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through to highlighting students' first-hand experiences of participating in events organised by the School and student reflections on their personal journey with Arden so far.

Finally, to end the issue, we showcase student events to get involved with including, career workshops in February, Study with Us sessions with lecturers Holly and Kieron, and live webinars happening soon to schedule for the next upcoming months.

As we start this new year and the new term, after a challenging time, 2022 brings a year full of promise and hope, and I wish you all a happy and healthy one.

Emily Blakemore

Psychology Experimental Officer

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Comments from Editor

Welcome to the 2022 issue of the **School of Psychology Newsletter**.

This twelfth issue is packed full of a variety of School updates and developments, introducing a new '**Student Community**' section to provide a specific space dedicated to student-focused content to keep connected to what's happening in the student community.

The first section features the School of Social Science news, where we introduce and warmly welcome any new members to the School, celebrate the achievements of the academic team, and present any new exciting developments within the School.

Next, BSc Psychology student Bettina Finna ponders the limitations of our dreams as she discusses the phenomenon of lucid dreaming. Closely followed by meeting one of the academic team, lecturer, and part-time music quiz enthusiast, Ella Hatton. MSc psychology student Christine Faydherbe provides an in-depth look at the relationship between personality qualities and alcohol consumption in young people for the dissertation spotlight feature.

We explain in more detail how an Arden Psychology degree can provide a foundation to becoming an art therapist for the career in focus. To finish the section, we present the next instalment of episodes 6-15 of the 'Dear Lecturer' podcast and even a new career-specific mini-series with guest speakers.

This leads us onto the **Student Community** section to delve into a variety of student-led content from upcoming events and career development opportunities, right

WELCOMES

As the School continues to evolve, we welcome new members to the team and congratulate existing staff being promoted within the School:

- ◆ **Marie Chellingsworth** (Senior Lecturer)
- ◆ **Alkistis Karagounis** (Psychology Lecturer)
- ◆ **Sonia Rishi** (Psychology Lecturer)
- ◆ **Aman Asif-Malik** (Psychology Lecturer)
- ◆ **Cristiana Cardoso** (Criminology Lecturer)
- ◆ **Saeb Kasm** (Criminology Lecturer)
- ◆ **Louise Katz** (former Associate Lecturer promoted into full-time Lecturer)
- ◆ **Christina Thorne** (Criminology Lecturer)
- ◆ **Jane Donoghue** (Criminology Senior Lecturer)
- ◆ **Mvikeli Ncube** (Lecturer promoted into Senior Lecturer)
- ◆ **Gavin May** (Associate Lecturer)



Sonia Rishi



Marie Chellingsworth



Jane Donoghue



Aman Asif-Malik

CONGRATULATIONS

Congratulations to **Leanne Rowlands, Konstantinos Arfanis, Penny Hyams, Lucy Anacleto** and **Mvikeli Ncube** for featuring in "The Psychologists' Guide to Finding Meaning" which has been published in 'The Psychologist' You can read it here: <https://thepsychologist.bps.org.uk/volume-35/january-2022/psychologist-guide-finding-meaning>



Cristiana Cardoso



Saeb Kasm



Louise Katz

Congratulations to **Louise Katz's** for her paper: 'The Dark Side of Humanity Scale: A Reconstruction of the Dark Tetrad Constructs' being accepted for publication in a special edition of Acta Psychologica, The paper is based on the work she conducted as part of her PhD thesis where she developed a new psychometric scale measuring the Dark Tetrad constructs from an alternative perspective. The paper is Open Access, so you can check it out here: <https://www.sciencedirect.com/science/article/pii/S001691821002110>



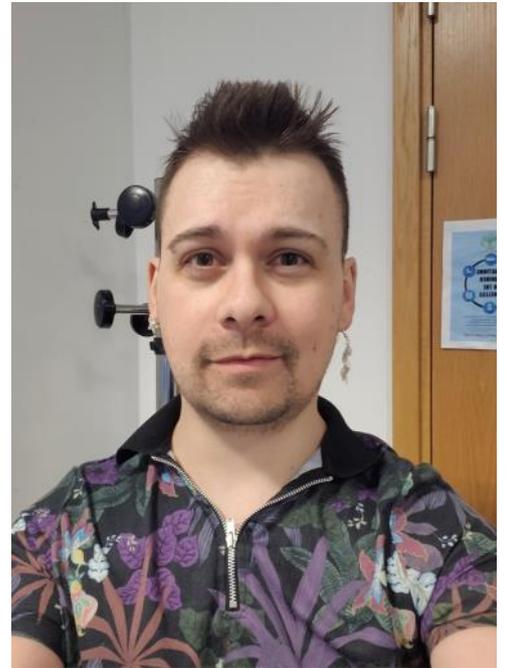
Massive congratulations to **Shannon DeBlasio** for achieving her Chartered membership of the BPS and Fellowship of the Higher Education Academy (HEA) accomplishment in December.

Anthony Thompson has been featured in the Business Impact magazine for an article based on the wellbeing of business students who are studying remotely. It starts on page 12 through to page 16. Read the full article here: [Business Impact](#).



Huge congratulations to **Matthew Copeman** who passed his Research Methods in Psychology Masters programme with a Distinction. His MRes dissertation has been accepted for publication due to be out in June this year and he starts his PhD this month!

Massive congratulations to Gavin May who has recently has been awarded with a Merit after completing their MSc in Forensic Psychology and Crime.



Congratulations to Lucy Anacleto and Penny Hyams who have passed their PG Cert in Digital Pedagogy.



SCHOOL DEVELOPMENTS

In Psychology, we have a number of exciting programme developments we're eager to share with you. In January we launched two new BSc programmes: BSc (Hons) Psychology (optionality) and BSc (Hons) Psych with Counselling. You can browse the programme information here: [BSc Psychology Programmes \(office.com\)](https://www.arden.ac.uk/office/psychology-programmes)

In addition, we have a new **MSc Business Psychology programme for Psychology** and a **BSc Criminology** programmes, and an MSc in Serious and Violent Crime for Criminology.



Another exciting development in 2022 is the **brand new course-specific page on ILearn**, due to be released in March. This page will contain all the course-related information and supporting resources you will need in one place for when you need them.

Including skills support, well-being resources, experiment resources, access to personal tutoring, and even careers guidance to help you be better prepared for your next steps after you finish your degree, and much more!

Arden University Students' Association has been LAUNCHED!

Students from across the University have done an amazing job with creating this Students' Association, from submitting proposal papers, joining project groups to discuss main objectives and aims, to creating an amazing new logo.

We have appointed Arden University Students' Association first President, **Vishi Singh**, who will be driving this Association forward in its inaugural year.

Keep an eye out on social media for more updates and news!



Students' Association



EXPLORING PERCEPTIONS OF PLAY-BASED LEARNING FOR PRIMARY SCHOOL CHILDREN

WOULD YOU LIKE TO TAKE PART IN A SHORT SURVEY?



Hello! My name is Holly and I am a PhD student at Birmingham City University, exploring the use of play based learning within England's primary schools.

THE AIM OF THE STUDY

The research aims to explore the views of primary school education, in key "stakeholder" groups - parents, teachers and children! The survey explores perceptions of play and learning, and barriers to implementing play-based teaching methods in primary schools.

CRITERIA FOR TAKING PART

To take part in the survey, you must be one of the following:

- ✓ **A parent or primary carer** of at least one child in Key Stage 1 or Key Stage 2 (Year 1 - Year 6) attending an England primary school
- ✓ **A child aged 6-11 years old** attending an England primary school
- ✓ **A teacher** currently teaching in an England primary school, in years 1-6.

WHAT WILL I NEED TO DO?

If you fit the criteria and would like to take part, you will complete an online survey which explores:

1. **For parents and teachers:** How you personally define the terms "play" and "learning", your views on the impact of play for development and well-being and the use of play-based learning for primary school-aged children
2. **For children:** How you personally define the terms "play" and "learning" and what skills you feel you can learn through play

The survey will take around 15 minutes to complete and can be done so on any device! Please use the link below or scan the QR code, both of which will take you directly to the survey. If you open the survey, you are still free to close it if you decide you do not wish to continue at any point.

