

Beyond PhD survival guides: reflections on finding 'joy in the journey'

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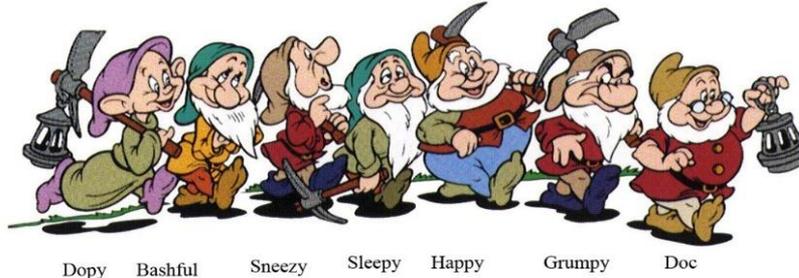
Today's talk

- How I arrived at today's topic
- My research as a tweet...a snapshot of my PhD
- A growth mind-set? - experiences from my personal research journey
- Hints to ~~survive~~ enjoy your PhD experience
- Questions?



The PhD experience

“Being a PhD student is like becoming all of the seven dwarfs....”



*“...In the beginning you’re **dopey** and **bashful**. In the middle, you are usually sick (**sneezzy**), tired (**sleepy**), and irritable (**grumpy**). But in the end they call you **Doc**, and then you’re **happy!**” (PhD Graduate)*

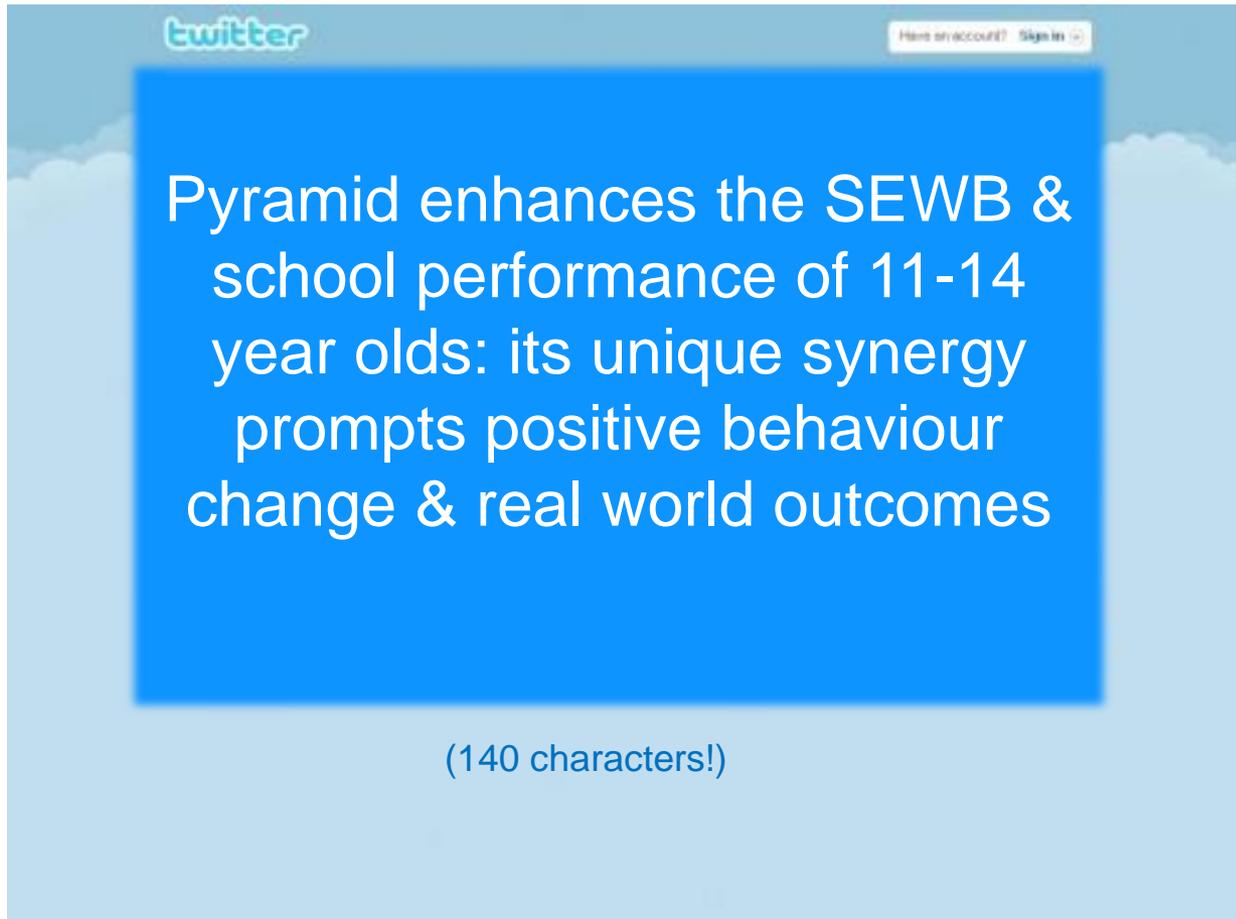
“Guides”, for example: 20 tips for **surviving** your PhD; How to **stay sane** through a PhD; five secrets to **surviving** your PhD; 17 simple strategies to **survive**, etc., etc...

