



Research In Action~ Skills Developed

Abiraami Sundararajan (2226257)

Overview of Skills Developed

**Analysis of
Information
from Various
Sources**



**Work
Distribution &
Communication**

Report Writing



● Analysis of Information- Systematic Literature Search

Search 1 (Basic Search)	
Database used	DOAJ Directory of Open Access Journals
Key word(s) included	Physical activity
Search Results	539785

Search 2 (refined search)	
Database used	DOAJ Directory of Open Access Journals
Key word(s) included	Physical activity
Year range	2018-PRESENT
Search Results	330953

Search 3 (refined search)	
Database used	DOAJ Directory of Open Access Journals
Key word(s) included	Physical activity, types of exercises
Year range	2018-PRESENT
Search Results	13631

Search 4 (refined search)	
Database used	DOAJ Directory of Open Access Journals
Key word(s) included	Physical activity, types of exercises
Key word(s) excluded	Green space
Year range	2018-PRESENT
Search Results	8925

Example of the SLS:

- **Standardise criteria of inclusion**
- **Eliminate themes and topics not required (Cooper et al., 2018)**
- **Read through narrowed list to identify gaps in literature**

What I learnt:

- **How to skim through abstracts and identify themes required (Rao & Moon, 2021)**
- **Identify databases that are most relevant to the study**



Report Writing- Proposal



Research Proposal

Research proposal (1,000 words overall)

Student Name and University ID number:	Calvin Phang Wah Hong (2226265) Myura Kiirthanasai Arree Chandran (2226249) Ahmad Hazim Bin Mizaiyusri (2226250) Abiraami Sundararajan (2226257) Avinaash Muniandy (2244751)
Proposed Supervisor's name:	

Psychology Research Area (tick all that apply)

Social Psychology ☒	Developmental Psychology	Biological Psychology	Forensic Psychology
Health Psychology ☒	Individual Differences	Educational Psychology	Political Psychology
Cognitive Psychology	Clinical Psychology	Counselling Psychology	Occupational Psychology
Other: indicate briefly (not included in word count)			

Methodological Details (500 words)

- Please summarise the key methodological approach: (you can include copies of proposed study materials as appendices if you wish). You must include details of the following:*
- Participants:** Participants will include undergraduate students over the age of 18 studying at UWTSD, Swansea who sign up using the department's Experimental Management System (EMS) in exchange for course credit. The study will target one participant group, reporting a questionnaire before their engagement in the physical activity intervention offered and after engaging in it. The study will require approximately 20 participants.
 - Design:** A quantitative experimental design. The independent variable will be the engagement of the students in the physical activities. The dependent variable will be the mental well-being of the students based on Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS). WEMWBS consists of 14 questions measured in 5-scale response categories: satisfaction, affect, competence, relatedness and autonomy. The values obtained from these subscales are used to derive a single mean score. The mean score of each of the 2 sets of WEMWBS is compared to understand the perceived range of students' mental-wellbeing. Paired t-test is used to analyse the statistical difference between the two sets.
 - Materials:** Warwick-Edinburgh Mental Well-being scale, printed booklet (demographic questions, WEMWB scale x2, feedback form), pens, Youtube, empty room/exercise room, consent forms, supervisor

Procedure

1. After a time and date is set for the study to take place, students from UWTSD will be recruited via EMS to participate in the study.
2. Upon signing up, students will be given an introductory statement form and what they may expect from participating in the study.
3. On the day of the study, students will be given an informed consent form and briefed through the purpose of the study and possible risks before signing the form.
4. Printed booklets containing a demographic questionnaire, the WEMWB scale and the feedback form will be distributed for the participants to fill in the first two sections and then collected back.
5. A short warm-up session of 5-minutes with the supervisor would be carried out to reduce risk of injury.
6. Participants will be shown a 16-minute exercise video focused on stretching with the supervisor mirroring the exercises to follow along.
7. Each stretch will be held for around 1 minute, with revisions for the physical capacity of the participants.
8. Upon completing the session, there will be a 5-minute warm down session and debrief with the supervisor to ensure participants do not injure themselves after stretching.
9. The distributed booklets will then be returned to participants to fill in the WEMWB scale post-exercise and the feedback form.
10. Upon completing and returning the booklet, participants may leave in their own time.
11. Mean scores of the WEMWBS pre and post intervention will be recorded.
12. Statistics will be analysed using paired t-test via Statistical Package for the Social Sciences

Materials and Procedure:

