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Welcome from the Editor

This is our 17th issue of *Conversations in Psychology* and we open with our **faculty news** and greet new members of the ever expanding Psychology Team!

Next, a wonderful article celebrating the fantastic success of this years **Brain Awareness Week**.

Following this, you will read this months student article on The Zeigarnik Effect by MSc Psychology student, Dejan Hrcan.

Our new **employability and professional development** section this month features a 'meet the

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You will also find our usual **career spotlight** which this week looks into the role of a mental health nurse.

Our expanding **Student Community** section is full of exciting opportunities and information.

Have look at our updated **You Said, We Did** segment as well as a feature on this terms **Arden Standout Student** winners.

This months **mental health awareness** section highlights the Arden Neurodiversity Network.

If you would like to contribute to the next newsletter, contact me: socialsciencenewsletter@arden.ac.uk



team' segment, where you will be able to familiarise yourself with the ace Psychology team supporting in this area.

Skye Tupholme

Academic Administrator
School of Psychology



A note from our Head of School: Gail Steptoe-Warren

I am sitting writing this with the sun shining outside and the birds cheeping in the background, it just lifts your spirits.

Well, we are halfway through the year and what an exciting time it has been for the School of Psychology.

We have had lots of our students completing their degrees and graduating. Well done! This is testament to all your hard work and dedication - you are truly amazing, and I wish you every success for your future careers and remember you are part of our Arden Family!

Our Academic Team have also been super busy authoring new modules, developing a PG Certificate in Neurodiversity which launches in November, and we had our BPS accreditation visit for our MSc in Business Psychology which received numerous commendations including it being an inspiring course.



A big shout out to all our Psychology Academic Team who make the courses inspiring and transferable to the workplace. We have also had a number of events going on over the past few months where academics and student colleagues have been involved in events such as the brain awareness week, mental health awareness week and neurodiversity week and we ran an online Global Critical South Conference working with international colleagues.

Updates on academic roles within the School



For those studying in centre, you may have met our Programme Lead, Sharon Buckland - Sharon is always happy to have a chat and see how you are getting on. If you do see her, please say hello!

We also have a new Programme Lead focusing on the BSc (Hons) Psychology and BSc (Hons) Psychology with Counselling (distance learning), Lynne Hemmingway, who will begin her post at the end of July/start of August. We have a number of Senior Lecturers in Centre to support your learning journey; Nicola Bentham who is based in Holborn, Susan Windham-Peck based in Tower Hill, Ian Mundy (starting in August) who will be based in Birmingham and Mvikeli Ncube who is based in Manchester. We are also opening up the Psychology and Psychology with Counselling courses at our new Leeds study Centre.

Please also remember that if you do struggle with your studies, we have a lot of support through our module leaders and lecturers so please do reach out to them. For example, if you are struggling to submit an assessment on time, we have processes where we can support you such as extensions and mitigations.

Wishing you all a happy summer.

Gail Steptoe-Warren

Head of School
School of Psychology



Welcome

We warmly welcome new team members and celebrate internal promotions!

- ◆ **Emma Chapman**
Academic Administrator
- ◆ **Peter Fisk**
Assistant Lecturer, London Centres
- ◆ **Brittany Stratton**
Assistant Lecturer, London Holborn
- ◆ **Simon Goodson**
Principal Lecturer
- ◆ **Leanne Rowlands**
Deputy Head of School
- ◆ **Amy Hogan**
Principal Lecturer
- ◆ **David Lightfoot**
Lecturer
- ◆ **Tom Hatton**
Senior Lecturer
- ◆ **Georgios Argyros**
Lecturer
- ◆ **Christina Murphy**
Lecturer



Emma Chapman



Susie Phillips Baker



Sophie Ward

READ:

Recently published articles by our talented staff

An evaluation of the role of inductive confirmation in relation to the conjunction fallacy, by Dean Marshal.

