

Research in Action

Portfolio of competencies

Reflective log

At the start of the research in action (RIA) module I felt very overwhelmed. The details around what would be expected throughout the RIA module was extensive and hard to comprehend at first. However, I also felt excited to be given the opportunity to test my knowledge of what was involved in conducting yet creating a research study. It was explained by Paul and Katie that we would be assigned into a five/ six student research team, where two studies (one quantitative, one qualitative) would be designed to investigate people's attitudes towards conspiracy theories. For the two studies, we had to complete a systematic literature search (SLS) in order to evaluate effective methodologies for both research studies. From this, completion of proposal forms was needed for the principal investigators (PIs), along with ethics forms for school research ethics committee submission.

The anticipation I felt to test my knowledge helped me prepare as it can be seen that retrieval or testing practices are seen as superior in relation to long- term retention (Yang et al, 2019). However, the feeling of being overwhelmed can cause negative effects, especially in relation to lack of transparency and poor communication (Bhui et al, 2016), but this wasn't the case for the RIA reports as continuous support was guaranteed from our PIs, being Paul and Katie. It was however, stated that each group member would be seen as a research assistant (RAs), highlighting the importance of professionalism as violations of rules in any research can cause significant issues in relation to data integrity and for participants (DuBois et al, 2018). Expectations around independent learning were also seen by the PIs, which can be seen to encourage increased motivation and allowed me and my group to have awareness of our limitations and abilities (Meyer et al, 2008).

In regards to working in a team, I felt calm and collected as I understood the importance within trust, structure and leadership (Sanyal & Hisam, 2018) and how these

factors are needed for effective team work. With this, I was also comfortable with the other RAs as I have worked with them before and as stated, understood each RAs abilities and limitations. As a team we quickly understood the importance of making notes and journaling each step as absents of RAs caused confusion and the need for constant recaps of what has been covered. However, I quickly realised how the SLS process is critical for study identification, allowing clear understanding of how and why certain findings are related to relevant evidence (Copper et al, 2018), along with helpful guidance for each study.

When working as a team, we were advised by our PIs to all work on both studies together rather than separating into sub- teams, as this was believed to be the most effective way to form understanding and to get the work done correctly. However, challenges were seen as due to the current global pandemic, missed opportunities were seen within the effectiveness of tightly coupled work (Morrison-Smith & Ruiz, 2020) as all group meetings were done virtually, via Microsoft teams. This also caused issues with certain RAs not attending meetings, due to not having to meet face to face. Besides this, the tasks for both the quantitative study (focused on conspiracy theories and the potential influences the media has) and qualitative study (focused on attitudes towards Covid- 19 conspiracy theories and their influence on Covid- 19 vaccines) were completed to the best of mine, and my active team members abilities, regardless of current circumstances.

Along with guidance from PIs, I took it upon myself to research how to write a proposal form, as work on proposal in research can be seen as challenging in the current era due to issues such as incorporating new medical advances into the methodology (Sudheesh et al, 2016). From this, I also researched the appropriate components needed for modern research, in relation to the ethic forms (Yip et al, 2016) with issues relating to informed consent and confidentiality, along with other misconducts in research. Some of the major issues found with both the proposal and ethics forms was managing the word- count and

issues around repetition. PIs helped with guidance on word count, but to accurately maintain the correct number of words, guidance by Cerejo (2013) helped with tips on reducing the length of any type of manuscript, including research forms. In terms of repetition, me and my team were again guided by our PIs that repetition will be seen between both forms and appropriate if needed. In future, I will be aware of similarities between research forms, which will allow me to focus more on the context needed rather than doubts of repeating myself. I will also maintain the standards which are set by the British Psychological Association (BPS) in order to ensure researcher professionalism and scientific integrity.

One of the last steps that was advised to me and my team (by our PIs) was to run a pilot study. Pilot studies provide necessary information which can help tweak flaws within the main study but to also help in calculating sample size (In, 2017) I will now understand for future studies the importance of pilot studies and their effectiveness in providing a clear and coherent study.

