

Inclusivity: reflections from UCL Queen Square Institute of Neurology

Weds 6th April 2022

Workshop Convenors:

Dr. Caroline Selai

Ms. Tahmina Uddin

Ms. Elisabeth Long

Introductions

Dr. Caroline Selai

- Associate Professor, UCL Queen Square Institute of Neurology
- Member of British Psychological Society (BPS)
- Co-Director of UCL Cultural Consultation Service
- MSc Programme Co-Director

Ms. Tahmina Uddin

- UCL Alumnus
- Teaching Fellow & PhD student, University of Hertfordshire

Ms. Elisabeth Long

- MSc Clinical Neuroscience (2021/22), UCL Queen Square Institute of Neurology

Workshop participants..?



Dr. Caroline Selai

UCL Institute of Neurology

Feedback in context:

UCL Queen Square Institute of Neurology

The staff-student working relationship

- Anxiety

Feedback and The Anxiety Cycle

- Anonymised cases

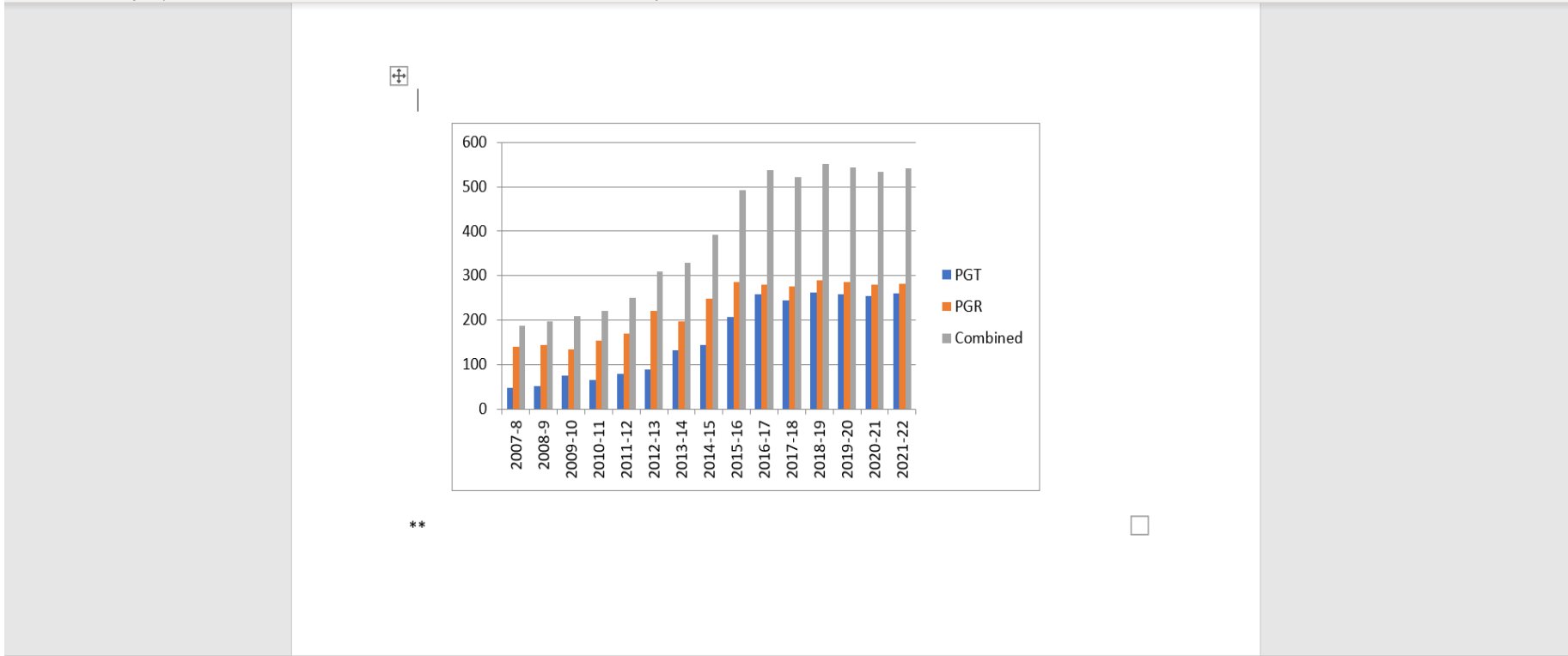
Elisabeth Long: MSc Clinical Neuroscience (2021/2022)

What can we do in future?