Published by Journal of Cognitive Psychology: <https://www.tandfonline.com/doi/full/10.1080/20445911.2023.2182181>



Mvikeli Ncube



Congratulations

- ◆ **Susie Phillips-Baker** has recently been awarded **Chartered Coaching Psychologist** status by the British Psychological Society.
- ◆ **Ashleigh Johnstone** CPsychol! Ashleigh is now a chartered psychologist.
- ◆ **Emma Owen** has been nominated for a positive role model award at The National Diversity Awards. Emma has been working with colleagues across the university on a number of initiatives including the PG Cert in Neurodiversity.
- ◆ **Sophie Ward** has been shortlisted for a Women in Leadership award for SHE Inspires 2023. This is a testament to Sophie's hard work and care shown throughout her role at Arden.
- ◆ **Mvikeli Ncube** and team for a fantastic job supporting at the Global Critical South Conference



Brain Awareness Week (BAW) is a global campaign led by the Dana Foundation to foster public enthusiasm and support for brain science. This year it ran from 13-19th March. Arden celebrated this with three student-led events, An Art Competition, A Podcast, and an Infographic.

Art competition

For the art competition students and staff were encouraged to submit art in line with the theme 'Communication, Emotion, and my Brain', as well as a blurb explaining their piece.

With this year's BAW running at the same time as neurodiversity celebration week, this theme also allows for the celebration of neurodiversity while raising awareness of brain science.

Awards were given to students for the Most Creative Interpretation of the Theme, Best Scientific Representation of the Theme, and Most Aesthetic Appeal.

These pieces can be seen below.

Most Creative Interpretation of the Theme:

Shaheda Khandokar

"People with ASD can often have difficulty to integrate fragments of useful information or filter out the meaning from huge information sources to make sense for the brain. The rain represents 'overloaded informations' and the rain drops from the umbrella that are big visible and less is symbol of 'understand' shown by touch and feel,

Jokes, sarcasm, metaphors

like 'cats and dogs' in the picture may appear misinterpreted to them because they generally are verbatim, often seem not having attention, avoiding or head in the clouds but infact making eye contact while listening or speaking or mind reading could be a big deal to their sensory network. ASD nerves can receive impulses with over or under sensitivity.

Autism is a condition where neurodevelopment occurs in a unusual form and affects much more the part of the brain that deals social behaviours. the maple trunk represents development, the person represents any gender, mere trifle leaf and maple leaf represents vaste geography and finally the cloud represents all the untold fact that can feel one of us, having the greater skill, many to say and wishing a lot to be together from their isolation! That they might express in a diverse way."



Laura Barbo



"This drawing depicts the path of a recurring thought. Neurologists believe that the more times a thought or some other neurological event happens, the more quickly it moves through the neurons. This suggests that it gets increasingly difficult to change obsessive thought patterns with time passing.

My journey towards better mental health has a lot to do with trying to change old thought patterns. From time to time, I discover some new attitudes or beliefs that are not helpful for the well-being of me or others. For example, I tend to believe the worst of others and myself, which might suggest I lack trust or self-confidence. I have tried to be less negatively critical of myself and others, but it's challenging to catch myself criticising and then diverting my thoughts in a more positive and helpful direction. It is getting a bit easier with each time, so there might be hope for me :)"

**Most Aesthetic Appeal:
Klaudia Magdalena Karczewska**

"Toxic cloud

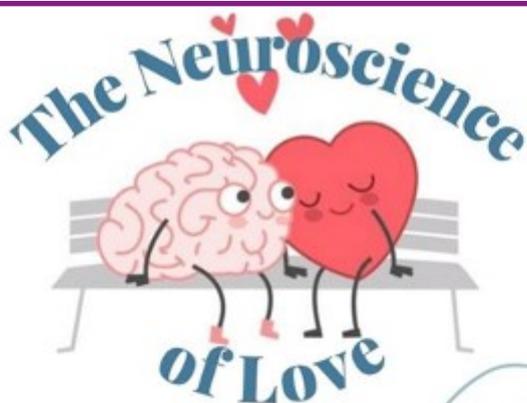
People suffering from post-traumatic stress disorder (PTSD) often experience negative emotions and intrusive thoughts. Some may have difficulties recalling particular aspects or have sudden flashbacks of traumatic events. Additionally, PTSD patients tend to isolate themselves from people, places, or objects that may recall negative memories. Therefore, having PTSD can feel like hiding in a toxic cloud that separates the sufferer from the outside world."