LINK TO THE SURVEY: <https://forms.office.com/r/WKkKNTdPX5>

You can contact me on holly.stokes2@mail.bcu.ac.uk if you have any questions 😊



Being Lucid: What are the limitations of our dreams?

Bettina Finna, BSc (Hons) Psychology



Have you ever felt like you had a dream that was so good you wished it would have been longer until you wake up? Or even better: a dream where everything you wish for comes true in an instant? Great, it seems that you had a lucid dream! A lucid dream is one of those “rare” dreams where you come to the realization of being in a dream, usually enabling you to act deliberately while influencing the dream narrative and imagery (LaBerge & Rheingold, 1980). At least to a certain degree, for a duration, until you lose control over your lucidity, leading you to either fall right back into a regular dream or wake up remembering: “I was able to fly in my dream!” ...or something similarly fanciful.

Although the concept of lucid dreaming is not known by many, it is statistically speaking, somewhat more likely than not that you had such a dream experience at least once in your life yourself. According to the thin body of literature regarding lucid dream frequency in the general population, more than 50% of people seem to report at least one lucid dream experience during their lifetime (Saunders et al., 2016). Those, however, who claim to experience lucid dreams frequently, meaning at least once a monthly basis, are among the rarest of dreamers, yielding approximately 20 % of the lucid dreamer population (Schredl & Erlacher, 2011; Saunders et al., 2016). So, what makes lucid dreaming regularly so special?

Unlike typical dreams characterized by overwhelmingly splintered, unconstrained, and often strong emotional



plots, lucid dreams are associated with a substantially higher ability for the dreamer to reflect on the real-time dream imagery and to be aware of the current state of reality in the context of a dream (Voss et al., 2013). Besides these characteristics appears the ability to control our dream-selves as well as the dream environment to be one of the most challenging features associated with lucid dreams that are high in volition (Schredl et al., 2018).

The idea of gaining control over one’s dream character has been subjected to research interest, including studies about learning by practicing skills in lucid dreams. For instance, developments in fine motor (Stumbrys et al., 2015) and various sport skills (Schädlich & Erlacher, 2018) have been reported in pre-test post-test as well as qualitative studies in lucid dream research. The notion of channeling control to manipulate the dream plot also showed relevance in clinical application for chronic night

-mares (Macêdo et al., 2019) as well as post-traumatic stress disorder treatment (Holzinger et al., 2020; Mota-Rolim & Araujo, 2013). And while, the overall idea of self-development and resolving issues in our dreams is intriguing; the ability to achieve dream control yet reaches its limitations even among the most frequent and experienced lucid dreamers. Such limitations were revealed by the study of Mallett (2020), where a small sample of 23 students was instructed to recreate the memory of a room in their lucid dream they had previously visited. Although less than half of the participants managed to reinstate the episodic scenery of the room in their lucid dreams, the reported reinstatements were universally imperfect, suggesting obstruction of some kind in the conscious control of the lucid dream environment.

A current paper similarly studying memory reinstatements among frequent/highly frequent and skilled lucid dreamers showed that shaping the dream environment according to both

a waking-life and dream memory has its challenges, with 7 out of 17 participants reporting non-successful attempts in both conditions (Finna, 2021). However, there might be more to the limitation of our lucid dreams than the mere constraint of dream control. The process of becoming lucid and consciously accessing our waking and dream memories in order to attempt a replication of them while dreaming is assumed to be a complex orchestra of underlying cognitive mechanisms, such as attention, memory, and related elements of dream consciousness (Voss et al., 2013; Mallett, 2020). Therefore, focusing more on the relationship between these cognitive functions and elements of dream consciousness, like dream control could have contributory value to the current knowledge about

the state of lucid dreaming. Associations between higher lucid dreaming skills including the ability to control the dream environment and to maintain lucidity in the dream (Schredl et al., 2018), and successful recreation of dream memories have been found (Finna, 2021). This points toward the possibility that the type of memory (dream or waking-life) may play a role when examining consciousness through memory reinstatements in lucid dreams.

Furthermore, lucid dreaming skills, and our limitations to control the dream plot while maintaining awareness can be developed by practice, just as most skills (Schredl et al., 2018). Interestingly, most of the practicing may not prevail while lucid dreaming, but rather while being

awake. According to a study conducted by Stumbrys and colleagues (2015), once participants have a certain experience with meditation, practicing mindfulness is positively associated with experiencing lucid dreams on a frequent basis. Specific emphasis has been given to the predominant elements of mindfulness practice, directing attention to the present with acceptance to the moment during wakefulness may translate to the lucid state (Stumbrys et al., 2015; Stumbrys & Erlacher, 2016).

This raises the question of how practicing awareness while awake can help push our limitations to lucid dreaming, and fulfil intentions, such as recreate and re-live memories? While the literature around memory reinstatement in lucid dreaming is yet insufficient, further research using this method can help to shed light on this complex question by not only focusing on the elements of consciousness in different states (e.g., dreaming, -ing, lucid dreaming, and wake-fulness), but also by considering the role of memories associated with such states of consciousness (Finna, 2021). Hence, one thing is certain to say: the future of lucid dream research poses stimulating possibilities for learning more about consciousness and the cognitive mechanisms across our cardinal states.



Getting to know the Psychology team: Ella Hatton



Can you summarise who you are and your role at AU?

Hello! I'm Ella, and I've recently started as a Lecturer in Psychology at Arden University. Since starting, I have been supporting Introduction to Research Methods 1, as well as Individual Differences and Mental Health, which has been great! My passions include visiting new places wherever possible, keeping active in various ways, listening to music and watching it live, and being around loved ones (including my dog). In my spare time at home, you can probably find me either listening to music, reading, or watching Netflix, but I'm generally at my happiest when cooking or baking a new recipe. I'm also part of a pub quiz team, where I tend to take over the answer sheet for the Music round.

Can you tell the readers about your main research interests?

My research background is quite varied, as I used to work as a Research Assistant in a mental health setting, where I supported an assortment of studies of varying topics and methodologies. From also working in clinical roles, I became particularly interested in the work-related wellbeing of healthcare staff, and really focused this down while I was studying for my MSc in Psychological Wellbeing. I'm particularly interested in the application of positive psychology to workplace wellbeing (from a fairly critical perspective), especially the intervention side of things. I start my PhD in October, where I will be looking at the feasibility of a participatory organisational intervention to enhance work engagement in mental health staff, which typically involve participants having a key role in the design and implementation of interventions. I will also be using a multi-level intervention approach, where I will look at what can be done at the individual, group, leader and organisation level, to enhance work engagement.

If you had to choose just one, what is your favourite academic experience?

No doubt about it - it was getting through my MSc dissertation, which looked at the predictors of life satisfaction in mental health staff, based on the Job Demands-Resources Theory. I had some health issues during this time and was lacking in confidence as a result. My supervisor was incredible and really boosted my confidence - the mastery side of things helped too! It was also a nice touch that I won Best Poster for it at an international conference.

What is your favourite thing about being part of AU?

I've only been in the role for a couple of months, but I already feel part of an amazing team. I'm really enjoying supporting students in their distance learning studies, as I did my MSc in the same way! It's brilliant to be part of a university that is so keen on the student experience, because watching a student's confidence grow is exactly why I pursued lecturing in the first place. I really like how forward thinking the university is, so I'm really happy to be part of it, and there are many exciting things to come here!

Dissertation Spotlight: Investigating the relationship Neuroticism and Conscientiousness have on alcohol consumption in Zimbabweans aged 18 to 30 years.

Christine Faydherbe, BSc (Hons) Psychology



The topic of my dissertation was investigating the relationship Neuroticism and Conscientiousness have on alcohol consumption in Zimbabweans aged 18 to 30 years. The research approach used was a correlational within groups design looking into the relationship between Neuroticism, conscientiousness, and alcohol consumption. Using Gorilla, an online questionnaire was administered to Zimbabwean participants to investigate this relationship. The aim was to identify the relationship these two traits have on general alcohol use and identify if it is a factor contributing to the increase of alcohol usage from 3.5 % to 4.8% in Zimbabwe (The Global Status Report on Alcohol and Health, 2018).

