanin for this reason; it allows researchers to share stimuli and data, arrange collaborations, and progress theoretical models of crying in an open science environment.

Intra-individual function of crying

The idea of 'having a good cry' is part of modern folk psychology and goes back to ancient Greek thinkers. It is suggested that tears are cathartic and a type of abreaction (Bylsma et al., 2008). This view is often described as the 'recovery' view of crying and views crying as a way to release or vent emotions. However, the empirical evidence does not always support this view. Criers rate themselves as sadder than non-criers when watching a sad film (Gračanin et al., 2014). Furthermore, physiological measures (e.g. heart rate, skin conductance) often show increased levels in criers compared to non-criers (Gross et al., 1994). This 'increased arousal' view of crying is at odds with the idea crying is cathartic as we would expect a cathartic mechanism to reduce physiological responding.

Despite experimental studies finding little support for the recovery view, when participants are asked to recollect experiences of crying they often report that their mood was improved *because* they cried (Bylsma et al., 2008; Gračanin et al., 2014). This is the 'paradox of crying', at the time of crying you feel worse but when you think about it at a later stage you feel the crying improved your mood. Hendriks et al. (2007) and Gračanin et al., (2014) have suggested that this may be, in part, due to the experimental paradigm. Criers are often asked to rate their emotion immediately after the crying episode whilst there is still increased

arousal (Gross et al., 1994). The mood alleviating function of crying may take more time than is currently given in experimental studies. That is, previous experiments may be too short to capture the true cathartic nature of crying. This idea reconciles the paradox by placing the 'increased arousal' and 'recovery' views not at odds, but as part of the temporal dynamics of the experience of crying.

Contemporary studies examining the intra-individual function of crying have used psychophysiological measures to try to uncover the temporal dynamics of the 'paradox of crying'. Ioannou et al. (2016) used a thermal imaging camera to capture subcutaneous blood flow in the face linked to the emotional response. They found that episodes of crying were accompanied by large temperature increases in the face indicating increased blood flow. Baker et al. (2017) took this further by comparing criers to non-criers using thermal imaging, heart rate, skin conductance, and respiration rate. The major difference between criers and non-criers seems to be one of magnitude of response and not kind of response. Preliminary results show that both criers and non-criers exhibited temperature increases in the face, with a larger increase in criers. A similar pattern was found in respiration rates; both criers and non-criers showed a reduced rate but this reduction was larger for the criers. There was no difference between criers and non-criers in the cardiac measure. In general, criers showed a greater physiological response to the sad film than non-criers. However, five minutes after the sad event there were no differences in physiology between the groups. Both criers and non-criers had recovered to the same point. Criers then had a greater reduction in physiological levels but only because they reached a higher level during the sad film. It may be that crying makes us feel better in hindsight because we reference it to the heightened physiological responses at the time of crying.

Some of the most current research not only looks at *whether* crying makes you feel

better but *how* it makes you feel better. One way in which crying may help to reduce emotional distress is through pain reduction mechanisms. The chemical composition of tears has been found to contain high levels of Leucine-enkephalin which is associated with the release of Substance P, which in turn, has been suggested to be related to the perception of pain (Vingerhoets et al., 2000). Sharman et al. (2017) asked participants to watch a sad film and immediately after keep their hand submerged in ice water for as long as possible. Participants that cried during the film were on average able to keep their hand immersed for longer than non-criers. To build on these preliminary findings the researchers are looking to add more measures of autonomic nervous system activity to isolate how the analgesic properties of tears are reflected in other systems. For instance, it may be the case that pain (emotional or physical) increases the presence of substance P, which is then excreted through tears. To know whether crying is beneficial for pain reduction we will need to know if pain reduction is *because* of tears as opposed to just correlated to crying.

Current advancements suggest the intra-individual function of crying is linked to increased activation of the autonomic nervous system. The next challenge will be determining the length of time taken for the mood alleviating effect to be felt and if the cathartic feelings are a product of the reflective experience of recalling emotions. It is worth noting that the majority of the physiological data on criers comes from females watching a sad movie. This is a very limited context from which to draw firm conclusions. Males generally do not cry in experimental settings which makes collecting their data unappealing to experimenters, with an estimate of 1000 males needed to get a sample size of 30 criers (Vingerhoets et al., 2000). Other emotions associated with crying, such as anger, can be difficult to induce in a laboratory and even when successful, the emotions lack the intensity to produce a

crying episode. Paul Morris at the University of Portsmouth developed an effective induction procedure involving the participant choosing their own stimulus. Whilst this has improved crying rates when watching sad films (Baker et al., 2017; Ioannou et al., 2016) it is yet to be seen if this technique will transfer to other emotions.

Conclusion

Despite the fascination with crying ranging back to the ancient Greeks, it is only in the last 30 years that the theoretical models have been empirically tested (Vingerhoets et al., 2000). However, it is worth repeating that our understanding of emotional crying is in general restricted to female psychology students. MacArthur and Shields (2015) have begun to address the issue of male criers by turning to situations where it is considered appropriate for a male to cry, primarily this is through sports. This has the potential to help address the current gender imbalance found in the intra-individual crying literature.

Whilst both inter- and intra-individual functions of crying have been researched independently, one of the major challenges will be combining them to form a more holistic model. One way I am addressing this is through the use of thermal imaging which can be combined with paradigms taken from the inter-individual research. This relatively new technique measures temperature changes in the face due to blood flow. This variation in turn is, at times, visible through reddening or pallor of the skin. Given that the face is one of the primary platforms for the communication of emotion it is possible that facial temperatures function on both the intra- and inter-individual level. An emotional expression of behaviour (such as crying) may look more intense or sincere with a congruent patterning skin colour. The next stage will be seeing whether people perceive changes in skin colour, and whether these act as visual cues to underlying emotions. This is important because, even though most research focuses on *either*

inter- or intra-individual functions, these rarely exist in isolation when people cry.

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Discussion paper:

Overview of emotion dysregulation in attention-deficit/hyperactivity disorder and borderline personality disorder: Importance and clinical implications

Talar R. Moukhtarian

Research shows a great symptomatic overlap and comorbidity in attention-deficit/hyperactivity disorder (ADHD) and borderline personality disorder (BPD). Emotion dysregulation (ED) is one of the key common feature causing significant impairments in psychosocial domains in both conditions. Due to criterion overlap and a lack of accurate characterisation of ED in both disorders, there is a risk of misdiagnosis that will potentially impact treatment plans. In this discussion paper, I give an overview of the importance of a clear and detailed characterisation of ED in ADHD and BPD, and the rationale behind my PhD project addressing this issue of great clinical relevance.

RESearch HAS SHOWN a great symptomatic overlap between Attention-Deficit/Hyperactivity Disorder (ADHD) and Borderline Personality Disorder (BPD; Van Dijk et al., 2012). ADHD is a common neurodevelopmental psychiatric disorder affecting 3–5 per cent of children (Polanczyk et al., 2007). Longitudinal follow-up studies show that ADHD frequently persists into adulthood, with epidemiological surveys suggesting an estimated prevalence in adults of around 2.5–4 per cent (Faraone et al., 2006). ADHD is characterised by three core symptoms: inattention, hyperactivity and impulsivity (American Psychiatric Association, 2013). BPD on the other hand, is a complex mental health condition, which manifests in a pervasive pattern of instability in interpersonal relationships and self-image, and marked impulsivity (American Psychiatric Association, 2013). The condition occurs globally with a community prevalence of about one per cent (Coid et al., 2009).

Several theories explain the overlap of the two disorders – ADHD, being a childhood onset condition, could be a later predictor

of BPD development and related impairments. Likewise, ADHD and BPD could be two distinct conditions sharing common environmental and genetic risk factors. And finally, ADHD and BPD could be different expressions of the same underlying psychological condition (Xenaki & Pehlivanidis, 2015). These different views are potential propositions explaining the overlap of the conditions, which are yet to be explored further before reaching any conclusion.

Comorbidity and overlap of ADHD and BPD

There is considerable overlap in the symptoms of BPD and the associated features of ADHD (Table 1). Considering the onset and developmental trajectory, both disorders can be considered ‘developmental’ in the sense that they both emerge out of childhood or adolescence and reflect chronic trait-like symptoms and behaviours. Speranza et al. (2011) found that the prevalence of ADHD in an adolescent sample with emerging BPD was 11 per cent. A similar prevalence was reported by Philipsen et al. (2008) with 16 per cent ADHD prevalence in a sample of adult

females with BPD. Moreover, lifetime comorbidity with BPD in the ADHD population was 34 per cent compared with 5 per cent in the general population (Matthies & Philipson, 2014). Despite this, currently, ADHD is not routinely looked for in PD services and often goes undiagnosed and untreated (Asherson et al., 2014). It would therefore seem important to consider treatment of ADHD in cases of comorbid ADHD and BPD due to potential symptomatic improvement and greater levels of function, with the prospect of also enhancing therapeutic outcomes of BPD.

ADHD and BPD share several overlapping clinical features (Table 1), impulsivity being the most apparent symptom since it is listed as a diagnostic criterion for both disorders (Van Dijk et al., 2012). However, another key shared feature in ADHD and BPD is emotion dysregulation (ED). ED constitutes a core symptom domain in the diagnostic classification of BPD (American Psychiatric Association, 2013), whereas in ADHD it is recognised as an associated clinical feature, that supports the diagnosis (Wender, 1998).

ED is a dimensional construct and refers to rapid and exaggerated changes in

emotional states characterised by problems with temper control, emotional overreactivity and mood lability (Shaw et al., 2014). ED is reported to be present in 72–90 per cent of adults with ADHD (Asherson, 2005), and to be an independent source of impairments in social, educational and occupational domains (Shaw et al., 2014). Similarly, persistent affective instability is the basis of poor interpersonal relationships and quality of life in individuals with BPD, leading to aversive states of inner tension and difficulty controlling emotions (Prada et al., 2014).

Experience sampling in ADHD and BPD

One way to investigate the issue of symptomatic overlap and obtain an accurate characterisation of ED in ADHD and BPD is by the use of experience sampling methodology (ESM). Despite the comorbidity rate and criterion overlap between ADHD and BPD, there is a lack of studies using real-world experience sampling to provide direct comparison and detailed accounts of ED in ADHD and BPD.

ESM, also known as ecological momentary assessment or ambulatory assessment,

Table 1: Overlapping features.