For a list of the top pieces submitted please follow the link here:

<https://arden.ac.uk/brain-awareness-week-art-competition>



The Neuroscience of Love



The Neuroscience of Love is a rapidly growing field of study that focuses on understanding the brain mechanisms involved in romantic love and attachment.

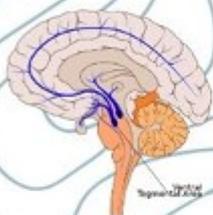
Neuroscientists have found that love involves several brain areas, including the ventral tegmental area, the prefrontal cortex (PFC), and the amygdala, which are responsible for processing emotions, reward, and motivation.¹

1



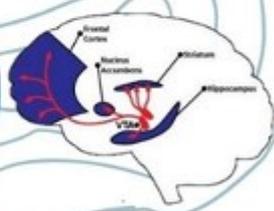
2

The ventral tegmental area (VTA) is a region that plays a key role in the brain's reward system, which is closely involved in the experience of love and romantic attraction. In the context of the neuroscience of love, the VTA is particularly important because it contains a population of neurons that produce the neurotransmitter dopamine.²



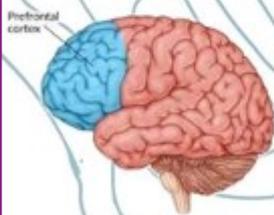
3

Dopamine creates feelings of pleasure and reward. Dopamine release is thought to be responsible for the pleasurable and rewarding feelings that are experienced around romantic partners. This may explain why love can be so intense and addictive, and why people often report feeling "addicted" to their partners.³



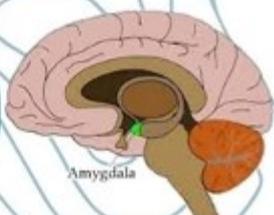
4

Once a couple has committed to a long-term relationship, the prefrontal cortex helps to maintain that commitment by regulating emotions and controlling impulses. Also, the PFC is involved in empathy, which allows partners to understand each other's feelings and respond appropriately.⁴



5

The amygdala plays a critical role in regulating emotional responses to romantic partners. The activation of the amygdala triggers the release of neurotransmitters (chemical substances) such as dopamine, oxytocin, and vasopressin, which are associated with pleasure, bonding, and attachment.³



References

- 1.Schwartz, Richard, and Jacqueline Olds, 'Love and the Brain', Harvard Medical School, 2015
- 2.Novotney, Amy, 'What Happens in Your Brain When You're in Love?', American Psychological Association, 2023
- 3.Macpherson, Frankie, 'This Is Your Brain on Love: The Beautiful Neuroscience behind All Romance', BBC Science Focus Magazine, 2021
- 4.Castro, Giovanna, 'The Neuroscience of Love | Emotion, Brain, & Behavior Laboratory', 2014

Infographic

Students were also involved in creating an infographic which shows the neuroscience of love.

This can be viewed on the left.

Podcast

A podcast was also produced by students which considers how brain science is approached differently in different cultures.

It includes special guests of Marcus Viničius C. Alves, Roberta Ekuni, Maria Julia Hermida, Juan Valle-Lisboa.

The link for this podcast can be found here: <https://www.youtube.com/watch?v=-zyiAQRbEGM>



Brain Awareness Week will be back in 2024!



Follow our Twitter account to stay up to date with any future events or competitions, to view more of this years art competition entries and to share awareness.

Follow: [@AU_BAW_SC](https://twitter.com/AU_BAW_SC)

The Zeigarnik Effect:

Unfinished Business and the Power of Incomplete Task

By Dejan Hrcan, MSc Psychology

Have you ever experienced the nagging feeling that comes from leaving a task unfinished? That persistent itch in your mind, urging you to go back and complete what you started? The Zeigarnik effect, a psychological principle first described by Bluma Zeigarnik in 1927, precisely captures this common phenomenon. It refers to our tendency to fixate on incomplete tasks and experience heightened cognitive tension until we find closure (Savitsky et al., 1997). In this article, we will delve into the origins, mechanisms, and implications of the Zeigarnik effect, shedding light on the intriguing interplay between our cognition, motivation, and productivity.