Rationale

Everybody was born with personality traits that make up the core of an individual. It has been a strong theory that predicts the behaviour of human beings. The literature review uncovered evidence from Kerr (1996), Franques et al. (2000), and Griffiths (2017), that the addictive personality type and its relationship to substance usage is a myth and should be retired from the literature, shifting the direction of the investigation to focus on personality traits individually. Evidence from Jones et al. (2014), Olsen et al. (2015), and Othman et al. (2017) indicated impulsivity, sensation seeking, and urgency are explanations as to why individuals with different levels of neuroticism and conscientiousness engage in heavy drinking behaviour. Furthermore, high neuroticism and low conscientiousness were associated with alcohol use disorder indicated by Coëffec (2011),

and Dash et al. (2019). However, Turiano et al. (2012) discovered high neuroticism was associated with high levels of alcohol consumption, but low conscientiousness was associated with lower alcohol consumption. Therefore, the direction of the relationship between the traits and alcohol use from Turiano et al.'s findings contradict Coëffec and Dash et al.'s findings. Therefore, there is a limitation of research surrounding the two traits and general alcohol consumption, and the contradictory research creates an unclear picture of the dynamics between all three variables.

The impact of alcohol abuse on the economy and health sectors is significant. Bouchery et al. (2011) estimated high volumes of alcohol consumption cost the United States \$223.5 billion in 2006. More specifically, the Global Status Report on Alcohol and Health (2018) reported Zimbabwe's alcohol per capita consumption in urban areas has risen from 3.5 % in 2010 to 4.8% in 2016. Therefore, tackling factors associated with alcohol usage is key to prevent strains on the economic and healthcare sectors in Zimbabwe. Alcohol consumption increased the risk of unprotected sex, resulting in higher cases of HIV in Zimbabwe, indicated by Woelk et al., (2001). However, their research failed to investigate the internal factors leading to this behaviour, and no other studies investigated this further. Evidence from Conrod et al. (2011) and Newton et al. (2016) discovered personality intervention programs for adolescents reduced alcohol usage. Therefore, investigating

whether Neuroticism and Conscientiousness are associated with alcohol consumption in the demographic region of Zimbabwe can aid in developing a personality intervention program to reduce alcohol usage. To address the gaps and limitations in the literature the research formulated three hypotheses:

- Hypothesis-1: Participants' high neuroticism scores will be significant and positively correlated with alcohol consumption
- Hypothesis-2: Participants' low neuroticism scores will be significant and negatively correlated with alcohol consumption
- Hypothesis-3: Participants' neuroticism and conscientiousness score will predict alcohol consumption.



Method

An online correlational within groups design was used. The two predictor variables consisted of neuroticism and conscientiousness trait scores were measured using a 32-item Personality Inventory Questionnaire (PIQ) formulated from Costa and McRae (1995) NEO P-IR questionnaire. Each question contained a 7-point Likert scale ranging from strongly disagree (1) to strongly agree (7).

Participants that scored below 64 were low in neuroticism. In contrast, participants that scored above 64 were high in neuroticism. The alcohol consumption score was the outcome variable measured using the quantity frequency score formulated by Straus and Bacon (1971). Weekly alcoholic consumption rate was calculated by multiplying how often someone drinks with the how many drinks they have and multiplying it by 4.3 (average amount of weeks in a month). High levels of anxiety, depression, and stress have been found to affect alcohol use (Corbin, et al., 2013; Wilsnack et al., 2018). Therefore, participants that had high-stress levels and poor mental health were removed from the study to prevent potential confounding variables.

Procedure

45 Zimbabwean participants were recruited for the study. The age range was 18 – 30 years ($M = 22.22$; $SD = 2.899$) and consisted of 10 males and 35 females. Participants were selected through convenience sampling and recruited through Facebook, Instagram, and WhatsApp. They selected their gender and indicated their age. Secondly, participants rated their overall mental wellbeing and stress levels over the past month. Thirdly, participants were asked to answer 32 questions of the PIQ. Followed by participants indicating how often they drank alcoholic beverages in a week and how many alcoholic beverages they have had in one sitting. The study followed ethical guidelines, and approval was obtained through Arden University.

Results

This research investigated the relationship these two traits have on general alcohol use. Secondly, it

aimed to identify if it is a factor contributing to the increase of alcohol usage in Zimbabwe (the Global Status Report on Alcohol & Health, 2018). The findings were not found to be consistent with the first hypothesis because no significant relationship was found between neuroticism and alcohol consumption, suggesting that individuals with a high neuroticism score will not have higher levels of alcohol consumption. The findings were not found to be consistent with the second hypothesis because no significant relationship was found between conscientiousness and alcohol consumption, suggesting individuals with a low conscientiousness score will not have higher levels of alcohol consumption. Finally, the findings were not consistent with the hypothesis because neuroticism and conscientiousness did not predict alcohol consumption, suggesting neuroticism and conscientiousness do not have a relationship with general alcohol use, and they are not factors contributing to the increase in alcohol consumption in Zimbabwe.

Although other variables such as peer pressure (Yeh, 2006) and Covid – 19 pandemics (Garnett et al., 2021) potentially explain why a relationship was not established. These results refuted Turiano et al.'s (2012) findings, due to a difference in the sample between this current study and Dash et al. (2019) and Coëffec (2011). The present results were not able to refute their findings, and the relationship between the two traits had with AUD was still prevalent. Research from Wang et al. (2016) and Eida and Acuda (1996), suggest the acculturation of a western cultural orientation over the traditional cultural orientation may be a factor involved in the increase in alcohol consumption, but this needs to be investigated further. This third section identified the

weaknesses of a cross-sectional design and its inability to determine causality. Therefore, it is suggested that a longitudinal design could be used. The convenience sampling method creates potential sampling bias, and it is recommended that a systematic sampling method could reduce bias. A small sample size resulted in a weaker external validity, and it is recommended for future studies for the sample size to increase significantly. Although these are minor future adjustments to the methodology, the Cronbach Alpha and controlling for participants with poor mental health and high-stress levels still show the study had strong internal validity.

Implications

The practicality of studying the relationship between neuroticism, conscientiousness, and alcohol usage is to develop strategies to reduce the impact problematic alcohol use has globally. Conrod et al. (2011) and Newton et al. (2016), discovered personality intervention programs for adolescents reduced alcohol usage. Therefore, both these studies indicated the importance of identifying the relationship individuals have with high-risk personality traits is to aid in developing a personality intervention program to target these individuals with high-risk personality traits which will reduce their overall drinking behaviour. Although no relationship was established in Zimbabwe with this present study, it is still worth investigating the relationship further because more accurate personality prevention programs can be developed in the USA and Australia where the relationship is prevalent in order to prevent addiction.

Career in Focus:

Art Therapist/psychotherapist

What is the role of an Art Therapist?

An Art therapist (or Art psychotherapist) uses art as a medium to help clients communicate, express feelings, and regulate emotions within a safe environment. The therapy aims to support clients to create self-awareness, facilitate positive behavioural change and improve well-being through experimenting with art. An Art therapist's clients and work settings may differ depending on the type of organisation that employs them. You may work with a variety of client groups including, children, adults, couples, families on a 1-to-1 basis or in a group therapeutic setting. The type of clients could be individuals with behavioural issues, learning disabilities, speech/language difficulties, neurodivergent conditions. Within this role, you may not only work with a range of clients individually, but you may also need to work alongside health professionals as part of a multidisciplinary team. There isn't one singular career route for an Art therapist as they can work across a broad range of areas and may develop expertise in a variety of specialisms, such as rehabilitation therapy units, forensic, training, palliative care, and higher education.

What is the relevance of my Arden degree?

