

PsyCen Newsletter

April 2021 |

■ A Word from the Director...

I'm delighted to introduce the PsyCen April 2021 newsletter which confirms the vibrant research culture within PsyCen, showing that our members are in demand, producing outputs and still networking despite the challenges of working within a global pandemic. Check out the staff and research student interview with Dr Katy Day and Lucy King... well worth a read. Special thanks to Cat Brooke and the PsyCen Programme Leads for the material for the new PsyCen webpage which is soon to be launched. The *Speech and Language Programme* is currently running a successful online event series, and I am very pleased to confirm that the *QUALMS initiative*, started by Dr Tom Muskett, will continue under the new leads Dr Paula Singleton and Dr Lauren Smith. I am also excited to welcome a new Programme to PsyCen, *Culture, Diversity and Social Behaviour*, to be lead by Dr Chanki Moon and Dr Lisa Harkry, which is primarily interested in understanding and examining how individuals' psychological process and behaviours are shaped by culture and vice versa.

Dr Trish Holch, Director of PsyCen

■ REF2021 - Done!

Further to my recent email, I want to say a little bit more about our REF2021 submission (Unit 4: Psychology, Psychiatry & Neuroscience). It is instructive to compare with our last (and first ever!) submission in 2014:

REF
2021

	REF2014	REF2021
<i>N Staff entered</i>	12	32
<i>Output quality [0-4*]</i>	2.1*	2.7* [estimated]
<i>Income</i>	£33k	£1.8m
<i>PGR registrations/completions</i>	8/4	37/15 [+7 to graduate 2021]
<i>Impact case studies</i>	2 x 3*	3 x 3* [estimated]

Clearly, we have improved on all measures and will find out exactly how much we have done so relative to our peers in spring 2022 (which then determines the funding we

Highlights

- REF2021- Done!
- Publications/ Accepted in Press
- Good News
- Special Feature
- Research Student News
- Staff and Research Student interview

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receive from 2022 onwards). Our research environment has also developed markedly, enabled by funding received from REF2014, of which the university devolves roughly 66% to the unit. PsyCen has been active since 2017 and is a significant focus and facilitator of our research culture, now refreshed and directed expertly by Dr Trish Hoch. During this REF period, we have also managed to retain a core base of research active and talented staff while recruiting new staff members at different levels to our team: recent recruitment intelligence tell us that people are keen to join us. We are now well placed for further School and University investment in staff.

To build on this success, we are continuing to grow our grant bidding and PGR recruitment. In terms of outputs, we will focus more on quality, trying to maximise the number of 3* and 4* papers for REF2027, with all staff contributing at least one output. We will also need to identify and nurture new and continuing REF impact case studies, and I know there are several candidates already. To further our research reputation, we should also think about establishing some specialist research centres where there is critical mass, funding success/potential, and fit with LBU and wider research themes and societal challenges. We can discuss these and other ideas together at the next research 'away day', so we can agree on direction of travel, key priorities and support mechanisms.

Finally, just to reiterate my thanks for all your hard work since 2014. We have come a long way since then and the future looks bright!

Professor Brendan Gough, Director of Research

• Funding News

PsyCen held three research funding calls this academic year, accepting bids up to £10k from individuals or teams and provision for online conferences. The following were successful in their applications:

Dr Andrew Wilson: RA and VR Equipment for a seed project developing collaboration with Southampton Football Club. The project is an ethnographic study of the club's current practices and attitudes towards ecological approaches to coaching methods.

Dr Anne Hurren: RA and participant incentives for 'Total Laryngectomy' project.

Dr Chanki Moon: Prolific Survey for 'Exploring the impact of personal and cultural values on political intentions and behaviours during the COVID-19 emergency ('Wave 2' Survey)' project.