ADHD	BPD
Childhood or early adolescent onset (several symptoms before the age of 12)	Early adult/adolescent onset (behavioural signs are often seen before the age of 12)
Chronic (trait-like) symptoms and persistent course	Chronic (trait-like) symptoms and persistent course
Pattern of unstable interpersonal relationships is a common associated characteristic	Pattern of unstable interpersonal relationships
Affective instability is a common associated characteristic	Affective instability
Risk taking behaviour (behavioural impulsivity) is a common associated feature	Impulsivity, risk taking behaviour
Inappropriate anger or difficulty controlling anger as part of the associated feature of ED	Inappropriate anger or difficulty controlling anger

is the repeated assessment of individuals in their natural environments over a specified period of time (Santangelo et al., 2014). Participants are usually given an electronic diary and a vibration-alarmed wristwatch, and are instructed to complete a rating on their device every time the watch vibrates. The frequency and duration of ambulatory ratings are different in studies, and dependent on the research questions being explored. Start and end times are also usually the same for each day and are programmed to fit with participants' sleep schedules to cause minimal disruption to daily routine. This is a relatively novel method of studying emotion instability in naturalistic settings resulting in a reduced recall bias, known to be high in questionnaire-based studies, and in improving generalising findings (Skirrow et al., 2014).

Few studies using EMA have investigated the dynamics of emotional changes and report higher levels of affective instability in BPD compared to clinically control samples (Ebner-Priemer et al., 2007; Trull et al., 2008). Moreover, to our knowledge there is one experience sampling study in adults with ADHD, showing greater anger intensity and lower levels of positive mood compared to controls (Skirrow et al., 2012). To date, ESM has been used in limited independent studies of ADHD and BPD separately; however, in order to establish the pathognomonic nature of ED in these conditions, a direct comparison is needed within these two clinical populations.

Filling the knowledge gaps

Regardless of the basis of the overlapping clinical features, ADHD and BPD have evident common characteristics that could confound the interpretation of aetiological studies, making the distinction of the disorders from one another difficult and therefore impacting on treatment and management of patients with either condition. The treatment issue is particularly important in distinguishing the subgroups. Psychological treatments are the basis of

treatment for BPD and are evident to be effective in managing the condition (American Psychiatric Association, 2013). Pharmacotherapy on the other hand, is considered to be the first line treatment for ADHD (Prada et al., 2014). Regrettably, there is insufficient evidence for the treatment of ED in comorbid ADHD-BPD. There is a need for randomised controlled trials of ADHD medication in comorbid ADHD-BPD cases, possibly in conjunction with psychological treatments. In fact ADHD medication is recognised to effectively reduce symptoms of ED in ADHD alone (Moukhtarian et al., 2017). However, it is essential to better characterise ED in ADHD and BPD before developing targeted treatments.

The motivation for my PhD project stems directly from its substantial clinical relevance and translational potential. More specifically, ED is highly prevalent in both ADHD and BPD, and is a significant cause of impairment across different psychosocial domains. Nonetheless, currently the details of the clinical presentation of ED in ADHD and BPD, and the extent to which they are similar or different, has yet to be clarified. The findings of previous studies suggest the need to screen for and treat ADHD in adult mental health populations presenting with ED symptoms, including BPD and atypical chronic forms of mood disorders. In spite of this, the treatment of comorbid ADHD in BPD or misdiagnosis of BPD instead of ADHD, has not received a great amount of attention, and a full understanding of the relationship between both disorders remains largely to be elucidated.

Personality Research in ADHD and Emotion instability (PRIDE) is the PhD project I have been working on for the past two and a half years. The study's main question is to address the overlap of ED that is shared between the two conditions and look for the similarities and differences that will help clinicians make a clearer distinction between the two disorders. This in turn will guide mental health practitioners to accordingly recommend effective treatment

plans. We are directly comparing three clinical subgroups; ADHD, BPD and comorbid ADHD-BPD, and a psychiatric healthy control group, on various clinical and cognitive measures. More specifically, we employ the novel methodology of ESM to accurately depict the dynamics of emotional symptoms in ADHD and BPD with greater ecological validity. This is the first study of its kind, and we hope that its clinical implications will be as effective as we predicted.

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Discussion paper:

Computers for therapists: Cognitive Behavioural Therapy and the expanding digital infrastructure of primary care mental health services

Mark Maxwell

Traditionally Cognitive Behavioural Therapy (CBT) is delivered in a face-to-face format. However, with the rise of Improving Access to Psychological Therapies (IAPT) services and the pressure to meet government access targets, alternative modes of delivery have been explored. This has paved the way for computerised CBT programmes which are interactive computer interfaces that allow clients to complete treatment in the comfort of their own homes. This article explores the advantages and disadvantages of these programmes; it considers their evidence-base and discusses in relation to current legislation and government strategies to improve mental health services.

COMMON mental health disorders such as depression and anxiety are leading causes of illness worldwide (WHO, 2017). These conditions are often experienced as a complex set of emotional and functional challenges. They can be debilitating in nature, long-lasting or recurrent, and can substantially impair an individual's ability to function in their everyday lives. As the global prevalence of common mental health disorders has been estimated at almost 10 per cent – affecting 615 million people – it is unsurprising that they account for 30 per cent of the overall global burden of non-fatal disease (WHO, 2017). Consequently, these conditions cost the economy around £70 billion pounds per year and without the coordination of government strategies, these costs will continue to rise (Layard et al., 2014).

Mental health conditions which do not fall under the category of common mental health disorders include, among others, bipolar disorder and schizophrenia. These conditions are typically managed by secondary care inpatient or community treatment teams. These conditions, although still prevalent, are less

common than depression and anxiety with 1 per cent of the UK population screening positive for bipolar disorder (NHS Choices, 2016) and 1 per cent for schizophrenia (Royal College of Psychiatrists, 2015).

While the global burden of common mental health disorders poses a significant challenge to public health, there have been key developments in Parliament including the Health and Social Care Act (2012) and the Five Year Forward View for Mental Health (2016) which aim to achieve a 'parity of esteem'. This posits that people should have the same access to NICE-recommended treatments for both physical and mental health problems. In order to achieve this, IAPT services are increasing the availability of talking therapies on a national level by providing CBT and other evidence-based treatments to people with depression and other mental health difficulties (Layard et al., 2014). CBT is one of the primary NICE-recommended treatment strategies for both anxiety and depressive disorders due to its large evidence-base demonstrating its efficacy (Bower & Gilbody, 2005). Yet, despite its proven effectiveness, only a third of people

who have a diagnosable common mental health condition are currently in receipt of any form of treatment (Department of Health, 2016).

Within IAPT, CBT is typically delivered face-to-face. Yet, to achieve the Mental Health Taskforce's access targets for 2020, more timely and cost-effective methods of delivery may need to be implemented. This is vital as these targets are increasing from 15 to 25 per cent, which means that a further 600,000 people that will need to enter treatment within this time-scale.

To meet these targets, and as part of the Five Year Forward View for Mental Health (2016), Theresa May announced that £67.7 million will be invested to expand the digital infrastructure of mental health services. This will increase treatment options for patients through the use of online triage and clinically-assisted therapy via the internet. If up to 65 per cent of CBT was delivered in this way, this could save the NHS an estimate 118 million pounds a year (Department of Health, 2007).

Aside from the financial savings, there are other potential benefits of the initiative, which will be discussed. This could offer computerised CBT as an attractive alternative to other delivery methods. Firstly, in line with IAPT's ethos, these programmes could lead to a reduction in waiting times between assessment and the receipt of intervention. This would be possible as computerised therapy typically requires less input from a therapist so clinical caseloads could be higher. It would also allow the patient increased flexibility as they could decide to complete their therapy modules at a time which was convenient for them. Moreover, the stigma patients may feel or experience through attending face-to-face appointments could be eliminated as they would maintain their anonymity without having to leave the house. Computerised CBT would also make treatment more accessible for individuals with particular physical and mental health conditions which make it difficult for them to attend regular therapy appointments.

This would include people with mobility issues and those with mental health conditions such as agoraphobia, panic disorder and social phobia.

The potential of computerised CBT increases if we consider fully automated online systems. The scalability of this format has no practical limits as an unlimited amount of clients could be actively receiving support. Is it not time for therapy to evolve with other technological advancements over the last few decades? Considering internet usage in 2017, 89 per cent of adults went online each day in the UK. Social media outlets and other online forums such as Facebook have over 1 billion users which is testament to the phenomenal growth of the internet. Age groups we would normally expect to be less tech-savvy, such as the over 75s, have almost trebled their internet usage since 2011 (Office of National Statistics, 2017). Typically, this demographic is harder to engage in traditional therapy, perhaps, not only due to a generational culture of 'pulling your socks up and getting on with it', but also due to the physical implications of old age and the practicalities of attending an appointment in person. In light of this, computerised CBT could provide a platform to allow older adults with mobility or transport issues the same access to therapeutic support as more able adults.

Other demographics, including adults aged 16–24, are an obvious target for these programmes, particularly as almost all individuals this age are recent internet users (99 per cent; Office of National Statistics, 2017). Engaging adolescents in therapeutic activities can be challenging, especially with between-session homework activities which can be demanding and require the completion of paper diaries and worksheets (Matthews & Doherty, 2011). Adherence to treatment could be improved with computerised programmes as it is likely to be more engaging, accessible, relevant, and familiar to this client group.

However this still poses the question, can a computer therapist be as effective as

a human therapist? Among therapists the most commonly heard objection to computerised CBT is that it lacks personal connection between the clinician and the patient. The support patients receive through computerised therapy programmes are typically through online forums with a 'real therapist' or a 'fictional therapist' such as a computer animation or an avatar. This is an important issue as interpersonal interaction is a fundamental aspect of psychotherapy, required for building a therapeutic alliance. It has also been demonstrated that forming a strong therapeutic relationship early on in treatment is the best predictor of positive outcomes (Duff & Bedi, 2010) and hence the short and long-term effectiveness of such programmes could come into question.

Although computerised CBT would increase access to therapy on a larger scale, this may still put minority groups at a disadvantage. This includes clients with visual impairments and those with poor IT skills. Technology accessibility is another important issue as 12 per cent of UK households do not have a computer (Statista, 2017). Those coming from a disadvantaged background with a lower socio-economic status could be particularly affected as they may lack access to IT equipment and find it difficult to attend face-to-face therapy due to financial constraints. Studies have also indicated that there are low adherence rates with computerised therapy. A Randomised Controlled Trial (RCT) explored this and reported a 73 per cent drop-out rate with those who were undertaking an online programme which was unguided by a therapist (Twomey et al., 2014). However, this issue may be mitigated by therapist support as the study found similar completion rates between therapist-guided and traditional face-to-face CBT programmes.