*“When we look back, we should not be thinking: I am so thankful that’s over and I got out of it alive but that was tough, but **great**, and I would **totally do it again.**” (PhD Graduate)*





My research as a tweet...

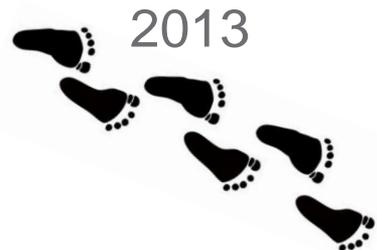


Evaluating Pyramid: a school-based socio-emotional intervention

Building friendships, developing confidence



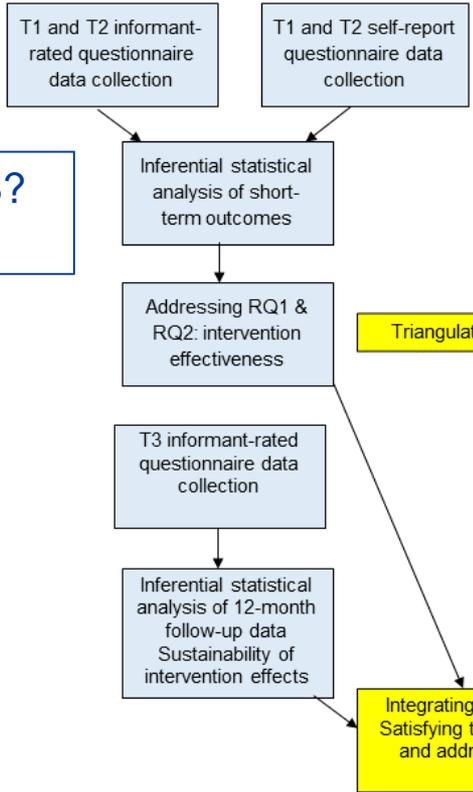
Study design: a research journey



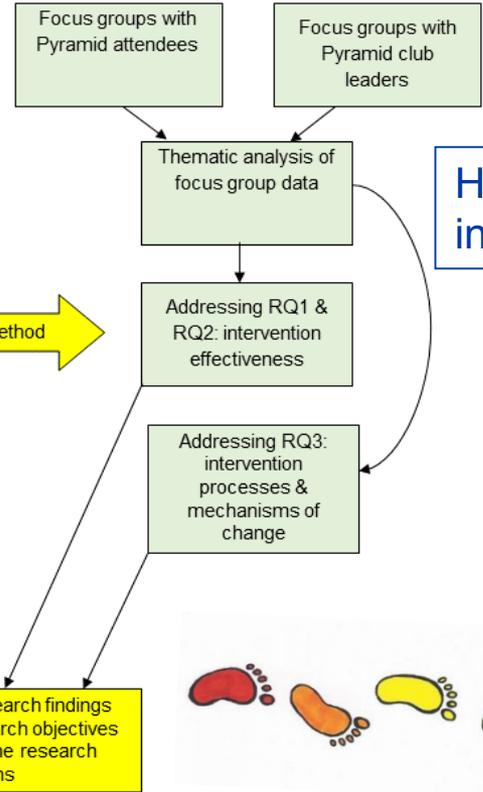
2013

Effectiveness: SEWB?
 school performance?

