

SKILL REFLECTION POSTER

Defined by Zhaksylyk et al (2023) research integrity is the ethical and moral standards that act as a basis to execute practical research. The BPS put emphasis on integrity and the traits that shape professionals. Some of those traits include fairness, openness and honesty (BPS, 2018). Personal and Professional integrity were key skills required to succeed within the module. To ensure that my own personal standards and the industry expectation, the BPS practice guidelines (2017) were used. The guidelines outline the expectation of any practicing psychologist and allows for assurance that the groups behaviour was above expectation and did not leave the university, us as researchers or our supervisor exposed to risk. Another facet of personal integrity is the group's interactions with the supervisor. This was a challenge as some parts of the group respected important deadlines more than others, which caused friction and disagreements throughout the module. Maryani and Gazali (2024) discuss the concept that conflict within workplaces create tension and affect both productivity and an individual's well-being.

1.PERSONAL AND PROFESSIONAL INTEGRITY

BPS Code of Ethics and Conduct (Welsh) December 2021.pdf
BPS Code of Ethics and Conduct December 2021.pdf
BPS Code of Human Research Ethics_April 2021.pdf
BPS Data Protection Regulation - Guidance for Researchers_2018.pdf
BPS Ethics Guidelines for Internet-mediated Research_June 2021.pdf

2.COMMUNICATION

Open 4 replies from Katie Sullivan and you

Jack Young (2403899) 12/03 13:07
Katie Sullivan will do, just copying it over now

Jack Young (2403899) 12/03 13:17
All updated, renamed to Katie and Jack draft 2 I hope!

Katie Sullivan 12/03 14:17
Amazing, I have reviewed and provided feedback on this form 😊

Reply

Communication is something that can be portrayed in many ways. Reems (2023) discusses how broad a spectrum the concept of communication is and that the skill goes far beyond the use of words. In the context of this assessment, a wide range of communication skills were utilised, including digital communication to ensure all info was accessible for both the group members and the project supervisor. It is stated by Chen and Chen (2009) that communication and knowledge sharing are two vital skills that must be harnessed in order to succeed. Communication became a prominent skill to apply when tasks started to get assessed using staggered deadlines. Bell and Zaheer (2007) state that allowing people to work virtually creates difficulties when attempting to ensure information flows appropriately. This was a prevalent challenge for our team, as members of the team went on holiday, had health issues or time management difficulty with certain tasks. Communication was also important with regards to feedback, with our research supervisor being in consistent contact with us with regards to feedback (see image adjacent). Feedback is considered a key element of supervision and leadership, with it being considered a powerful tool within the world of education (Gnepp et al, 2020)

3.TIME MANAGEMENT

Koch and Kleinmann (2002) define time management as using time effectively to achieve goals. University students often struggle with this skill. Wolters and Brady (2021) note that in the US, interventions for students frequently focus on time management. This module emphasized time management over a 10-week period, with varying deadlines. Dodd and Sundheim (2005) discuss 25 techniques to improve time management skills. One technique used in the project was planning; our group communicated often to delegate tasks and meet deadlines. Adjacent is the lecture schedule and deadlines necessary for feedback and success. Forsyth and Burt (2008) highlight scheduling future tasks and allocating appropriate time. Using this concept and the attached screenshot, it was crucial for the team to prioritise tasks for success.



4.TEAMWORK

H&E

K & J

Katie

Ethics Outcome .docx

Teamwork is emerging as one of the main skills that facilitates positive outcomes (Proctor and Currie, 2004). In the context of this team, it was key to ensure the team worked in the most efficient way possible to assure academic success. As a group we shared the same goal of completing the module, and Forsyth (2014) states that some of the positive effects of group cohesion include enhanced satisfaction, increased productivity and commitment to the goal. Teamwork can also be known as team potency, in an article written by (Fradera, 2015) it was discovered that teams who shared a common belief on how to work showed a higher level of team potency. Reflecting on our experience as a team, I feel this idea has been reaffirmed in my own mind. This was highlighted during the process of acquiring ethical approval for our research projects. As a group we worked on an ethics form, using the BPS code of human research ethics to ensure that our projects were within the accepted guidelines. During this process it was vital that we worked as a team and delegated appropriate tasks that aligned with both the aims of the group and the workload of the individual. Despite some initial challenges surrounding time management and differing styles of prioritising, the team continually used vital skills such as communication and adaptability to ensure success during this period.

REFERENCE LIST

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AI STATEMENT

I CONFIRM THAT I HAVE NOT USED ANY AI TOOLS IN THE RESEARCH AND CREATION OF THIS ASSIGNMENT. I CONFIRM THAT I HAVE NOT PRESENTED ANY AI GENERATED MATERIALS AS MY OWN WORK. I CONFIRM I HAVE COPIES OF MY DRAFTS, NOTES, AND OTHER RESOURCES I USED, WHICH I MAY BE ASKED TO PROVIDE IN EVIDENCE.