Perhaps motivation levels could be a factor in poor adherence rates. CBT is a 'doing-therapy'; it's practical, structured, and relies on the patient to complete exercises between-session. As such, it is a therapy which requires a high level of commitment,

determination, and motivation to support full engagement in the programme (Helbig & Fehm, 2004). Computerised therapy programmes may perhaps require even higher motivation as clients are not only in control of the exercises they complete, but also when they complete their therapy modules, which are often undertaken without therapist support. In this sense, these programmes may not be compatible with particular conditions. One of these might be major depression – a condition characterised by low energy and motivation.

Yet despite some of these limitations, the evidence-base for computerised CBT and its effectiveness is continuing to evolve. The work of Proudfoot et al. (2003) is perhaps the most revolutionary in developing its current status. They conducted two large-scale RCT's in primary care services comparing 'Beating the Blues' (BtB) online CBT programme with treatment as usual via GP care. Results from this study indicated a positive treatment effect of the BtB programme where symptom reduction was significantly greater than the treatment as usual (TAU) group. This effect demonstrated a significantly greater reduction of 5 points on the Beck Depression Inventory II and a reduction of 3 points on the Beck Anxiety Inventory in comparison to TAU. Furthermore, the reduction in symptoms was not dependent on the use of any form of psychotropic medication as there were no statistical interactions found between these components.

These results were also supported by a meta-analysis which found that computerised CBT produced moderate effect sizes in reducing the symptoms of common mental health conditions (Andersson & Cuijpers, 2009). In this analysis treatment outcomes were better for those who had online support from a therapist and when therapeutic alliance was perceived by the patient as 'strong'. Furthermore, treatment outcomes were significantly higher in comparison control groups who were either on a waiting list for computerised support or receiving care as usual.

There is detailed literature exploring how effective the different mechanisms involved in computerised CBT are and how these programmes compare to control measures, however there is a distinct lack of robust research comparing its effectiveness with other forms of CBT, particularly face-to-face CBT. Future research needs to explore this more thoroughly, as although NICE (2013) recommends computerised CBT for the treatment of depression, not all IAPT services employ this as an intervention strategy. If computerised CBT proves more than or just as effective as more typical methods of delivery this could dramatically reduce waiting times for patients entering treatment and save IAPT and wider health services a considerable amount of money.

However, this article still raises a number of questions, particularly regarding the applicability and benefits of computerised CBT for specific populations. This includes individuals from economically disadvantaged backgrounds and those from rural back-

grounds who have limited internet access. There is also a lack of research exploring the applicability of computerised CBT for specific disorders which would present in IAPT services and how effective these would be in treating patients with conditions including obsessive-compulsive disorder and specific phobias.

Despite this, with promising government investments over the coming years, a new era of therapy could be evolving – an era which encourages autonomy, flexibility, and trust in the patient to take the reins on their road to recovery.

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Reflective article:

Undertaking a Professional Doctorate: A personal account of navigating the evolving postgraduate landscape

Louise C. Kovacs & Sarah Corrie

The landscape of doctoral study is evolving, with this level of qualification appealing to an increasingly diverse range of candidates. With a particular focus on Professional Doctorates (PD), this article aims to raise awareness of these developments in doctoral education and the types of individuals who undertake them, and considers some of the challenges and opportunities of undertaking a PD. A case illustration of the experience of completing a PD programme from the perspective of both the candidate and supervisor is provided. The article concludes with recommendations for the role that groups such as PsyPAG could play in promoting the PD, supporting the candidates who undertake them, and facilitating knowledge sharing between participants in different doctoral programmes for the benefit of all.

Introduction

DOCTORAL LEVEL study is, for many, the gateway to a career in academia (as is the case of those undertaking a PhD) or professional practice (as a prerequisite of professional registration). However, the landscape of doctoral provision is changing, as is the world of work in which graduates from these programmes are forging their careers. The report on the provision of professional doctorates produced by the Careers Research & Advisory Centre (CRAC) in 2016 highlights that when and why individuals choose to undertake doctoral education, as well as who undertakes it, is evolving. In this context, it is important to understand more about the characteristics and needs of those embarking upon doctoral degrees, their motivations for doing so, and the career enhancement implications of studying at this level.

What is the purpose of a doctorate in today's global economy?

We live and work in a global economy that is characterised by volatility, uncertainty, complexity and ambiguity – a 'VUCA' world as labelled by Barber (1992). A central

feature of this VUCA world is the privileged position afforded intellectual capital; many of the assets that are now critical for success and sustainability are the relative 'intangibles' of knowledge, expertise, the ability to learn, and professional networks. A consequence of living and working in a knowledge economy is the need to reconsider the learning and development opportunities that can equip individuals for the reality of their career ambitions. For the organisations that employ them, there is also a need to have confidence that the educational opportunities which individuals cite on their CVs have equipped them with the competencies needed for employability (Grant, 2009). There are, then, important questions about optimising opportunities for learning and development within higher education, as well as creating programmes of study that can support lifelong learning – which many (e.g. Lane & Corrie, 2006) would now regard as a prerequisite for ensuring that our knowledge remains current and fit for purpose.

A number of authors (e.g. Brown et al., 2010; Gibbs, 2015) have argued for the need to create knowledge that transcends

discipline-specific knowledge – at least when attempting to understand and address the most complex challenges of our times (such as the functioning of markets in a global economy, climate change, poverty, and terrorism). These scholars favour transdisciplinarity – an emerging field that seeks to radically challenge silo-based thinking in favour of approaches to knowledge creation that synthesise the knowledge, expertise, and priorities of multiple disciplines and stakeholders (see Corrie, 2016, for a brief introduction). Given the realities of living and working in a VUCA world, understanding, generating and contributing to research endeavours grounded in transdisciplinarity may be an increasingly important domain of competence for academics and practitioners. Transdisciplinarity, with its emphasis on devising solutions for the complex problems of our era, might also facilitate opportunities for learning and development that are consistent with the need for individuals and those who employ them to engage in lifelong learning.

One development that could, in part, be understood as a response to the demands of a VUCA world, and the importance of lifelong learning, is the relatively recent rise and expansion of the professional doctorate (PD). Different from the PhD in scope, focus, and intended impact, the emergence of the PD represents one manifestation of the expansion in both the diversity of doctoral degrees available, and the number of higher education institutions which offer them.

It is important to note that the PD is not a single, unified programme. Novel varieties have emerged alongside well-established brands such as the EdD, DBA and DCLinPsy, with different types of programme aimed at different markets. Some are undertaken, for example, by trainee clinical and counselling psychologists to provide a foundation for professional registration, and others are aimed at experienced professionals

who, having established themselves in their chosen fields, seek to theorise and investigate their practice as a basis for transformational learning.

As different types of doctorate have emerged, so too has the need to better understand this provision. Against this backdrop, the Higher Education Funding Council for England (HEFCE) commissioned the Careers Research & Advisory Centre (CRAC) to undertake a review of the provision of PDs in higher education institutions in England. The characteristics common to many PDs have been outlined elsewhere (Fell et al., 2011). CRAC's (2016) findings demonstrate that although traditionally dominant in the disciplines of education, business, psychology, and health and social care, there has also been an expansion of PDs across a wide range of subject areas as well as in domains of professional practice that span academic disciplines. Their results also highlighted that PDs are distinctive from other doctoral degrees (particularly the PhD) in relation to:

- Their purpose: which is to conduct research that will make an original, noteworthy contribution to professional practice that results in some form of professional or organisational change;
- Their research focus: the research undertaken is inspired by, and located in, the context of the candidate's¹ own professional practice and thus, is typically practice-based rather than rooted in the priorities of a particular institution;
- Their structure: many PDs include taught elements and cohort-based experiences, in addition to supervision, and tend to be more structured than PhD's.

Professional doctorates (with the exceptions noted above) are also generally aimed at experienced practitioners, and those who hold senior roles within their chosen fields. Indeed, at selection candidates are often

¹ For the purposes of this article, and to remain consistent with the terminology used by those institutions with which we are affiliated, the term 'candidate' is used instead of 'supervisee'.

required to demonstrate an advanced understanding of the complexity of practice and how knowledge is situationally embedded. This requirement reflects the expectation that candidates are negotiating, on a daily basis, the challenges of operating in a VUCA world as it exists within their domain of expertise. As an example of those who might undertake a PD, the case that follows outlines the experience of a senior practitioner working in the complex world of executive coaching in Australia and south-east Asia.

Studying for a professional doctorate: A candidate's perspective (LK)

I graduated from the Doctor of Professional Studies Programme at Middlesex University in 2016. On commencing the programme, I was a practising executive coach with eight years' coaching experience and a 20-year career in sales, marketing and human resources (HR) in the IT industry. I held senior roles in multinational technology companies as well as being part of several successful start-up organisations that achieved US stock exchange listings. To transition to the coaching field, I completed a Master's in HR Management and Coaching Psychology from the University of Sydney and on graduation I built a successful coaching practice. I continued my professional development through accreditation in relevant psychometric instruments, attendance at coaching psychology conferences, and participating in workshops.

As my experience as a coach expanded to work with senior executives I became aware that the contexts in which I was working, and the issues that my clients faced, were increasingly complex, challenging both me and my clients to develop new ways of working. I worked with leaders in diverse organisations, including the leadership teams of universities who were facing many of the same challenges presented by today's work environment as their peers in business and industry. Developing leadership capability is itself a complex task and the current models of coaching

were not always sufficient to address these needs. I chose to undertake a doctorate as a vehicle for my professional development as it provided the structure to research my practice through devising and evaluating an approach to navigating complex coaching assignments. The PD programme also provided a means through which to deepen my reflective capacity and to design new ways of evaluating my professional practice.

As identified in the CRAC (2016) report, it is a challenge for a professional practitioner embarking on research to step-up to doctoral level study. Although having completed a master's degree, I had not undertaken any formal research. My knowledge of research methods was limited and I had given little prior thought to questions of an ontological and epistemological nature. Like many experienced professionals, competence and success in my field had become a core part of my professional identity. It was unsettling, therefore, to find myself wrestling with many unfamiliar concepts and academic terminology whilst also beginning the deeper exploration of the theories and perspectives (often implicit) underpinning my own practice. The core skills that I had developed in my professional life such as solving complex problems, influencing stakeholders, project management and synthesising diverse sources of information were invaluable in successfully navigating the research process.