- **Learnt how to plan & write out an intervention study**
- **Updating revisions like: order of study, materials required (Dombrowski, 2014)**

Report Writing- Ethical Approval

Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

G2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Ahmad Hazim Bin Mizaiyusri Abiraami Sundararajan Calvin Phang Wah Hong Myura Kiirhansai Arree Chandran Avinaash Muniandy			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.	
If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.	
1	Full risk assessment completed and appended? Yes ☐ No ☒
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information Risk to participants: As participants will be asked to partake in physical exercise, there could be a risk of injuries like muscle pulls & soreness or more severe injuries like ankle sprains from incorrectly stretching. There is additional risk for participants who have prior health condition like pregnancy. There also exists a risk for coercion as students will be concerned about withdrawal from the study affecting their education. There is also a minor risk for emotional distress where participants may feel upset if they are unable to follow the exercises as demonstrated. How you will mitigate the risk to participants: Participants will be fully informed of the activity, they will be given a full description and advised as to what activity levels it is appropriate for. Participants can decide at ANY point to stop participation. Participants will be encouraged to stay within their capabilities when presented with an exercise. Participants with health conditions will be properly informed to the risks and warned to not participate in the study. Someone with First Aid Training will be present during the intervention as per UWTSO requirement for insurance. Participants will be assured that withdrawal from the study will not affect their education. Participants will be instructed to follow a short warm-up session to ensure their bodies have time to adjust. Additionally, the physical capacity of the participants will be observed and considered when it comes to adjusting transition time between exercises.

G2 / E1 FORM

Risks to the investigator	
4	For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest Risk to the investigator: Investigators may be at risk of accusation of causing harm when conducting the physical exercises. How you will mitigate the risk to the investigator: This is mitigated by giving the participants a briefing of the study and what it will entail before the sign up and giving out informed consent forms detailing relevant information. Prior research into making the study as accessible and safe would contribute to the information given to the participants during the brief as well as debrief to reassure them as well.
5	University/institutional risks For example: adverse publicity, financial loss, data protection Risk to the University: Adverse publicity due to possibility of physical injury and emotional distress or embarrassment among participants How you will mitigate the risk to the University: The brief, consent forms talk about to potential risk of injury to the participants and procedures have been set to minimise the risk via warmups. Additionally, the UWTSO Student Assistance Programme helpline number will be included for students to contact professionals in the event they experience emotional distress.

Risk Management:

- Used in research and developments in relation to treat the risk of specific activities (Aven & Zion, 2014)
- Example: interventions that could cause physical injury

Anticipated Risk:

- Contributes to limiting factors in studies
- Conscious of different perspectives toward a study & managing them



Report Writing- Debrief Form



Debrief Form

Thank you for your participation in this study.

Purpose of the study

We were interested in whether taking part in chair based exercise had an impact on mental wellbeing in a student population.

. The exercises and stretches were specifically picked because they can be performed while sitting down and do not require a separate space and could be done during class time or breaks This is to accommodate busy and unfixed schedules that students often hold and what exercise they can incorporate into daily life with that.

Benefits of chair-based pilates:

Firstly, as a baseline, it is important to stay active throughout the day to avoid stiffness or other aches. Dedicating at least 30 minutes to exercising 4 days a week is the recommended exercise routine. However, it is understandable that not everyone is able to achieve that line but should still prioritise movement especially students. Hence, here are some benefits, as outlined by the NHS:

1. These exercises and pilates in general can aid in improving posture as it is chair-based and requires specific stances. This would be beneficial to students as they are often found hunched over while immersed in long periods of research and writing.
2. Other benefits include refining muscle tone, which is beneficial in regulating movement and speed to ensure a smooth function of the body without facing difficulties in walking or running.
3. These exercises and stretches can also assist in building balance and joint mobility, both important in executing daily functions like walking.
4. Finally, practising these stretches at various points of the day can help relieve stress and tension as it can relax parts of the body like shoulders, jaw, back and legs.