Dr Gaby Pfeifer: RA to continue 'Age differences in interoceptive sensitivity and

■ Publications

Gough, B., Milnes, K., & Turner-Moore, T. (2021). 'Young masculinities across five European countries: Performing under pressure'. *Journal of Youth Studies*, 24(1), 77-90. <https://www.tandfonline.com/doi/abs/10.1080/13676261.2019.1695763>

Grogan, S., Walker, L., McChesney, G., Gee, I., **Gough, B.** and Cordero, M.I. (2021). 'How Has COVID-19 Lockdown Impacted Smoking? A Thematic Analysis of Written Accounts from UK Smokers'. *Psychology & Health*. <https://doi.org/10.1080/08870446.2020.1862110>

Jones, G.L., Duncan, R., Hanna, E., Brown-Hajdukova, B., **Gough, B.** et al. (2021). 'It's long-term, well it's for life basically': Understanding and exploring the burden of immunoglobulin treatment in patients with primary immunodeficiency disorders'. *Qualitative Research in Medicine and Healthcare*. <https://doi.org/10.4081/qrmh.2020.9564>

Johnson, L.E., Matthew, J.L., **Turner-Moore, T.**, Tate, L.R.G., Brooks, A.J., Tattersall, R.S., **Jones, G.L.** & Lobo, A.J. (2020). 'Systematic review of factors affecting transition readiness skills in patients with inflammatory bowel disease'. *Journal of Crohn's and Colitis*. <https://pubmed.ncbi.nlm.nih.gov/33252669/>

Persson, S., & Dhingra, K. (2021). 'Moderating Factors in Culpability Ratings and Rape Proclivity in Stranger and Acquaintance Rape: Validation of Rape Vignettes in a Community Sample'. *Journal of Interpersonal Violence*. <https://pubmed.ncbi.nlm.nih.gov/33554731/>

Persson, S., & Dhingra, K. (2021). 'Attributions of blame in stranger and acquaintance rape: A multilevel meta-analysis and systematic review'. *Trauma, Violence, & Abuse*. <https://doi.org/10.1177/1524838020977146>

the effects on emotional processing and memory' project.

Dr Georgina Jones: RA for 'Qualitative Study on Breast Implant Illness' project.

Dr Glen Jankowski: Open Access Publishing Fee for "'Just shave it off": A mixed methods analysis of men's baldness' article.

Dr Kirsty Budds: RA for 'The Endometriosis Health Profile-30: What have we learned over twenty years of measuring the quality of life of women with endometriosis?' project.

Dr Laura Ashley: RA for 'Identifying ways to improve diabetes management during cancer treatments (INDICATE)' project and IPSOS MORI Survey for 'Awareness of increased breast and colorectal cancer risk in type 2 diabetes (T2D)' project.

Dr Lauren Smith: Catering, room hire and facilitator for 'SSSH!- Consensual working in academia' Workshop/ Online Event.

Dr Lisa Harkry: RA to undertake an extensive literature review into autism and stigma for the new 'neurodiversity network' project.

Dr Mollie Price: RA and participant incentives for 'Understanding the experiences and support needs of carers of people with diabetes during cancer treatments' project.

Dr Sofia Perrson: Book vouchers for 'A Qualitative Investigation into Understandings of Evolutionary Psychology and Gender Roles' project.

Dr Suzie Wang: Attendance at UK Stroke Forum Conference

Dr Tamara Turner- Moore: RA for 'Relationships between men's coercive sexual thoughts and their sexual experiences' project.

Dr Therese Fozard: Prolific Survey for 'An exploration of the relationship between binge eating, addictive eating, mental health and obesity in young adults

Renacle, M., Curcuruto, M., Javier, F., Lerin, G., Marco, T. (2021). 'Enhancing safety in high-risk operations: A multilevel analysis of the role of mindful organising in translating safety climate into individual safety behaviours'. *Safety Science*. <https://www.sciencedirect.com/science/article/abs/pii/S0925753521000424?via%3DiHub>

Samuel, P., **Sandiford, J., Hurren, A., de Graff, N.** (2021). 'Reflections on virtual teaching'. *ENT & Audiology News*. <https://www.entandaudiologynews.com/features/ent-features/post/reflections-on-virtual-teaching>