Origins and Definition

The Zeigarnik effect refers to the tendency of our minds to fixate on and remember incomplete tasks better than those that have been complet-

ed. In the 1920s, Zeigarnik's curiosity was sparked when she observed that waitstaff in a café seemed to have superior recall of outstanding orders compared to those already fulfilled. Intrigued by this observation, she embarked on a study of the cognitive impact of incomplete tasks, exploring their influence on memory and motivation (Vinney, 2019).

The Effect in Action

The core principle of the Zeigarnik effect is that our minds have a natural tendency to remember and focus more on incomplete or interrupted tasks than completed ones. When we leave a task unfinished, it creates a mental tension, or "cognitive dissonance," that keeps our attention fixated on it. This phenomenon can manifest in various ways, such as persistent thoughts, heightened awareness, or increased motivation to return to the task



(Savitsky et al., 1997).

Mechanisms at Play

The Zeigarnik effect can be attributed to several underlying mechanisms. One crucial factor lies in the processing of information within our brains. When a task remains incomplete, it continues to occupy our working memory, fostering a persistent sense of urgency and a compelling desire to bring it to completion. This cognitive mechanism, as demonstrated by the research of McGraw and Fiala (1982), sheds light on how the Zeigarnik effect operates. Moreover, the effect is also influenced by our inherent need for closure - a deep-rooted inclination to seek resolution and order in various aspects of our lives (Savitsky et al., 1997). By examining specific examples and



studies, we can further explore and appreciate the intricacies of these mechanisms that drive the Zeigarnik effect.

Implications and Applications

The Zeigarnik effect holds relevance in various domains of our lives, from personal productivity (Anouare, 2022) to marketing and advertising (Heimbach & Jacoby, 1972). Recognising the power of the effect, individuals can leverage it as a motivational tool. Breaking tasks into smaller, manageable units can create a sense of progress and alleviate the Zeigarnik effect. Additionally, setting clear goals and deadlines can provide a sense of closure and help combat the mental burden of unfinished tasks (Savitsky et al., 1997).

In marketing and advertising, the Zeigarnik effect can be harnessed to capture and maintain consumer attention. Creating curiosity gaps, where information is presented incompletely or in a fragmented manner, can pique interest and engage individuals by triggering the Zeigarnik effect. This technique is commonly seen in television shows, movies, and cliffhanger endings, where unresolved narratives leave viewers eagerly awaiting the next installment (Heimbach & Jacoby, 1972).

Practical Strategies

To better manage the Zeigarnik effect, several strategies can be employed. Firstly, recognising the effect and acknowledging its influence can help individuals become more mindful of the tasks they leave unfinished and their subsequent impact on cognition and motivation (Savitsky et al., 1997). Secondly, implementing effective task management techniques, such as to-do lists or digital reminders, can assist in reducing the mental burden associated with unfinished tasks. Lastly, incorporating regular reviews and prioritisa-



tion can ensure tasks are appropriately addressed, reducing the accumulation of unresolved obligations (Timely Team, 2020).

Conclusion

The Zeigarnik effect sheds light on our innate tendency to fixate on unfinished tasks, revealing the impact of cognitive mechanisms on our motivation and productivity (McGraw & Fiala, 1982; Anouare, 2022). By understanding this phenomenon, we can harness its power and apply actionable strategies to navigate the complexities of unfinished business more effectively (Timely Team, 2020). One key approach is breaking tasks into manageable chunks, enabling us to make progress and experience a sense of accomplish-

ment. Additionally, setting clear goals and implementing task management techniques can help us maintain focus and stay organized. Embracing closure by completing tasks not only brings satisfaction but also frees our minds from the lingering weight of unfinished business (Savitsky et al., 1997).

So, the next time you find the Zeigarnik effect tugging at your attention, remember the actionable steps you can take. Start by breaking down tasks into smaller, achievable units, and set specific goals and deadlines to provide a sense of structure and direction. Employ effective task management strategies such as prioritization, time-blocking, or utilizing digital tools that help track progress. As you take action and complete tasks, celebrate each milestone and savour the satisfaction of closure. By doing so, you pave the way for a more focused and productive mindset, empowering yourself to thrive in the face of unfinished tasks. The Zeigarnik effect reminds us of our inclination to fixate on unfinished tasks. By leveraging this understanding and implementing practical strategies, we can harness motivation, increase productivity, and ultimately conquer the challenges posed by our incomplete endeavours.