Further information:

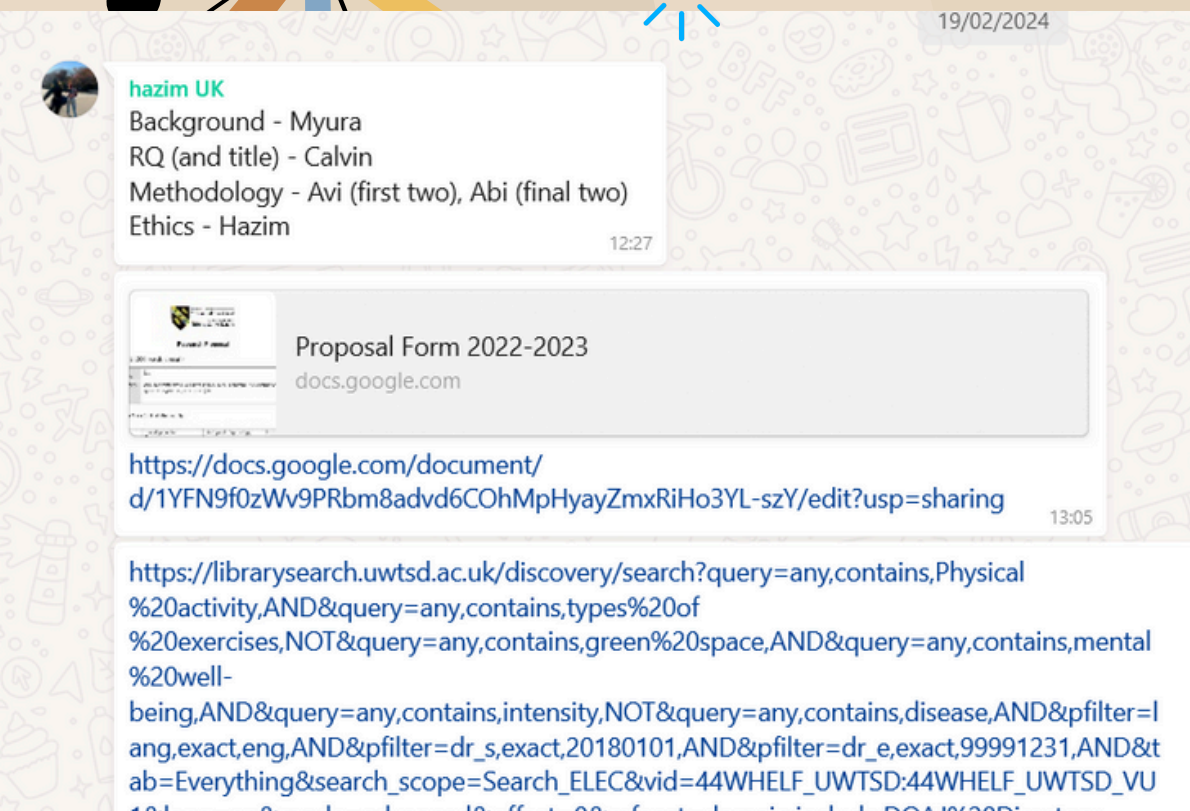
The video, exercises and stretches shown today are a suggestion and starting guide that can be followed. It is important to note that it is normal to have different capacities of completing the stretches since all bodies are different. With proper stretching and continued practice, progress in completing this routine or a modified version may increase. It is important to understand your individual physical ability and capacity to not overstretch or injure oneself.

Result:

- **Able to factor in participants perspective**
- **Provide further useful information**

Work Distribution

Proposal



19/02/2024

hazim UK
Background - Myura
RQ (and title) - Calvin
Methodology - Avi (first two), Abi (final two)
Ethics - Hazim