Travaglino, G., & **Moon, C.** (2020). 'Power distance orientation as an antecedent of individuals' intentions to engage in radical political action'. *Group Process and Intergroup Relations*, 23(8), 1283-1308. <https://doi.org/10.1177/1368430220921940>

Travaglino, G. A., & **Moon, C.** (2021). 'Compliance and Self-Reporting during the COVID-19 Pandemic: A Cross-Cultural Study of Trust and Self-Conscious Emotions in the United States, Italy and South Korea'. *Frontiers in Psychology*, 12, 565845. <https://doi.org/10.3389/fpsyg.2021.565845>

■ Accepted/ In Press

Bazzoli, A., & Curcuruto, M. (2021). 'Safety leadership and safety voices: exploring the mediation role of proactive motivations'. *Journal of Risk Research*.

Budds, K. (2021). 'Validating social support and prioritising maternal wellbeing: Beyond intensive mothering and maternal responsibility'. *Philosophical Transactions of the Royal Society B*.

Gough, B. (2021). 'Imagining a vibrant [post] Qualitative Psychology via 'Experimentation''. *Methods in Psychology*.

McLachlan, K., **Hurren, A., Owen, S. & Miller, N.** (2021). 'Informing patient choice and service planning in Surgical Voice Restoration: Valve usage over three years in a UK Head and Neck Cancer Unit'. *Journal of Laryngology and Otology*.

Moon, C., & Lee, S. (2021). 'Narcissism and Anger: the Moderating Role of Social Exclusion and the Mediating Role of Hostile Attribution Bias Mechanism'. *Studies in Humanities and Social Sciences*.

Morgan, J., Curcuruto, M., Steer, M., & Bazzoli, A. (2021). 'Implementing the Theoretical Domains Framework in Occupational Safety: Development of the Safety Behaviour Change Questionnaire'. *Safety Science*.

■ Good News

Dr Chanki Moon's research of the COVID-19 Pandemic has been featured in [Leeds Beckett University](#) and [University of Kent](#) News.

Dr Chanki Moon & Dr Lisa Harkry have been appointed Leads for the new PsyCen Programme Culture, Diversity and Social Behaviour, effective from from semester 1 2021/22. This programme was created from a recognised need following research and feedback from the PsyCen group.

living with obesity: an international longitudinal cohort study' project.

Dr Trish Holch: Attendance at IPOS Conference and bespoke educational film for 'Randomised feasibility study of a university-based educational and behaviour change intervention to increase cancer awareness and early detection in young adults' project.

Emily Dickens (Psychology PhD Student) had 'the challenges that students from working-class backgrounds feel that they face when starting – or considering starting – a university course' research featured in [Leeds Beckett News](#).

Dr Gaby Pfeifer's former MSc student Jennie Elliott received the postgraduate award of £150 from the North East of England Branch of the BPS for her Dissertation 'Relationship between Interoceptive Sensitivity, Age, and COVID-19 anxiety during the first national Lockdown in the United Kingdom'. The submission will appear in the 2021 Spring edition of the [NEEB Bulletin](#).

Professor Georgina Jones & Dr Annie Hurren have had Lucy Skelton, Specialist Speech and Language Therapist (Acquired Neurology/ Parkinson's Disease) South Warwickshire NHS Foundation Trust, based with them for her NIHR Clinical Academic Internship Programme. Her project is developing a protocol for a systematic review of the barriers and facilitators to delivering speech treatment to people with Parkinson's disease via telehealth.

Jo Sandiford is lead author on the [Royal College of Speech and Language Therapists Practice-based Learning Guidance](#), published at the end of Feb 2021. This large piece of work involves updating practice placement standards from 2006, and incorporating new elements such as independent practice, apprenticeships, and promoting diversity and inclusion in practice placements.

Jo Sandiford is involved in a [national placement expansion campaign](#) running throughout March involving [webinars and podcasts](#), and [case studies written by LSSS Speech and Language students and practice educators](#). As part of the campaign, there is also a new national Clinical Excellent Network in practice education being set up.

