

PsyCen Newsletter

September 27, 2019 | Volume 1, Number 2

Highlights

01. Publications & Talks

02. A Special Feature on SSSH!

03. Interviews with a PhD student & a senior lecturer who is also the current LREC

Purpose of the Newsletter

The *Centre for Psychological Research* (PsyCen) was established in September 2017 at the Leeds School of Social Sciences in Leeds Beckett University. The purpose of this Newsletter is to provide a snapshot of the kind of work PsyCen researchers are undertaking over the course of the academic year. This second issue of the PsyCen Newsletter covers the research-relevant events and achievements from the second half of the current academic year (Mar 2019 – Aug 2019). It also includes a special feature on an innovative academic project that is currently underway as well as two interviews that provide a personal take on what it is like to be a researcher in our department at different level of academia. First, an overview of PsyCen's structure and objectives.

What is PsyCen?

PsyCen works to promote research activity, research community & research culture at the Leeds School of Social Sciences at Leeds Beckett University. Research activity is largely oriented towards the REF2021 Unit 4 submission (Psychology, Psychiatry & Neuroscience). This is facilitated by:

- Supporting PsyCen members to be included in the REF 2021 submission (e.g., help achieve minimum number of publications), and
- Supporting PsyCen members to improve their REF 2021 submission (e.g., help conduct more impactful research),
- Funding concrete research activities (e.g., projects, events).

PsyCen Programmes

- Cognition and Behavior (Leads: Zoe Kolototroni and Kata Pauly-Takacs)
- Genders and Sexualities (Leads: Katy Day and Tamara Turner-Moore)
- Health and Clinical Psychology (Leads: Trish Holch and Katie Dhingra)
- Organizational Behavior (Leads: Jim Morgan and Matteo Curcurato)
- Speech and Language (Leads: Anne Hurren and Cecelia Devers)

PsyCen Initiatives

- ECRN: Early Careers Researcher Network (Lead: Glen Jankowski)
- QUALMS: Qualitative Methods Support (Lead: Tom Muskett)

PsyCen Website: [Click Here](#)

PsyCen Director: Anna Abraham

REF Director – Unit 4: Brendan Gough

PsyCen Research Administrator: Cat Brooke



■ Publications

Peer-reviewed academic journal articles, book chapters and books that were published (or accepted for publication) in the second half of 2018/2019 academic year are listed in this section, organized by the last name of the first author. PsyCen author names are indicated in BOLD font in the list below, and include Anna Abraham, Halima Ahmed, Laura Ashley, Sarah Asquith, Matteo Curcuruto, Katy Day, Nova Deighton-Smith, Katie Dhingra, Sabrina Golonka, Brendan Gough, Glen Jankowski, Georgina Jones, Neda Mahmoodi, Nina Martin, Gaby Pfeifer, Bridgette Rickett, Kim Turner, Suzie Wang, Ellie Willard, Andrew Wilson, Maxine Woolhouse and Maria Zammit.

VIDEO:

Glen Jankowski created a 5-minute animated video to accompany his latest publication - *The sexism of men's body dissatisfaction accounts*. Click [HERE](#) to take a peek!



Journal Articles:

Abraham A (2019). The neuropsychology of creativity. *Current Opinion in Behavioral Sciences*, 27, 71-76.

DOI: [10.1016/j.cobeha.2018.09.011](https://doi.org/10.1016/j.cobeha.2018.09.011)

Abraham A, Asquith S, Ahmed H & Bourisly AK (2019). Comparing the efficacy of four brief inductions in boosting short-term creativity. *Journal of Cognitive Enhancement*, 3 (1), 85-93.

DOI: [10.1007/s41465-018-0085-0](https://doi.org/10.1007/s41465-018-0085-0)

Bell BT, **Deighton-Smith N** & Hurst M (2019). "When you think of exercising, you don't really want to think of puking, tears, and pain!": Young adolescents' understanding of fitness and #fitspiration. *Journal of Health Psychology*.

DOI: [10.1177/1359105319869798](https://doi.org/10.1177/1359105319869798) [Online publication ahead of print]

Betka S, Harris L, Rae C, Palfi B, **Pfeifer G**, Sequeira H, Duka T & Critchley H (2019). Signatures of alcohol use in the structure and neurochemistry of insular cortex: a correlational study. *Psychopharmacology*.

DOI: [10.1007/s00213-019-05228-w](https://doi.org/10.1007/s00213-019-05228-w) [Online publication ahead of print]

Cross L, **Wilson AD & Golonka S** (2019). I'll just watch: Do the pro-social effects of coordination really generalize to non-actors?. *The Journal of Social Psychology*, 1-15.