12:27

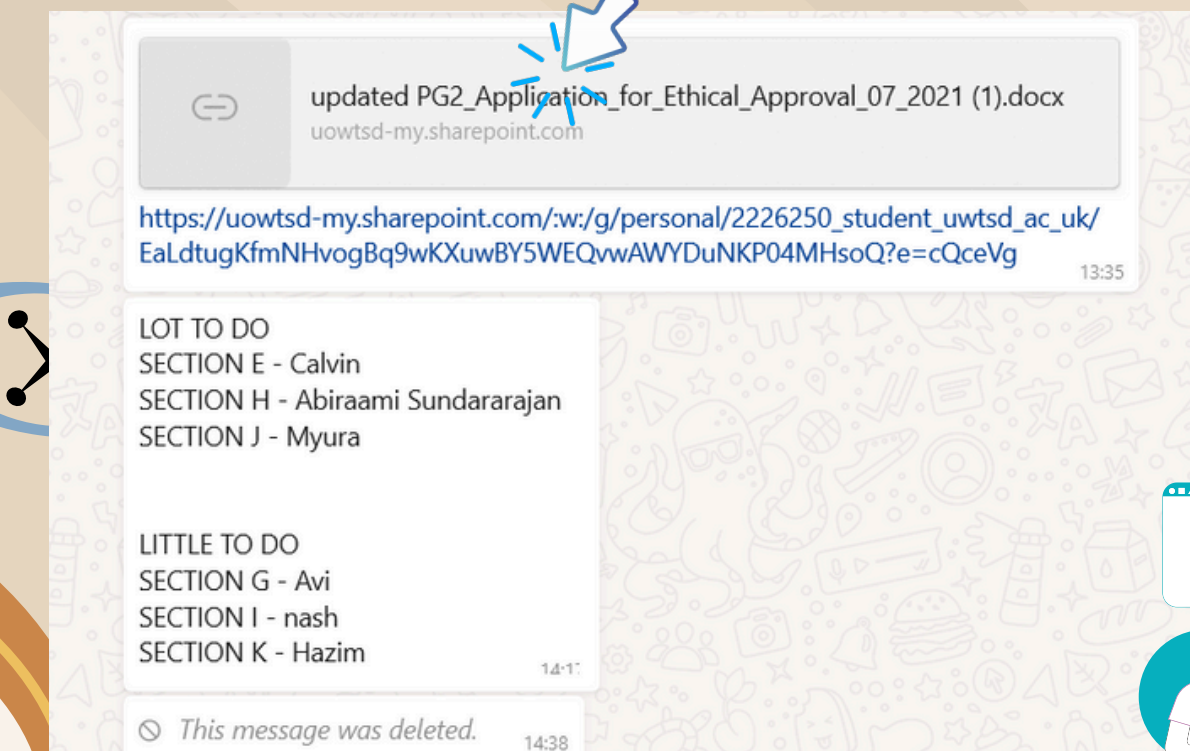
Proposal Form 2022-2023
docs.google.com

<https://docs.google.com/document/d/1YFN9f0zWv9PRbm8advd6COhMPhyayZmxRiHo3YL-szY/edit?usp=sharing>

13:05

https://librarysearch.uwtsd.ac.uk/discovery/search?query=any,contains,Physical%20activity,AND&query=any,contains,types%20of%20exercises,NOT&query=any,contains,green%20space,AND&query=any,contains,mental%20well-being,AND&query=any,contains,intensity,NOT&query=any,contains,disease,AND&pfilter=lang,exact,eng,AND&pfilter=dr_s,exact,20180101,AND&pfilter=dr_e,exact,99991231,AND&ab=Everything&search_scope=Search_ELEC&vid=44WHELF_UWTSU:44WHELF_UWTSU_VU

Ethical Approval Form



updated PG2_Application_for_Ethical_Approval_07_2021 (1).docx
uwtsd-my.sharepoint.com

https://uwtsd-my.sharepoint.com/:w:/g/personal/2226250_student_uwtsd_ac_uk/EaLdtugKfmNHvogBq9wKXuwBY5WEQvwAWYDuNKP04MHsoQ?e=cQceVg

13:35

LOT TO DO
SECTION E - Calvin
SECTION H - Abiraami Sundararajan
SECTION J - Myura

LITTLE TO DO
SECTION G - Avi
SECTION I - nash
SECTION K - Hazim

14:11

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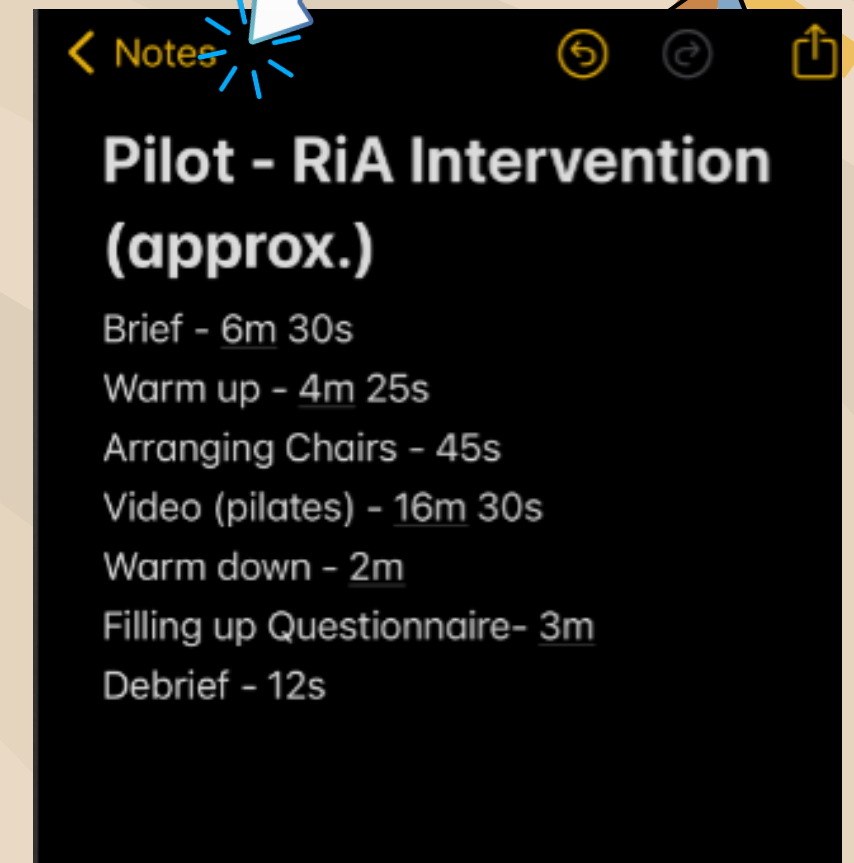
14:38