Word ribbon: File, Home, Insert, Draw, Design, Layout, References, Mailings, Review, View, Zotero, Help, Accessibility Reminder, **Table Design**, Layout

Table Design ribbon options:

- Table Style Options:
 - Header Row
 - First Column
 - Total Row
 - Last Column
 - Banded Rows
 - Banded Columns
- Table Styles: [Grid icons]
- Shading: [Color palette]
- Borders:
 - Border Styles: [Line styles]
 - Pen Color: [Color palette]
 - Borders: 1/2 pt
 - Border Painter: [Icon]



The staff-student working relationship

One feature

- Anxiety
- Many reasons e.g. perceived power imbalance

The staff-student working relationship

Anxiety and feedback

When might 'criticism' be perceived as:

1. Constructive i.e. supportive..?
2. Negative i.e. attacking..?

Feedback and The Anxiety Cycle

Cognitive Behavioural Therapy (CBT model)



Anonymised cases

Anonymised cases

1. Cultural background
2. Neurodiversity
3. Post-traumatic Stress Disorder (PTSD)
4. Extreme anxiety
5. Emotionally Unstable Personality Disorder (EUPD)

1. Cultural background

One example:

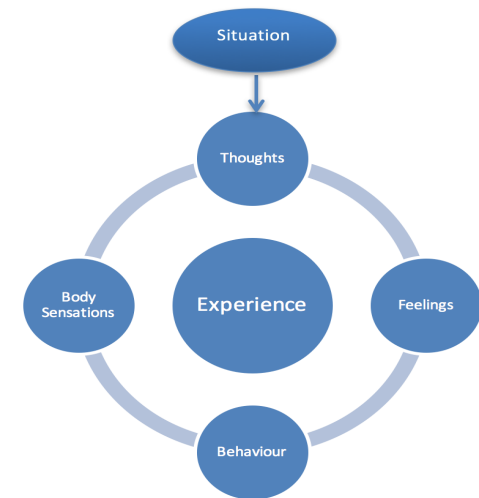
- PhD student (non-UK)
- Metaphors of supervision
 - Warrior
 - Family / Father



2. Neurodiversity

One example:

- Autistic Spectrum Disorder (ASD)
 - Difficulties with 'mentalization'
(the ability to understand the mental state of oneself or others that underlies overt behaviour)



3. Post-traumatic Stress Disorder (PTSD)

- Flashbacks
- Triggers
- Grounding



4. Extreme anxiety

e.g. Generalised Anxiety Disorder (GAD) / Panic Disorder



5. Emotionally Unstable Personality Disorder (EUPD)

Some features:

- Emotional instability
- Disturbed patterns of thinking or perception: "cognitive distortions"
- Impulsive behaviour
- Intense but unstable relationships with others



The staff-student working relationship

Re-cap:

Anxiety and feedback

When might 'criticism' be perceived as:

1. Constructive i.e. supportive..?
2. Negative i.e. attacking..?

Feedback:

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Elisabeth Long: MSc Clinical Neuroscience (2021/2022)

What can we do in future?

Elisabeth Long: MSc Clinical Neuroscience (2021/2022)

1. Not replying to emails from students
2. Tone and language i.e. choice of words
3. Importance of Personal Tutors

What can we do in future?

Make the implicit explicit..?



Feedback:

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What can we do in future?

Thanks for listening!