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# Social and sensory differences in autistic and non-autistic adults with anorexia nervosa

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Accumulating research evidence has established an overlap between autism and anorexia nervosa (AN). Recent qualitative evidence proposes a broad range of autism-specific mechanisms, including social and sensory processing. However, while previous studies have adopted a multi-perspective approach, to date no study has explored these perspectives as dyads. The current study explores social and sensory differences in autistic and non-autistic individuals with anorexia and their parents. Autistic and non-autistic individuals (18+ years) will be interviewed with a parent/primary caregiver. Interviews will be analysed using Interpretative Phenomenological Analysis (IPA; Smith et al, 1996). An expert by experience assisted in the development of the interview schedule, as well as in the development of the themes. Six dyads have been interviewed. Preliminary findings suggest common and autism-specific factors. Difficulties with social relationships, isolation and socio-emotional communication were common across both groups. Social comparisons appear to be more prominent in non-autistic individuals, while autistic participants reflected a 'differences, not deficits' approach. Differences in interception were reported across both groups, however autistic participants displayed more pronounced multi-sensory sensitivities. Clinical implications including the increased awareness of neurodiversity presentations and communication in ED services and the development of person-centred, autism-specific interventions will be discussed.

Keywords: anorexia nervosa; autistic adults; autism; eating disorders; non-autistic adults

# Delivery and implementation of workplace health programmes in UK contract centres: A qualitative study exploring organisational and cultural factors and the impact of Covid-19

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Contact centres often provide fewer opportunities for promoting health behaviours as compared to other desk-based workplaces which can be attributed to a number of organisational factors. COVID-19 posed further challenges to workplace health in this setting. This study aimed to explore the impact of new and existing organisational and cultural factors on workplace health initiatives within UK contact centres during this time of transition. A total of 15 semi-structured stakeholder interviews were conducted (February–June 2021). Interviews were analysed using a codebook thematic analysis approach, and further discussed using organisational culture theory. Stakeholders felt that, both pre and (more so) post-pandemic, organisations were taking more responsibility for employee wellbeing than ever before. However, efforts varied by organisation and there was a lack of knowledge on best practice for supporting wellbeing in the context of hybrid working. Organisational factors (such as productivity monitoring) presented barriers to implementation of, and participation in, health initiatives. There is a need for organisations to gain an increased understanding of cultural and organisational factors prior to and during wellbeing programme implementation to increase effectiveness and sustainability and support positive organisational change. Subsequent studies should address the identified organisational barriers to health initiatives in the context of hybrid working.

Keywords: COVID-19; contract centres; health programmes; organisation; workplace

# Developing music videos on psychoeducation

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Research has articulated psychoeducational programs for alleviating mental health challenges, however poor access hinders its impact on young people and are seldomly willing and able to assimilate information given to them in textual form. This study aims to research how to improve the mental wellness of adolescents by developing accessible coping skills education. The project translates academic research on mental health coping skills topics, alongside individual interviews on topics in documentary and song format. These will be packaged into publicly accessible multimedia in the format of music video documentaries, co-created with young adults. Experimental Docu-Music-Video (DMV) productions will be informed by cognitive and multimedia learning theories and co-created with intended young audiences. Dissemination was conducted across dozens of online events on multiple platforms and featured in popular channels and radio, reaching a diverse international audience. Feedback was collected from film participants, and feedback from audience members. Themes were observed and identified, indicating the effects of the films, informing iterative designs following each DMV. These designs serve to further the development of effective multimedia aiming to increase public wellbeing and mental health education. This development will be elaborated upon, and its implications will be discussed.

