

MASALIN_Tuula - 2029330 - Project Proposal_ BMPF7010

by Tuula Masalin

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Project Proposal

Childhood Family Social Panorama and its
Impact on Self Image and Social Anxiety

Tuula Masalin 2029339

WORK-BASED LEARNING PROJECT

BMPF7010

UNIVERSITY OF WALES TRINITY SAINT DAVID

SUPERVISOR: GARY METCALFE

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Context and Background

According to the study, 75% of mental health disorders begin before the age of 25 (MIE, 2021). In Finland, about 20% of adults experience significant anxiety in public speaking, and 7% have reported fear of social situations in the last year (Duodecim Health Library, 2023). Social fear can cause long-term anxiety, impair functionality, hinder education and work, and lead to relationship problems. Often, social fear is associated with other mental health disorders, such as depression, and it is commonly treated with psychotherapy and medication (The working group set up by the Finnish Medical Society Duodecim, 2024).

I chose this topic because, through my own experiences, I have become interested in how social anxiety affects people's performance in both education and the workplace. I see social anxiety as a significant challenge for our society, as it can hinder young people's ability to succeed in their studies and enter working life. Furthermore, social anxiety can be associated with burnout, sick leaves, and disability pensions, contributing to the economic consequences of mental health disorders. For instance, even before Covid-19, the costs associated with mental health problems in Finland were estimated to be around 11 billion euros per year, as reported by the OECD (2018) (OECD/European Union, 2024).

Justification and Objectives

The purpose of this research is to investigate the potential underlying factors of social anxiety at a structural level. The aim is to increase understanding of the topic and assess the effectiveness of the methods used in the researcher's work. The goal is also to fill gaps identified in the literature review by deepening the understanding of how early family environment factors affect an individual's self-image and the experience of social anxiety.

The research seeks to bring forth a new and previously little-explored

perspective on the factors influencing social anxiety. The objective is to offer alternative approaches to the treatment of social anxiety. The study focuses on examining the experience of social anxiety within the context of the social panorama, which considers the individual's beliefs, self-image, and the influence of the family on this experience. Special attention is given to how changes in the social panorama of the childhood family affect an individual's self-image and experience of social anxiety, as well as how interventions targeting these factors can alter this experience. One of my objectives is to publish the research findings in scientific articles and journals that broadly cover psychological and social phenomena, including social panorama and social anxiety. The purpose is to increase awareness and understanding of the factors affecting social anxiety and the significance of the social panorama. On a broader scale, the research aims to help develop more effective strategies for the prevention and treatment of social anxiety, thereby providing new perspectives and methods for addressing this common psychological challenge.

Key concepts in the study include social anxiety, social panorama, self-image, and the structure of experience.

A literature review of recent studies indicates that social anxiety is a complex phenomenon influenced by both personal and environmental factors. Previous research has emphasized the importance of a negative self-image, limiting beliefs, and avoidance behavior in the development and maintenance of social anxiety (Robinson, Norton & Abbott, 2020, Gilboa-Schechtman et al., 2019, Lee, Ahn & Kwon, 2019, Meral & Vriends, 2022, Gregory et al., 2018, Hopkins et al., 2021, Figueiredo et al., 2023, Wong & Heeren, 2021, Meyer et al., 2019, Daniel et al., 2020, Kelly-Turner and Radomsky, 2022, Clark & Wells, 1995). Strengthening a positive self-image has been linked to a reduction in social anxiety, whereas negative self-beliefs and sensitivity to

negative feedback have been associated with increased anxiety. Family influence, particularly early attachment relationships and parenting styles, are also key factors in the development of social anxiety. Childhood experiences and family behavioral patterns can shape an individual's beliefs and self-image, influencing their experience of social anxiety.

Methodology

In this study, the underlying philosophy is constructivism, which considers reality to be relative and subjective (Metsämuuronen, 2009). This study will apply qualitative research methods, which according to Tuomi & Sarajärvi (2018), aim to understand people or phenomena. As defined by Puusa & Juuti (2020), these methods focus on human life and existence, emphasizing particularly individuals' experiences, thoughts, emotions, and the meanings they associate with the subject under investigation. The research approach is phenomenological, which means that the focus is on the experiential relationship of humans to the world they live in. In this approach, the researcher brings forward their understanding, pre-thinking, and pre-assumptions about the research subject (Vilkka, 2021).

The research will be conducted as a case study. A case study is an approach in research that allows for an in-depth understanding of phenomena in their real-world context, utilizing diverse sources of information. Its main goal is to integrate theoretical perspectives with practical observations (Creswell & Plano Clark, 2007; Hurmerinta-Peltomäki & Nummela, 2004).

In the study, a selected informant collection method will be used. The staff of the psychiatric clinic at the hospital will refer 3–5 clients aged 18–30 who experience social anxiety and are willing to participate in the research. I will interview these clients and select 3–5 cases for my study.