When reviewing the RIA module as a whole, it was surprising how fast paced the module was, especially with the format being in a team setting. Trying to manage deadlines as an individual can be difficult and the pressure to complete new tasks weekly (in a team) became overwhelming at times. However, it has highlighted the importance of time management as the flexibility of university can sometimes derail students in falling behind deadlines (Razali et al, 2018) and has made me value the skill of time management for future assessments. In relation to team projects in the future, I will continue to focus on team members who are willing to value their time and effort into the project rather than certain team members who may not be willing to put the same effort in.

I am pleased with the work me and my active team members completed, and feel the skills I have obtained will now be polished and more defined for designing, conducting and

researching future research studies. I believe work from the RIA is valuable for any psychology student looking to enhance their overall abilities and knowledge within the research field of psychology.

Competency One:
**Applied research- Completion of research
proposal**



Research in Action (ECPS5006) Proposal Form

Research proposal (1,000 words). This form will be reviewed and signed off by the PIs prior to the research project taking place. The boxes below will expand as you type.

Student Name and University ID number:	
Proposed Supervisor's name:	Paul Hutchings & Katie Sullivan

Suggested Research Title/Area: (between 10-15 words and must reflect the essence of your proposed research question, study design and study population and should be more specific than a broad topic area).

Conspiracy theories influence on undergraduate students: Does media play a role?

Please state the aim and rationale of your study:

Literature suggests that people who believe in one or more conspiracy social media as a source of information, rather than traditional media (Shahsavari et al., 2020). Therefore, the aim of the current study is to attitudes relating to conspiracy theories can be influenced by the media.

Main research question and hypothesis was conducted using the systematic literature search (SLS). As a team we decided on the main questions/ hypothesis together.

Please state the main research question(s):

Do individuals who engage more with online media platforms report higher beliefs in conspiracy theories in comparison to those who report lower engagement?

Please state the hypothesis/hypotheses (if appropriate):

We hypothesise that greater interactions with social network platforms will be related to greater beliefs in conspiracy theories, compared to traditional media.

We also hypothesise that participants that score high in the Need for Closure and Conspiracy theory Scale will be more likely to believe in conspiracy theories.

What theory and empirical research evidence supports your research question? (Please provide a brief review of relevant psychological literature and theory and a minimum of eight references). There has been extensive research in relation to conspiracy theories within the media, such as Hughes and Machan (2020) and works by Leibovitz (2020) regarding the latest COVID-19 outbreak.

Conspiracy theories can be explained as events that involve secret groups (Douglas, 2017). Examples of popular conspiracy theories include the 9/11 attacks (Douglas, 2013) on how global warming is a hoax and Jensen (2013) on one to act in the assassination of John F. Kennedy. Douglas et al. (2017) suggest that conspiracy theory beliefs result from psychological, political, social, and cultural factors, as well as traditional media and social media platforms and overall causality.

From this, research on 'Fake News' has become prominent in highlighting the issues which revolved around the Brexit referendum and the U.S. 2016 election, in which misinformation was intentionally blurred to favour a particular outcome. This infers issues within politics with Hollander (2018) also discussing how conspiracy theories are woven into America's social and political fabric. The popularity of certain theories causes concern regarding democracy. Media programmes such as Fox News gain greater belief in theories critical to democrats.

When deciding what each member would do, I was tasked with completing the empirical research section, compiling the main research papers found and deciding what worked best with what we as a team were trying to propose. This section was relatively straight forward.

The systematic Literature search supported our research question. The premise and reasoning behind our study was based of findings by Pennycook et al (2020).

Bantimaroudis, P., Sideri, M., Ballas, D., Panagiotidis, T., & Ziogas, T. (2020). Conspiracism on social media: An agenda melding of group-mediated deceptions. *International Journal of media & cultural politics*, 16(2), 115-138.

Douglas, K. M., Uscinski, J. E., Sutton, R. M., Cichocka, A., & Neri, L. (2017). Understanding conspiracy theories. *Political Psychology, 40*, 3-37.

The reference list was produced by me and includes the main research papers found from each team members Systematic Literature search (SLS). Correct American Psychological Association (APA) 6th Publication Manual style was used throughout reference list.