Keywords: music; music videos; mental wellness; psychoeducation; psychological intervention

# Using autoethnography as a possibly to trouble 'epistemic injustice'

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I broadly take epistemic injustice (Fricker, 2007; Byskov, 2021) as the unfair denial of our faculties as knowledgeable beings based on a series of prejudices, related to: gender, socio-economic status, sexuality, accent, ethnicity, cultural practices, among other elements. I think both in its testimonial manifestation (based on prejudices about a potential speaker) as well as its hermeneutical (social structures-dynamics sustaining the injustice) dimension (Fricker, 2007). I take these representations not as separate entities, but instead, as always intersecting with each other. I use autoethnographic accounts to dive into the ordinary moments in which this concept, epistemic injustice, seems to crawl its way into life – with me – with us. I seek to embrace 'assemblage ethnography' (Wyatt & Gale, 2013), both as a way into autoethnography but also as a critique of the solely authored, solely thinking 'auto'. This is an effort to engage in autoethnography interested in the collaborative nature of its work, with presence (s) / co-presence with others, and the always moving forces of affect.

Keywords: accent; autoethnographic; culture practices; ethnicity; sexuality

# The impact of COVID-19 on mental health in parents and their children with and without intellectual disabilities

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The COVID-19 pandemic has resulted in many life changes for parents and their children, resulting in implications for their mental health. Parents and their children with an intellectual disability (ID) may have faced additional challenges, such as lack of respite and support services, which may also result in implications for their mental health. The purpose of this study was to investigate how the pandemic, including the United Kingdom's responses to the pandemic, has impacted the mental health of parents and their children with and without an ID. Parents and caregivers of a child with or without an ID between 5–19 years old in the UK were recruited via social media platforms, charity group pages, and email lists. Participants completed an online survey assessing child's ID status, sociodemographic characteristics, child's challenging behaviours, and parental psychological distress. Analyses indicated that children with an ID experienced significantly more challenging behaviours than children without an ID. Parents of children with an ID also experienced more psychological distress, including depression, anxiety, and stress, than parents of children without an ID. Child challenging behaviour were associated with parental psychological distress. Sociodemographic characteristics, such as child's gender, number of siblings, and parental education qualification, were differently associated with child and parental psychological distress depending on the child's ID status. Findings indicate that parents and their children with an ID have faced unique challenges during the pandemic in comparison to parents and their children without an ID, notably presenting with more child challenging behaviours and parental psychological distress. These findings outline the mental health needs of parents and their children with an ID in the UK during the pandemic and may have implications for mental health support for these populations.

Keywords: children; COVID-19; intellectual disabilities; mental health; parents



# Perceptions of the impact of COVID-19 among emerging adults living in Scotland

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Research resulting from the COVID-19 pandemic has evidenced that UK adolescents and young adults together have experienced changes in mental health, socialising, and well-being. During the pandemic, this included increases in felt anxiety, loneliness, relationship tension, difficulty with remote learning, but also perceived improvements in mental health (McKinlay et al., 2022). Few studies have focused on understanding the experiences of emerging adults, a subset of the young adult population, who faced unique challenges in achieving the normative experiences, milestones, and psychosocial development associated with this life stage period (Arnett, 2007; Shanahan, 2000; Stroud & Gutman, 2021). The current study explored the lived experiences of emerging adults aged between 17 to 21 years living in Scotland during the pandemic, a sample with no prior research focus during the pandemic despite facing some of the most stringent restrictions within the UK (Cameron-Blake et al., 2020). Interpretive Phenomenological Analysis was used as the theoretical and analytical framework (Pietkiewicz & Smith, 2012). Semi-structured interviews ( $n = 12$ ) were conducted from August 2021 to November 2021 to capture how emerging adults evaluate their pandemic experiences and capture what the psychosocial impacts were specifically among this group. Transcripts were de-identified, transcribed and systematically coded. Prospective themes include 'losing normative development experiences', 'reflecting on and changing personal values', 'feeling isolated', 'feelings of uncertainty and anxiety', 'sense of unfairness', and 'reframing the context'. Findings from this research will inform future research to measure long-term adjustment among emerging adults and to identify avenues for supporting their mental health and well-being.