DOI: [10.1080/00224545.2019.1623161](https://doi.org/10.1080/00224545.2019.1623161)

Curcuruto M, Conchie S & Griffin MA (2019). Safety citizenship behaviour: A stable construct? A test of psychometric invariance across four European countries. *Accident Analysis & Prevention*, 129, 190-209.

DOI: [10.1016/j.aap.2019.05.023](https://doi.org/10.1016/j.aap.2019.05.023)

Dhingra K, Klonsky ED & Tapola V (2019). An Empirical Test of the Three-Step Theory (3ST) of Suicide in U.K. University Students. *Suicide and Life-Threatening Behavior*, 49(2), 478-487.

DOI: [10.1111/sltb.12437](https://doi.org/10.1111/sltb.12437)

Golonka S & Wilson AD (2019). Ecological representations. *Ecological Psychology*, 31(3), 235-253.

DOI: [10.1080/10407413.2019.1615224](https://doi.org/10.1080/10407413.2019.1615224)

Golonka S & Wilson AD (in press). Ecological mechanisms in cognitive science. *Theory & Psychology*.

ISSN: [09593543](https://doi.org/10.1080/10407413.2019.1615224)

Jankowski GS (2019). The sexism of men's body dissatisfaction accounts. *Psychology of Women & Equalities Review*, 2(1), 38-54.

ISSN: [1466-3724](https://doi.org/10.1080/10407413.2019.1615224)

Malik M, Grogan S, Cole J & **Gough B** (2019). Men's reflections on their body image at different life stages: A thematic analysis of interview accounts from middle-aged men, *Journal of Health Psychology*.

DOI: [10.1177/1359105319871640](https://doi.org/10.1177/1359105319871640) [Online publication ahead of print]

Martin N, Mahmoodi N, Hudson N & Jones G (2019). Recipient and donor experiences of known egg donation: implications for fertility counselling. *Journal of Reproductive and Infant Psychology*, 28, 1-13.

DOI: [10.1080/02646838.2019.1645308](https://doi.org/10.1080/02646838.2019.1645308)

McDonald M, **Gough B**, Wearing S & Deville A (2019). Social Psychology, Consumer Culture and Neoliberalism: A Response to Phelps and White (2018), *Journal for the Theory of Social Behaviour*, 49, 394-400.

DOI: [10.1111/jtsb.12214](https://doi.org/10.1111/jtsb.12214)

Morris S, Madden M, **Gough B**, Atkin K & McCambridge J (2019) Missing in action: insights from an exploratory ethnographic observation study of alcohol in everyday UK community pharmacy practice. *Drug and Alcohol Review*, 38, 561-568.

DOI: [10.1111/dar.12960](https://doi.org/10.1111/dar.12960)

Madden M, Morris S, McCambridge J, **Gough B** & Atkin K (2019) Patient perspectives on discussing alcohol as part of medicines review in community pharmacies. *Research in Social and Administrative Pharmacy*.

DOI: [10.1016/j.sapharm.2019.03.145](https://doi.org/10.1016/j.sapharm.2019.03.145) [Online publication ahead of print]

Persson S, Grogan S, Benn Y & **Dhingra K** (2019). "I don't mind looking ugly but I don't wanna have skin cancer" – a qualitative study of older men's attitudes to UV exposure, sun protection, and a facial morphing intervention. *Psychology & Health*.

DOI: [10.1080/08870446.2019.1622014](https://doi.org/10.1080/08870446.2019.1622014)

Pfeifer G, Ward J & Sigala N (2019). Reduced Visual and Frontal Cortex Activation During Visual Working Memory in Grapheme-Colour Synaesthetes Relative to Young and Older Adults. *Frontiers in Systems Neuroscience*, 13(29).

DOI: [10.3389/fnsys.2019.00029](https://doi.org/10.3389/fnsys.2019.00029)

Turner K, Clegg J & Spencer S (2019). Speech-language pathology service provision in English Youth offending institutions. Findings from a survey. *Journal of clinical practice in speech-language pathology*, 21(1): 11-17.

ISSN: [22000259](https://doi.org/10.1080/10407413.2019.1615224)

GRANT AWARDED:

Gaby Pfeifer won a BPS Research Assistantship funded award to host a Level 5 student over summer 2019 to work on the project 'Interoception and emotional processing across the lifespan'.