6th Publication Manual style was used throughout reference list.

95(3), 691-713.

Leary, A. (2019, Aug 11). Conspiracy theories fly online in wake of ~~epstein~~ death; the slow process of investigating facts can't keep pace with the rapid spread of unfounded conspiracy theories on social media. *Wall Street Journal (Online)* Retrieved from <https://search-proquest-com.ezproxy.uwtsd.ac.uk/newspapers/conspiracy-theories-fly-online-wake-epstein-death/docview/2271421772/se-2?accountid=130472>

Pennycook, G., McPhetres, J., Zhang, Y., Lu, J. G., & Rand, D. G. (2020). Fighting COVID-19 misinformation on social media: Experimental evidence for a scalable accuracy-nudge intervention. *Psychological science*, 31(7), 770-780

Roets, Arne, & Van Hiel, Alain. (2011). Item selection and validation of a brief, 15-item version of the Need for Closure Scale. *Personality and Individual Differences*, 50(1), 90-94. <https://doi.org/10.1016/j.paid.2010.09.004>

Methodological Details

Please describe the intended participant group – including and any specific inclusion/exclusion criteria:

Our target population for this study is Undergraduate Psychology and Counselling students at UWTSd, over the age of 18, who can sign up through the Experiment Management System (EMS). There will be an expectation that 60 students will complete each research task.

Criteria for inclusion would be presented in the requirement section of the EMS system when signing up for the study. Participants would need a general understanding of what conspiracy theories are.

This section was completed by another team member. However, it was discussed as a team the criteria in relation to the number of participants needed.

Please describe the anticipated design (e.g., Qualitative/quantitative, between/within-subjects, mixed design, regression, focus groups, interviews, experimental, questionnaire, etc.):

A quantitative questionnaire design implemented through the experimental management system portal.

A between group designs is implemented because participants are split into groups after completing the study.

Our dependant variable groups will be high or low CT scores obtained from the Conspiracy Theory Scale study, as well as high or low scoring from the Need for Closure Scale. Both calculations will be based on the overall average of each scale for each group.

The independent Variables we'll be using is official news sites (traditional Newspapers etc.) or unofficial social media platforms (unofficial sources e.g. Snapchat, Instagram, Twitter etc.). These groups will be allocated based on responses within the third section of our questionnaire "general media usage", specifically looking at the number of hours spent using 'official' vs 'non-official' outlets.

A two-way between-subject ANOVA will be conducted to assess scores obtained from the two scales 'Conspiracy Theory Scale' (CT) and 'Need for Closure Scale'(NFC) and compared to the hours spent browsing their preferred media platform to gain sources of information about current events happening around the world. D.

We will need a minimum of 60 participants to create a sample size large enough to allow us to create inferences between groups. With 60 participants theoretically we could have 15 participants in each group which will be as follows: CT + Traditional, CT + Non-Traditional, NFC + Traditional and NFC + Non-Traditional.

If relevant, include details of the...

- **IV(S) and number of levels:** The first independent variable is the type of media source predominantly used either 'traditional' or 'social media' platforms as a source of keeping up to date with worldwide news. The second IV is the number of hours spent browsing this outlet.
- **DV(s):** Score obtained from the Conspiracy theory scale & Need for Closure Scale.

Design of the study was decided by the team as a whole, with editing done together using the Microsoft Teams app.

What materials/measures are you planning to use for data collection? (E.g., questionnaires, tests/tasks, interview schedules, auditory/visual stimuli, computer programme, etc. Be as detailed as possible here - what specific topics/measures/scales/instruments will you be using and what will you do with this data?)

A peer reviewed published Generic Conspiracist Beliefs Scale (GCBBS; Brotherton et al., 2013) will be used to measure participants beliefs of conspiracy theories. The questionnaire consists of 15 questions relating to participants opinions concerning conspiracy beliefs, with responses ranging on a one to five Likert scale (1= Definitely not true, 5= Definitely true).

A peer review published a brief 15-item version of the Need for Closure Scale (Roets et al., 2011) will be used to measure the number of participants' needs for closure. Responses range on a one to six Likert scale (1=Completely Disagree, 6=Completely Agree).