Keywords: adults; COVID-19; experiences; phenomenological analysis; well-being

# Ethnography for researching social and emotional well-being

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This study examines children's social and emotional learning within culturally occurring contexts of socialisation in Sri Lanka. The aim is to attempt to understand how the development of their social and emotional skills contributes to children's resilience to violence, which is a largely normalised phenomenon. This study aim to use ethnography as my main method of inquiry, through a combination of traditional and modern ethnographic methods, with both adults and children. This will focus on the ethnographic methods the researcher will employ with children. Ethnography provides an opportunity for children to be active participants of the research, through which their lived experiences, their interpretations of their own lives, ideas and opinions are recognised and valued as integral findings of the research. The researcher will explore the implications of these qualities of ethnography in the Sri Lankan context, in which childhood is usually socially constructed as powerless, passive, dependent. Michel Foucault's theories of power (1990) and James et. al., theories of children's cultures and socialisation (1998) combine to elicit important perspectives of power's play in children's experiences and their interpretations, especially in today's rapid digital transformation. The role of relative power in determining how children understand and interpret their roles and responsibilities towards themselves and others, how they perceive their learning and how to use what they learn, have far reaching implications on how children develop and use social and emotional skills to cope with adversity.

Keywords: children; emotional needs; ethnography; socialisation; well-being

# Nursing burnout related to electronic health records in hospital settings: Mixed-method study

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There is growing evidence to suggest that EHRs can be associated with clinicians' burnout, which may hamper their effective use and introduce risks to patient safety. Little is known about nursing burnout related to EHR use. The study aimed to provide understandings of contributing factors to nursing burnout related to EHR through a mixed method, guided by sociotechnical approach, which studies the interaction between people (nurses) and technology (EHR) within a social context (hospital settings). I conducted the study in a large hospital located in a single metropolitan city in Saudi Arabia as a case study of this phenomenon. This hospital is adopting an advanced health information system (recognised as HIMSS 7). Clinical nurses working in inpatient units using an EHR on a daily basis were included. A total of 282 completed survey responses were included in the study, and a total of 21 nurses participated in the interviews. The integrative findings of both mixed methods indicated that the nurse participants' level of acceptance of their EHR was relatively high. Nurses addressed several issues in EHR that caused disruptions in the workflow, which contributed to their stress. Documentation burden and poor usability were the most reported EHR stressors which led to increased time spent on the EHR. Protective factors from EHR stressors were informatics' support, effective teamwork, workarounds, and self-adapt. Nurses perceived stress from the EHR as manageable or adaptable that did not reach to burnout level. The study recommendations echoed the identified EHR problems.

Keywords: burnout; electronic data; health records; hospital; nurse;

# Dynamism in nursing professional socialisation: The role of retrospection and propection in experiential learning

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Professional socialisation in nursing (PSN) has been generally described as a complex process whereby students become members of the profession through the acquisition of specialised knowledge and the development of a professional identity. In this process, the experiences of professional learning through formal university training have been documented as a core aspect. Based on the previous and drawing upon the analytical corpus of my focused ethnographic research with Chilean nursing students, I will present some emergent theorisations that may illuminate the phenomenon of experiential learning in PSN. Specifically, I will briefly discuss how students may mentally and meaningfully interact with past and future experiences – what I encapsulate in the dynamic phenomenon of retrospection and propection, respectively – thereby emerging new learning experiences in the present that allow them to (re)construct their professional self (i.e. the professional they are becoming). These theorisations, I will argue, reject the view of experiential learning – and therefore of PSN more broadly – as a linear phenomenon; rather, they substantiate what I call a longitudinal dynamism whereby the time dimension becomes highly relevant.

Keywords: dynamism; experiential learning; nurse; retrospection; socialisation

# Nurses' embodied aesthetics when caring for patient-related, emotionally overwhelming events: Trauma-informed enquiry

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Due to the COVID-19 pandemic, increasing nursing workload in acute care settings has intensified emotional demands while causing nurses to experience uncertainty, fear, and helplessness, leading to professional shock. Across the globe, nurses are experiencing emotional exhaustion, at risk of developing secondary trauma. Although statistics have been collected to quantify datasets of burnout, acute nursing has been scarcely considered when researching on affect and trauma. Particularly, embodied inquiries driven by neuroscientific and trauma-based theories, have not yet been designed. Addressing this gap, the current study explores affect regulation in emergency and critical care nurses who have been experiencing emotional exhaustion. This study aims to start collecting data through interviews and audio-diaries within six months. This will be carried out by engaging with participants beyond cognition, at a post-qualitative research level, in an embodied encounter and bottom-up exploration of affect. This study aims to address both the challenges and advantages of applying embodiment and trauma-theory as theoretical lenses to data collection. In-depth understanding of nurses' neurophysiology of safety, bodily, and emotional responses has the potential to initiate opportunities for trauma healing amongst nursing professionals. Why not giving space to nurses' voice in such turbulent times?