- **Segregating workload and communicating on expectations of one another**
-
- **Discussion over the weeks leads to better understandings of capabilities within the group (Wilson et al., 2018)**

Benefits

Data Collection

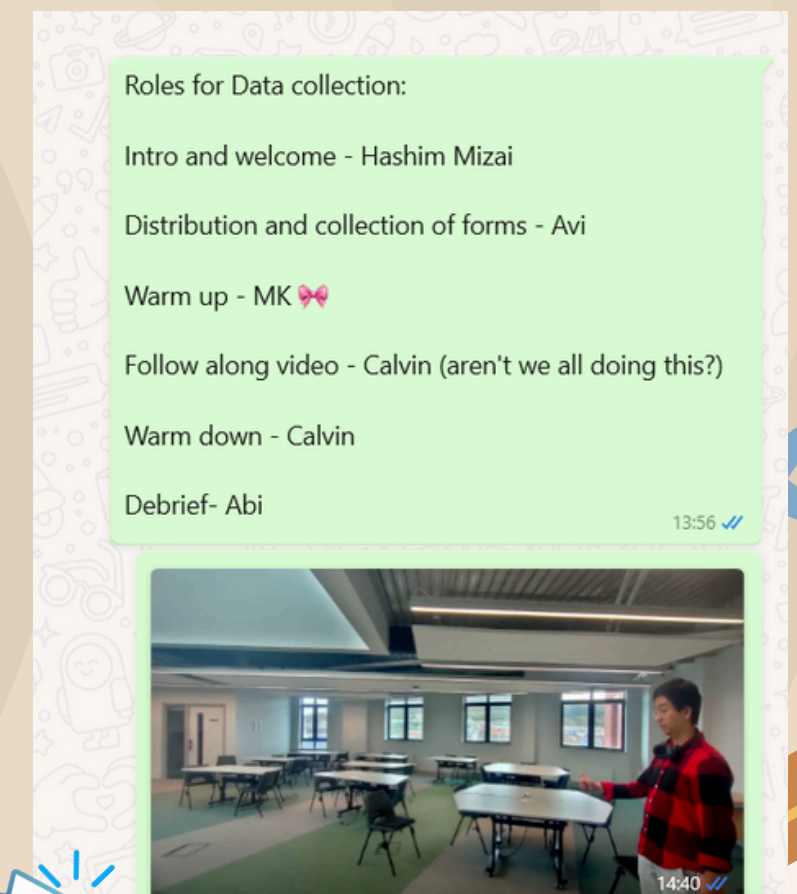
Pilot Study



< Notes

Pilot - RiA Intervention (approx.)

Brief - 6m 30s
Warm up - 4m 25s
Arranging Chairs - 45s
Video (pilates) - 16m 30s
Warm down - 2m
Filling up Questionnaire- 3m
Debrief - 12s



Roles for Data collection:

Intro and welcome - Hashim Mizai
Distribution and collection of forms - Avi
Warm up - MK 🌸
Follow along video - Calvin (aren't we all doing this?)
Warm down - Calvin
Debrief- Abi