Achieving your BPS-accredited degree in Psychology at Arden helps to secure a place on a Postgraduate Art therapy or Art Psychotherapy qualification. The

essential skills and competencies for an Art therapist align to the following skills achieved from your Psychology degree, including:

- Strong observation, interpersonal and listening skills
- Ability to build trust with the client and create a safe atmosphere for learning
- Understanding of ethical morals such as confidentiality and sensitive issues
- Ability to assess the clients' needs and have the capacity to empathise with those who may have communication difficulties
- Work effectively with clients individually or collectively in a group.



How do I become an Art Therapist?

To practice as an art therapist in the UK, you will need to be registered with the HCPC by completing a postgraduate qualification in art therapy or art psychotherapy approved by the

Health and Care Professions Council (HCPC).

Most postgraduate courses require at least 12-months of paid or voluntary experience working with vulnerable clients in settings, such as health, education, or community work. Relevant experience can be gained by contacting art therapy departments in NHS Trusts, prisons, SEN schools for available opportunities.

Usually, you will need a first degree in Art and design to secure a place on a postgraduate course. However, there are plenty of courses that accept relevant social science degrees if the individuals have experience of working within a health and social care setting and demonstrate a dedication to the practice of visual art or artmaking. Entry requirements vary between course providers, so it is advisable to check these individually before applying (see link for a list of HCPC-approved course providers: [Search the register of approved education and training programmes](#)) You will also be expected to demonstrate artistic practice by providing a portfolio of your latest artwork.

Postgraduate courses usually take two years full-time or three years part-time, and as part of your training, you will undertake personal therapy and clinical placement. After completing the post-graduation course, you will be eligible to apply for registration with the HCPC and membership of the British Association of Art Therapists (BAAT), allowing you to practice as a qualified Art Therapist. Keep regularly checking the BAAT website ([BAAT](#)) and NHS Jobs for potential job vacancies as they are posted as soon as they become available.

“Dear Lecturer...” Podcast (episodes 6-15) and New Mini-Series

Holly Stokes and Kieron Oakland



You may have heard about the popular global ‘Dear Lecturer’ podcast. If you haven’t (and have been living under a rock), in summary, this podcast series is hosted by lecturers Holly and Kieron, where each episode explores different dilemmas submitted by students. During the sessions, they offer advice by reflecting on their experiences as lecturers and Ph.D. students, covering various topics (sometimes heavy) in a light-hearted comedic way. Below can listen to episodes 6-15, and there is even a mini-series with guest speakers too.



EP6: Dear Lecturer... I Keep Getting the Same Grade!:

In this episode, Holly and Kieron offer advice on improving your grade, whether you’re stuck at a 40 or a 70!

EP7: Dear Lecturer... I'm Over The Limit!

Perhaps some of you are familiar with the stress around having written a little too much for an assignment, and struggle how to cut down the word count without removing important information. No need to fear - Holly and Kieron are here to give some advice!

EP8: Dear Lecturer... There's Too Much to Read!

In this episode, Holly and Kieron unveil the truth behind whether you *need* to read the key textbooks in full and discuss ways in which you can approach key reading in an effective way!

EP9: Dear Lecturer... Does My Opinion Not Count?

In this episode, they discuss the place for opinion in academic pieces of work and what is really meant by “originality” of thought.

EP10: Dear Lecturer... I'm Overwhelmed with Stats Anxiety!

They discuss the ways in which you can approach stats so that it feels a little less scary, and share experiences which will hopefully let you know that you're not alone in feeling like you have no clue where to start.

EP11: Dear Lecturer... Why Do You Make Us Do Presentations?

In this episode, Kieron and Holly discuss why you are set presentation-style assignments and offer some advice for preparing for these!

EP12: Dear Lecturer... What is a Week Like For You?

In this episode, they discuss what the role includes as

a Psychology lecturer, the highs and lows of the role and the things you may want to consider if you are interested in this career path!

EP13: Dear Lecturer.... How Do I Create An Original, Yet Feasible, Research Project?!

They discuss the ways in which you can produce a research project that fits the criteria of demonstrating “original thought” whilst still being feasible to do as a student! You may find this useful to listen to in preparation for creating your dissertation research project academics.

EP14: Dear Lecturer.... How Do I Bounce Back From a Poor Grade?

Perhaps you thought you would do better, or you worked very hard and feel a bit deflated about finding out you had made mistakes on an assignment.. we have all been there! What's important is to take as much as we can from the experience and use it to make us better academics.

EP15: Dear Lecturer... Where Do I Start with My Assignment?

In this episode, Holly and Kieron give advice on how to approach your assignments from day 1 of joining a module.

For the podcast, they are happy to take submissions for general dilemmas that students experience! If you have any dilemmas that you would like to hear them discuss, **you can contribute (anonymously) some potential talking points for the podcast series on the survey linked here**

New ‘Dear Lecturer’ Mini-series

In the new series, Holly and Kieron interviewed a number of special guests on their specific areas of Psychology and related careers paths:

Dear Lecturer... What is Gaming Psychology? With Matt Copeman!

In this first episode, they interviewed fellow Arden Psychology lecturer, Matt Copeman, on the area of **Gaming Psychology** and his specific research interest in its link to mental health.

Dear Lecturer... Exploring Police and Public Responses to LGBT+ Individuals with Gavin May!

For this episode, they spoke to fellow lecturer here at Arden, Gavin May, about their research in public and police responses to LGBT+ individuals! If you're interested in **Forensic Psychology and/or Gender and Sexuality**, this is one for you!

Dear Lecturer... What is Coaching Psychology? With Beth Clare McManus

In this next episode of the podcast mini series, they are joined by Beth McManus who is a Coaching Psychologist and Illustrator, and Associate Lecturer at Arden University. Beth spoke about the area of **Coaching Psychology** which is rapidly growing in popularity, and her specific interest in the role of creativity within coaching.

STUDENT COMMUNITY



Welcome to the **Student Community** section!

This section is a virtual hub for students to keep up to date with all the latest events happening within the student community. With a particular focus on student-led content through recognising students' achievements and showcasing a range of initiatives for personal and career development and upcoming events and opportunities, you can get involved with during your studies. Through connecting and sharing students' experiences, we aim to create a nurturing sense of online community to support a wider student network.

STUDENT EVENTS & OPPORTUNITIES

We are currently recruiting BSc and MSc positions for a **Programme Representative** role to represent the student community. This experience provides a great development opportunity and looks great on your CV, making you an attractive candidate for future employers. Be the link connected to a network of students and evoke real change by shaping university-wide developments through your voice - see page 14 for more details!

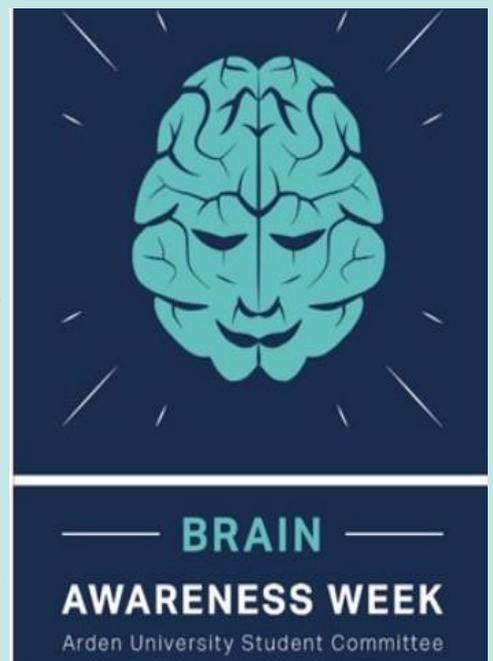


BAW Stress Management Podcast

In Brain Awareness Week (14th-20th March), the BAW society has organized a series of podcast episodes on stress-related topics with guest speakers to raise awareness of specific stress management techniques during the event. In the podcast, they are joined by guest speakers to address stress-management-related questions. Guest speakers and associated topics, include:

- Work and academic stress with Alison Brown
- Biopsychological background of stress with Dr Sharon Buckland
- Mindfulness meditation as a stress management technique with Kieron Oakland

Further details to follow—stay tuned for more!



