

## March 2020

The Community Zone was a themed psychology zone for secondary schools and sixth form classes, supported by the British Psychological Society. There were five psychologists taking part:

- Peter Kinderman is a Professor of Clinical Psychology at the University of Liverpool, studying why people develop mental health problems.
- Mhairi Bowe is a Senior Lecturer at Nottingham Trent University, who studies how identity and social relationships relate to health and wellbeing.
- Madeleine Pownall is a PhD Student at the University of Leeds, researching into the stereotypes associated with pregnant women.
- Catherine Talbot, the winner of the Community Zone, is a PhD student at the University of Exeter, looking into how people with dementia use social media.
- Andrew McNeill is a Lecturer at Northumbria University, exploring how people respond to being victims of wars and conflicts.

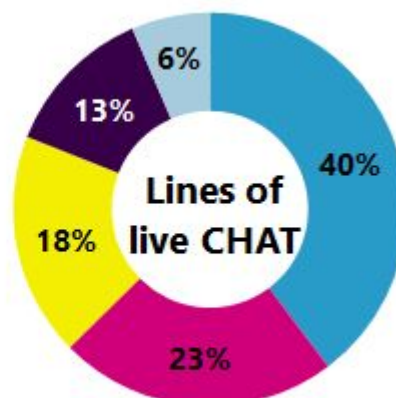
## Key figures

We allocated 10 schools to this zone. Five did not use their spaces, accounting for 15 unused class spaces. This meant the zone was the quietest for March 2020 on most metrics.

Due to the effects of coronavirus, many schools reported a large number of staff and student absences, which had an impact on their participation in the second week. Students could still access the chat from home so we still opened bookings, but there were a lower number of chats than we would normally see, and they were quieter on average.

|                                                      | COMMUNITY ZONE | MAR '20 ZONES AVERAGE | 2012-19 ZONES AVERAGE |
|------------------------------------------------------|----------------|-----------------------|-----------------------|
| Schools                                              | 5              | 7                     | 10                    |
| Students logged in                                   | 140            | 300                   | 385                   |
| % of students active in ASK, CHAT, VOTE, or comments | 84%            | 86%                   | 87%                   |
| Questions asked                                      | 76             | 251                   | 637                   |
| Questions approved                                   | 67             | 154                   | 284                   |
| Answers given                                        | 178            | 287                   | 512                   |
| Comments                                             | 7              | 27                    | 66                    |
| Votes                                                | 92             | 204                   | 301                   |
| Live chats                                           | 6              | 14                    | 16                    |
| Lines of live chat                                   | 2290           | 4869                  | 5,722                 |
| Average lines per chat                               | 382            | 358                   | 357                   |

## Scientist activity

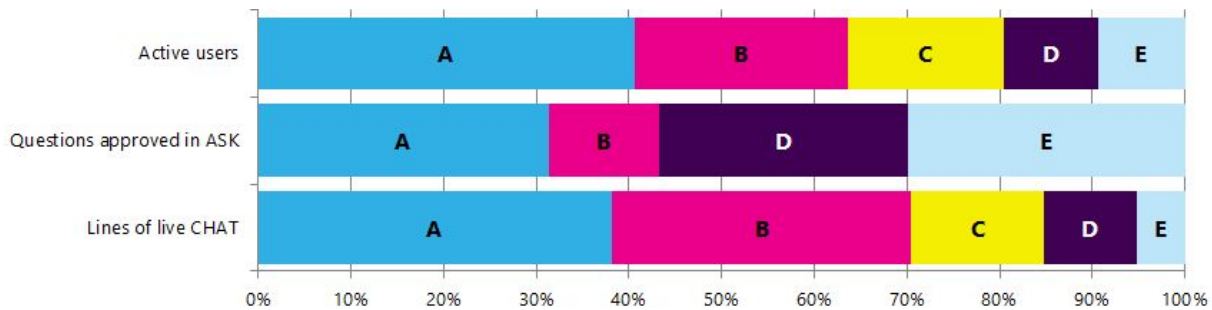


### PLACE

- Catherine Talbot
- Madeleine Pownall
- Andrew McNeill
- Peter Kinderman
- Mhairi Bowe

- 1st
- 2nd
- 3rd
- 4th
- 5th

## School activity



|                                                     | YEAR GROUP(S) | CLASSES |
|-----------------------------------------------------|---------------|---------|
| <b>A</b> Furness Academy, Barrow-in-Furness (WP/U)  | 8,9           | 2       |
| <b>B</b> Hayesfield Girls School, Bath              | 9             | 1       |
| <b>C</b> Colmers School, Birmingham (WP)            | 10            | 2       |
| <b>D</b> St John Rigby RC Sixth Form College, Wigan | 12            | 1       |
| <b>E</b> Space Studio West London, Hounslow (WP)    | 12,13         | 1       |