The programme offered by Middlesex University provided the necessary support and structure for me to successfully complete study at this level, as outlined in Table 1.

This structure ensured that my knowledge and capability evolved as I progressed through the programme. The initial stages strengthened my reflective capability and ensured that I had a rigorous research design, both of which were essential to successful completion. Having completed the research and the thesis, the final assessment was helpful in challenging me to ensure that my work met the required standards, could stand up to scrutiny and could form the basis for any future publications.

Table 1: Structure of DProf Programme at Middlesex University.

Module and time frame	Description
Review of learning (3 months)	The candidate produces a document that situates their proposed research in their practice, identifying its purpose and demonstrating how their experience and learning to date have led to the proposed doctoral programme being a valid and relevant choice at the current time.
Research proposal and presentation (6 months)	Formative assessment of the proposed research project through review of a written proposal and a presentation to research and ethics panels.
Research project (3.5 years)	Completion of the agreed research project and production of the thesis.
Submission, viva voce and graduation (1 year)	Presentation and examination of the research project, incorporation of changes and resubmission.

Completing the PD was challenging, particularly when combined with full time work (and a move from Australia to Singapore), which is one of the key issues PD candidates face, as highlighted in the CRAC (2016) report. Despite these challenges, it has been highly worthwhile in terms of the impact on my professional development and career and the principal objective of developing my coaching capability was achieved. As a result of my research, I have created a framework that supports my effectiveness in navigating complex coaching assignments, which I have integrated into my practice (see Kovacs & Corrie, 2017a, 2017b, for a description of this).

One of the concerns for candidates undertaking a PD may be that the 'brand' is not as well-respected as the more traditional PhD – or at least, not as well-understood. It was reassuring, then, to have my research accepted for publication in the Society's peer reviewed publications and other professional periodicals, with five articles derived from my research published to date. The outputs also included three conference presentations relating to both the results of the research and the innovative approach to

methodology that underpinned the project. A further outcome that appeared to confirm the value of practice-based knowledge at this level was being awarded the 2016 Research Award for Coaching Psychology Research by the BPS' Special Group in Coaching Psychology.

Despite their 'stand-alone' importance, these outputs have also been the starting point of a new journey. The impact of my professional doctorate has gone beyond the immediate benefit to my practice, publications and presentations, to broader aspects of my professional identity. I now see myself as a scholar-practitioner who can contribute to the disciplines of coaching and coaching psychology not only through dissemination of my research and coaching approach, but also through encouraging others in the field to pursue doctorates. This is particularly important in the context of coaching in Asia, which is very much an emerging field and where research is limited. Here, my experience as a practising coach combined with the outputs of my research has meant that I am sought out by other coaches and organisations to run workshops, and for consultation or supervision. For example,

I recently ran a workshop on applying my coaching framework for the Special Interest Group (Coaching Psychology) at the Singapore Psychological Society. This is further cementing my reputation within the coaching profession in Asia, leading to additional work opportunities.

Additionally, my perspective on knowledge generation has developed as I have become aware of how theory and practice inform each other in an ongoing cycle that enhances practice and informs future research. I continue to theorise my practice through developing and testing hypotheses in working with individual clients and across multiple clients, giving me a means of ensuring the refinement of my practice and evaluating the coaching outcomes obtained.

Completing a PD, as with any doctorate, is demanding and at times I found myself losing confidence and motivation. An effective supervisor can be a key factor in the candidate's success through the provision of sound advice and support, as well as helping the candidate retain a sense of competence (Litalien & Guay, 2015). Some of the supervisory characteristics and capabilities that may be critical to the successful navigation of the doctoral journey, and that were certainly central to my experience, include the following:

- The ability to build a peer relationship with an experienced practitioner in a field in which the supervisor may have no direct experience²;
- Confidence and capability to challenge the candidate's thinking in a way that supports their sense of competence and is acceptable to senior professionals who are more used to giving advice than taking it;
- An appreciation of the challenges that a PD candidate faces in relation to the demands of their work, the difficulties of research in the context of their practice or workplace and the ability to facilitate

the candidate's development of solutions to challenges as they arise;

- Being able to clearly communicate expectations concerning the standard of work and the process of the assessments, and to encourage realistic expectations of outcomes;
- Displaying a genuine interest in the person, the research and their practice and enthusiasm for the value of the project.

While the need for these capabilities means that working with PD candidates can be challenging, it is also a stimulating opportunity for supervisors to broaden their knowledge and experience. The following section details my supervisor's perspective and further illustrates some of the challenges and opportunities presented by working with PD candidates.

Studying for a Professional Doctorate: A supervisor's perspective (SC)

Any learning journey worth undertaking requires a willingness to remain open to being fundamentally changed by the process – although the nature of this change is not always possible to plan or predict. Bion (1974), in the context of psychoanalysis, is credited with saying that in any consulting room there should be two rather frightened people – the analyst and the client – for if they are not, '...one wonders why they are bothering to find out what everyone knows' (p.13). Although Bion was writing in the context of a particular kind of helping relationship, this sentiment could equally apply to the twists and turns of the journey undertaken by doctoral candidate and supervisor, where excitement and anticipation mingle with periods of confusion and doubt and where it is difficult to predict how exactly the journey will unfold and what precisely the outputs will be.

² For Middlesex University, the supervisor contributes specialist knowledge of work based learning, and of the programme itself. The candidate is also appointed a consultant who provides the subject matter expertise in the candidate's field of study.

As the CRAC (2016) report observes, there is a paucity of literature on the supervision of PDs, and significant variation in supervisory provision between institutions. The lack of substantive, systematic guidance poses challenges for those who seek to develop their supervisory expertise in this particular field, and can also fuel doubts for supervisors about whether the standard of support and guidance being offered meets what is expected and required.

On a personal level, the lack of a robust professional literature on 'best practice' in supervising PDs has raised many questions about how I work with my candidates. As noted previously, this type of doctorate typically attracts senior practitioners who are seasoned thinkers, managers, leaders and real-world problem-solvers, often with a very high degree of organisational responsibility. Moreover, although I am a clinical psychologist by profession, the nature of the PD means that I regularly supervise candidates who are working in disciplines unrelated to my own. This affords both excellent opportunities for CPD (my own knowledge has been stretched and strengthened by encountering developments within disciplines of which I initially knew very little) and challenges (working outside of one's subject matter expertise can feel unsettling and evoke the imposter syndrome).

Additionally, I have needed to think carefully about the motivations and needs of those who have selected me as their supervisor. Critical questions that have come to shape my working relationship with candidates include:

- Why is this candidate undertaking a professional doctorate at this point in their life and career – what do they want to achieve?
- What does this candidate most need from me?
- How do they learn best? What strengths and needs are they bringing to the journey?
- What kind of working relationship do we need to create between us, to enable the candidate to deliver their best work?

In my experience, candidates are typically familiar with, and very open to, having their thinking challenged – an essential prerequisite for undertaking a PD – and equally expect their supervisor to be open to challenge, which introduces a level of robustness to the nature of the exchanges that occur. The capacity to formulate complex issues in context, the ability to engage with 'wicked problems' (Brown et al., 2010) and to formulate insightful questions are all qualities I have come to appreciate as hallmarks of the professional doctorate candidate. As such, there is typically very little that I need to provide in terms of how to engage with higher order thinking, or how to make best use of me as a supervisor.

It can come as a surprise to the supervisor then, when discussions about innovative and potentially impactful research possibilities give way to expressions of vulnerability and self-doubt. The challenge which appears to evoke uncertainty for the candidate is that of 'becoming a researcher' and donning a more academic mantle through which to develop, test and ultimately refine their professional practice. Inhabiting this new environment can evoke a sense of being 'off balance' as candidates grapple with matters of an epistemological, methodological and ontological nature, and have to manage what can feel like a gaping chasm between their professional and researcher competence. As a result, candidates often need time to identify the methodology that will underpin their research as fundamental assumptions about knowledge are re-examined in the context of personal, professional and wider social, economic and political factors. Of course, this applies to those undertaking all forms of doctorate. However, for PD candidates, there may be particular tensions that arise from having been separate from channels of formal education for so long, as well as the fact that much of their expertise comes from professional learning, as opposed to that facilitated via a more traditional academic pathway.

Being aware of where and when tensions

are likely to arise helps the supervisor frame the nature of the working partnership in optimum ways at different stages. Whilst some elements of the supervisor role are fixed (e.g. working with the candidate to support them in meeting the assessment criteria), others are more fluid and dynamic, reflecting the emergence of what is essentially a peer-based relationship. In particular, it is anticipated that the nature of the working relationship matures as the candidate's research journey gathers momentum and the candidate gains confidence in their own scholarly independence and identity.

The PD is not for everyone – which can, of course, be said of all postgraduate degrees. However (and albeit based on anecdotal rather than empirical evidence), those that excel on this pathway appear to share some of the following characteristics:

- A sophisticated understanding of their own practice and its context, and how this context has informed development of the candidate's practice;
- An appreciation of the situationally-based nature of knowledge;
- An interest in how knowledge is formed, constructed and used;
- A strong commitment to their domain of professional practice and the analysis of that practice to produce impact;
- A willingness to engage with a process of questioning their work, values and approach to epistemology and ontology – that is, those willing to engage with the task of theorising their practice;
- A willingness to be open to a variety of potential outputs and outcomes of the project, and to avoid defining their project in terms of pre-determined outcomes (e.g. the priorities of an employing organisation, or return on investment).

Equally, the PD is likely to appeal to some supervisors more than others. In contrast to other forms of doctorate I have supervised, the PD is perhaps most likely to appeal to supervisors who are interested in the application of contextually-bound knowledge and

who are willing to examine and challenge their own notions of knowledge and of the nature of science. (The supervisor with an unwavering commitment to an empiricist paradigm as the sole route to legitimate scientific claims may not particularly enjoy supervising this type of doctorate.)

Additionally, supervisors need to be willing to work with pragmatic changes and obstacles. As candidates' research projects are attached to their professional contexts, and increasingly individuals' careers are neither fixed nor secure, the focus and direction of the project may need to be adapted (for example, if a candidate leaves an organisation that provided the source of both the research question and the data or, in the case of one of us (LK) relocation to a different part of the world). These changes must be navigated and the viability of the project considered in light of them, and supervisors need to promote confidence that completion is still an option.