As data collected by each questionnaire is continuous, we can generate results between participants.

Questions regarding what social network and media usage are used by the participants for them to select, alongside an option for 'other' to select. There will also be a drop-down list of the number of hours participants use different media outlets to acknowledge if there are any inferences between media usage and CT scores. The social networking sites they are most likely to use are Snapchat, Instagram, Tumblr, and Reddit. And whether they follow mass media platforms, Newspapers, TV broadcasts, Radio, Podcasts.

This section was completed by another member of the team. However, this section was discussed as a team due to continuous changes on the two scales being used. Re-wording was done several times in order to produced coherency.

Please describe the study procedure (what will your participant have to do from start to finish? It should be clear from this how you are actually planning to carry out your study, and what will happen to participants):

Participants will have access to complete the study via their participation in EMS at UWTSD and complete the study via Qualtrics. Following the provision of the consent form being complete the participants will have access to the study. Firstly, a few demographic questions will be asked to complete to gather general information. Participants will be presented with a generic information sheet which will describe what the study will entail, and what is expected. Participants will then be asked to complete a peer reviewed Generic Conspiracist Belief Scale (Brotherton et al, 2013) and The Need for Closure Scale (Roets et al., 2011). After completing both, participants will be asked a sum of ten questions concerning how actively involved they are in the news and media usage. Participants will also be questioned about the amount of time they tend to engage in these media outlets. Once all questionnaires are completed, the study will then conclude where a debrief form will be given, informing the participants of the true aims of the study. Participants will be given the opportunity to withdraw their data at this point if they wish to.

Please describe the data you will obtain and how it will be analysed (e.g., test or questionnaire scores calculated as a mean and analysed quantitatively, recorded as a percentage, etc.):

Questionnaire scores from the Generic Conspiracist Belief Scale will be calculated and the mean score across all participants will be calculated. At a certain point where individuals will be classified as high or low based on their scores. The number of hours spent on social media platforms a day will be calculated and compared to the questionnaire information allowing inferences regarding specific media usage to be made and compared.

Constant discussions were had as a team originally, as we couldn't decide what type of statistical test we wanted to use. This section was completed by another member of the team.

If relevant, what statistical test will you use and how will your data be analysed through this test (e.g., two-way ANOVA, Multiple Regression, Chi Square, etc.):

A three-way between-subject ANOVA with variables of which source they get their information from, another the number of hours spent interacting with said source, and their scores on the conspiracy belief scale.

Appendix (not included as part of the 1,000 words but must still be completed)

1. Attach any questionnaires/materials to the end of this proposal as an appendix.

Generic Conspiracist Beliefs (GCB) scale: a novel measure of individual differences in generic conspiracist ideation (Brotherton et al., 2013).

Brotherton, R., French, C. C., & Pickering, A. D. (2013). Measuring belief in conspiracy theories: The generic conspiracist beliefs scale. *Frontiers in psychology*, 4, 279.

Beliefs About the World

There is often debate about whether or not the public is told the whole truth about various important issues. This brief survey is designed to assess your beliefs about some of these subjects. Please indicate the degree to which you believe each statement is likely to be true on the following scale: Definitely not true; Probably not true; Not sure/cannot decide; Probably true; Definitely true.

1. The government is involved in the murder of innocent citizens and/or well-known public figures, and keeps this a secret.
2. The power held by heads of state is second to that of small unknown groups who really control world politics.
3. Secret organizations communicate with extraterrestrials, but keep this fact from the public.
4. The spread of certain viruses and/or diseases is the result of the deliberate, concealed efforts of some organization.
5. Groups of scientists manipulate, fabricate, or suppress evidence in order to deceive the public.
6. The government permits or perpetrates acts of terrorism on its own soil, disguising its involvement.
7. A small, secret group of people is responsible for making all major world decisions, such as going to war.
8. Evidence of alien contact is being concealed from the public.
9. Technology with mind-control capacities is used on people without their knowledge.
10. New and advanced technology which would harm current industry is being suppressed.
11. The government uses people as pawns to hide its involvement in criminal activity.
12. Certain significant events have been the result of the activity of a small group who secretly manipulate world events.
13. Some UFO sightings and rumors are planned or staged in order to distract the public from real alien contact.
14. Experiments involving new drugs or technologies are routinely carried out on the public without their knowledge or consent.
15. A lot of important information is deliberately concealed from the public out of self-interest.