Dr Kate Milnes & Dr Tamara Turner-Moore were commissioned to undertake a scoping review for the charity, [It's Our Day](#). The scoping review aimed to identify societal and institutional risk and protective factors for student mental ill-health in the UK. **Marion Holloway** (Psychology PhD student) worked as the Research Assistant on the project. The final report is available [here](#). The findings are also being written up as journal article.

Dr Lisa Harkry had her research 'Autism and employment: what next?' featured in LSSS blog for [World Autism Awareness Week](#)

Naomi de Graff was asked to review a [Technology Enabled Care Services \(TECS\) practice learning toolkit](#); a joint collaboration between Health Education England and the University of Winchester. The toolkit is for students, educators and universities and offers a framework to prepare, supervise and evaluate students' practice learning opportunities in a TECS environment. One of our practice educators and students feature in the toolkit, discussing their recent experiences of doing a TECS speech and language therapy placement. The toolkit has now been launched and is available to access through Health Education England e-learning for Healthcare.

Dr Paula Singleton & Dr Lauren Smith have been appointed as co-leads for the QUALitative Methods Support (QUALMS) initiative, effective from from semester 1 2021/22.

Dr Sarah James & Jo Sandiford have secured £20k funding from Health Education England to evaluate national placement expansion projects using [technology enabled care service \(TECS\)](#).

- **Update on a recent PsyCen funded project**

Mindful Organizing in Safety Critical Industries"

Dr Matteo Curcuruto & Dr Jim Morgan

Matteo Curcuruto and Jim Morgan were granted PsyCen funding to support their research project on "Mindful Organizing".

Mindful Organizing, also known as "collective mindfulness", is a shared organisational capability operating at the teamwork level.

The project aims to provide the development and the validation of a multidimensional assessment tool in the form of a diagnostic survey questionnaire.

The project is developed in collaboration with industrial partners from the railway and aviation sectors.

Three research stages have been already completed: a) survey prototype development involving a pool of six academic experts b) "content validity" analysis based on interviews with twelve industrial managers c) analysis of "face validity" with a sample of 90 participants.

The next research stage involves the validation of the survey with factor analysis techniques. This part of the study will be developed in collaboration with NATS, the public agency deputed to the flight traffic control in the UK.

Dr Suzie Xu Wang has been elected as the vice Chair of the International Network of Stroke Secondary Prevention Researchers (INSSPiRE) from January 2020 to December 2022.

During the LGBT and History Month, with the assistance of two final year undergraduate interns **Lauren Korytko and Olivia Smith**, [SSSH! research group](#) tweeted about LGBT+ academics and writers who have influenced their work on stigmatised sexualities and/or sexual harm.

Dr Tamara Turner-Moore facilitated [Women Friendly Leeds' LGBT and panel discussion event](#).

Dr Tamara Turner-Moore became a trustee for the [Red Dress Collective](#), a new foundation that uses the arts to open up conversations about sexualised violence, misogyny and femicide.

The Speech and Language Therapy course team are evaluating the alternative placements provided when NHS clinical placements were cancelled due to the pandemic. Six students have volunteered to be interviewed and the plan is to extend this to investigate the perspectives of service users and SLTs in independent practice who together with the course team helped to supervise the students with a range of options from telehealth, simulated learning, case scenarios, online Communication Café for service users with communication impairments.

We are delighted to welcome new members to LSSS:

- Dr Leanne Staniford: Senior Research Fellow, Psychology.

Leanne's research interests centre around applied health behaviour change interventions, obesity and weight management and interventions with a focus on improving mental health and wellbeing. She has conducted research using community participatory and asset-based approaches to design, implement and evaluate interventions targeted at specific groups at risk of experiencing health inequalities. Her most recent research has largely employed qualitative research methods.

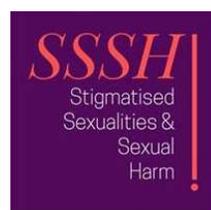
- Hannah Bond: Senior Lecturer, Speech & Language.