Finally, it is important for supervisors to relish exposure to, and working with, diversity. Where candidates are based in different parts of the world, and operating in cultures that have very different value systems and beliefs about gender, power relations, and engagement in education, supervisors need to be prepared to adapt their style and approach to enable engagement – often doing so with the added complication of having to work with candidates remotely. Nonetheless, for all the potential challenges that must be navigated, the privilege of working with individuals who have excelled in their careers, and whose expertise is considerable has, as a supervisor, remained one of the most rewarding undertakings of my career.

Recommendations and conclusions

As illustrated by the case study above, PDs can have a significant impact on the careers of those who complete them, not only in terms of the research project, but also in the role and impact that PD candidates can have in their chosen field. Nonetheless, some PD

programmes are a relatively new form of doctoral study and, therefore, arguably not as well understood as other doctorates.

Nonetheless, as a burgeoning area of postgraduate study, it is reasonable to assume that the PD model will become an offering in new subject areas. Amongst the list of recommendations, the CRAC (2016) report encourages higher education institutes to adopt a more strategic approach to developing and promoting PDs by ensuring that they are linked to the needs of today's organisations, as well as new and emerging markets. The report also encourages more active promotion of the equivalence of rigour and standing between PDs and PhDs – by both individual institutions and the higher education sector more generally – while highlighting the differences in terms of the research context and impact on professional practice.

In realising these aims, we see a key role for organisations such as PsyPAG. As an organisation for psychology postgraduates across all UK institutions, PsyPAG can play a vital role in promoting PDs in areas related to psychology, in raising their profile, and in supporting those who undertake them. In championing practice-based research, and the endeavours of those seeking to generate knowledge located in their own work context, PsyPAG could play a leading role in the development of a knowledge-base contributed by those who seek to reflect the complexities of, and demands posed by, working in a VUCA world. Although some PD programmes may be clearly anchored within a single discipline, many PD candidates work in fields where several disciplines intersect. This opens up a range of potentially fruitful opportunities for dialogue and collaborative activity including:

- Encouraging discussion and debate about the nature of knowledge, knowledge production and impact;
- Publishing and otherwise drawing attention to the 'outputs' of PDs (including studies where PDs have had a demonstrable impact on practice;

- Providing a source of consultation for PD candidates to find appropriate outlets for communicating their research (this would include publications, links with Society member networks, conferences and CPD programmes);
- Represent a voice to other stakeholders – including higher education institutions.

PD candidates would benefit from the activities and support of PsyPAG and certainly, PsyPAG encourages and welcomes collaboration and input from those embarked on all forms of doctoral journey. However, the background and professional contexts of those typically undertaking PDs means that candidates may be unaware of this avenue of collaboration and support. As such, we would argue that a more proactive approach is needed to fully engage this group, and would welcome discussion around forms of 'outreach' that may be necessary to inform the emerging doctoral market as to the many opportunities offered by the PsyPAG community. We see this article as a step in this direction.

In the spirit of seeking avenues of mutual gain and reciprocal enhancement for the benefit of all doctoral candidates, ways in which these types of connection and collaboration could be capitalised upon include the following:

- Publicising the opportunities at PsyPAG events for PD candidates to present their research, and for PhD candidates to present ideas on methodologies well-suited to research in real-world settings as a way of fostering greater collaboration;
- PsyPAG could create opportunities for PD candidates to present seminars on topics such as managing stakeholders, how to have difficult conversations, project management, working across disciplines, managing in different types of organisations and understanding the nature of power and politics in large organisations;
- PsyPAG could facilitate and support the creation and distribution of guidance

documents and recommendations on how to contextualise the work that PhD students are doing in real-world settings;

- PsyPAG could also encourage and support writing partnerships between doctoral candidates undertaking different doctoral programmes, and showcase the resulting work.

The above are simply examples of the types of collaboration and knowledge-sharing that could be encouraged. The key point is that collaborations of this nature would benefit all doctoral candidates, as well as the higher education sector more broadly, by creating not only an openness to, but also a celebration of, different forms of research, different modes of knowledge, and the potential impact of each. Traditional ways of working, including within higher education institutions, are changing and the workplace of the future may not lend itself to the career silos that have historically been supported. We all need to be aware that we are likely to be called upon to work in different settings and will need to present our data to diverse audiences, and understand the implications of our data for those diverse audiences.

As workplaces evolve, the types of

doctoral programmes offered and the way in which knowledge is created, are also changing. In order to be able to compete in a knowledge economy, a strategy for lifelong learning and an ability to respond to new methods of knowledge creation become increasingly important. It is within this ever-shifting context that the provision of doctoral programmes is developing and a more complex and varied landscape is emerging. PhDs are one manifestation of the way the worlds of knowledge creation and professional practice are changing. Through embracing the broadest possible range of topics, methodologies and contexts in which doctoral candidates are conducting their work, we can collectively ensure that the research of tomorrow will have a role to play in shaping our society for many years to come.

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Hints and tips:

'Time is an illusion': Six pragmatic tips to effectively manage time during postgraduate study

Claire Melia

In comparison to your undergraduate, postgraduate study offers a considerable increase in independence and responsibility for managing your own deadlines and commitments. Therefore, as a postgraduate student, effective time management is a crucial skill to adapt to the many competing demands on your time. Throughout my own postgraduate studies as a master's and PhD student, I have learnt multiple techniques which have helped me prioritise my time. Within this article, I share a few of these strategies in an attempt to help other postgraduate students develop their own time management skills.

THE TERM 'time management' is a prominent buzzword, repeatedly uttered by teachers and workshop facilitators throughout academia, from high school to PhD. Not only are we told that time management is vital during study (Cottrell, 2013), but upon graduation it is considered a core skill to list on your CV (Allen, 2011). Whilst commonly endorsed, the term is rarely provided an operational definition. Specifically, time management refers to how a person's time is spent productively to maximise efficiency (Oxford Dictionaries, 2017). Regardless of your stage of education, time management is a crucial skill for regulating the demands on your time. Although there is countless advice regarding time management and how to improve effectiveness, much of this advice refers to general settings. However, postgraduate students face an entirely unique situation. As such, within this article I offer some advice which I have learnt throughout the postgraduate process at both master's and PhD level.

As postgraduates, there is increased emphasis on managing your time and workload, with less predetermined educational commitments. Students have the ability to tailor their educational experience, often leading to a misconception of unlimited

time. In fact, the British Psychological Society (BPS) estimates that a full-time three year PhD provides less than 500 working days to complete the research (BPS, 2017). Clearly, the time of a postgraduate student is finite. As the field of psychology grows increasingly competitive, master's and PhD students are encouraged to engage with extracurricular activities (Lantz & Reddy, 2010). Whether you're aiming for academia, clinical, or any sub-discipline of psychology, in addition to educational requirements, students are advised to become involved with volunteering, conferences, publishing and other activities to make you a competitive candidate. Whilst these opportunities provide valuable experience, these additional commitments quickly dissolve the 'free time' of the postgraduate student.

However, it is possible to incorporate most, if not all activities alongside your studies. This is where time management becomes more critical than at any other point of your academic career thus far. Many people, including myself, believe they possess good time management skills until they embark upon postgraduate study. Below I outline six key tips for managing your time during your postgraduate study to ensure that you complete your work on time

without sacrificing your mental health and enjoyment of your course.

Tracking deadlines

Admittedly, this tip is generic but it's worth repeating as it is simply that crucial. At the very start of your academic year make sure that you set yourself up for success through starting out organised. Much as you often buy new stationery at the start of an academic year, make sure you add tracking deadlines into this routine. Whether this is in the form of a calendar, a diary or sticky notes, invest in some way to keep track of upcoming deadlines. If you don't have set deadlines, then give yourself an estimated deadline so you have a tangible target date to aim for. In addition to writing out your academic and institutional deadlines, make sure to research upcoming conferences (such as the PsyPAG annual conference), workshops, and other major events you might want to attend throughout the year. Ensure you note down the deadline for both registration and submission to make sure you don't forget deadlines until last minute. I have a conference spreadsheet in which I list all conferences, dates, location, and relevant deadlines. Through having all deadlines clearly set out in front of you, you will be able to see in advance how long you have left to complete certain tasks and this will help you prioritise your work.

Regularly assess your progress

If you are completing a master's course, then you will likely complete assessments with strict deadlines. However, during a PhD you may not have set deadlines and are expected to set your own timetable and plan your own deadlines. I highly recommended meeting with your supervisor regularly to assess your progress. For example, I meet with my main supervisory team every month to update on the progress and receive feedback on any comments or concerns. I have found it particularly useful to set an agenda beforehand, so that your supervisor knows what you want to discuss and can prepare in advance.

Make sure you leave each meeting with at least three key action points to work upon before your next meeting. This can help you keep track of how your project is progressing and ensure that you have a deadline to aim for. These meetings are an excellent opportunity to discuss how the project itself is progressing and whether you are on track or if you need to reprioritise some of your workload.

Heed the advice of your supervisor(s)

Part of assessing your academic progress is also checking up on your personal progress. When your supervisor tells you to go on holiday or asks you when you find time to sleep, take that as a sign that you're doing too much. Whilst your supervisor is primarily there to guide you through the academic process, they also play a pastoral role. Your supervisor has experience and can tell when you're spread too thinly, not prioritising, or simply not applying yourself to your academic course. If they give you advice on cutting down on other commitments, then take this advice on board. Supervisors are the people with the most knowledge about you and your project alongside their own experience as an academic; this combination can lead to incredibly valuable insight and advice on how to manage your time effectively. Whilst developing your own strategies and approaches to time management, never hesitate to ask for advice.

Take caution

When it comes to time management, many people – including myself – are overly optimistic. Due to the nature of research, throughout your postgraduate study you will face setbacks. Whether these are difficulties with recruitment and data collection, or your coursework is taking longer to write due to being distracted by Netflix; facing obstacles in postgraduate study is not unusual. One of the main things you can do is to be realistic when setting goals and account for such hurdles. For example, whilst ethics can go smoothly, this is not always the case. As such, if you are planning to receive ethical

approval by December, keep that in mind as a personal deadline, but allocate yourself until April in your plan. Making sure that you have provided yourself some leniency in your plan reduces the panic and stress when things don't quite work out as planned. Whilst you may have every faith in your own ability and productivity, remember that academia often relies upon complicated processes which may often take much longer than initially anticipated. The aim is to complete tasks within the scheduled timeframe, so try to be realistic about expectations of time and plan for potential obstacles.