As a team we tried to research around the different scales available in relation to conspiracy theories. This section was completed by another team member, with general discussion as a group on the reliability of the scales being used.

Item selection and validation of a brief, 15-item version of the Need for Closure Scale (Roets et al., 2011).

Likert 1-6 Scale, 1- Completely Disagree, 6- Completely Agree

Roets, Arne, & Van Hiel, Alain. (2011). Item selection and validation of a brief, 15-item version of the Need for Closure Scale. *Personality and Individual Differences*, 50(1), 90–94.

<https://doi.org/10.1016/j.paid.2010.09.004>

1. I don't like situations that are uncertain.
2. I dislike questions which could be answered in many different ways.
3. I find that a well-ordered life with regular hours suits my temperament
4. I feel uncomfortable when I don't understand the reason why an event occurred in my life.
5. I feel irritated when one person disagrees with what everyone else in a group believes.
6. I don't like to go into a situation without knowing what I can expect from it.
7. When I have made a decision, I feel relieved.
8. When I am confronted with a problem, I'm dying to reach a solution very quickly.
9. I would quickly become impatient and irritated if I would not find a solution to a problem immediately.
10. I don't like to be with people who are capable of unexpected actions.
11. I dislike it when a person's statement could mean many different things.
12. I find that establishing a consistent routine enables me to enjoy life more.
13. I enjoy having a clear and structured mode of life.
14. I do not usually consult many different opinions before forming my own view
15. I dislike unpredictable situations.

Questions-
Demographic-
Age -
Gender-

- 1) How often do you notice the news being presented on social media networking sites?
- 2) Do you believe the information presented to you within the media is correct? Please give a reason for your answer.
- 3) How actively involved are you with social networking sites-
- Drop down selection (0 -Not active at all- 5- Highly active)
- 4) What is the main media platform where you source your information from?
- (Facebook, Twitter, Instagram, Snapchat, TV, Internet, Newspapers, Other please specify)
- 5) How many hours on average do you spend on social media platforms per day?
- Drop down selection (0-2, 3-5, 6-9, 9+)
- 6) How many hours on average do you watch television broadcast news?
- Drop down selection (0-2, 3-5, 6-9, 9+)
- 7) Do you read any news sources (e.g., newspapers, online articles)
- 8) How likely are you to believe the information given to you from official news reporters?
- Drop down section (0- Not Very Likely, 5- Highly Likely).
- 9) Do you understand what conspiracy theories are?
- 10) Are you aware of any popular/known conspiracy theories? Please state below.

> 15 Conspiracy belief questions.

2. Ethics: Describe the main ethical issues of your study and explain how you will address them here (Refer to the BPS ethical guidelines and address all issues not just informed consent. Please note all students will need to complete a full ethics form, which must be approved prior to any data collection commencing).

In accordance with the BPS code of human research ethics (2018) the following ethical considerations will be put into practise.

A consent form will be initially provided to the participants to provide their informed consent to take part in the study and to ensure that they understand what the study will entail and what will be assessed from them. Alongside this, participants will be informed of their right to withdraw from the study at any point in the study if they do not want to continue any further. At the end of the study, participants will be presented with a debrief form which will inform them on the purpose of the study and provide them with any contact details both researchers involved and their supervisors. Again, participants will be informed of their right to withdraw from the study, they will no longer be able to do this as their data will have been collected. One issue that may arise is that participants are deceived when it comes to the categorisation into groups as if this was made aware, could bias the results. Participants will be informed of this process and they will be given the opportunity to withdraw at any point as a result of this.

Following the ethical guidelines set by The British Psychological Association (BPS) this section was completed. Ethical issues and well-being of participants should be considered and carefully done in all psychological research. This is one of the most important sections and was discussed thoroughly as a team.