Keywords: aesthetics; emotions; nurse; patient; trauma

# Life after the NICU: A comparative study of parental mental health using ecological momentary assessment

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Parents who have had their new-born admitted to the NICU are vulnerable to developing depression, anxiety or PTSD after discharge. Such parental mental illness can lead to less responsiveness towards their infant and lowered affect during infant interactions, leading to poor infant-parent attachment. Previous studies looking at the mental health of parents after discharge have failed to capture the daily fluctuations in mental wellbeing that the parents of new-borns may experience. Therefore, this study will utilise ecological momentary assessment (EMA), a method which allows us to better understand context dependent aspects of the daily lives of parents. Parents of infants who have, and have not, had a stay in the NICU will complete a battery of questionnaires and one week of smartphone EMA. Using this methodology in parents who have experienced an NICU stay and parents who have not, will give a novel insight into the differences between these groups in daily fluctuations of parental mood, how these fluctuations relate to daily experiences of stress, how such stress and mood might activate the use of certain coping strategies, and how these daily fluctuations might momentarily affect how a parent feels towards their child. After one-year parents may be re-contacted and asked to complete the same questionnaires and EMA. The aim of this second part of the study is to identify changes at the micro level (in the daily assessments) which may predict changes in the longer-term mood and mental health of the parents.

Keywords: assessment; ecological; mental health; NICU; parents

# Mentalisation in daily affect: Emotional

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Understanding complex mental health problems in young people will result in efficient and more effective clinical early interventions. Current evidence based only in retrospective measures (i.e., how do you feel on average last week?) misses important context-dependent aspect of daily life (i.e., what is your current emotion? how you been aware of your emotions today?) (Myin-Germeys and Kuppens, 2022). Mental health is dynamic and includes moment-to-moment and day-to-day changes in the awareness of our own behaviour and emotions (Luyten et al., 2020). Such changes can be study with micro-longitudinal assessments, such as Experience Sampling Methodology (ESM). ESM captures variability of daily life aspects by multiple micro longitudinal assessments which could be easily implemented using a smartphone. ESM could provide a more comprehensible insight into the variability of mental health difficulties during adolescence and beyond. All these variations in daily life could add new lights into current evidence of occurrence, relapse, and recurrence in mental health problems; especially in young people who might experience a negative impact from early onset and recurrence of mental health problems. This study aims to understand the variability of mentalization, thinking about others in terms of mental states, when facing contextual stressors, and its influence in the effect of emotion regulation in daily emotions of young mental health services users that have experienced or not relapse (14- to 25-year-old) using ecological longitudinal methodology (ESM). This study will improve the understanding into deficit of ER and MZ abilities and provide new insights for effective preventative interventions.

Keywords: affect; emotional; mentalisation; smartphones; young people

# Exploring socially transformative resilience among marginalised youth: A systematic review (in-progress) using best fit framework synthesis