Would you like to write an article for the next newsletter?

Contact socialsciencenewsletter@arden.ac.uk to find out more.

Employability & Professional Development

What is Employability and Professional Development within the Psychology School?

Broadly, we focus on developing knowledge, skills and attributes to enhance your success in chosen careers and employment! However, we do not offer 1:1 career guidance support, like the university's career team. Find out what they offer [here](#).



Meet the team!

Ella Hatton

Employability and Professional Development Lead, Psychology School

Ella focuses on embedding employability into the Psychology courses and oversees employability activities within the school.



Ella Hatton

Holly Stokes

Deputy Employability Lead - Upskilling, Psychology School

Holly oversees the upskilling schemes within the school, which include:

- Volunteer Lecturing Assistants (Led by Holly Stokes and Kieron Oakland)
- Volunteer Research Assistants (Led by Holly Stokes and Deputy Lead, James Randall)
- Volunteer Peer Guides (Led by Rachel Marchant)
- Volunteer Research Methods Tutors (Led by Matt Copeman)
- Research Methods Blog (Led by Tom Hatton)



Holly Stokes

Dean Marshall

Deputy Employability Lead - Arden Achieve, Psychology School

Dean leads the organisation and running of employability activities within Arden Achieve.



Dean Marshall

Chris Gunn

Deputy Employability Lead - Awareness of Career Paths, Psychology School

Chris leads on communicating the different career paths that you can go into with your psychology degree.



Chris Gunn



What is a Mental health nurse?

As a mental health nurse, you'll help people with mental health conditions by supporting their recovery or helping them to live independently while improving their quality of life.

You may advise on suitable therapies, activities or groups, help with medication and identify any potential risks. You'll plan and provide care and will encourage the patient to get more involved with their condition to gain control over it.

Work is often carried out in multi-disciplinary teams, liaising with psychiatrists, psychologists, occupational therapists, GPs, social workers and other health professionals.

What should I expect from a career as a Mental health nurse?

A large proportion of mental health nurses work in the community, although some provide in-house care.

It's important to maintain a positive work/life balance. This can be difficult due to the level of personal commitment and working patterns required.

The role can be stressful and upsetting on occasions and there can be an element of personal danger and the potential for violent behaviour, although you'll be taught how to identify and diffuse building tension. However, it can also be an extremely rewarding role.

How would I become a Mental health nurse?

You need to be registered with the Nursing & Midwifery Council (NMC) to work as a mental health nurse in the UK. To be eligible to register you must complete a pre-registration nursing degree or registered nurse degree apprenticeship delivered by an NMC-approved education institution (AEI). Achieving your BPS-accredited degree in Psychology at Arden is a great place to start as you may be able to get accreditation of prior experiential learning (APEL) if you have

practice-based learning or a degree in another health-related subject, such as life and medical science, social work or psychology. Having APEL may shorten your course to two years, but this is at the discretion of individual institutions so it's always best to check.

Where can I find out more information about this career path?

Visit: [Registered nurses | Nursing careers resource | Royal College of Nursing \(rcn.org.uk\)](#)

for further details on how to become qualified.



School of Psychology volunteer and support schemes



Click the logos to find out more.



FoSS Social Debate Club

**NEW
CLUB!**

Looking for passionate students to run the debate club!
FoSS Social are recruiting...

Student Lead & Deputy Lead

An exciting opportunity for all Faculty of Social Sciences students: come and join our brand-new debate club, a School of Law led initiative providing an informal forum for conversation and discussion.

Complete the application form [here](#)
Or you can sign up to FoSS Social's mailing list [here](#)

We're aiming to create an inclusive group which meets everyone's accessibility needs. Learn more [here](#).
Contact the team at bwainwright@arden.ac.uk





Join the FoSS Social Team

FoSS Social hosts virtual social events run by and for students (BL & DL) within the Faculty of Social Sciences.

Thank you to all those who completed our survey, this informed the creation of our very first social societies:

Health & Fitness Society

Book Club

Film & Television Society

FoSS Social Hub (General Meet & Chat)

We're looking for students of all levels to join, lead and help launch these societies. There are a number of exciting roles on offer and many ways to get involved – big & small!