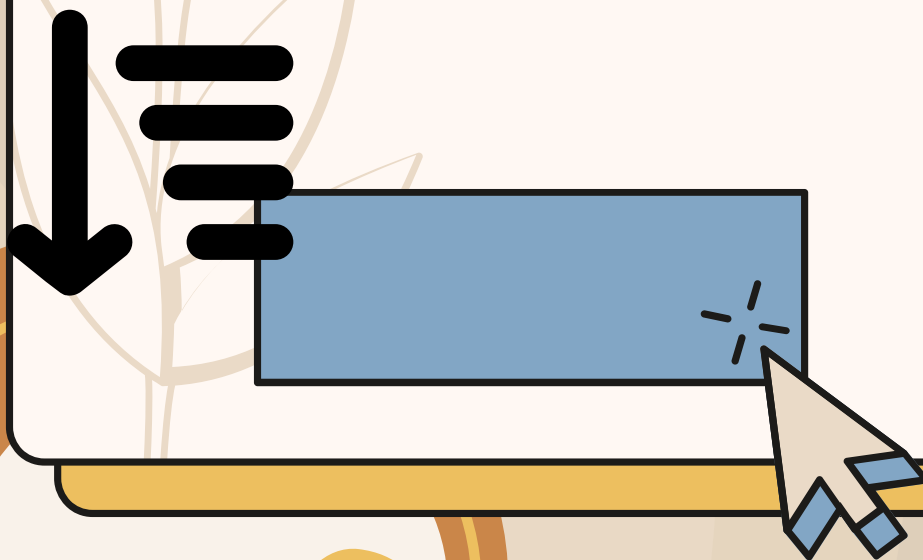
13:56 ✓✓



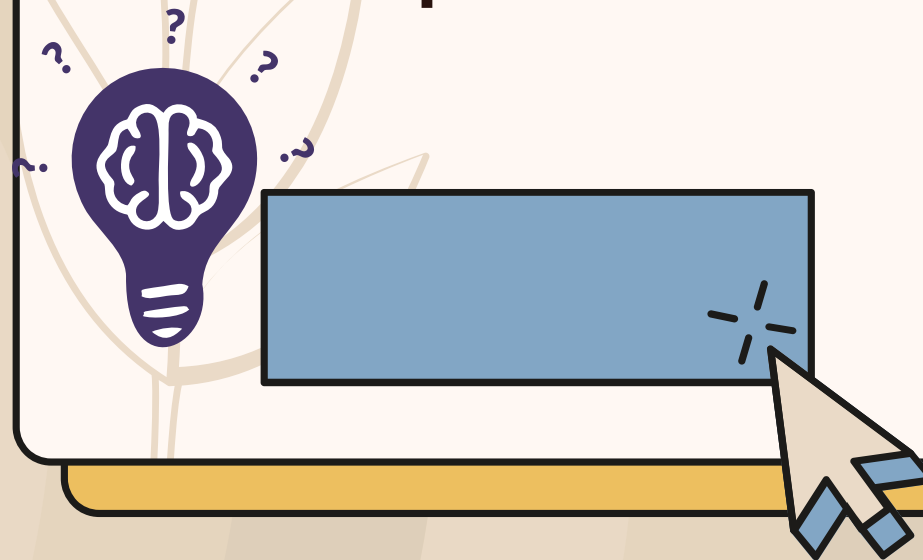
14:40 ✓✓

Conclusion

- **Able to search for information and consolidate it in a readable manner**



- **Writing is more conscious and sensitive to various viewpoints**



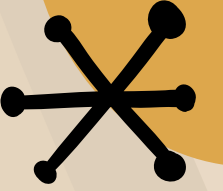
- **Better group work strategy and able to manage workloads effectively**



Additional

Conducting data collection

- New experience and aware of the time and resource allocation required to conduct it
- Less intimidated by the prospect of collecting non-digitised data





Question Time



**Thank
You**

References

- Aven, T., & Zio, E. (2014). Foundational issues in risk assessment and risk management. *Risk Analysis*, 34(7), 1164-1172. <https://doi.org/10.1111/risa.12132>
- Dombrowski, S. C. (2014). General guidelines on report writing. *Psychoeducational Assessment and Report Writing*, 63-72. https://doi.org/10.1007/978-1-4939-1911-6_5
- Rao, S., & Moon, K. (2021). Literature search for systematic reviews. *Principles and Practice of Systematic Reviews and Meta-Analysis*, 11-31. https://doi.org/10.1007/978-3-030-71921-0_2
- Wilson, K. J., Brickman, P., & Brame, C. J. (2018). Group Work. *CBE Life Sciences Education*, 17(1). <https://doi.org/10.1187/cbe.17-12-0258>