There is a high prevalence of young people with speech, language and communication needs (SLCN) in youth justice services. Hannah's research interests are around police officers' interactions with young people with SLCN before they enter youth justice services or whilst under the care of these services.

- Dr Mirko Demasi: Senior Lecturer, Psychology.

Mirko's research interests are rooted in social and discursive psychology. His work focuses on the contested aspect of political discourse in broadcast debates; specifically, how politicians argue for or against the European Union in the presence of an ideological opponent who will challenge them and argue the opposite.

■ Special Feature



A creative pilot project funded by PsyCen

"In May 2020, PsyCen awarded a small grant to Psychology's Stigmatised Sexualities and Sexual Harm (SSSH!) research group to work with [Jenny Wilson of Irregular Arts](#), to explore creative and collaborative ways of connecting their academic work with wider communities. The first stage of this activist-in-the-academy project, led by Paula Singleton, is now drawing to a close, and we are working together to

- **Presentations/
Invited Talks**

submit a bid to Arts Council England to continue this very successful work. Here's what we have done so far.

Holch, T. (2021). Indicators of Quality of Life (QoL) for children with Goldenhar Syndrome: Exploring parental views. 5th UK PROMS conference Virtual Sheffield UK.

Firstly, Jenny took the time to (virtually) meet and/or get to know the interests and work of everyone within the research group: three senior lecturers, six research students, one local practitioner, and our two interns - final year undergraduate students. She discussed ideas related to consent, creativity and collaboration with the group, with a view to holding an online event to connect our work with wider consent communities. Jenny then discussed our work and ideas with other artists, and with Kitty Stryker (Editor of the book "Ask - Building Consent Culture") about connecting with this work. Kitty agreed to include the online consent discussion with SSSH members as part of the online International Festival of Consent, co-curated with Jenny.

Holch, T. (2021). Exploring teenage and young adult (TYA) understanding of the Young Persons Cancer Awareness Measure (YPCAM): A cognitive interview study.

The online discussion event explored the nature of shame and stigma as limiting beliefs, and the ways they make a practical impact personally and professionally. The discussion was watched via web and social media reaching a small audience of individuals and academics working globally with an interest in this field. The recording is held on the website of the International Festival of Consent, for further viewers to engage. You can see it here: <https://www.youtube.com/watch?v=p90YeAhLS-k>

Ireson, J. (2021). Personalised PROM development in a rare cancer: a cancer nurses' perspective. 5th UK PROMS conference Virtual Sheffield UK. 22nd International Psychosocial Oncology Society Conference Kyoto Japan.

We hope to submit a bid to Arts Council England in the summer to further this work, and to continue our work with Jenny for several years to come. For updates on this project, check out [@SSSH_research](#) on Twitter or contact Paula Singleton, p.singleton@leedsbeckett.ac.uk.

Moon, C. (2021). Culture and Social Hierarchy: People's normative responses to incivility. Department of Psychology, Sungkyunkwan University (SKKU), South Korea.

Written by **Dr Paula Singleton, Project Lead** (Senior Lecturer, Psychology Group)

■ Research Student News

The following PhD students recently completed their Viva; **Sarah Asquith, Brian Charlesworth & Daniel Leach**. Huge congratulations to all; you have been an integral part of the department over the years and we wish you all the very best for the future!



Dr Sarah Asquith has taken up a Psychology lecturer position at Leeds Beckett University and **Dr Daniel Leach** has taken a position at University of Bradford.

We are delighted to welcome new research students to LSSS in February 2021:

- **Jill Poots, PhD:** 'Optimising human-system interactions to improve integrated urgent care outcomes: An investigation'. Supervision Team: Jim Morgan & Matteo Curcuruto.
- **Rebecca Spencer, PhD:** 'Improving cancer care and outcomes for people with diabetes'. Supervision Team: Laura Ashley & Georgina Jones.
- **Victoria Halstead,** (Specialist Speech and Language Therapist, Voice Disorders, Calderdale NHS Trust), **MRes:** 'Investigate the vocal health of academics in higher education'. Supervision Team: Annie Hurren & Georgina Jones.