The inclusion criteria for the study are:

- 18-30 years of age
- Consent to record the meetings by audio recording and taking notes.
- Willingness to participate in the study and allow the use of collected data anonymously in future thesis and possibly in further materials, such as articles and dissertations.
- Willingness and ability to participate in interventions directed at childhood family social panorama and self-image as guided by the researcher.
- Proficient in Finnish or English, enabling interaction with the researcher.
- Commitment to the research process from start to finish during the spring and summer of 2024.

The exclusion criteria are:

- Under 18 years of age.
- Refusal to collect, record data, and use the research material in the thesis and possible future materials.
- Inability or unwillingness to participate in the guided interventions of childhood family social panorama and self-image.
- Insufficient Finnish or English language skills, hindering interaction with the researcher.
- Failure to attend research meetings or discontinuation of the process.

Research Schedule

 The aim is to study patients suffering from social anxiety at a psychiatric clinic of the hospital in Southern Finland. The research is intended to be conducted during the spring and summer of 2024 (Attachment 1.), primarily in the

hospital's facilities or, if necessary, in my own office. I will meet with the participants in the study 5–7 times.

The first meeting involves an introduction, mapping social anxiety using tools like FIN-SPIN and LSAS questionnaires, self-assessment scales, and identifying the individual's goals related to social situations. 2. In the second meeting, I will model the structure of the individual's experience of social anxiety and their self-image in social situations. 3. (and if necessary, in the 4th–5th meetings), the intervention directed at the childhood family social panorama will be conducted. In the following session (4th–6th), we will remap the self-image in social situations and assess the level of social anxiety using the SPIN-FIN scale, LSAS questionnaire, and self-assessment scale. If necessary, a self-image intervention will be directed. In the final meeting, we will again assess the level of social anxiety with the FIN-SPIN scale, LSAS questionnaire, self-assessment scale, and by checking the self-image in social situations. I will start the transcription and documentation of the data concurrently with the interviews and interventions. At the end of the meetings, I will analyse the results, draw conclusions in a summary, and finally write the report.

Ethical Considerations

Ethics Special attention is paid to the protection of participants, transparency, and honesty in data collection, and considering the impact of the researcher's insider status. To protect participants, it is ensured that they understand the voluntariness of their participation and their right to withdraw from the study at any time without consequences. Written consent to use the research data is obtained. To ensure anonymity and privacy protection, all data collected in paper and audio format will be stored and processed anonymously and kept securely under double lock and on an external hard drive. Strict ethical practices in data collection and storage, including data encryption and

restricted access to the researcher, are adhered to. The influence of the researcher's background and relationship to the research topic is acknowledged, and efforts are made to actively identify and manage potential biases. During the interventions, particular attention is paid to adhering to ethical principles. Participants are informed about the potential effects of the interventions, ensuring their understanding of the significance of their participation. Participant wellbeing is prioritized, and efforts are made to actively minimize any potential adverse effects. To ensure ethical standards in the research, commitment is made to adhere to the ethical guidelines and standards of the field.

Learning Objectives

During my research, I aim to achieve personal learning outcomes that are crucial for my professional development as a researcher, neuro coach, and trainer. My primary goal is to deepen my understanding of the structure of social anxiety and the impact of childhood family social panorama on an individual's self-image and experiences. Concurrently, I will develop my skills in qualitative research, particularly in data analysis, interpretation of results, and critical evaluation of information. Additionally, I will focus on enhancing my ability to present research findings clearly and concisely, both in writing and verbally. An important part of my learning also involves a deeper understanding of ethical aspects in qualitative research, including handling sensitive topics, considering participants' rights, and adhering to research ethics principles. In the future,  comprehensive development process will help me function more effectively in my professional roles.

Summary

I chose this research topic based on my own experiences, which have sparked my interest in the impact of social anxiety on people's performance in

both academic and professional settings, including its effects on society. In particular, my interest lies in the structural level of the experience of social anxiety and how structural changes affect this phenomenon. This research aims to investigate the factors influencing social anxiety, with a specific focus on the impact of the childhood family's social panorama on an individual's self-image and the experience of social anxiety. The goal is to deepen understanding of the structure of social anxiety and to offer new perspectives on its treatment methods. The intention is to publish the research findings in scientific articles, thereby enhancing awareness and understanding of the diversity of social anxiety and the significance of the social panorama. On a broader scale, the purpose of the study is to help develop more effective strategies for the prevention and treatment of social anxiety. On a personal level, this project supports my development as a researcher, neuro coach, and educator, enriching my expertise in the field of social anxiety and improving my research and presentation skills.

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Attachment 1

Research Work	02/2024	03/2024	04/2024	05/2024	06/2024	07/2024	08/2024	09/2024
1. Meeting: Initial Discussion, Acquaintance, Mapping Social Anxiety with FIN-SPIN +LSAS tests + Self-Assessment and Goal Setting	X	X						
2. Meeting: Modeling the Experience of Social Anxiety and Mapping Self-Image in Social Situations 1		X						
3.-5. Meeting: Family Social Panorama Intervention in Childhood (1-3 sessions as needed)		X	X					
4. (5.-6.) Meeting: Mapping Self-Image in Social Situations 2, Assessing Experience of Social Anxiety, FIN-SPIN +LSAS tests + Self-Assessment, Checking Goal Achievement, and Self-Image Intervention (if needed)			X	X				
Transcribing, Documenting, and Analysing Interviews and Interventions		X	X	X				
5. (6.-7.) Meeting: Checking Self-Image in Social Situations 3, Assessing Experience of Social Anxiety FIN-SPIN +LSAS tests + Self-Assessment				X	X			
Formation of Results					X			
Summary of Results					X	X		
Research Conclusions						X	X	
Report Writing							X	X

FINAL GRADE

78/100

GENERAL COMMENTS

NOTE: Similarity was showing 100% as this submission was submitted on the wrong module link - verified by Gary Metcalfe - digital receipts seen.