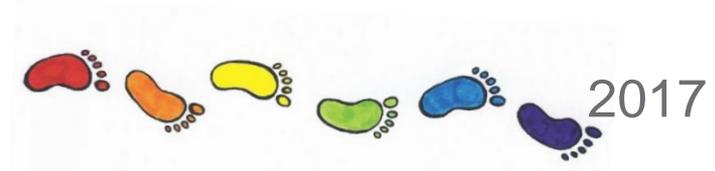
Quantitative strategy



Qualitative strategy



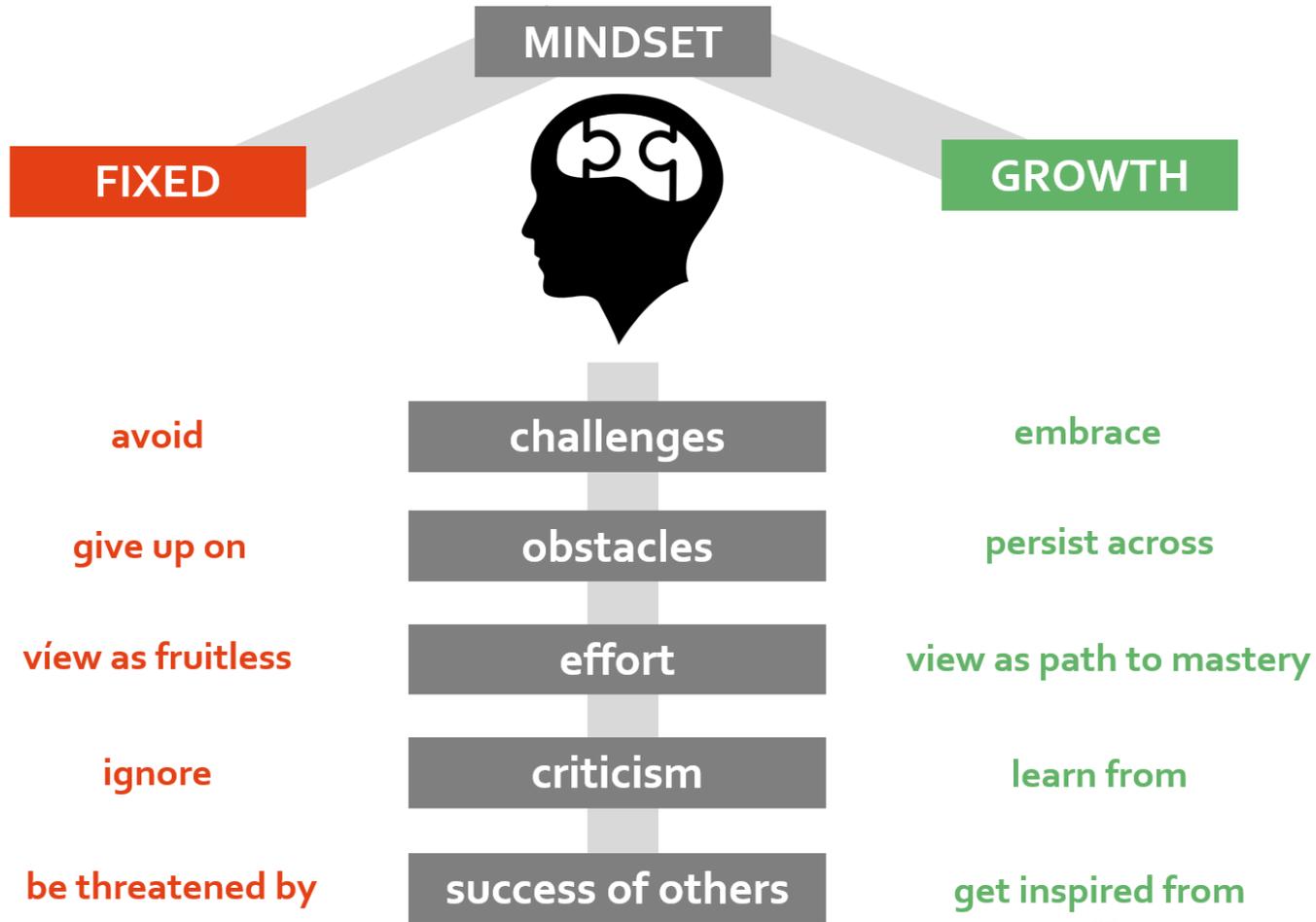
How? Why? 'Active ingredients'?



2017



Cultivating a growth mind-set





Embracing challenges

- Presenting your research
- academic conferences, to peers, other relevant audiences?



The Impact of a Group-Based Intervention on the Social and Emotional Competencies of Young People in Early Secondary Education: A Pilot Study
Michelle Jayman, Dr Maddy Ohi, Bronagh Hughes and Dr Pauline Fox, University of West London

Background & rationale

Four social skills in adolescence are related to a range of positive outcomes including lack of school adjustment, poor coping performance and mental health issues (Dodge and Coie, 2002; Nelson et al., 2001).

Research supports claims with good social-emotional skills are more accepted by their peers, less anxious and more likely to perform well in school (Scola, 2006; Capasa et al., 2006).

Previous studies have demonstrated the impact of a group-based, socio-emotional intervention (Pyramid club) in primary schools, improving susceptible children's social and emotional well-being (Ohi et al., 2006; Ohi et al., 2012).

Pyramid club provides an experiential model of learning in a supportive group environment (based on a theory of change) to help young people develop social and emotional competencies, mental health well-being and nurture resilience (Chief Medical Officer's Report, 2013).