- **PsyCen Hosted Events- My Teams**

■ Staff and Research Student Interview

Thank you to Dr Katy Day and PhD Student Lucy King for their interesting and insightful interview discussing their research... past, present and future.

Speech & Language

- **Thursday 29th April 1600 hours**

[Dr Camilla Dawson](#)

'Covid-19; airways, dysphagia and rehabilitation'

<https://psycenseminarcamilladawson29042021.eventbrite.co.uk>

- **Wednesday 19th May 1700 hours**

[Dr Emma Hayiou- Thomas](#)

'Atypical language development'

<https://psycenseminaremamahayiouthomas190521.eventbrite.co.uk>

- **Wednesday 9th June 1700 hours**

[Professor Janice Murray](#)

'Supporting clinical decision-making in AAC recommendations for children'

<https://psycenslseminarjanicemurray090621.eventbrite.co.uk>

- **Thursday 22nd & Friday 23rd July**

'Annual PsyCen PhD Conference'

Please see 'My Beckett' for further details

Lucy: So what drew you to psychology?

I think mainly I think I got into psychology because of sort of my interest in mental health, and kind of how that sort of touched like loved ones and friends and things. So that's kind of why I got into it, I think mostly and also I think because we couldn't take psychology any earlier than A-level. So when it kind of came around to A-level that was like 'oh, there's this like new exciting subject' where it's kind of a lot of it was talking about stuff that you sort of hear kind of in films and TV and sort of in regular life, like you always hear about Freud, and things like that.

Katy: Yeah, absolutely, yeah.

Lucy: Do you think you ever thought about doing that kind of like criminology sort of side of psychology?

Katy: Yeah, I think like most psychology students really, that's where I started off, started off thinking, you know, I'd really like to do something in forensic psychology or, or clinical psychology. And then, because I think talking to our students, that's what most of our students want to do, want to go work in those kinds of fields. Then I kind of got put off because I think as time went on I sort of realised that wasn't really what I wanted to do. I was put off clinical psychology as well because it's just so hard to get into, and I remember sort of exploring those options as a student. I did some voluntary work at a psychiatric hospital as well, which has shut down now, it doesn't exist anymore, but I did some work there because I was thinking that's the kind of area I wanted to go into and I just sort of got put off because I realised it'd be really challenging work and difficult work, and it's just so competitive.

Lucy: Yeah.

Katy: So I sort of went off that idea and ended up doing a PhD instead which is bizarre because I've never thought I'd end up teaching. I used to hate public speaking. I remember doing my degree and, anytime we had to do a presentation or anything like that, I just wouldn't sleep the night before. I absolutely hated it. So the fact that I've ended up doing it for a living is kind of bizarre really.

Lucy: Yeah, I didn't really think about it that way actually, but I was exactly the same, very quiet. Even in uni I wouldn't speak up if I had like something that was like 'oh this would be a great thing to say' I would still be sort of heart pounding, thinking like 'oh I can't say it!'

Katy: I think it's kinda good as well because I can appreciate why students don't wanna talk in in sessions. I know it's really frustrating from our side of things sometimes when you're doing a session and the students are really quiet, not very forthcoming, but I remember being exactly the same as a student to be honest.

Lucy: No I completely understand. What do you think you would do if you hadn't have gone into teaching and psychology?

Katy: Do you know I've no idea. I don't think I ever really had a clear plan. I mean, I think now if I had my time again I'd quite like to have studied law. I've been told that I'd make a good lawyer by friends 'cause I've said that I'm very good at picking apart arguments. Doing that deconstruction thing, I'm very, very good at that, so I do have friends who says 'oh you'd have made a really excellent litigator' or something. So I think if I'd have had my time again, I might have done something like I might've studied law or been a human rights lawyer or something. Something really worthwhile like that but, when I was at uni I kinda didn't really have a clear plan and I just sort of tended to shift ideas, you know what I mean? And tended to change my mind quite a lot, and then when I came to the end of my degree, to be honest at that point I really didn't have much of a clue what I was gonna do. Then a PhD was advertised in the



department, and I thought 'alright I'll apply for that, it sounds quite interesting', and the supervision team that I would be working with I knew, they were lecturers that I liked, and I felt like I could work with 'cause obviously that's quite important. So I applied for it and got it. But yeah, I just sort of, it's almost like accidental really, almost like something I fell into. My parents didn't approve because they really thought it was just an excuse to stay at uni and avoid getting a proper job, which to some extent it was if I'm honest. I think part of the reason I did a PhD's 'cause I wasn't really sure what I wanted to do and thought it'd give me some more time to get some more qualifications and improve my CV etc.