Similarity report now shows 26% all of which where citations and references correctly recorded in this work. No action required.

This is an excellent project proposal and you have shown your understanding of the subject and made an excellent critique of recent and relevant research in providing your argument to support your research question. Your research will put your knowledge and skills to very good use in your approach and you have identified how your research will inform your future practice as well as potentially identifying benefits for the participants and future clients. You have included a well thought through plan of action with supporting frameworks to gather your data.

Engagement with Literature - 16/20

Knowledge and Understanding - 16/20

Cognitive and Intellectual Skills - 15/20

Practical Skills - 15/20

Transferrable skills - 16/20

Overall 78% These marks will be a % of your overall final marks.

I have also included 'in text' comments for your perusal.

QM

Recent and Relevant

Excellent use of recent and relevant literature to support your argument.

QM

Recent and Relevant

Excellent use of recent and relevant literature to support your argument.



Comment 1

Does the literature support this argument?

QM

Recent and Relevant

Excellent use of recent and relevant literature to support your argument.



Comment 2

Good point - do you know what the gaps are? Include in the final report, perhaps,



Comment 3

Why hasn't anyone else looked at this perspective?



Comment 4

Good - make sure this point is in final report.



Comment 5

This could also inform a further body of research for yourself at Doctorate level, perhaps.



Comment 6

Excellent mix of recent and relevant research here showing your depth of research on the subject.

PAGE 4



Comment 7

who says?



Comment 8

I would have liked to have seen you say.... from this review I conclude that....

PAGE 5



Comment 9

Well thought out. I like that you have detailed the methods here too.

PAGE 6

PAGE 7



Comment 10

I like you are already looking at how you will use this research in your future practice.

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

ENGAG W/LIT (20%)

0 / 0

Engagement with literature (including current research, referencing, academic conventions and academic honesty)

FAIL 0-29% ()	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.
FAIL 30-44% ()	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.
MARGINAL FAIL 45-49% ()	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.
SATISFACTORY (PASS) 50-59 ()	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.
GOOD TO VERY GOOD (MERIT) ()	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.
EXCELLENT (DISTINCTION) 7 ()	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.
EXCEPTIONAL (DISTINCTION) ()	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.

KNOWL&UND. (20%)

0 / 0

Knowledge and understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)

FAIL 0-29% ()	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.
FAIL 30-44% ()	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.
MARGINAL FAIL 45-49% ()	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.

SATISFACTORY (PASS) 50-59
() Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship, A critical awareness of current problems and/or new insights though this may be under-developed occasionally.

GOOD TO VERY GOOD (MERIT)
() Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.

EXCELLENT (DISTINCTION) 7
() Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.

EXCEPTIONAL (DISTINCTION)
() Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.

COG&INTSKILLS (20%)

0 / 0

Cognitive and intellectual skills \n(Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)

FAIL 0-29%
() Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of credible evidence.

FAIL 30-44%
() Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.

MARGINAL FAIL 45-49%
() Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.

SATISFACTORY (PASS) 50-59
() Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.

GOOD TO VERY GOOD (MERIT) () Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)

EXCELLENT (DISTINCTION) 7 () Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.

EXCEPTIONAL (DISTINCTION) () Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.

PRAC.SKILLS (20%)

0 / 0

Practical skills\n(Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)

FAIL 0-29% () Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.

FAIL 30-44% () Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.

MARGINAL FAIL 45-49% () An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.

SATISFACTORY (PASS) 50-59 () An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.

GOOD TO VERY GOOD (MERIT) () A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.

EXCELLENT (DISTINCTION) 7 ()	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.
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EXCEPTIONAL (DISTINCTION) ()	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
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TRANSF.SKILLS (20%)	0 / 0
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Transferable skills for life and professional practice\n(Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic approach; clarity and effectiveness in presentation and organisation.)

FAIL 0-29% ()	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in professional, postgraduate employment.
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FAIL 30-44% ()	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.
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MARGINAL FAIL 45-49% ()	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.
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SATISFACTORY (PASS) 50-59 ()	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in professional, postgraduate employment, with some areas of strength and some of minor weakness.
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GOOD TO VERY GOOD (MERIT) ()	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously
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and/or as part of a team, with a good contribution to group activities.
Demonstrates comprehensive professional, postgraduate employment skills.

EXCELLENT
(DISTINCTION) 7
()

Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.

EXCEPTIONAL
(DISTINCTION)
()

Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a strong appetite for further development.