Fill out this form [here](#) to get involved

Contact us at bwainwright@arden.ac.uk

We are aiming for inclusive groups to meet everyone's accessibility needs. Learn more [here](#).



Arden University Research Methods Blog

Where Arden University psychology students share their research experiences!

The Arden University Research Methods blog has just published its third blog post focused on Research Methods that is also open for student contributions.

Within the blog, you can find the new student blog post focus on the experiences of two students who have collaboratively wrote this piece and their work on a volunteer research assistant project and the Open Science framework more broadly:

<https://ardenrmblog.wordpress.com/2023/05/30/open-science-advantages-challenges-and-research-experience/>.

Open Science is a fantastic area to learn more about and this student post is a great place to start to explore the world of Open Science in Psychology.



Within the Psychology School, we're aware that some students are anxious about research methods and feel unsure about the modules. With this in mind, this blog is designed to be student-led, as a way of taking ownership of all things psychology research!

Within this blog, you and other students can share experiences and areas of interest surrounding research methods at Arden University. The aim of the blog is to share topics such as: exciting research experiences, topic areas of interest, dissertations, moments of overcoming difficulties and hopefully reducing research anxiety! However, this is not an extensive list and you could contribute something slightly different based on your experiences.



Tom Hatton

If you would like to get involved, please contact thatton@arden.ac.uk

or fill out the form on the blog website to discuss what you'd like to create a blog post focused on and how you can contribute. This will be a fantastic opportunity to share your experiences, contribute to our research community and also gain valuable experience in producing blog style content around your course.

Student SHOUT OUT



In this segment, we want to thank and acknowledge specific students who have been recognised by our staff for their incredible contributions. These students are SUPER STARS and we are so proud to have them at Arden.

This month we are highlighting the **Arden 'Standout Student' winners**.

The following students have been selected by our judges as winners for the November – February SCC and January – February BNM study blocks.

The 'Standout Student' awards celebrate the fantastic commitment our student put into their studies.



Stand out

Our creative thinking and willingness to do things differently shines brightly on the inside and is truly visible on the outside.

February—April, Distance Learning Student Winners:

- ◆ Elian Cliff Lickley, *BA Criminology & Psychology*
- ◆ Pragma Modi, *BSc Psychology*
- ◆ Saffron Trundle, *BA Criminology & Law*
- ◆ Kerry-Aman Fisher, *BA Criminology & Psychology*

Special Shout Out—Pragma Modi

"A big congratulations to our soon-to-be graduate, Pragma Modi, for securing a place at The University of Edinburgh studying an MSc in Artificial Intelligence.

We want to thank Pragma for her incredible contributions to our school during her time studying with us and we wish her all the very best with your new adventure!"





Student opportunities

Podcasts!

We have recently received feedback that many students use podcasts as a great way of enhancing their learning.

Here are a few that have been recommended or hosted by our lecturers:

[Squiggly Careers](#)

They are the founders of Amazing If, an award-winning company with a mission to make careers better for everyone. They described themselves as 'experts in careers, how careers are changing and what that means for people's jobs today and working lives in the future.'

[Association for Business Psychology \(ABP\)](#)

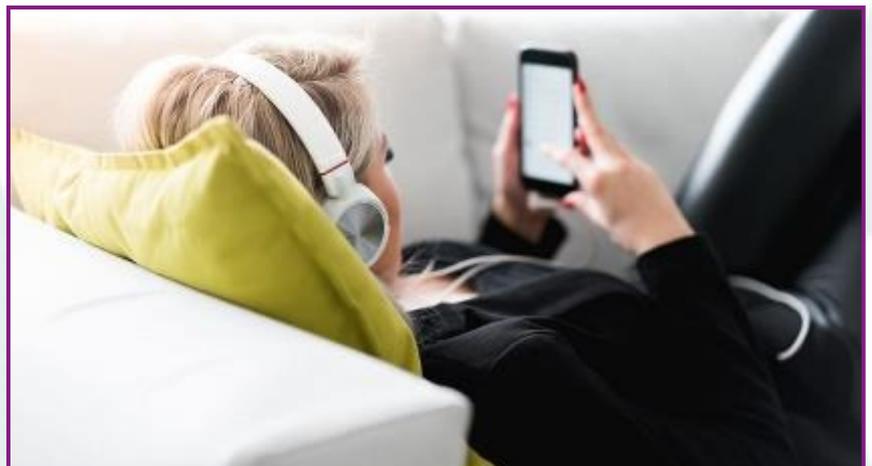
It promotes 'professional excellence and a community of practice in business psychology', for anyone who has an interest in and respect for psychology at work, in how psychology shapes them and their ability to lead and engage others.