Lucy: Erm what is your most valued academic accomplishment?

Katy: Most valued... I think probably writing the book with Bridgette and Maxine cause that was something that, it was a real labour of love. The book I mean, it was a lot of hard work, it was a lot of late nights, but I did feel really, really proud when that came out, 'cause it's kind of something that's there forever.

Lucy: Yeah, yeah. OK, what do you do in your spare time?

Katy: In my spare time... well, I've got two kids, so obviously that takes up a lot of time, but I like running so I go running every other day. I started running a year ago actually, when we first went into lockdown, because I realised that I was getting no exercise whatsoever. I had a friend who was quite into running and she'd sort of been trying to get me into it for a while, saying 'you should try running, it's really good'. I just thought 'nah that's just not for me at all'. So then at the start of the lockdown, because I was conscious of the complete lack of exercise that I was getting, I just thought 'right well, I'll give this a go' and surprisingly I really enjoyed it, and I found that it's really good for my mental health.

Lucy: Yeah, definitely. If you had all and any necessary resources, describe the first study you would tackle.

Katy: Oh wow, I don't know. The first study I'd tackle. I don't know, I feel kind of dried up at the minute with regards to research. Oh, I have been doing some work with UCU on their sexual violence taskforce, UCU's set up a sexual violence taskforce to tackle sexual violence in universities, and not just in universities, but in the Union as well. There's twelve places on the taskforce, I think, and it was advertised to all members nationally, so I put in an application because I had some thoughts and ideas about how that work could be taken forwards and I got on the taskforce. So that's one of the things I've been doing this year, been working on that taskforce. Are you a UCU member Lucy?

Lucy: I'm not at the moment, no.

Katy: OK 'cause, if you're a UCU member, you would have received an email quite recently asking you if you wanted to complete a survey on sexual violence which has gone out to all members. So far we've got something like two thousand responses, which is absolutely fantastic, it's like a lot of data, and we're gonna sort of use that data to try and make policy recommendations for better tackling sexual violence in universities and within the Union, 'cause we know it's a massive problem, and there's huge variation from institution to institution in terms of how it's dealt with and tackled. Like some institutions have reasonably good practice, some really don't, so one of the things we're working on is a kind of like national policy of recommendations. So that's been great, I've really enjoyed it because I feel like I'm doing something worthwhile and making a difference. I'm hoping that I'll do more research in the future off the back of that work as well, I think that you know, as a taskforce, even when the taskforce wraps up officially, hopefully we'll all still work together.

How long have you been at LBU and what have your different roles been?

Katy: God, I've been there nearly twenty years, I arrived in 2002 so this is my nineteenth year, it'll be twenty years next year. In terms of different roles, I've done pretty much everything in terms of the admin roles at my level. At lecturer and senior lecturer level, I've never done admissions, that's one thing I've never done and I have no desire to so not volunteering for that. But yeah, I've been year tutor, I'm year tutor

at the minute for level six and I've also been year tutor for level five, so I've done that for two different levels. I've had various equality and diversity roles, I used to be chair of the Equality and Diversity Committee for psychology and I'm now on the school Equality and Diversity Committee. I'm PsyCen lead, obviously, for, the Genders and Sexualities stream, co-lead with Tamara Turner-Moore. I've done all sorts, trying to think, it's a big long list of different admin roles I've done. When I first came, one of the first sort of responsibilities I had as a junior lecturer was organising research seminars so I organised the Psychology Research seminar series. So I've done all sorts and obviously module leader for a whole range of different modules at different levels, so I've done pretty much everything apart from admissions, I think that's the only role I can think of that I've never done.