Virtual Coffee mornings

Grab a cuppa' and come along to catch up with your Programme Leader and meet other students who are on the course! The next MSc Psychology coffee morning is:

Thursday 10th February—9:00 AM–10:00 BST

Click the link to join: <https://arden-ac-uk.zoom.us/j/98002202252?pwd=US8rRHNIUDhBRXdTeEIGQIJ1a3ZLdz09>

Hope to see you there!



You can also follow the BAW society on Twitter to keep connected with the latest updates!

@AU_BAW_SC

Student Community News and Updates



CELEBRATION

Congratulations to BSc Psychology and Criminology student, Kerry Aman Fisher for her successful application for a conference in Brighton! The theme of the conference is: 'Psychology: Uniting Communities for a sustainable world', to be held in August 2023!



K for Kindness

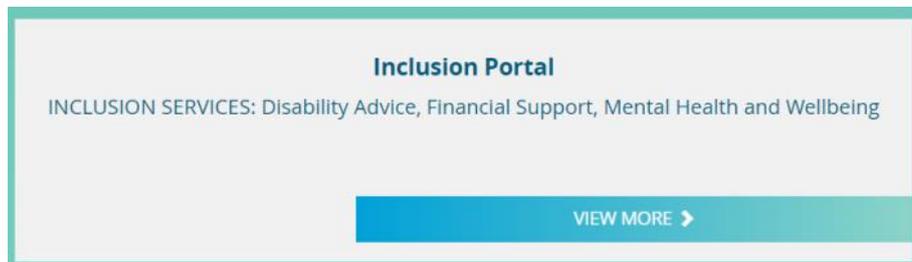
We are looking for nominations for a fellow student (you can't nominate yourself I'm afraid!) for showing kindness to go into our kindness feature. This could be a significant random act of kindness or lots of small acts of kindness that make a difference in the lives of others. If you know someone who demonstrates this value, please get in touch by emailing socialsciencenewsletter@arden.ac.uk to tell us who they are and why you nominated them to feature on the **Kindness Wall**.

This **celebration** section is for recognising student accomplishments through either their contribution to the school development, their support within the academic community (e.g., how they supported their peers), or any academic achievements or awards of personal development.

If you have recently had good news, we would love to hear from you and share your success! If you want to be included in the next newsletter, please get in touch with the editor by emailing socialsciencenewsletter@arden.ac.uk.

INCLUSION PORTAL

Students! Check out the new **Inclusion Portal** which has replaced the Wellbeing Portal. You can access this portal by going to the Arden University iLearn homepage and scrolling down to this link:



The portal now includes:

Details of Arden services and support for students regarding:

- o Learning differences such as dyslexia and dyspraxia, ADHD and autism;
- o Mental Health and Wellbeing
- o Financial Hardship and support
- o Information and guidance regarding applications for Disabled Students Allowance (DSA)

Links to some great free software and tools to help students with challenges in Time Management; Procrastination; Reading; Notetaking; Research; Revision and Wellbeing.



NSS Survey

The National Student Survey (NSS) is now live for eligible final year students. Your feedback is really important and valuable to everyone at Arden, so please do take the time to respond.

Those who are able to complete it should now have received an email from **Ipsos Mori** with a completion link so please do check your inboxes!

Become a Programme Representative for the University



As a Programme Representative you will:

- Be the crucial link between the staff and students and advocate for students on all levels on your course, Centre and mode of study at the University
- Provide input representing the study body and collect feedback on all aspects of Arden University, face-to-face and through Unitu.
- Empower the student voice by get involved with open days for your study Centre (blended learning only)
- Play a key role in shaping the University by becoming a panel member for various projects and development opportunities.



Key Skills to be gained:

Written communication - Verbal communication - Decision making – Teamwork - Time management - Public speaking – Diplomacy - Organisation and planning - Negotiation

JOIN OUR STUDENT REPRESENTATIVE NETWORK

Various roles available such as Student Representative President, Programme Representatives, BAME Representative.

Giving 3-5hrs per week to gather, collate and represent students' opinions and feedback on their course, mode of study, centre and any other aspects of Arden University, face to face and through Unitu.

- ▶ Full training package included, from signposting students to helping you prepare for your committee meetings.
- ▶ Build a network within your programme, study mode or centre to ensure continual feedback on subjects that matter to students.
- ▶ Full timetable of committee meetings provided
- ▶ Fully supported by the Student Voice Officer
- ▶ Key skills to be gained – teamwork, public speaking, decision making, negotiation, organisation and planning and many more

Benefits for you:

- Rewarded with a certificate of Recognition
- Develop communication and leadership skills
- Feel connected to the growing student network
- Reward lunch at the Coventry Head Office.
- Letter of gratitude
- Individual reference for employers.

If you are interested in the role, would like to hear more information and a full role description, please contact the

Student Voice or the **Student Association President:**

studentvoice@ardenuniversity.ac.uk
studentpresident@ardenuniversity.ac.uk

Student experience: Ada's List Conference 2021

Sonia Cochrane, MSc Psychology



Ada's list evolved to address systemic inequities founders observed developing and perpetuating towards women in the tech industry (About Ada's List, n.d). Since 2013, Ada's list has grown from a small e-mail-based community of women in tech to currently a global network of 7500 women and minority groups advocating for more inclusive and diverse environments within the digital industry (About Ada's List, n.d). Their aim is to connect women and minority groups in tech, to navigate their careers to "a point where they can advocate not only for themselves but also for their community, for other women, and for the industry, in general, to be better" (Ramachandran, 2020). In light of Ada's objectives, the 2021 conference (conducted from 8-9 October 2021), provided attendees with access to guest speakers discussing women's role in tech, interviewing strategies, developing compelling presentations for woman founders in tech to attract interest and funding, as well as various other tech-related ideas, advice, and industry-related skills. Overall, the conference pro-

vided attendees with a platform to network with sponsors, investors, women in tech, and women-founded tech companies. The forum further provided attendees with break-out rooms to discuss ideas, ask questions, gain insights into the broader tech market, and generally draw from other women's experiences that have helped shape meaningful changes in the digital environment.

Coming from a corporate background and currently studying psychology, what stood out for me from this conference is the human need to connect and share stories to help others navigate their careers. Speakers used anecdotal accounts of their own experiences, overcoming obstacles, and how they give back to their communities by connecting and mentoring other women in tech to help improve the industry. For minority groups and women in tech feeling isolated, Ada's list is likely to provide a nurturing community to help support their career aspirations. Ada's list is a non-profit

organisation that values remaining accessible to the community, and membership is available through their website (Ada's List, n.d.).

Thank you to Sophie Ward from the Psychology department for the opportunity to connect and engage with this diverse group of women and minority groups.

**Keep connected with
ADA's List's latest events
here:**

[Events \(adaslist.co\)](https://adaslist.co)

A Personal reflection on my journey to Psychology with Arden

Kerry Aman Fisher, BSc Psychology with Criminology



After I had finished A-levels or equivalent, I tried a couple of universities at the conventional age, and I even tried studying with the Open University. However, due to ill health, I found it very difficult to focus on any of the tasks that were set, attend the lectures, or generally understand what I was being taught as I could not get my mind to concentrate, so I turned to the working world!

I lived what seemed like a typical life until my mid-twenties when I was diagnosed with borderline personality disorder (BPD). I admitted myself to A&E in Spain as I felt as though my life was at rock bottom, and from there, I was sent to a facility to take time away from life. I was unemployed, did not achieve great a-levels, and I was trying to find myself and what to do next. I took the difficult decision to leave my mother behind in Spain and venture back to the country that I grew up in, and I ended up in the midlands.