#REF2021:

Brendan Gough appointed to be a member of REF 2021 sub-panel 4 (Psychology, Psychiatry and Neuroscience).

Willard EF (2019). Boosting Prospects: Remote Work Experience with Post 16 Students Transitioning to Psychology at University. *Psychology Teaching Review*, 25(1).

ISSN: [0965-948X](#)

Woolhouse M, Day K & Rickett B (2019). "Growing your own herbs" and "cooking from scratch": Contemporary discourses around good mothering, food, and class-related identities, *Journal of Community & Applied Social Psychology*, 29:285–296.

DOI: [10.1002/casp.2400](#)

Zammit M & Willard EF (2019). The application of psychological theory to enrich the experience of online learners on a developmental psychology module? *Psychology Teaching Review*, 25(1).

ISSN: [0965-948X](#)

Wang X, Smith C, Ashley L & Hyland ME (2019). Tailoring Self-Help Mindfulness and Relaxation Techniques for Stroke Survivors: Examining Preferences, Feasibility and Acceptability. *Frontiers in Psychology*, 2.

DOI: [10.3389/fpsyg.2019.00391](#)

Wang Q, **Curcuruto M**, Mei Q, Liu S, Zohu Q & Zhang J (2019). Agent-Based Modeling of Employee Protection-Oriented Safety Proactivity Behaviors at Small Scale Enterprises. *BioMed Research International*, 2471418.

DOI: [10.1155/2019/2471418](#)

■ Talks

Listed below are the lectures, seminars, workshops and talks delivered by PsyCen members in the second half of 2018/2019 academic year. This section is organized around programme themes and degree of associated activity.

COGNITION & BEHAVIOR

Anna Abraham:

[May 2019 \(Cambridge, UK\)](#). Invited speaker for the Zangwill Club Seminar at the University of Cambridge. Title of the talk was 'Neuroscience & Creativity: Insights from Unnatural Bedfellows'.

[May 2019 \(Hay-on-Wye, UK\)](#). Panel Discussant in the 'Beyond Belief - Faith and the Imagination' Event - at the 32nd Hay Festival in Wales.

May 2019 (Leeds, UK). Invited Speaker at the Leeds International Festival as part of the 'What does it mean to be human' fringe events. The title of the talk was 'The Truth About Creativity'.

Apr 2019 (Leeds, UK). Chaired an international conference on 'Rhythm, Synchrony & Flow in the Context of Health & Illness' at Leeds Beckett University.

May 2019 (York, UK). Invited Speaker at the School of Psychological and Social Sciences, York St John University. The title of the talk was 'Telling Reality from Fiction: A Neurocognitive Perspective'.

Mar 2019 (Edinburgh, UK). Invited Speaker at the Mad Hatter, Grey Matter Festival. The title of the talk was 'Myths & Truths of the Creative Brain'.

Mar 2019 (Cincinnati, USA). Plenary Speaker at the 111th Annual Meeting of the Southern Society of Psychology and Philosophy (SSPP). The title of the talk was 'Understanding the Creative Brain'.

RESEARCH IMPACT:

Brendan Gough was requested to write a report for the *WHO Health Evidence Network* (HEN) Evidence Synthesis Report on socio-cultural constructions of masculinities and men's mental health help-seeking behavior in the European Region. The final, published report will be sent to all national public health bodies across the European region. The report will be presented at 69th WHO European Regional Committee in September 2019.

Kata Pauly-Takacs:

June 2019 (Cape Cod, USA). Talk presented at the Society for Applied Research in Memory and Cognition (SARMAC) conference. The title of the talk was titled 'Imagining my future and yours: The phenomenology and functions of vicarious future thinking'.

Gaby Pfeifer:

May 2019 (Leeds, UK): Invited Talk on 'Working and Living in an Age of Longevity: Implications for Career Planning at Young and Older Age' from the BPS North East of England Branch in Leeds.

Ellie Willard:

May 2019 (Dortmund, Germany): Participated in an Erasmus funded visit to TU Dortmund University which runs an innovative module with teacher training students to help students with difficulties in mathematics.

June 2019 (Vienna, Austria): Talk presented at the International conference for Education Psychology and Sociology about the academic resilience of distance learners on the psychology masters conversion course.

Andrew Wilson:

Jul 2019 (Groningen, Netherlands): Talk presented at the International Conference on Perception and Action on 'Task Dynamics and the Information They Create'.

GENDER & IDENTITIES

Phillipa Carr:

July 2019 (Lisbon, Portugal). Talk Presented at the International Society for Political Psychology conference. The talk was titled "'It's easy to be a Queen": Exploring the construction of super-rich women'.