Practising self-care

As students of psychology, surely you have read many studies about the importance of time away from work. Procrastination is the main enemy of productivity and effective time management as it is easy to lose focus and turn to procrastination when working for long periods of time. Regularly working non-stop is inefficient, whereas regular breaks can revitalise your energy and focus, increasing productivity (Tucker, 2010; Ariga & Llera, 2011). Whether you walk around your office or grab a cup of tea, it is important to factor breaks into your work schedule. There are many different techniques which work for different people and different tasks. For example, the Pomodoro method involves working for 25 minutes before taking a 5-minute break (Cirillo, 2009). For lengthier tasks try 'snack-writing' where you set yourself a goal and spend 90 minutes working followed by a 20-minute rest (Murray, 2016). Whilst these techniques differ in the time spent working, there is a vital commonality of taking breaks. Whilst there appears to be no consensus on the optimum time for a rest, it is clear that taking regular breaks is particularly important for an efficient working style.

In addition to taking regular breaks during work, it is also vital to maintain a good work-life balance. Constantly working can lead to burn out where you are likely to become less motivated and less efficient, whereas allowing

yourself time away from research is an effective strategy to help increase your productivity and motivation (Joudrey & Wallace, 2009). Whether it is yoga three evenings a week, one hour of reading before bed, or assigning your weekends as a 'work free' zone, having some downtime is vital. Amongst other things, I enjoy a scenic hour long 'work free' commute which has provided many bursts of inspiration due to allowing myself to shut off from work. Make sure that when you plan your week that you also factor in some time for yourself. Looking after yourself through striking a balance between work and personal life is vital for ensuring that you stay motivated and efficient.

Overcoming demotivation

Despite your best efforts, many people encounter a 'slump' of demotivation which can heavily impact your productivity, time management and lead to falling behind on your schedule (Dodes, 2003). Whilst not uncommon, this can be a very difficult experience and the self-care outlined above becomes increasingly important. During these periods of uncertainty, support of your supervisor, peers, and family is critical. Whilst supervisors and peers provide academic support, family members are a great source of positivity and reassurance. Additionally, you may prefer to talk to a member of your university counselling team to explore your emotions. Identify who you see as your support system and who you would call upon during such times. Although postgraduate life can sometimes appear lonely, it is important to remember that many people experience similar feelings and there is always support available.

Once you have taken some time for yourself, it is important to find time to refocus. Firstly, remember your intrinsic motivations such as why you're doing your course and what you want to gain from it. Try writing down all the positive reasons for being on your course and what it is you hope to achieve both in the short-term and long-term. For some this may simply be in a list, whilst others may prefer to write this as

a personal statement. Through reminding yourself of personal reasons for completing your course, this will hopefully restore some of your motivation. Once you have worked on your intrinsic motivations, start to focus on the external motivations to prepare yourself to get back to work. For example, setting goals and deadlines will help you to refocus and prioritise (see section one). Write a list of three things that you need to complete that day and three things you need to complete within the week, no matter how small they are. This provides you with a tangible short-term deadline to work towards. Now that you have explored your personal motivations and set yourself some external deadlines, this should give you the push to focus and get yourself back on schedule with your work.

Conclusion

Overall, time management is a highly subjective and personal skill which takes time and experience to master. These tips are simply a few strategies I have found to be helpful in managing the different demands upon my own time. Most importantly, remember that everyone works in different ways, to different schedules and priorities. The main aim of time management is to ensure you are effective with your time so you are able to complete your work to a high standard without forfeiting your work-life balance. Through managing your time, you will find that you can engage with extracurricular activities to make yourself a more competitive candidate. Although there are many demands on postgraduate students, if you have mastered time management then you can absolutely incorporate and enjoy all the available experiences and make the most of your time as a postgraduate student.

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Hints and tips:

Arranging departmental talks

Katy Unwin

Speaking about your research is a necessary skill in academia, and doing so can be anxiety inducing. However, as with many skills, practice makes perfect. Therefore, organising a talk series for you and your fellow PhD students to present research findings can be beneficial for all involved. Within this piece I discuss the benefits of setting up and running such a talk series, the practicalities involved, and some challenges you could encounter along with some ways to overcome these.

FOR THE PAST YEAR, I have arranged a departmental talk series within my school. This talk series is designed to give PhD students the opportunity to present their work, and also to allow the PhD cohort to hear talks on a range of topics. The talks run every week during term time, and last an hour in total. Within each session, two PhD students in their third year of study each present their research for 20 minutes, and then answer 10 minutes of questions. The question time is aimed to mimic that of a conference and is chaired by the person who runs the talks. It has been very rewarding running these talks and I have become increasingly aware of how useful a talk series such as this can be for early career researchers.

Why bother?

One skill we all have to master when working in academia is speaking about our research. Be it speaking to your niece at the dinner table, a world-renowned professor in a lift, or at a conference where 20 per cent of the audience are already asleep and the other 80 per cent are staring you down as if to say, 'This had better not be a waste of my time'. Public speaking, such as presenting your research at a conference is necessary in our line of work but can be anxiety inducing (Stein et al., 1996). Stein et al. (1996) state that public speaking anxiety can have a detrimental effect on the lives of sufferers. Therefore, it is all the more important to attempt

to reduce this public speaking anxiety early on in one's career, and one way this can happen is through practice. Guest, Regehr & Tiberius (2001) posit that quantity of time practising, and quality of practice, are integral in achieving expertise. Yet, in many departments there are limited opportunities for PhD students to present; thus, it is a challenge to build expertise in this area.

Setting up internal department talks enables PhD students to practice presenting their research to other PhD students in a safe, supportive environment. Also, such talk series can allow for the PhD cohort to hear about other research being conducted in the department. This is beneficial as it enables potential collaborations between research groups. As well as the benefits gained from participating in such seminars, organising such events can be an equally useful experience and can contribute to your CV. You can use a role like this on your CV to demonstrate your organisational skills and show that you have been an active member of the research community – a highly prized attribute in academia.

How can I organise an internal seminar?

Now that I have discussed the benefits of organising internal seminars and presenting at them, I will provide a suggested step-by-step guide on how to organise a talk series. However, do be aware that talk series such as the ones discussed here may already be up and running. If so, it would be better to

volunteer to help in the organisation of these established series rather than competing with them by setting up your own.

Before the seminar

First, you need to choose a day and time that the talks will run on. This could be once a week, bi-weekly or monthly. Make sure that your day and time stays the same each week and doesn't clash with other departmental meetings – you should discuss this with the school manager or administrator. After the dates are in place, decide how many speakers you will need per week. This will depend on how big your PhD cohort is and how regularly you plan to have the talks. Filling each slot with speakers can be done by assigning each speaker a day and then asking them to confirm if they are available. Alternatively, you could use an online tool such as Google Docs (<https://docs.google.com>) to get potential speakers to sign up for a day that suits them. The important thing to remember here is that you don't have to do all the organising yourself. You could create rotas for different tasks. For example, you yourself could chair the talks or get your peers to take turns chairing (N.B. chairing typically involves introducing each speaker and running the question session at the end of the talk). One benefit of having a rota for tasks such as chairing is that many people can then gain the skill from doing the role, and another is that it relieves some time pressure off you.

The next step is to arrange the practicalities of the talks. Book a room that is big enough to fit most of the PhD students in your department and make sure to book the room for all the weeks that the talks will be on so there are no unexpected room changes. Also, speak to your Director of Postgraduate Research to negotiate the possibility of a small budget to buy some refreshments.

A week before the seminar, email your speakers and ask for their title. Once they have sent it through you can email it out to the PhD cohort (and perhaps even supervisors if you see fit!). Then a few days before

the talks, email the speakers confirming what time they need to arrive at the room.

On the day of the seminar

Once all this planning is done, each talk should almost run itself. Remember however, to be at the room early to set up and greet the speaker. Become accustomed to the technology in the room so that you can set up their PowerPoint quickly and easily. Also, make sure you have the contact details for IT support on hand should you need help. Then, set up the refreshments in an easily accessible place in the room. Here it is important to note that some universities have catering staff who are responsible for tasks like this so if you do purchase catering through the university, make sure you check if this is the case upon booking. Also, be aware that some universities only allow food to be provided by particular caterers so you should check the university policy before the talk series begins.

Once the start time of the talk has arrived, the Chair should introduce the speaker and begin the talks. Keeping to time is important for all involved so tell the speakers when they arrive that you will show them a sign when they have five minutes remaining. Then, let them know that you will hold up a sign saying, 'Time's up' to let them know they must finish their talk. Therefore, during each talk, discreetly be aware of the time. After the speaker has finished, the Chair should stand up and field questions.

After the seminar

The main tasks after the seminar are clearing up the room, and emailing the attendees and speaker to thank them for their participation. It would be wise to also remind them of the talk title for the following week. This way, people are more likely to put it in their diary!

Potential issues and how to problem-solve

Although there are many benefits to organising talk series, there are also some challenges. Two of the main ones are discussed here.

Problem: It may be that the day of the talk approaches and you have no speakers, *or* the speaker withdraws on the day of the seminar itself.

Resolution: This would be a real shame especially if people have blocked off time in their diaries for the seminar. To avoid this pitfall, invite and confirm the speakers at least three weeks in advance. A few days before the talk, confirm with the speaker the talk location and time. If you do not get a response, then try phoning them or going to their office to confirm.

Problem: The speaker(s) are ready, but turnout is poor, i.e. the audience is very small.

Resolution: This can be hugely discouraging for the speaker. There are however, a few things you can do to avoid this. Firstly, send out an email with the date, time, location, speaker name and title of the talk, a week before the event. You could also send out a reminder about the seminar either the day before or a few days before. Secondly, get a prominent lecturer, professor or better still the Director of Postgraduate Research in the department to email students at the beginning of each term endorsing the talks and encouraging attendance. Finally, it sounds silly but if your budget stretches, try to go the extra mile with the refreshments. Many people are led by their stomachs and they

may be more likely to attend if they know they will get something more than an old custard cream!

In conclusion, organising and running a talk series can be extremely beneficial for you and can serve to bolster your CV, however, it could also be incredibly beneficial for your fellow PhD students. These talks series offer PhD students the opportunity to talk about their research and, could help reduce anxiety for future talks. Not only are these talks beneficial for the speakers but also for the audience who can expand their knowledge though listening to talks from their colleagues, which may also enable future collaborations. Overall, it has been a great experience for me and I encourage any of you to give it a go.