Ethical issues that may arise from this study could include the questions asked regarding specific conspiracy theories on specific topics or issues such as '911' or a virus such as 'COVID-19' or any other specific event may cause distress if participants are personally affected by them in a negative way. And so, participants can leave certain questions if they feel uncomfortable answering them and will also be reassured of the confidentiality of their data if participants felt perhaps that they felt uncomfortable sharing their actual views and beliefs of a certain conspiracy theory. This issue is also mitigated with the assurance of their right to withdraw their data at any point in the study.

Competency Two:
Completion of systematic research

Systematic literature search – Exploring Conspiracy Theories and Covid- 19

Search 1 (Basic Search)

Database used	PubMed Central
Key word(s) included	Conspiracy Theories
Search Results	408

This systematic literature search (SLS) was produced by me. The start of the search was related to general findings on conspiracy theories and the Covid- 19 pandemic.

Search 2 (refined search)

Database used	PubMed Central
Key word(s) included	Conspiracy Theory, Government, COVID 19
Search Results	317

Search 3 (refined search)	
Database used	PubMed Central
Key words	Conspiracy Theory, Death Rates, COVID 19
Year range	2019 – present
Search Results	170

As a team, each member decided to search different Databases, using the UWTSD library system. The database I decided to use was PubMed Central.

Search 4 (refined search)	
Database used	PubMed Central
Key word(s) included	Conspiracy Theory, Fake news, COVID 19
Year range	2019 – present
Search Results	156

Search 5 (refined search)	
Database used	PubMed Central
Key word(s) included	Conspiracy Theory, University students, COVID 19
Key word(s) excluded	Fake news.
Year range	2019 – present
Search Results	143

Search 6 (refined search)	
Database	PubMed Central
Key word(s) included	Conspiracy Theory, Misinformation, COVID 19
Key word(s) excluded	University Students.
Year range	2019– present
Search Results	219

Key Journals from this search:

Sallam, M., Dababseh, D., Eid, H., Al-Mahzoum, K., Al-Haidar, A., Taim, D., ... & Mahafzah, A. (2021). High Rates of COVID-19 Vaccine Hesitancy and Its Association with Conspiracy Beliefs: A Study in Jordan and Kuwait among Other Arab Countries. *Vaccines*, 9(1), 42.

Geldsetzer, P. (2020). Use of rapid online surveys to assess perceptions of COVID-19 disease outbreaks: a cross-sectional survey on COVID-19. *Journal of research*, 22(4), e18790.

Duplaga, M. (2020). The determinants of conspiracy beliefs related to COVID-19 in a nationally representative sample of internet users. *International journal of public health*, 17(21), 7818.

Lin, C., Tu, P., & Beitsch, L. M. (2021). Confidence and Receptivity for COVID-19 Vaccines: A Rapid Systematic Review. *Vaccines*, 9(1), 16.

Barua, Z., Barua, S., Aktar, S., Kabir, N., & Li, M. (2020). Effects of misinformation on COVID-19 individual responses and recommendations for resilience of disastrous consequences of misinformation. *Progress in Disaster Science*, 8, 100119.

When deciding key articles, it was discussed that each member of the team would pick five articles at maximum. Psychological Association (APA) 6th Publication Manual style was used throughout referencing each article.

Competency Three:
Debrief forms



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Centre for Psychology and Counselling

BSc Applied Psychology
BSc Psychology
BSc Psychology and Counselling

Study Debrief Sheet

A qualitative study of attitudes towards Covid-19 conspiracy theories and their influence on taking the Covid-19 vaccine.

Thank you for taking part in the study.
The aim of this study was to explore whether individuals with different virus origins affect their likelihood of accepting the vaccine. Literature suggested by Ernsar et al (2020) found that individuals with the coronavirus vaccine show higher levels of confidence.

We specifically wanted to find out whether individuals with different virus origins likely to accept the Covid-19 vaccine from officials?