Aims of the study

To evaluate the impact of Pyramid club on a cohort of pupils in early secondary education.

To explore the theory underpinning Pyramid and identify how interventions bring about change.

Method

Design: Mixed methods.

Participants: 7 pupils (4 boys, 3 girls) ages in the intervention group (between 11.1-11.5 years).

Measures: Strengths & Difficulties Questionnaire (SDQ) (reference scores (Goodman, 2001, 2002) (reference score Goodman, 2001).

Procedure: Baseline SDQ data was collected prior to the first Pyramid club from the children in the group and in a matched comparison group. After the 10 week programme the same measures were repeated. Quantitative data was statistically analysed.

The researcher facilitated 4 focus groups (3 with Pyramid club members, 1 with group leaders). Data was analysed and a qualitative, thematic analysis was undertaken.

Results

Baseline assessment (1st SDQ) results from pre and post club indicated an improvement in socio-emotional well-being (SEWB). Self-rated SDQ scores demonstrated lower identified needs pre-club and less change post-club.

Data collected from both focus groups supported the findings from the 1st SDQ which indicated improvements in SEWB.

Two of the main themes identified in the focus groups were 'confidence and happiness' and 'Pyramid topics'.

Themes which supported the baseline assessment findings included: 'safe environment', a structured but flexible programme, small group size and high skills to deliver.

Lessons learnt included: children's sense of achievement, and self-development and group leaders' own experiences.

Implications for further research

The positive impact of Pyramid club on improving young well-being (SEWB) and the importance of the early intervention element.

Further SDQ results may be due to a number of factors including: the intervention itself, without club or staff, a voluntary replication of an intervention which brings about change.

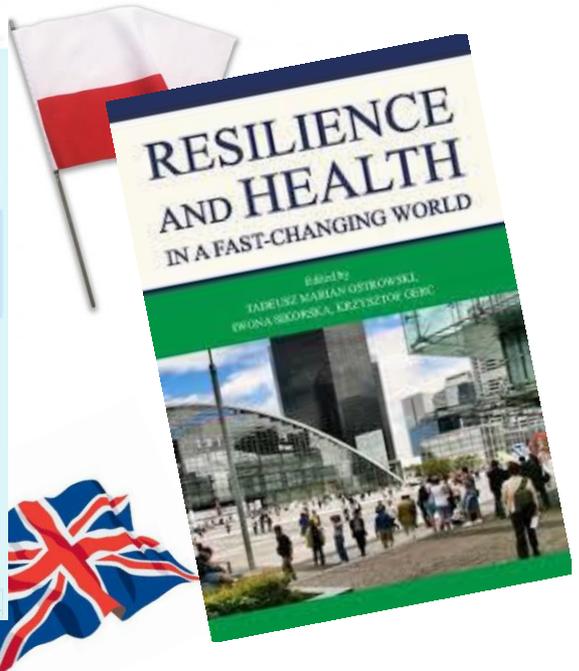
Recognising how these mechanisms are embedded within the Pyramid model of change.

Further research (e.g. for the post-club) is required to assess the impact of the intervention on long-term outcomes.

PIU prior supports extending the research to a larger cohort and examining the impact of students' performance.

Findings from this pilot study will contribute to the main research project and will help to inform and guide the intervention process.

Score	Goodman (2001)	Goodman (2002)
Emotional difficulties	10.00	10.00
Peer difficulties	10.00	10.00
Conduct difficulties	10.00	10.00
Hyperactivity/inattention	10.00	10.00
Prosocial (strong)	10.00	10.00





persist across

Managing setbacks

- Navigating the rocky road of school-based research
- ethics, access, suitability, practicalities of data collection, communication, follow-up....etc....

PSYPAG Quarterly
Psychology Postgraduate Affairs Group
October 2014

Hints and Tips: The practicalities of collecting data in secondary schools
Michelle Jayman

Schools-based research: Hints and tips for successful data collection in schools
Michelle Jayman & Kate Rix

A Guide for Psychology Postgraduates
Edited by Emma Norton

PSYPAG
Psychology Postgraduate Affairs Group





Effort, effort and more effort

view as path to mastery

- Methodology
- Teaching opportunities



Criticism and inspiration

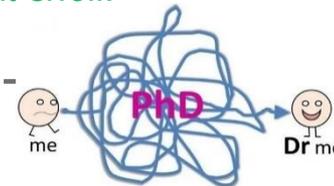


learn from
criticism

get inspired from
success of others



*"I used to get bullied and stuff which basically put me inside of a shell but Pyramid helped to break that shell."
(Year 7 Pyramid club member, 2015)*



Remember....



...and I really hope you enjoy your journey!



Any Questions?