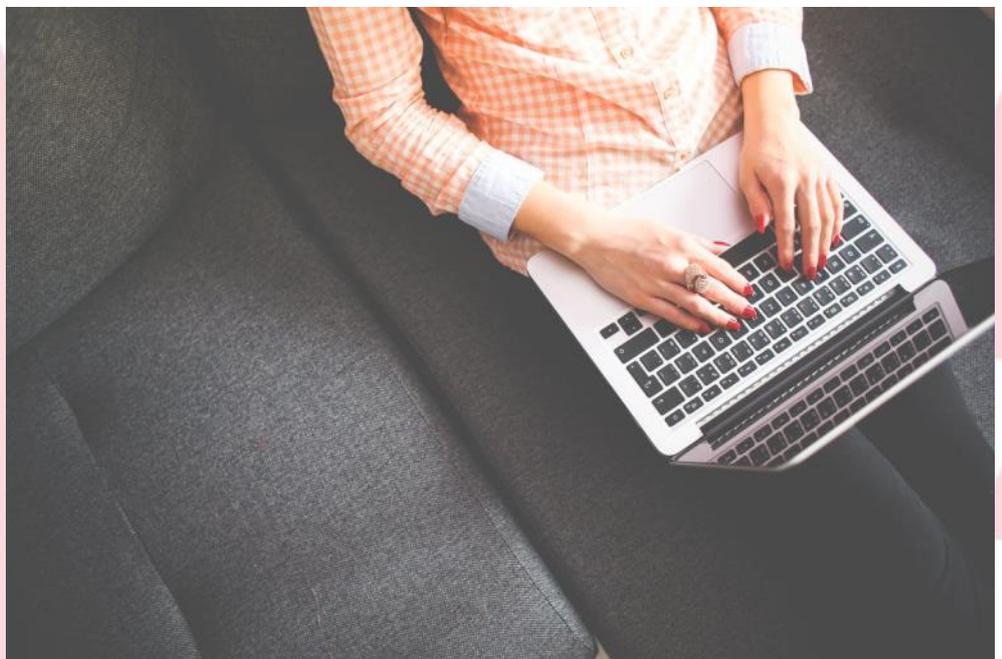
By the time I was in my late twenties, I had a wealth of experience from the various employments I had previously, I met my now-husband, and he changed a lot of things for me.

He was one of the most intelligent people I had ever met, but the kindest and most tolerant (not to mention his wicked sense of humour!). He embraced who I was, a part of me that I felt had been suppressed for so long. He guided me through all the good, the bad, and ugly, but mostly he encouraged me to achieve my full potential, so I joined a counselling course.

Every week, I would attend the course, and I achieved levels 2 and 3. Personal circumstances prevented me from continuing to level 4, but, at the time, I was in a highly stressful medical secretary job, and the last thing I was thinking about was coming home to study or go to a class. Then lockdown kicked in. My work life had never been so stressful but also so rewarding. Being part of such a massive community, because whether you are called NHS, Seguridad social, or Bupa, we all came together to fight COVID. During this time, I moved hospitals and started a job that was

a lot less intense and realised something was missing in my life. That is when I thought about my life as a whole. All the trials, and tribulations, and I knew I had to get my degree and pass on my knowledge to those who may need the help. I saw an advert on the TV for Arden University, similar to the Open University on the surface, but delve deeper and the whole mentality of Arden is so different and was the reason why I started studying Criminology and Psychology. It was easy for me to manoeuvre my way through the Arden website and once I had everything in place and started the degree, my tutors were and continue to be amazing and all the extras, including academic writing, 1:1 help, and even things like the reading club, as the student voice counts!

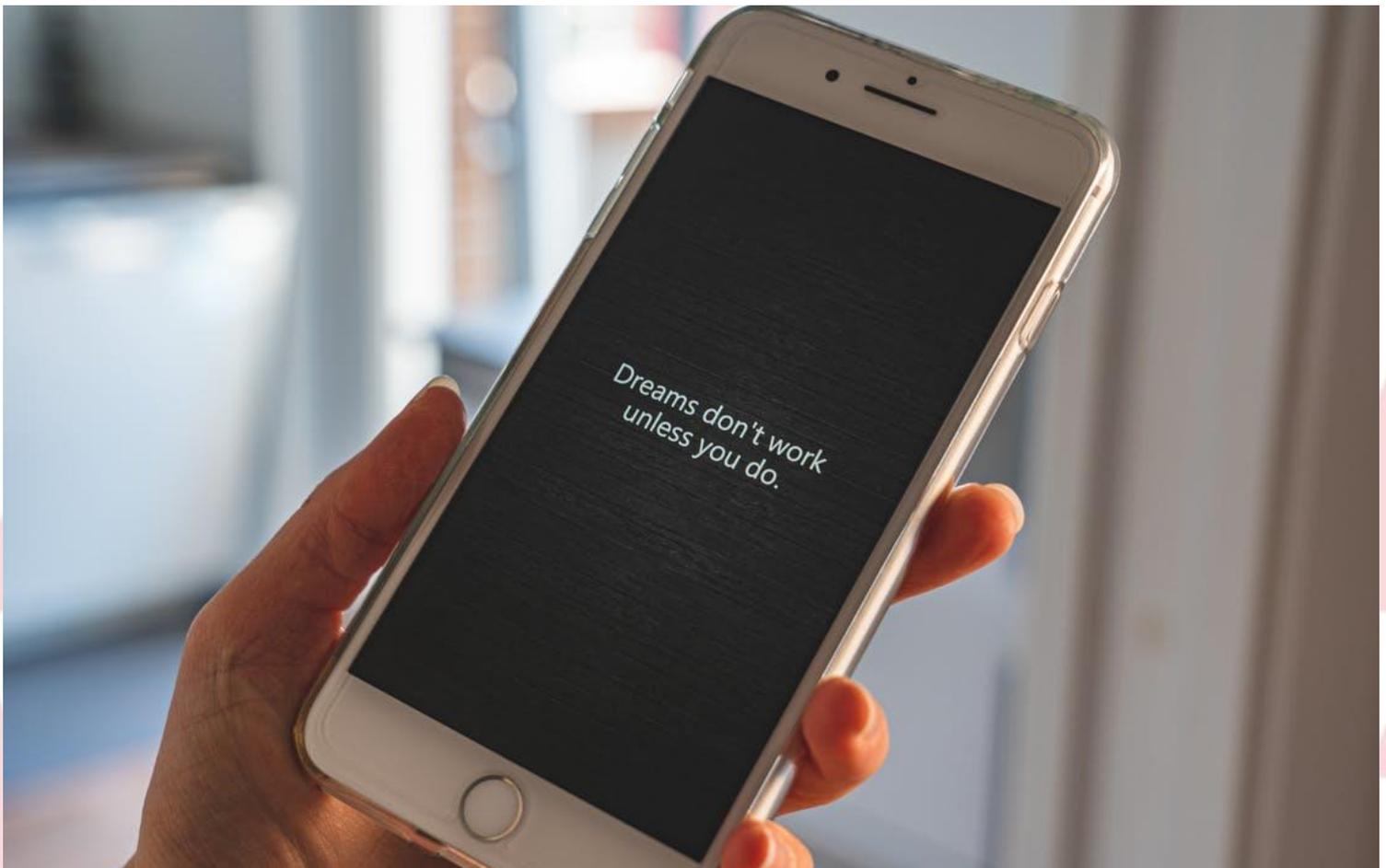
I received an email and saw an advert on my ILearn homepage asking for volunteers to help with the Employability Event 2021 for the School of Social Science. I not only



wanted to further my knowledge regarding employment in the field, but I also wanted to use the skills that I had acquired throughout my employments and apply them to help gain as much as possible for this event. As someone who previously needed help to be pushed in the right direction, I signed up straight away because I thought it might help me finalise what I want to do regarding employment in the future. Leanne Rowlands, a Senior Lecturer at Arden and the lead for the Employability event, had asked all those who attended the first meeting to approach any employers initially asking if they would be willing to take part in this inaugural event. I was proactive by jumping at the opportunity, and due to this, I was invited by Leanne to co-manage, which I did not hesitate in accepting. Having had such a tough time previously, I wanted to embrace student life by getting in-

-volved, and this was the perfect opportunity!