HEALTH PSYCHOLOGY

Katie Dhingra:

June 2019 (Retford, UK). Invited talk at Rampton Hospital on 'Non-Suicidal Self-injury (NSSI): Description, Motivations, & Relationship to suicide'.

Brendan Gough:

June 2019 (Copenhagen, Denmark): Presented the 'Health Evidence Network (HEN) report on masculinities and men's mental health help seeking behaviours' at the WHO Fifth Expert Group Meeting on Cultural Contexts of Health and Well-being (CCH).

June 2019 (London, UK): Gave oral evidence in connection with the inquiry by the Women and Equalities Committee into the 'Mental health of men and boys.' at the Palace of Westminster.

Trish Holch & Jordan Marwood:

February 2019 (Chester, UK): Presented an e-POSTER presentation examining exposure to cancer diagnosis, self-efficacy and electronic health literacy in young adults at the British Psychosocial Oncology Society (BPOS) conference.

PASH (Psychology Applied to Safety & Health)

Matteo Curcuruto & Jim Morgan:

May 2019 (Turin, Italy): Chaired a symposium on 'Safety at work: Research developments in psychological health and safety climate from a social-exchange and work-value perspective' at the EAWOP 2019 Conference. EAWOP is the European Association of Work and Organizational Psychology, the most relevant association for Organizational Behavior in Europe.

RESEARCH IMPACT:

Trish Holch & Jordan Marwood secured Leeds Beckett University (PsyCen Health and Clinical Strand) as the host of the UK [PROMS RESEARCH conference](#) for 13th June 2019.



Have a peek [here](#) at other photos from the PROMS RESEARCH conference!

Jim Morgan:

May 2019 (Turin, Italy): Presented a paper on 'The direct and indirect influences of Organisational Safety Climate (OSC) on safety and health outcomes for UK rail workers: The mediating role of Supervisor Safety Monitoring (SSM) and Supervisor Safety Communication (SSC)' at the EAWOP 2019 Conference.

Andrea Bazzoli:

May 2019 (Turin, Italy): Presented a paper on 'Supervisor and Coworkers Safety Climate Agreements as Mediators of the Leader-Member Exchange and Safety Behaviors Relationship' at the EAWOP 2019 Conference.

SPEECH & LANGUAGE

Amanda Hynan:

Mar 2019 (Billund, Denmark): Invited talk at the annual national conference of the Danish chapter of the International Society for Augmentative and Alternative Communication (ISAAC). Amanda's research looked at the use of social media by young people who use AAC. Face-to-face AAC-mediated conversations present challenges for all parties and discourse can become skewed towards being transactional (discussing concrete needs) rather than interactional (sharing experiences). Her findings suggested that social media offered extended opportunities for self-representation, self-determination and social inclusion. She discussed how these opportunities could be considered through a lens of identity development using existing psychological and sociological theories.

[\[ORGANISATION WEBSITE\]](#)

Jo Sandiford:

May 2019 (Birmingham, UK): Talk presented at the NAEP (National Association of Practice Educators) Conference together with Emma Burke (SLT clinical lead in Bradford District Care Trust) about SLT telehealth placements project - scoping the possibility of the use of telehealth for adult clients with dysphagia in Bradford nursing homes.

May 2019 (Birmingham, UK): Talk presented at the NAEP (National Association of Practice Educators) Conference on the SLT Distance Learning module for SLT placement educators, enabling them to remotely access SLT educator training to increase placement capacity.

■ Media Coverage of Scholarly Work

Matteo Curcuruto:

PHYS.ORG. ['New research uncovers the key to promoting safer workplaces'](#)

LONGROOM NEWS. ['New research uncovers the key to promoting safer workplaces'](#)

These news articles feature Matteo's research on proactivity towards workplace safety improvement based on [an article](#) he published in 2019 in the *European Journal of Work and Organizational Psychology*.

PODCAST:

Anna Abraham was a Panel Discussant on the BBC Radio 4 Beyond Belief programme in an episode on *The Imagination*.

[\[FURTHER INFORMATION\]](#)

Trish Holch:

BMJ. The British Medical Journal published an [Opinion Piece](#) on the June 2019 PROMS conference which was chaired by Trish.

PHARMAFOCUS. Trish was interviewed for an editorial on PROMS and the Centre for Psychological Research. The feature is titled [The Patient is Always Right: Extracting the Full Value of PROMS](#).

The PROMS conference is featured in the [July/August edition](#) of the magazine.