Lucy: What do you like best about working at LBU?

Katy: What I like best is the people I work with because I work with some really brilliant and really wonderful people which has been a real privilege. I've made some real friends for life at LBU, you know, I've made friends with people I work with who I'll be friends with for life basically. So that's been one of the best things I think, the people I get to work with, being part of such a good team. I also really like working with students. I think there's something really rewarding about seeing a student who you work with really progress and develop. One of the things that I really enjoy doing is project supervision, because I think it gives you that opportunity to work with individual students in sometimes quite an intense way. I love it when at the start of the year you have a project student who is struggling, I don't mean I love that they're struggling, you know, if you have a student who is struggling and they kind of don't really get it and they're finding it difficult. Then at some point during the year you can see the penny drop, you know, it's like you see that penny drop, you see the light bulb moment, where suddenly it's like 'alright I get it', you know 'I suddenly get it now'. Then all of a sudden your sort of discussions with them in supervision meetings become more sophisticated, everything kind of shifts up a level, you're talking about issues at a level that you wouldn't have been able to do so six months ago. Then at the end they hand something in that's potentially publishable and yeah, you know that gets the first class mark, I think there's something really fantastically rewarding about seeing that development and seeing that student come so far. I think that's one of the best aspects of the job as well is seeing that and just feeling like you've really kind of inspired somebody, and you've really made a difference, and you've really helped them to develop. So I think they're the two best things for me, like the brilliant people I work with and also getting to work with students and getting to really help them grow and develop.

Lucy: Yeah, definitely. Do you still see links between your early research topics, so, like your PhD research and the work that you do now?

Katy: Yeah, absolutely, because one of the things about my PhD is it kind of threw up so many other issues which first of all is I think is typical of PhD research, and particularly qualitative research because it's quite open ended. So I think class emerged as a really big thing in my PhD research, it was something I was interested in right from the start of the research. But I think it became maybe more important than I originally thought it would, and I still very much do stuff on class now, you know. I've just recently written a book with Bridgette Rickett and Maxine Woolhouse on class, so I'm still, you know I'm still looking at that as a topic. Also sexual violence came up as well quite a lot in my PhD research because, as you probably imagine, some of the stories that women told about their experiences drinking and in drinking environments were unfortunately experiencing sexual harassment and violence, so that came up as a big theme as well. Obviously the work I'm doing on the taskforce at the minute is all about sexual harassment and sexual violence so, certainly, even though I've kind of wandered away from women's drinking as a topic, I'm very much still interested in researching things that are related to that and that came up in my PhD research, so there's definitely still links there.

Lucy: No, I think that's a really good point actually about qualitative research is it can take you down just like a hundred different paths can't it.

Katy: Exactly, exactly.

Lucy: *What is the first big thing you're looking forward to when things go back to sort of 'normal' as it were?*

Katy: *Being able to go to a restaurant, I'm just amazed how much I've missed restaurants. Just, oh my god, just getting out of the house and just eating a meal that somebody else has cooked, and having a glass of wine, and so I'm definitely looking forward to that. I think me and my friends have said, you know, 'we'll definitely all have to go out for a meal' or something. So definitely missed restaurants, I've definitely missed eating out. Seeing my friends as well, you know, because obviously we all text each other and we have WhatsApp you know. I'm in a number of WhatsApp groups, and we Zoom and all the rest of it, but it's not the same, you know. It's not the same as sort of seeing people in the flesh, and going out for a meal, and meeting up for coffee and things like that, so I'm definitely looking forward to those things. I have missed them, yeah.*

Lucy: *Yeah, definitely. Yeah, I wonder if sort of when things do go a bit more back to normal, it'll be the things that you've always said, 'oh we'll have to go out for a coffee', 'we'll have to do this', the things that you weren't really sure you made time for before. But now it's, you know, there's sort of things going on with everybody, it'll be nice to just see everyone again.*

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