I am so grateful to Leanne. Not only for asking me to co-manage but for her role in organising this event for the students, and giving us, the students, the opportunity to work on these types of projects alongside members of the Social Sciences team. This way, as students, this provides us with the knowledge from those who have been and maybe still are in a similar situation and allows us to represent the student's voice. This event opened my eyes to the work I need to be doing to make my goals a reality. I would advise definitely get yourself out there, make yourself known and heard because you never know, you may enjoy what you sign up for – something that may help you further down the line. All I have to say is thank you, lockdown, for pushing me in this direction!



Professional Interest Groups

We have exciting news for you!

Arden University is setting up several professional and support network groups to enhance your student experience, encourage a sense of community and most importantly enhance your employability post-degree. Please see the list below and consider subscribing to at least one, you are welcome to join more than one if you wish. Please note, joining entirely voluntary. Groups will run subject to staff availability and student interest.

We will need a minimum of at least 5 students for each group to run. Broadly speaking, the groups will discuss current issues, emerging research, and theory, deliberate practical considerations, and in turn, develop student awareness of how their learning can be applied. In most groups this will include targeted workshops, visits to certain places for example organisations relevant to the topic of focus] and hosting guest speakers with rich practical industry experience making all fields of psychology accessible to you with the broader aim of increasing employability post-degree as mentioned earlier. The style of the interest groups would be informal. Group activities will be both face to face and virtual.

Some networks are specially designed for providing support to specific groups of students. Neurodiverse and BAME networks for example. We understand that student experience for some groups of students may come with multiple challenges of their own, and it is often easy to feel isolated and alone. For specific interest groups ambassadors will be nominated to represent on various university committees and meetings to help the University create changes that supports students and tackle barriers faced by those specific groups of students. We acknowledge that the term BAME may not be entirely representative, but this group will be all-inclusive, and open to all students who may need support, help, or guidance.

A number of those groups will have their first virtual meetings on the week commencing the 6th of December however some will meet for the first time early in 2022. For more information, please get in touch with the lectures leading the group you would like to join. They are all waiting for your email!

Below is the list of groups and the group coordinators who will manage the group. You are encouraged to join at least one and are at liberty to join more than one group:

- ◆ **Neuroscience network**
Rachel [rmarchant@arden.ac.uk]
- ◆ **Neurodiverse network**
Lucy [lanacleto@arden.ac.uk]
Emma [leowen@arden.ac.uk]
- ◆ **BAME network**
Mvikeli [mnube@arden.ac.uk]
Nicola [nbentham@arden.ac.uk]
Daniella [dnayyar@arden.ac.uk]
Adriana (alorena@arden.ac.uk)
- ◆ **Counselling and Psychotherapy**
Lucy [lanacleto@arden.ac.uk]
- ◆ **Social psychology network**
Nicola [nbentham@arden.ac.uk]
- ◆ **Forensic psychology network**
Shannon [sdeblasio@arden.ac.uk]
- ◆ **Quantitative research methods and cyberpsychology**
Matthew [mcopeman@arden.ac.uk]
- ◆ **Health and Well-being**
Emily (eblakemore@arden.ac.uk)
Leanne [lrowlands@arden.ac.uk]
- ◆ **Occupational/Business Psychology**
Ella [ehatton@arden.ac.uk]
Anthony [athompson@arden.ac.uk]
- ◆ **Cognitive Psychology.**
Lynne [lhemingway@arden.ac.uk]
- ◆ **Gaming Psychology network**
Kieron [koakland@arden.ac.uk]
- ◆ **Cross-cultural Psychology network**
Emma [leowen@arden.ac.uk]
- ◆ **Sport & Exercise Psychology**
Tom [thatton@arden.ac.uk]
- ◆ **Qualitative research network**
Mvikeli [mncube@arden.ac.uk]
Penny [phyams@arden.ac.uk]

Faculty of Social Sciences: Student Conference 2021



On the 25th and 26th of October we ran the first-ever Faculty of **Social Sciences Student Conference**. The conference comprised of 24 student-led talks across two days covering a breadth of topics ranging from student experiences of studying at Arden to presenting dissertation research and sharing routes into practice. Prior to the conference, we supported all of our speakers with a series of skills development workshops around public speaking, designing engaging presentations and using MS Teams. We also offered our speakers bookable practice sessions with academics to run through their

presentations in advance to gain support and guidance. The student speakers did a phenomenal job and delivered informative presentations that were very well received by attendees.

Feedback from the speakers has been overwhelmingly positive and many have cited that participating in the student conference has helped them to feel more confident and more connected to other students, as well as helping them to develop their employability through practising presentation skills. We had 91 students register to attend the conference from all

students who had joined Arden in October through to Alumni. Reasons for registering for the conference were diverse but many cited the opportunity to hear more about interesting topics, to build connections with other students and to broaden their vision of what their course could be. Feedback from attendees has also been overwhelmingly positive with students thanking Arden for running the event and strongly encouraging us to make it a regular annual occurrence. A list of the talks and student presenters can be found below:

Anthony Thompson,
Lead Conference organiser

- Csilla Talamasz:** The psychology of sleep: Exploring its functions
- Nadine Dancer:** My journey: Experiences of studying at Arden
- Kate Mederer:** The expression of dark personality traits on dating apps
- Robin Li:** Applying Design Thinking to your Studies
- Louise Fairlee:** The psychology of conformity
- Nezil Samuel:** Law & ethics- cornerstones of your career
- Lubna Sabir:** Exploring psychological capital during the pandemic
- Michell Phillips-Payne:** Conducting dissertation research at Arden
- Cathy Hodgson:** Careers Services Talk
- Zeenus Oldham:** An international student studying Psychology in the U.K.
- Stephanie Schildknecht:** Research methods: Overcoming the anxiety
- Kerry Aman Fisher:** Lifelong Learning: The importance of a growth mindset
- Meila, Selena, Bettina, Maram & Alicia:** Life as a Volunteer Learning Assistant
- Amal Kasmani:** Career pathway: Educational psychology and SEN
- Merel van Heeswijk:** Mind-body interactions: Not as separate as you think
- Susanna Cloete Jones:** The science of mindful breathing
- Emma Dorner:** School Refusal Research
- Pragya Modi:** Instagram: Technology or Psychology?
- Rodica Diordita:** How to be happy
- Interactive Workshop:** Designing the Future of Higher Education
- Caroline Krockner:** The psychological benefits of internet memes
- Kim Crown:** Life in rehab: A patient's perspective; Conflict styles
- Ana Slatineanu:** What is emotional intelligence and why is it important?

To receive a copy of any of the talks listed above, please get in touch with the editor at:

socialsciencenewsletter@arden.ac.uk

Forever a Lifelong Learner

Kerry Aman Fisher, BSc Psychology with Criminology



Students were invited this year for the first Student Conference for Social Sciences. There were lecturer speakers, as well as students, and I was lucky enough to be able to share my experience so far with Arden University.

Having received an email for the conference, I forwarded to the event coordinator – Anthony Thompson, a few simple facts about myself and what I hoped to achieve studying through Arden University. Anthony arranged a meeting for us to go through the details and what my idea was to present, and from there, I compiled my first presentation in a very long time! I am what would be considered a mature student, so my first couple of slides consisted of what type of learning the participants of the event could relate to and how they differ. “Traditional Education is also called customary education or conventional education” and “the education which is taught in the schools today is the modern education.” (Traditional Education vs Modern Education, n.d.) I explained how I had been taught through the traditional methods of teaching but found that I struggled no matter what level of education I was in at any particular moment. In contrast, I began to describe how Arden has a very modern approach to teaching and how I have enjoyed every moment. Sometimes you have an expectation, but sometimes the reality does not live up to it, and I emphasised this in the presentation. Due to personal experience of something being expected of me conventionally but not being able to live up to the expectation for health reasons.