■ Other Academically Relevant News

Jessica Drakett:

Awarded funding from the BPS as part of their International Conference Symposium Scheme. Jessica will be presenting at the 2019 Association for Women in Psychology conference in Rhode Island with colleagues from the Psychology of Women and Equalities Section, as part of a symposium on gender in digital spaces.

Kata Pauly-Takacs:

Awarded funding via the British Psychological Society Early Career Conference Bursary Scheme to attend the Society for Applied Research in Memory and Cognition (SARMAC) conference in Cape Cod, Massachusetts, USA in June 2019.

■ Special Feature

What is the SSSH! research group?

The *Stigmatised Sexualities and Sexual Harm* (SSSH!) research group focuses on stigmatised sexualities and/or sexual harm. *Stigmatised sexualities* encompass the wide variety of sexual thoughts, desires, pleasures, practices, and identities that are stigmatised by individuals, groups and society, whilst *sexual harm* encompasses all forms of sexual violence, coercion, abuse, harassment and bullying against adults, young people and children. The research group's acronym, *SSSH!*, signifies the silence, secrecy and shame that so often surrounds both stigmatised sexualities and sexual harm. We are a recently formed research group, starting at the beginning of this academic year, and comprising Psychology staff, research students and local practitioners. Our members currently include Dr Tamara Turner-Moore, Professor Georgina Jones, Dr Zoe Kolokotroni, Dr Kate Milnes, Dr Paula Singleton, Lynsey Fenwick, Georgie Forshall, Jenny Greensmith, Marion Holloway, Saskia Jones, Emma Longfellow, Lauren Smith and Francesca Taylor. Our work aims to further understanding of stigmatised sexualities and sexual harm, inform policy and practice to improve the lives of people with stigmatised sexualities or who are affected by sexual harm, and to prevent further stigmatisation and harm in the future.



What projects are we working on at the moment?

The SSSH! Group are currently engaged in a number of projects here at Leeds Beckett and with external partners (e.g., Tamara is involved in a project with the University of Leeds and Johns Hopkins University). The research currently being undertaken within the group includes a range of 'stigmatised' sexual practises such as: compulsive sexual behaviours, sexualised drug-taking and young people's sexual behaviour. There is also a branch of work being undertaken to increase our understanding of gendered power, sexual consent and sexual bullying. Finally, some people in the group are currently undertaking projects which involve working with people who: are at risk of displaying harmful sexual behaviour (e.g. individuals investigated for CSE material offences) or have experienced or are at-risk of experiencing gender-based or sexual violence, (e.g. exploring experiences of recipients of unregulated sperm donation).

What methods and approaches do we use in our research?

We use a wide variety of methods which depend on our epistemological position and the kinds of questions we're asking. Most of the group use qualitative methods, for example collecting data through narrative or longitudinal interviews, ethnography or diaries and analysing data using techniques such as thematic, narrative, phenomenological or discourse analysis. Creative and participatory methodologies are popular among our members, as are mixed methods.

How do we disseminate and engage in this work outside of academia?

Aside from our academic research, we are advocates, volunteers, trustees and practitioners, working with and for organisations who are doing work 'on the ground' with people with stigmatised sexualities or who are affected by sexual harm. Examples of some of the organisations and the roles we occupy at these include: Rape Crisis services (as advocates, helpline volunteers and trustees supporting survivors), the National Organisation for the Treatment of Abuse (as committee members and volunteers, hosting events and conferences). Some of our members are also practitioners who work with those investigated for causing sexual harm (for example, through Safer Lives and Rampton Hospital). For example, Jenny provides consultation to the police and other agencies on the suicidality of those under investigation for sexual offences.



From right to left: **Georgina Forshall, Jenny Greensmith, Paula Singleton, Kate Milnes & Tamara Turner-Moore**

We all agree that ultimately, our research aims to prevent sexual harm in all its forms, as well as improving the lives of those affected by sexual harm and stigmatisation. We understand that in order to achieve our aims, we must disseminate our findings beyond the academic realm, to the wider public. As a result, we are interested in using alternative and creative methods which are accessible, fun and evocative. This includes: using film, photography, graphic novels and other art forms to convey our messages, hosting 'feminist killjoy doll' workshops (<https://twitter.com/arfeuse/status/1018820875217489922>), creating 'intervention' packs, being interviewed by broadcast and print media outlets, hosting press conferences, contributing to round table discussions and writing media articles.

What is up and coming for the group?