We have found that schools that are more than 30 minutes travel time from their closest Higher Education Institution are less likely to receive visits and benefit from engagement activities. We give priority to underserved (U) and widening participation (WP) schools when allocating places. Find out more about our research at <https://about.imascientist.org.uk/2017/school-engagement-in-stem-enrichment-effect-of-school-location/>

## Popular topics

Discussions in the Community Zone were on very on topic, with students interested in the psychologists research areas. They asked a lot of questions about Peter’s work on mental health, such as different illnesses such as anxiety and depression, as well as more practical aspects of his job such as his commute from Liverpool to Manchester. They asked about Catherine’s work on dementia, how social media can help people with dementia to feel better and why she chose to specialise in this area.

Like all the zones, a common question was about coronavirus. The students asked about the effect of coronavirus on mental health, as well as how behaviour has changed towards Asian people throughout this outbreak.

The student’s also asked the psychologists favourite films and TV series, as well as asking whether they had done any charity work.





## Examples of good engagement

The students were asking lots of questions around the range of careers available within psychology, and how the students could gain experience:

**9 PercyShelley:** @all In university, is it better to study psychology and then a combined course (Psychology + criminology, for example) or start with a combined course? [Reply](#)

**Madeleine:** @PercyShelley: Would you like to study two subjects? [Reply](#)

**9 PercyShelley:** @Madeleine: I would like to be a criminal psychologist but mainly involved in theraputic rehabilitation more than creating criminal profiles (i don't know if there is a term for this, or if i can choose to do that). [Reply](#)

**Madeleine:** @PercyShelley: You're talking about Forensic Psychology! This is a huge and diverse area of psychology. Most psychology degrees will teach Forensic Psychology - so look out for the ones who specialise in it! [Reply](#)

**16 city388bat:** @all what voluntary work can we be doing to get expirience in psychology? [Reply](#)

**Madeleine:** @city388bat: I volunteered at a local psychology service (neuropsychology) and worked as a support worker with children with brain injuries to get some more hands-on experience :) I also worked as a part-time receptionist at an Eating disorder clinic [Reply](#)

**16 city388bat:** @Madeleine: did you do that before/after/during your degree? [Reply](#)

**Madeleine:** @city388bat: All 3! The volunteer work was mainly before, while I did my A-levels [Reply](#)

There was many questions into Catherine's work into social media and dementia, showing how the psychologists research transfers into everyday life:

**10 hawk388bat:** @Catherine do you find that people with dementia know how to use social media properly? [Reply](#)

**Catherine:** @hawk388bat: The people i spoke to were really good at using social media which i was surprised by. They were really tech-savvy! However, these were people in the earlier stages and they were very young [Reply](#)

**10 hawk388bat:** @Catherine: what age was the youngest patient with dementia? [Reply](#)

**Catherine:** @hawk388bat: the youngest person i spoke to was 48! Most people get diagnosed after the age of 65 so this person was very young [Reply](#)

**10 hawk388bat:** @Catherine: was there a specific reason you chose to study this? [Reply](#)

**Catherine:** @hawk388bat: I've always been interested in online behaviour. Then i noticed that noone was considering people with dementia and the impact social media had on them. It was the chance to do something novel and help people! [Reply](#)



## Scientist winner: Catherine Talbot

Catherine's plans for the prize money: "I would like to use the prize money to host events that encourage young people to get into psychology 🧑🏻🔬"

Read Catherine's [thank you message](#)

## Student winner: Honor

As the student winner, Honor will receive a certificate and a gift voucher.

## Feedback

We're still collecting feedback from teachers, students and scientists but here are a few of the comments made about March's *I'm a Scientist*...

*All our students have thoroughly enjoyed the experience, learned a lot and had something positive to cling to this past week*  
— Teacher

*Thank you so much for chatting to the Future Psychology students. Great event!*  
— Teacher

*Thank you for answering every question no matter what the challenge!*  
— Student

*I feel like I am directly talking to you!!!!!!*  
— Student

*Thank you for giving up the time and answering our questions you have informed us with a lot of cool and amazing information*  
— Student

*I would highly recommend I'm A Scientists to my colleagues, as I had an incredible experience. The ability for high school students to ask questions (including some real tough ones) directly is a fantastic outreach tool, and I feel privileged to have taken part.*  
— Scientist