I presented the audience with snippets from my life and how I would

never have been able to achieve: marriage, a full-time job, a pet, and study for a degree had it not been for the fact that I changed my life, further explaining the different mindsets we can have as individuals. The fixed mindset, where it is believed an individual is born with an innate skill – intelligence, gift for music etc., and then there is a growth mindset, where a person believes that they can develop this ability through hard work and strategy. This is further explained by Carol Dweck who coined the term growth mindset by explaining students who learned through a structured program that they could “grow their brains” and increase their intellectual abilities, they did better. Finally, we found that having children focus on the process that leads to learning (like hard work or trying new strategies could foster a growth mindset and its benefits” (Carol Dweck Revisits the 'Growth Mindset', 2015). I used a personal example of playing the piano. I was not born Beethoven, but I achieved nearly all my exams through hard work and

patience. My personal experience shows that growing up with traditional education, “talent” and “gifted” are likely prominent in the vocabulary. However, those who received modern education will know that development is key.

Finally, my presentation concluded with ways to engage in lifelong learning. I inevitably used the cliché of “every day is a school day” and got away with it, but it actually is. Even the person you think knows everything will one day say: “oh, I didn’t know that. Thanks for telling me”. Something that stood out for me when researching was “learning is all about change and change drives learning”, (Lifelong Learning: Introduction, Oxford Handbooks Online, 2011).

For me, this took me back to a pivotal point in my life where I learned that change needed to happen to learn how to live, and since then, I have continuously been learning with the help of not just Arden but also those I interact with daily.



Student experience:

BPS Careers in Psychology Conference 2021



In November, the School provided funding for 17 Psychology places for students to attend the 'The British Psychology Society: Careers in Psychology conference' day event. The event contained a number of inspirational speakers discussing their career journeys in a variety of psychology fields.

We collected feedback from a few of those students who attended the conference. Read below for their thoughts from the event:



It was refreshing attending the conference listening to strong women who have strived for their dreams despite the odds. Being a finance professional and struggling to crack the glass ceiling I am now more certain than ever that I can make a success of my career in psychology, and write papers and do studies on gifted children. This event gave me the zest and recharged me knowing that there are others all over the world that have struggles in their career and meander through these and are brave to share their experiences.

I know that I am not insane following the least trodden path. I will continue until I find a PHD program so that I can be a role model to my children and they learn how important it is to never give up on your dreams. Because working hard to make a positive impact on humanity brings pure joy and energy to the heart, which is worth more to me than experiencing groundhog day everyday of your life and never learning the lesson.

Keshika Govender, MSc Psychology



I was glad that I had the opportunity to attend the BPS career conference paid by Arden University.

In the conference, I heard about the career paths of psychologist from different fields and I became more clear about which field I want to get into. I hope we can be involved in this type of events more often!

Holly Lee, MSc Psychology



We just finished the conference and I have to thank you so much for giving us students a chance to join this conference. I found it so relevant and insightful. I learnt so much from the speakers speaking about their journey in psychology and gained so much insight into the different routes one can take in their career.

I was particularly impressed with the information provided about what employment opportunities there are for people with just a BSc. One of the speakers spoke about the NHS, which was something I did not know about but I will definitely look into it.

I'm in the process of completing my dissertation for a BSc and admittedly, the prospect of my future in terms of what do I next was daunting. However, the biggest take-away and overall message that I got from this conference is to stay resilient. I now feel so much more confident and motivated in my future in psychology.

Sarah Feldman, BSc Psychology

Careers & Employability February Sessions

*For further details and to book onto Careers session visit the
Careers Portal via ILearn and click the 'Book Events Tab.'*

EVERY MONDAY

COFFEE & CAREERS
CHAT

10:30—10:40 &
10:45—10:55

EVERY TUESDAY

TEA & CAREERS
CHAT

15:30—15:40 &
15:45—15:55

EVERY THURSDAY

TEA & CAREERS
CHAT

16:00—16:10 &
16:15—16:25

10/02

Developing
emotional
Intelligence

**18:00—
18:30**

21/02

The virtual
experience
Challenge

14:00—14:30

22/02

Benefits of
having a mentor

12:00—13:00

22/02

Benefits of
virtual work
experience

17:00—18:00

23/02

The virtual
experience
challenge

18:00—18:30

24/02

Benefits of
having a
Mentor

18:00—19:00

24/02

What can I do
with my de-
gree?

18:00—18:30

22/02

Benefits of
virtual work
experience

**13:00
—14:00**

28/02

Benefits of
having a mentor

**18:00
—19:00**

28/02

Getting the most
out of LinkedIn

**18:00
—18:30**



"STUDY WITH US" SESSIONS!

Creating the atmosphere of a library for distance learners online



Hello! We are Holly and Kieron, two of your Psychology lecturers. As well as our work at Arden, we are both also part-time PhD researchers! We know that distance-learning can be lonely at times, and having the motivation to study can be particularly difficult without others around you or the right environment. To combat this, we will be hosting a number of "study with us" Zoom meetings!

WHAT CAN I EXPECT?

In order to create a study-friendly environment, myself and Kieron:

- ❖ Will be using the pomodoro studying technique, setting periods of 30 minutes for studying, followed by 5-minute breaks
- ❖ Will have everyone on mute during the "study" times, but you are more than welcome to type in the chat-box if you want to!
- ❖ Will have some light background music on (similar to working in a coffee shop) but you can mute this if you wish

Some extra information:

- ❖ You can join at any time during the "Study With Us" session and you do not have to stay for the full time
- ❖ You do not have to have your microphone or camera on if you don't want to!



WHO CAN COME ALONG?

Everyone is welcome! Whether you are Level 4 or Level 7, or even one of our fellow staff members, you are more than welcome to come and use the study space we are providing.

WHEN AND HOW DO I JOIN?

Sessions occur on different days and times each week, but you will also join through the same Zoom link: <https://arden-ac-uk.zoom.us/j/99493963280>

A calendar of dates and time can be found on the News and FAQs forum thread.

Dates and times of the "study with us" sessions:

- 11th February, 15:00-18:00
- 15th February, 16:00-19:00
- 3rd March, 13:00-16:00
- 7th March, 10:00-11:00
- 14th March, 16:00-19:00
- 24th March, 11:00-14:00
- 28th March, 12:00-15:00
- 5th April, 13:00-16:00

Each week, you will be able to join through the same Zoom link by [CLICKING HERE](#)



Dates for Your Diary



The next session in the series will take place on:

**16th February at 19:00
BST**

To join the webinar, please use the following link:

<https://arden-ac-uk.zoom.us/j/99029357932>

In case you missed it, you can catch the recording of **Session 1** of the Alumni Q&A here:

[Alumni Q & A Session - Zoom](#)

Psychology Alumni Q&A Series



In this series, Dr Leanne Rowlands is joined by 3 of our previous Psychology students to answer **YOUR** questions.

Come along to hear about life and careers after University, gain valuable insights from those who have 'been there', and ask the questions you want to know!



BPS Online Webinars

- ◆ **Your Future in Psychology 2022**—9th February—10:00 - 15:00 BST. This event costs £10 to attend.
- ◆ **FPOP Presents: Self Harm and Older People**— 15 February 2022—11:00—12:30 BST Costs £10 for BPS student member. (See event for pricing for non-members information).
- ◆ **DHP Scotland Annual Conference 2022**— 23rd February 2021 13:45- 15:45 BST Costs £10 for student BPS members—see event for pricing information for non-members.
- ◆ **Working with CYP with LD, autism and challenging behaviour**— 25th February 2021 09:30- 13:30 — see event for pricing information for non-BPS members.
- ◆ **The Psychology of Esports: Insights from researchers and practitioners**— 28th February 2021 19:00– 21:00 — Costs £10 for BPS student members—see event for pricing information for discounted student rate and non-BPS members.
- ◆ **Strengths Coaching for Teams in Online Contexts**—25th March—13:00 - 14:00 BST (See event for pricing information—including a discounted rate for student non-members).

Use this link to read more information on BPS events and webinars: [Events | BPS](#).

Also, keep checking this [webpage](#) for all upcoming AU webinars as more get added!

Contributing to the next Newsletter

We would like to thank all contributors to this issue of the School of Psychology newsletter. If you would like to contribute to a following issue, please contact Emily Blakemore at ebgakemore@arden.ac.uk for more information. Please also contact us if you would like a reference list for any of the articles in this issue. I look forward to hearing from you!