It is an exciting time for many of the *SSSH!* group members who are hoping to see their work published in academic journals (see 'under review' publications at the end) or who are getting ready to showcase their work at the following conferences this summer: Collaboration, Creativity and Complexities, Public Health Symposium at Liverpool John Moores University, Psychology of Women and Equalities Section (POWES) and National Organisation for the Treatment of Abuse (NOTA).

As many of us are motivated by challenging public and professional misconceptions that surround our work, we will be spending the next few months delivering training to professionals (e.g., on coercive control and stalking) and planning relevant social campaigns that we can contribute to over the next year (e.g., 'International Women's Day').



From right to left: **Francesca Taylor, Saskia Jones, Lauren Smith & Marion Holloway**

For updates on the *SSSH!* research group, follow us on twitter **[@SSSH_research](https://twitter.com/SSSH_research)**

Recent publications:

Jones, S., Milnes, K. & Turner-Moore, T. (under review) 'Doing' discourse analysis with young people: Reflecting on the process of interpreting discourses from sexual consent campaigns with young people. *Qualitative Research in Psychology*.

Smith, L., A. Turner-Moore, T., & Kolokotroni, Z., K. (under review), Making and Communicating Decisions about Sexual Consent during Drug-Involved Sex: A Thematic Synthesis. *Journal of Sex Research*.

Douglas K; Carless D; Milnes K; Turner-Moore T; Tan J; Laredo E (2019), New technologies of representation, collaborative autoethnographies and 'taking it public': An example from 'Facilitating Communication on Sexual Topics in Education'. *Qualitative Inquiry*, vol. 25 (6), p. 535-538.

Carless D; Douglas K; Milnes K; Turner-Moore T (2019), 'Everyone Knows Me as the Weird Kid': Being Bisexual, Genderfluid and Fifteen. *Qualitative Inquiry*.

Hamilton L; Bacon L; Longfellow E; Tennant A (2017), Not everything is as it seems: RO DBT and Overcontrolled Disorders in Forensic Settings. *The Behavior Therapist*.

Dekker RL; Morton CH; Singleton PM; Lyndon A (2016), Women's Experiences Being Diagnosed With Peripartum Cardiomyopathy. *Journal of Midwifery and Womens Health*.

■ Interview with Mollie Price (PhD student)

What drew you to psychology?

I've always found human behaviour interesting, I'm an avid people watcher! And as a teenager I loved any TV programme with a psychological element to it, social experiments and things like that. So I think that's the sort of thing that initially sparked my interest in psychology. I then decided to choose psychology as one of my A level subjects, not really knowing much about it at all but it just sounded like it'd be interesting (laughs). But I found out I was actually quite good at it! I also always really enjoyed maths at school, which is weird I know, but that meant I always enjoyed the stats side of things too. I had no idea at the time what I wanted to do for a career, but I applied to study psychology at Leeds Beckett, and I loved it that much that you couldn't get rid of me!



MOLLIE PRICE

What is the research question that drives your current work?

Throughout my undergraduate degree, I found many different areas of psychology interesting, but in terms of conducting my own research I was most interested in Health Psychology, and I like the idea of doing something that might implement change and help people. My PhD research is focused on exploring the experiences and unmet psychosocial support needs of family carers of people with co-existing dementia and cancer. Not much is known at the moment about co-existing dementia and cancer and the unique challenges it poses, but given that our population is ageing and more people are living with more than one long-term condition, it's becoming increasingly important to provide holistic care that moves away from this single-disease framework that still dominates health and social care systems. Family carers play a vital supportive role for people living with dementia, and it's likely to be additionally challenging when they are also helping to navigate healthcare systems, make treatment decisions and provide care that is required when also diagnosed with and receiving care or treatment for cancer. The care provided by family carers is incredibly important, but their own needs and wellbeing are too often forgotten about. So my current research questions are around what is it like to care for a loved one with *both* of these conditions, what are the psychosocial challenges they face, and how can we best support this group of carers and help to maintain their own health and wellbeing.

What kind of methods/techniques do you use to answer that question?

I'm not firmly in the quant camp or the qual camp. I do enjoy both and appreciate the positives of both! For the first study for my PhD, I conducted a scoping literature review, to explore what is currently known about caring for a person with multiple chronic conditions more generally, and to highlight any gaps in the existing knowledge. I have then used the findings to inform my second study, which was a qualitative interview study with carers of people with co-existing dementia and cancer

using Braun and Clarke's (2006) reflexive thematic analysis as my analytic method. Carers of people with coexisting dementia and cancer are a particularly under-researched group, so the aim is to contribute a greater understanding of their experiences [...] and it's also the first study to explore their support needs and preferences, so it will provide key insights for informing policy and practice and the development of targeted support interventions.