Me and another member of the team created and went through the study debrief sheet. The debrief form is transparent and coherent and specifies exactly what we as a team were trying to find. Due to ethical issues, it is vital that all participants are debriefed following correct guidance from The British Psychological Association (BPS, 2014: BPS, 2018)

If you wish to withdraw your data from the study, you must tell the researcher now. After this point, [all](#) of your data will be anonymised, and we will not be able to trace it back to you.

If taking part in this study has raised any questions, please speak to the researcher

contact the academic supervisor Paul Hutchings (paul.hutchings@uwtsd.ac.uk) and Katie Sullivan (Katie.sullivan@uwtsd.ac.uk)

Thank you once again for taking time to participate in this study.

BSc Psychology

University of Wales Trinity Saint David



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Centre for Psychology and Counselling

BSc Applied Psychology
BSc Psychology
BSc Psychology and Counselling

Study Debrief Sheet

- *The effects the media has on influencing conspiracy theories on*

Thank you for taking part in

- The aim of this study was to explore the effects of the media on conspiracy theories and how information is spread.
- It was specifically hypothesised that higher interactions on social networks and the media would lead to higher beliefs in conspiracy theories.

I also provided guidance on this debrief form. Following the study protocol, I helped with the structure of the form, along with making sure that full guidance in relation to ethics is adhered to (BPS, 2014; BPS, 2018). Option to withdrawal was also made clear by making sure that bold font was used for each Debrief form. Final edit of the form was completed by another team member.

If you wish to withdraw your data from the study, you must tell the researcher now. After this point, all of your data will be anonymised and we will not be able to trace it back to you.

- If taking part in this study has raised any questions, please speak to the researcher

- [REDACTED]

Paul Hutchings (paul.hutchings@uwtsd.ac.uk) and Katie Sullivan
(Katie.sullivan@uwtsd.ac.uk)

Thank you once again for taking time to participate in this study.

- [REDACTED]

BSc Psychology,
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Reference list:

- Bhui, K., Dinos, S., Galant-Miecznikowska, M., de Jongh, B., & Stansfeld, S. (2016). Perceptions of work stress causes and effective interventions in employees working in public, private and non-governmental organisations: a qualitative study. *BJPsych bulletin*, 40(6), 318-325.
- British Psychological Society (2014). *Code of Human Research Ethics*. Leicester: Author.
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- Cerejo, C. (2013). 10 Tips to reduce the length of your research paper. *Editage Insights (16-10-2013)*.
- Cooper, C., Booth, A., Varley-Campbell, J., Britten, N., & Garside, R. (2018). Defining the process to literature searching in systematic reviews: a literature review of guidance and supporting studies. *BMC medical research methodology*, 18(1), 1-14.
- DuBois, J. M., Chibnall, J. T., Tait, R., & Vander Wal, J. S. (2018). The professionalism and integrity in research program: Description and preliminary outcomes. *Academic Medicine*, 93(4), 586.
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- Meyer, B., Haywood, N., Sachdev, D., & Faraday, S. (2008). What is independent learning and what are the benefits for students. *Department for Children, Schools and Families Research Report*, 51.
- Morrison-Smith, S., & Ruiz, J. (2020). Challenges and barriers in virtual teams: a literature review. *SN Applied Sciences*, 2, 1-33.
- Razali, S. N. A. M., Rusiman, M. S., Gan, W. S., & Arbin, N. (2018, April). The impact of time management on students' academic achievement. In *Journal of Physics: Conference Series* (Vol. 995, No. 1, p. 012042). IOP Publishing.
- Sanyal, S., & Hisam, M. W. (2018). The impact of teamwork on work performance of employees: A study of faculty members in Dhofar University. *IOSR Journal of Business and Management*, 20(3), 15-22.
- Sudheesh, K., Duggappa, D. R., & Nethra, S. S. (2016). How to write a research proposal?. *Indian journal of anaesthesia*, 60(9), 631.
- Yang, B. W., Razo, J., & Persky, A. M. (2019). Using testing as a learning tool. *American journal of pharmaceutical education*, 83(9).
- Yip, C., Han, N. L. R., & Sng, B. L. (2016). Legal and ethical issues in research. *Indian journal of anaesthesia*, 60(9), 684.