[Dear Lecturer](#)

It contains a number of episodes covering different topics relating to studying psychology at university, as well as some guest interviews with academics from different disciplines, and a series of spotlights of individuals for mental health awareness.

[PsychCrunch](#)

PsychCrunch is the podcast from the British Psychological Society's Research Digest, exploring whether the findings from psychological science can make a difference in real life. Just how should we live, according to psychology?



STUDY WITH US:

DISSERTATION WRITING RETREAT EDITION

Wednesday

Aug

9th

2023

9am-7pm
UK time

AN ALL-DAY ONLINE EVENT FOR PSYCHOLOGY DISSERTATION STUDENTS. STUDY ALONGSIDE FELLOW DISSERTATION STUDENTS. HEAR SOME "TOP TIPS" FROM ARDEN GRADUATES, RESEARCH ASSISTANTS AND LECTURERS AND MAKE SOME PROGRESS WITH YOUR DISSERTATION!



Click here
to register
your
interest!

ANY QUESTIONS?

CONTACT HOLLY
STOKES AT
HSTOKES@ARDEN.AC.UK

Do you want to represent the British Psychological Society at Arden?



The British Psychological Society

We would love you to join us to support your fellow psychology student members.

If you are studying on one of our accredited undergraduate or conversion courses, are passionate about psychology, supporting your fellow students and want to

learn new skills along the way—

you could be a Volunteer Student Ambassador.

As a Volunteer Student Ambassador you can get involved with:

- ◆ Supporting your fellow students who are entering into psychology education and training;
- ◆ Be a correspondent between the BPS, the student committee and your university;
- ◆ Carrying out activities to engage your fellow psychology students!
- ◆ Gain experience in wider workplace opportunities, such as supporting the delivery of psychologically based education programmes, and beyond!

You can find out more about the role and how to apply here:

[Student ambassadors | BPSI](#)



STUDENT VOICE ACTIONS!

UPDATES

"You said, we did!"

All Psychology modules now display "You said, we did" graphical summaries of actions we take to improve your module experience!

Your Student Reps

Please remember you can view and contact your Psychology Student Representatives via the Arden Student's Association site [HERE!](#)



Update from Student Voice Lead,
Dr Rachel Marchant



You can read an introduction from and contact your Student Association President, Dace, [HERE!](#)



Mental health awareness

Support from Arden's 'Neurodiversity Network'

What does the Neurodiversity Network do?

As a group we provide support and connection for neurodiverse students, faculty, and researchers within and across the University's Faculty of Social Sciences.

Who is it for?

Anyone with an interest in or experience of neurodivergence.

What kind of things do we do?

- Have regular meetings and guest speakers as well as informal chat sessions
- Share and develop our knowledge of interventions and practice
- Represent the needs of our group at university committee meetings and events (e.g., as a Neurodiversity Ambassador)



What are we passionate about?

- Sharing the strengths of neurodiversity
 - Identifying and overcoming barriers, for example developing effective study practice
 - Informing policy and practice



Lucy Anacleto

Please contact **Lucy, lanacleto@arden.ac.uk** or **Emma, eowen@arden.ac.uk** to join the network or find out more information.

Stay in touch & get involved!



YOU can contribute to the next school newsletter!

contact Skye at socialsciencenewsletter@arden.ac.uk to find out more

Join the conversation...

For daily articles, events and opportunities, follow our Psychology School Twitter page.



Watch and learn...



Follow us on YouTube for regular videos that include:

- ◆ Arden podcast sessions
- ◆ Born For This series
- ◆ a day in the life of
- ◆ graduation ceremonies
- ◆ helpful resources

@ArdenUniPsych
#ArdenUniPsych



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Arden University's podcast series explores trending topics, subject spotlights and student stories.

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