What are your future plans/next steps for your research?

Well I've recently teamed up with the Alzheimer's Society, and they agreed to launch a dedicated online support forum within their online community 'Dementia Talking Point', specifically for carers of people with both dementia and cancer. The aim is to provide a peer support network of others who understand the unique challenges they face and a space for them to share their own experiences and seek practical and emotional support from others [...] and it's also a space to provide tailored information on co-existing dementia and cancer. And so we've also been hosting expert online Q&A sessions on the forum with the only Macmillan Dementia Nurse in the country. Those have been really well-received as many of the carers haven't had any contact with professionals who are experts in both dementia and cancer and having the two together, again because of the single-disease framework dominating our health care systems. And it's easily accessible 24/7 from home, so it addresses some of the barriers of other support groups which can be really difficult to attend due to caring responsibilities, and particularly when you're caring for a person with multiple conditions. At the moment I'm exploring how the forum is being used, and its initial perceived value and acceptability in feedback from both users and the Alzheimer's Society's online community staff. So it's ongoing at the moment but I hope to develop it further following feedback and hopefully explore the feasibility and efficacy in the future.

What is your most valued big or small academic accomplishment?

Mine would have to be my research exchange in Norway. Last year I was awarded an INTERDEM Academy Fellowship to visit a research centre called Aldring og helse (Ageing and Health) in Asker, Norway for three months. The researchers at Aldring og helse have impressive expertise in dementia care and the development and evaluation of psychosocial interventions for people with dementia and their carers, so it was amazing to work alongside them and I was able to gain so much knowledge and insight to shape my own research. They were incredibly supportive and gave me the opportunity to present my work to their researchers in two different locations in Norway. My presentations were also broadcast live on their intranet page, so that was nerve-wracking! But it was a great experience and I received really helpful and encouraging feedback. It wasn't just an academic accomplishment but living on my own in another country for three months was a life accomplishment too! I absolutely loved living in Norway, I'd go back tomorrow! I am so grateful for the experience.

What do you do in your spare time?

I'm in the final year of my PhD so my spare time is limited at the moment (laughs). But I love going to gigs and festivals – I'm a big Foo Fighters fan, and I've had a season ticket to watch Sheffield Wednesday for 18 years! So I still always make sure I've got time to watch Wednesday and Foo Fighters!

■ Interview with Nova Deighton-Smith (Senior Lecturer & Psychology LREC)

First of all, what drew you to psychology?

There are probably only a few that know that I used to be a Financial Adviser selling pensions, investments and mortgages. But my maternity leave came just as the world experienced 9/11 and the subsequent stock market crash. I returned only to be faced with horrendous sales targets that were completely unrealistic unless I was willing to travel and work across a 7-day week. I decided to remain a full-time mum but took an Access course to Health and Social Sciences in the evenings. It was then that I studied a Psychology module and became interested in learning more about human behaviour. Within a year, I was a full-time student at Leeds Metropolitan (as it was back then) and was lucky enough to be accepted onto the PhD studentship once I completed my degree.

Second, what is the research question that drives your current work?

I had always been interested in body image having had my two children. I remember writing a Health Psychology essay in my final year about the psychosocial factors related to eating disorders during pregnancy and was shocked to realise the prevalence of pregnancy-related EDs. It was then that I developed an interest in the link between body image concerns and health behaviours. I'd always been aware that our appearance is judged by stringent, societal expectations; notably now for women, we see a globalised preference for not only a thin body, but a fit and toned one. This ideal is one that is actively promoted by the media, unachievable for most, but is more pervasive than ever, given the rise of social media and image-focused networking sites. Pregnancy of course, is a time when a woman's body deviates from this norm, albeit in a very naturally occurring way. Changes during pregnancy and postpartum period can be welcomed for some but whether they are or not, they take place within a society that places great emphasis on how we look. I therefore wanted to understand how women's thoughts and feelings towards their appearance during pregnancy influenced their emotional

wellbeing and physical health behaviours. I still work with dissertation and MRes students in this area and have expanded my previous work to examine the role of exercise, social support and healthcare provision.

Third, what kind of methods/techniques do you use to answer that question?