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Hints and tips:

The importance of starting a conversation about suicide: Hints and tips for supporting postgraduate peers

Kirsten Russell

Suicide is a common cause of preventable death worldwide and the student population represents a particularly high-risk group for the development of suicidal thoughts and behaviours. When an individual feels suicidal they often have the impression of being trapped with no option for escape. As a result, they feel that they cannot talk about these thoughts and often struggle to ask for help. Therefore, it is important that others start the conversation and offer support to these individuals. This article highlights the issue of suicide in university students and provides advice for those who may be worried about someone and unsure of how to start a conversation about suicide.

SUICIDE continues to be a major public health concern worldwide, and is one of the leading causes of death in young people aged 15–24 (World Health Organisation, 2014). University students represent a particularly high risk group for the development of suicidal thoughts and behaviours. A survey conducted by NUS in 2013 highlighted that 33 per cent of students within the UK reported having thoughts of suicide (NUS, 2013) and 130 students from England and Wales took their own lives in 2014 (National Office for Statistics, 2016). This is the highest number since records began ten years ago.

The impact of each death by suicide is enormous, extending beyond the individual themselves to family, friends, colleagues and classmates. Dr Julie Cerel, President of the American Association of Suicidology, has reported that each suicide impacts around 115 people, 25 of whom experience devastating effects and will likely require intervention or support from services. Research evidence highlights that individuals who have been exposed to suicide (e.g. family, friends, peers etc.) are at an increased risk of adverse outcomes including mental health difficulties, impaired social functioning,

suicidal ideation and fatal and non-fatal suicidal behaviour (Pittman et al., 2016; Pittman et al., 2014). The experience of knowing someone who has attempted or died by suicide is common amongst university students (Cerel et al., 2013) with 21.5 per cent of students in the US endorsing being ‘suicide survivors’ (an individual that is ‘personally affected’ by a suicide). Further, 65 per cent reported they knew someone who attempted suicide or died by suicide. Given the profound impact of suicide, prevention is of great importance. Therefore, it is crucial to provide support to those who are struggling with suicidal thoughts.

Everyone has a role to play in suicide prevention. However, suicide is a sensitive issue that is still surrounded by high levels of stigma. As a result, people are reluctant to talk about it. This needs to change. This silence and stigma is harmful, and prevents individuals both talking about how they are feeling and seeking the help that they need. The following section provides some advice for students who may be worried that someone is considering suicide and are unsure how to tackle the situation.

One important way to overcome stigma is to engage in and encourage conversations

about suicide. If you are concerned that someone you know is considering suicide, the most important thing you can do is **ask them**.

Often people worry that by asking someone if they are suicidal, they will either put the idea of suicide in their head or increase the likelihood that the person will develop suicidal thoughts or behaviours. However, research consistently suggests that this is not the case (Dazzi et al., 2014). In fact, asking about and acknowledging suicide may in fact reduce suicidal ideation and distress. Good social support and peer contacts have been repeatedly shown to be protective against suicidal thoughts and behaviours. Openly listening to and discussing someone's thoughts of suicide can be a source of relief and can be key to preventing the imminent danger of suicide (Biddle et al, 2013; NHS Health Scotland, 2015).

Signs that someone may need support: Samaritans highlight that people may say things that may help you recognise that they are struggling to cope. For example, the individual may use leading statements, such as 'you wouldn't believe what I've been through' or 'It's like the whole world is against me'. The organisation highlights that people sometimes say these things in the hope that you will pick up on them and ask what they mean so they can talk about how they are feeling. Another sign is the use of negative statements, such as 'Oh, no one loves me', 'I'm a waste of space' or 'life isn't worth living', even if it sounds like they may be joking. Other signs of difficulties with emotional health to look out for can be found at www.samaritans.org.

Ask: If you are concerned about someone, you should ask clearly and directly if they are having thoughts of suicide. Ask the question 'are you thinking about suicide?' or 'are you having thoughts about taking your own life'. By using the word suicide, you are addressing feelings directly and telling the person that it is OK to talk openly about their thoughts of suicide with you.

Listen and show that you care: Let the person express how they are feeling and

listen carefully, calmly and non-judgementally. Individuals with thoughts of suicide are experiencing unbearable psychological pain, and see suicide as their only solution to escape this pain. Let the person know that you care about them and that they are not alone. Be supportive and understand that suicide is complex and multifaceted; there often isn't one main reason why someone will consider taking their own life (O'Connor & Nock, 2014; Hawton, Saunders & O'Connor, 2012). It is important to take anyone who talks about feelings of suicide very seriously. Respect their thoughts and reasons for feeling suicidal and do not dismiss them as silly or wrong. Just listening can provide invaluable support and bring great relief to someone, particularly if they have never spoken to anyone about their thoughts of suicide behaviour.

Encourage the person to get help: The NUS survey (2013) highlighted that more than half of university students experiencing mental health problems or dealing with suicidal thoughts did not seek support and one third of these individuals were unsure where to seek help at university. Reassure the person that help is available and check that they know where to find such help to keep them safe. If not, helping them find information as to where support can be found would be very beneficial. For example, encourage the person to make an appointment with their GP, or to call Samaritans (and Breathing Space if in Scotland). If the person has an immediate suicide plan and the means to implement this plan do not leave them alone and get help immediately by phoning a doctor, 999, a local crisis support centre, Samaritans, SANE or NHS24.

Look after yourself: Starting a conversation about suicide is very important and could bring relief to the individual experiencing thoughts of taking their own life. However, knowing that someone is considering suicide can be difficult and you may feel upset or scared. These are normal responses. It is important to remember that

you are likely to need support yourself. Find someone that you can talk to about your feelings and offer support such as friends or family and remember to take some time out to concentrate on yourself too. In addition, you could talk to someone at Samaritans or Breathing Space too.

The importance of language: When having conversations about suicide, it is imperative that we use sensitive and empathetic language that does not create unhelpful connotations (Nielsen et al., 2016). For example, avoid using the phrase ‘commit suicide’. The use of the word commit is associated with crime, negativity and wrongdoing. Emma Nielsen, a PhD Researcher from the University of Nottingham, high-

lights in a recent blog (2016) that ‘People commit crimes. People commit moral atrocities. People die by suicide’. Suicide is not a crime and use of the term commit can increase stigma and discourage people from seeking the help that they need. Examples of more helpful phrases can be found in Table 1 below. For more information the importance of using non-stigmatising terms, refer to the original blog article: ‘Mind your “C’s” and “S’s”’: The Language of Self-harm and Suicide (and why it matters).’

Individuals dealing with suicidal thoughts often feel trapped and struggle to seek help and support from others. Suicide is associated with high levels of stigma which can further discourage help seeking – this is

Table 1: Examples of less helpful and more helpful phrases to be aware of when having conversations about suicide and self-harm.

Summary		
Less helpful phrases	More helpful phrases	Why?
'Commit suicide', 'committed suicide'.	Died by suicide.	Suicide is a cause of death and should be treated as such. 'Commit' is stigmatising and outdated language with connotations of illegality, shamefulness and sin.
'Self-harmer', 'ideator' etc.	Person who [self-harms] etc.	'People first language' recognises and values the person first and foremost. Self-harm may be a way in which someone copes, but it is not who they are.
'Unsuccessful' or 'failed' suicide.	Attempted suicide.	Any attempt should be taken seriously. We need to recognise distress and provide appropriate, timely and compassionate support. Any notions of 'failure' don't contribute to that.
	Language that recognises the possibility of change and recovery.	Hope is vital, it keeps people alive.

Source: <https://imhblog.wordpress.com/2016/01/22/emma-nielsen-mind-your-cs-and-ss-the-language-of-self-harm-and-suicide-and-why-it-matters/>

harmful and needs to change. Encouraging and engaging in conversations about suicide, using sensitive and empathetic language, can help reduce stigma and encourage people to be more open about how they are feeling. If you are worried that someone is struggling with thoughts of suicide, start a conversation – you might save a life.

If you are in need of some support, personally struggling with thoughts of suicide or are worried about someone contact Samaritans on 1161213 (FREE to call from the UK & ROI) or email jo@samaritans.org. Help is available 24/7. The number is free to call. In Scotland, you can also contact Breathing Space on 0800 83 85 87.

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Book review

The Oxford Handbook of Numerical Cognition

R.C. Kadosh & A. Dowker (Eds)
(Oxford University Press, 2015)

Reviewer: Charlotte R. Pennington

Numbers surround us in our everyday lives; when we go to the supermarket, we might have to decide on the most cost effective products. When booking a holiday, we might look at the highest temperatures. When driving, we take notice of highway numbers, the speed we are travelling, and the distance. The development of our mathematical skills is the focus of core education in the majority of developed countries. Partly, this is because mathematical ability is a transferrable skill, which can nurture reasoning, creative thinking, problem-solving ability, and provide order to our somewhat chaotic lives.

Given its importance, researchers have embarked on a journey to elucidate the biological, societal, cultural and individual factors that may shape mathematical proficiency. This is where the study of numerical cognition plays a part; how do we understand why some people are better at mathematics than others? Why is mathematics education taught differently in some countries? How does the numerical brain develop and what other cognitive functions allow us to solve mathematical problems? *The Oxford Handbook of Numerical Cognition* aims to answer some of these pressing questions.

Edited by Roi Cohen Kadosh and Ann Dowker, this book provides a comprehensive overview of research into numerical cognition, spanning areas of cognitive, educational, biological and cultural psychology. This book is divided into eight parts, with 60 chapters and 100 contributing authors from across the globe.

Part 1 tackles the important issue of promoting mathematics to the general public. It examines why non-specialists sometimes

view mathematics as a mundane subject and how such negative attitudes may influence disengagement and lack of participation in this field. It also explores the philosophy of numerical cognition, including a discussion of (neo)classical, nominalism, mentalism, fictionalism, logicism and set-size theories. This particular chapter may come in handy for students undertaking a PhD in numerical cognition!

Part 2 traverses through research on human mathematical cognition, with a focus on how individuals represent numbers in their mind and the link between numbers and space (e.g. the SNARC effect). It reflects on how numerical cognition should not be viewed as a domain-specific mechanism, but rather as a process that also relies on non-numerical contextual information, working memory, intuitive rules, somatosensory experiences, and native language. This is an excellent chapter for those who want a balanced perspective of the theories underpinning numerical representation.

Part 3 tracks the developmental trajectory of mathematical ability, with an exploration of both human and animal models. It explores how animals are able to choose the larger of two different quantities of food and make quantity decisions between arrays of non-food related objects. It also discusses the thought-provoking observation that monkeys (and other species) exhibit self-control for delayed larger food rewards compared to immediate gratification for smaller food rewards. It appears that humans are not the only species with advanced numerical cognition!

Part 4 discusses how the development of language and culture influences number processing, and explains how the number-word system enables children to develop an understanding of number concepts. Drawing upon contemporary strands of research by scholars such as Vgostky and Piaget, this chapter explores cross-linguistic differences in number representation, and

examines methodological and conceptual difficulties in assessing national differences in mathematical performance. This chapter also elucidates the limitations in current explanations of children's representation of numerical distances, highlighting the problems with attributing a causal link between children's language and their conceptualisation of numbers.

Part 5 provides an overview of mathematical neuroscience. It proffers a comprehensive account of the cognitive and neural underpinnings of numerical symbols, and looks at how transcranial magnetic stimulation (TMS) and neuroimaging offer methods of assessing localisation of mathematical functions. This chapter also discusses the fascinating concept of 'neuroprediction', suggesting that brain-imaging techniques may be able to predict neurodevelopmental disorders and educational outcomes. This chapter is very accessible and would be a great starting point for anyone interested in examining mathematical development and proficiency from a neuroscience perspective.

Part 6 characterises congenial and acquired mathematical disabilities and explores how school interventions may help students with learning difficulties and disabilities improve their mathematical skills. A particularly interesting topic in this chapter is the development of computer-assisted interventions, which appear to be increasingly important in an ever-progressing world of technology. This chapter also investigates whether vision is necessary for numerical representation and skills, with a focus on visual deprivation and blindness.

Part 7 covers the important topic of individual differences in arithmetic development and the aetiology of mathematic variation. Providing an overview of research investigating the cognitive predictors of mathematical abilities and disabilities, this chapter allows us to assess critically why some people may perform better at mathematics

than others, and how to assist mathematical learning through different educational and intervention strategies.

Finally, part 8 reviews the importance of mathematics education, including a chapter on negative affect in mathematics learning, including anxiety, interest, motivation and self-efficacy. Here, leading theories in research on negative mathematics affect are reviewed such as 'choking under pressure' and 'stereotype threat'. This section then moves on to evaluate the effectiveness of 'Every Child Counts', an intervention implemented by the education ministry in England to tackle mathematical underachievement in primary schools. Following from this, Part 8 features an exciting chapter on the importance of the home environment and informal learning activities to develop children's mathematical skills. Different learning techniques and strategies are reviewed, such as inexpensive board games which can be created for the home.

Overall this book offers detailed and diverse discussion of the different research areas underpinning numerical cognition. It includes contributions from distinguished and world-leading researchers, who elegantly discuss the implications that such research has for theory and practice. This book would be excellent for anyone who is undertaking a PhD in mathematical cognition or anyone who has an interest in this field and wants to learn more. In the main, it is accessible and engaging, with each chapter flowing consistently to the next. It also includes 'navigation chapters' for those who want a quick overview of each section, and guides the reader to relevant references to the prominent and impactful theories and research in this area.

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Conference review:

Death, Dying and Disposal 13 Conference

Khyati Tripathi

Organised by The Association for the Study of Death and Society (ASDS), the 13th biennial Death, Dying and Disposal conference was held at the University of Central Lancashire, Preston, UK from September 6–9 2017. As a Commonwealth Split-site Scholar 2016–2017, I had the opportunity to be a part of it. This was my first Death, Dying and Disposal conference and in this review article, I throw light on the four days of this remarkable conference that brings together death researchers from all over the world every other year.

THE Death, Dying and Disposal conference presents death researchers from all over the world with the opportunity to be amongst the stalwarts working in the area of death and dying from anthropological, psychological, psychoanalytic, archeological and many other perspectives. Being an interdisciplinary (psychosocial) researcher in death studies for the last eight years, I have had the opportunity to attend many conferences. However, the Death, Dying and Disposal conference 13 (DDD13) was my first experience of being in a conference that focused entirely on death studies and each paper in the conference dealt with significant themes (culture, religion, materiality, spatiality, etc.) which are required to understand different aspects of death and dying. The conference was attended by enthusiastic death researchers from different parts of the world who staunchly believe in the need of propagating the importance of death studies to further the understanding of human nature and society as a whole.

The DDD13 was held from 6–9 September 2017 at the University of Central Lancashire, Preston, UK. DDD conferences are organized every alternate year and this year it was organised under a fascinating theme on 'Ritual, Religion and Magic'. The conference focused on the interpretation and perception of ritual, religion and magic in death, dying, healthcare and burial.

The conference tried to cater to the intellectual needs of all the participants through

14 different subthemes ranging from 'Anthropological Perspectives on Death and Dying' and 'Ghostly and Gothic Encounters' to 'Celebrating Death' and 'Speaking with the Dead'. Among many others, there were separate sessions dedicated to the emotional encounters when faced with death which focused on 'Grief', 'Ritualistic and Clinical Denial of Death' and 'Spirituality'. The last day of the conference saw a session on 'Technologies of Post Mortem Care' that initiated a much-needed dialogue about the influence of technology on death and dying. Attended by funeral directors as well as academics, early career researchers and PhD scholars from different disciplines, the conference was spread across eighteen sessions over four days with no more than three parallel sessions each day.

The first day kick started with an energetic and riveting keynote by Professor Douglas Davies from the University of Durham, who is a renowned name in the field of death and dying studies. In his keynote on 'Religion, Healthcare, Rituals and Grief', Professor Davies explained how UK National Health Services (NHS) and British religious institutions are 'competitive carriers of cultural values' related to death and dying. Drawing on the nineteenth and twentieth century anthropological and sociological take on religion, death and rituals, he talked about changing grief theories in relation to changing theories of healthcare. During his keynote, Professor Davies skillfully yet effort-

lessly created a mental imagery of brilliantly organised anthropological concepts around death and dying. I work with psychoanalytic and social anthropological perspectives and his keynote helped me understand certain aspects of Malinowski's work crucial for my own study.

In addition to expert keynotes, each session comprised of gripping papers presented for half an hour with an engaging round of feedback after each presentation. Papers in the session on Materiality focused on grave goods and clothing of the dead and efficaciously discussed how the bond between the deceased and the bereaved continues. Besides concentrating on death rituals of different communities under the subtheme of Mortuary Anthropology, the conference also had a specific session on Medieval and Modern Death Ways to address death ways in medieval Wales and eighteenth-century Hertfordshire. Under Spirituality, papers were presented on British Shamanic Practices as well as Witchcraft Priesthood. I was most thrilled to attend a session dedicated to the Animal Death that beautifully tied together the intricacies of animal death and the human emotion attached with it.

I presented a paper on 'Hindu Death Rituals: Symbols and Functions' under the subtheme of Death Rituals and World Religion. My paper is an auto-ethnographic account of attending a cremation in North India and an analysis of the Hindu Death rituals. This has been one of the most challenging papers for me. As a female researcher, I was dissuaded to pursue a study where I had to witness an open pyre cremation, firstly, because Hindu Brahmin females do not usually go to the cremation ground and secondly, because it just sounded 'depressing' to people. In this paper, I not only describe what I witnessed but also what impact the witnessing had on me. I position myself in the paper as a researcher with a visible outer field where I was the observer and an inner emotional field personal to me where I was the observed. The excerpt below from the paper provides a flavour of how as

a researcher I merged the outer field with the inner one.

I was looking at the burning pyre, the smoke, the burning logs of wood and could feel a slight dizziness due to the overpowering stench of the deceased's skin melting off his bones. 'I too am going to end like this' I thought. I wanted to press my nose against my scarf and run away 'but would it not be disrespectful to the deceased?', I asked myself. I wanted to respect the deceased because I would not want anyone to run away from my burning body. I wanted to keep my *karma* right. In the moment that made me conscious of my death, I questioned if we understand death at all? What if we cremate a person's body thinking he or she has died but rather they have just transcended to another world to commence another phase of life further with closed and not dead eyes? (Tripathi, 2017).

I was skeptical to present an auto-ethnographic account of my study and didn't know how it would be received. But I was thrilled to receive a great response and extremely positive, encouraging and valuable inputs from the audience which not only helped me polish my paper further for publication but also made me confident of my work.

In addition, the conference wasn't simply about presentations, discussions and feedback, but also encapsulated enriching fieldtrips. I was most enthralled to visit the Lancaster Castle and to experience proximity with the space where the Pendle Witch trial of 1612 took place. The most capturing experience was when I could stand inside the dark cell for ten seconds where one of the ten females who was found guilty was imprisoned. I stood inside the cell with a group with the cell door closed and all lights switched off. In just those ten seconds, I could feel a different wave of emotions pass through me. 'How she would have lived here?', 'did she not feel suffocated?', 'how

would she have endured?’ and ‘what would have been her last thoughts in this cell?’ were some of the questions that raced through my mind in those ten seconds. It was an unusual encounter with the past. Being inside the same walls that she would have touched and the floor where she would have sat made me a part of her ‘tangible’ existence inside the cell hundreds of years ago. Experiences like these bring one closer to the lived realities of the people who were an important part of the history. As a death researcher, such fieldtrips provide a chance at vicariously experiencing death and reflecting on it. It sensitizes the researcher and inspires him or her to capture and present the most authentic narratives and experiences which can then generate a similar empathetic response in the reader.

A concoction of well written papers, thought-provoking discussions and reflective field trips, the conference ended with a splendid dinner party. The DDD13 conference was an enriching experience for me as a PhD researcher. With high quality presentations, it brought to the fore a growing heap of extraordinary work going on in the field of death and dying in different disciplines. Information about new books and opportunities to contribute to edited books was actively disseminated during the confer-

ence including information on publishing in *Mortality* journal. I went to a lot of conferences in 2017 but chose to review DDD13 because the conference in itself is a hub of opportunities for death researchers and those interested in pursuing death studies in the future. It provides an occasion to meet like-minded people, have engaging conversations and become aware of the different perspectives from which work in the area is being undertaken. I came back from this conference with lots of ideas and enthusiasm and am very much looking forward to the DDD14 conference to be held in 2019.

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Tripathi, K. (2017). *Hindu death rituals: Symbols and functions*. Manuscript in preparation.

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PSYPAG

About PsyPAG

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.

www.psypag.co.uk

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