I am definitely in the mixed-methods camp! I honestly believe that my PhD would not have been as meaningful had I only relied on one methodology. The quantitative component of my PhD was underpinned by a

comprehensive, theoretical framework of body image development but it was particularly important to me to explore how women constructed meaning in relation to the appearance and health messages they were exposed to, to account for the practice of certain health behaviours. More importantly interviews allowed for complete freedom of expression and the opportunity to bring together women's subjective understandings of first-time pregnancy. By using a sequential design, I was able to develop and use themes from earlier studies to inform the inclusion of later variables for quantitative examination across a larger sample. I think this allowed me to deliver a more contextual account of the complex nature of pregnancy-related body image, psychological, and physical health.

I have more recently been working on a research project with colleagues to explore the messages attached to social media hashtags and the implications they have for body image and health behaviours. We conducted a mixed-methods content and thematic analysis to examine the appearance and health messages attached to #fitspiration (amalgamation of fitness and inspiration). The content analysis allowed us to assess the prevalence of appearance-focused imagery whilst the thematic analysis provided the opportunity to understand the implicit messages embedded within #fitspiration posts and how the text was used to inspire fitness. In combination, we showed how the images and text within #fitspiration posts on Instagram are both appearance potent and objectifying; whereby the 'fit' body was positioned as sexually attractive and exercise was presented as a means to achieving this, overlooking health benefits.

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

When it comes to my pregnancy-related research, it's so important that women be made to feel at ease regarding appearance-related matters during pregnancy, on the understanding that pregnancy messages in the media can be both inconsistent and highly unrealistic. It's crucial that this be a matter that is prioritised and raised within maternity healthcare provision, so that women can be directed towards consistent, accurate information (whilst acknowledging their freedom of choice) so they can be given the confidence to accept and care for their bodies during pregnancy and in the postpartum period. The postpartum period is particularly a time of vulnerability for women when they often lose contact with health professionals and are often left to manage and cope with their own emotions. This



is one of the reasons why there has been such an emphasis by charities and organisations to improve clinical training and postnatal checks. I would love to run a body-image intervention specifically adapted for pregnant women, but delivered by trained health professionals. This would track them into the postpartum in order to provide them with the antenatal and postnatal support they feel they are missing. Of course a control group would allow us to assess the effectiveness of this.

What is an LREC and what does the role entail?

An LREC is a Local Research Ethics Coordinator. Each department and/or school has a number of LRECs who are responsible for evaluating the ethical practices proposed within research projects. These are reviewed in conjunction with BPS code of conduct and University regulations. In Psychology, we have four LRECs: Maxine, Katy, Jason Round and myself as Chair. We are responsible for reviewing both staff and student projects. As you can imagine, the research projects we review are very varied and given the nature of psychological research, often carry greater ethical implications than perhaps some other disciplines, which are more desk-based. In my role, I am expected to review applications and make decisions based upon the two reviews that are conducted. I also deliver ethics lectures across most courses, teaching students about BPS principles, internet-based research which has become more popular than ever, and instructions on how to submit their application.

What are your goals as the current Psychology LREC?

I am currently working with course directors to ensure that ethics is embedded at induction-stage and within early research methods modules so that they have a solid understanding of what is expected of them by the time they come to conduct their own research. Ethics really is a team effort in Psychology given the numbers of applications we receive; from the students, postgrads and supervisors to the fantastic review team and Julie. We will also be taking Psychology ethics online this year so in honesty, my only goal for this year is to support a smooth transition!

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

I have been teaching students since starting my GTA/PhD Studentship back in 2009, however was lucky enough to get an SL post in 2013. In that time I have worked as an Admissions tutor and LREC Chair.

What are the changes that you have found to be the most exciting in the course of your time here?

I know change is never easy but I am looking forward to taking the team online with Ethics. I have really enjoyed working with Trish over the last year to try and get students to understand the importance of ethics and with supervisors' support,

I really think we might get them more organised this year. For 2019-20, we will be delivering a separate "how to submit" lecture, but only once they've had time to meet with supervisors and discuss their research questions. This hopefully will get them thinking about the ethical implications associated with their research. We will also be running ethics drop-in workshops with the help of Julie in the cog/bio lab to assist students if they are struggling with the system. We hope that this focuses their minds on getting submitted early so that they can concentrate on other assessments or start writing their literature review. I am also really looking forward to getting involved with the up-and-coming MSc Health Psychology course.

What do you like best about working at LBU?

Without a doubt, my colleagues. I consider myself to be really lucky to have such supportive colleagues around me. When I'm sat marking late at night or working a weekend to get a lecture finished, it really does help to know that I am not alone and that there are others out there who totally understand what this job entails. That really helps me to keep going.

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