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This systematic review using Best Fit Framework Synthesis (BFFS) explores and evolves the Socially Transformative Resilience Model (STR Model; Leventhal et al., 2021). STR is a process by which marginalised individuals can respond to challenges, building both psychosocial wellbeing and psychological liberation. STR has been developed based on theory; this review evolves the construct based on marginalised youth lived experience. Publications were included if they: (1) Had marginalised adolescents (ages 13–18) as a key study group; (2) Qualitatively described adolescent first-person experiences of challenge(s); (3) Qualitatively described how experiences were related to psychosocial wellbeing and psychological liberation; (4) Included qualitative analyses of primary data; (5) Were a published, peer-reviewed academic article, book, book chapter, PhD thesis, or unpublished report; (6) Were published on or before 2 April 2021; and (7) Were published in English. Reviews, discussion papers, editorials, commentaries, and conference abstracts were excluded. Sixteen databases were searched (last searches: 3 April 2021), producing 3234 results. All 3234 titles/abstracts were screened, and 716 full texts were assessed for eligibility. Ultimately, 76 studies were included. Populations include racial and ethnic minority youth; indigenous and native youth; those living in poverty or with low-income; low- and middle-income country residents; refugees, immigrants, and vulnerable migrants; sexual and gender minorities; and those experiencing homelessness. A priori codes were developed based on Leventhal and colleagues' STR Model (2021). New codes were generated inductively via thematic analysis. As the review progresses, a new framework will be generated. This review is registered in PROSPERO (registration ID: CRD42021231458).

Keywords: adolescents; marginalised youth; resilience; social issues; transformative framework



# Food security and photo-elicitation: A qualitative evidence synthesis

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Access to food by populations that are considered vulnerable can experience particular challenges. Many studies have been conducted around the topic of food insecurity, utilising different data collection methods, the most common ones, surveys, interviews or focus groups. Given that access to food is directly related with the surrounding physical food environment, having a method that allow researchers to have a better understanding of the physicality of the world where people live, hindering or challenging their access to food could present a valuable vehicle to understand better the experience of food security of this population. This poster will present the protocol for a systematic review aiming to find, analyse and synthesize the findings that studies of food insecurity/security using photo-elicitation can provide. The purpose, besides getting a deeper insight on the aspects of the physical environment that influence food access, is to provide an understanding on how visual-research methods contribute to the study of food security.

Keywords: environment; food; food security; photo-elicitation; population

# Nurse educators' and students' experiences of the integration complex scenario-based, high fidelity simulations into 3rd and 4th years of the undergraduate nursing curriculum in Saudi Arabia

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High-fidelity simulation (HFS) is used in relation to a wide range of full-body mannequins that can simulate the functions of the human body to a high degree (Lopreiato, 2016). Evidence has suggested differences in the effectiveness of HFS compared to more familiar low fidelity simulation (LFS) on students learning outcomes. However, the literature has demonstrated that there are challenges that limit nurse educators' use of the HFS in undergraduate nursing curricula (Adamson, 2010; Powers, 2014; Doolen et al., 2016; Wark, 2016). The present study aims to understand both nurse educators' and students' experiences and perceptions of the integration of complex scenario-based HFSs into third- and fourth-year undergraduate nursing curricula in the Saudi Arabian context. This study was conducted in the clinical skills and simulation centre at a Saudi university; its methodology consisted of a qualitative research enquiry using focused ethnography. In-depth, semi-structured face-to-face and remote interviews were conducted to explore the experiences of 14 female nursing students and 10 female nurse educators. The initial conclusions at this stage of the doctoral journey include: HFS is considered an effective teaching technique, but it still faces a few teaching and technical limitations. Both educators and students need more awareness on how to use HFS to its full capacity. The educational level and interaction were important factors in facilitating the achievement of these sessions' learning outcomes. Language barriers were important in limiting good interaction and communication between educators and students. Some students have certain anxieties that educator must be aware of for them. The study's findings will provide nursing educators and students with the valuable knowledge needed to improve skills pertinent to their use of scenario-based HFS in Saudi universities' nursing curricula.

Keywords: fidelity; nurse; Saudi Arabia; simulations; students

# Conducting online interviews on sensitive topics: Experiences of building rapport and informed consent process in end-of-life care online research in Chile

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Gaining access to the research sites implies several challenges for PhD researchers. In 2020 online social research was encouraged because of the pandemic being unable to travel overseas for carrying out fieldwork in person. Working on sensitive topics and conducting online research may have additional difficulties to overcome. This research addresses the phenomenon of end-of-life care planning (EoLCP) in palliative care (PC) settings in Chile, where the research faced several challenges to conduct my research entirely online. The aim of this study is to share my experience of building rapport and the informed consent process that involves sensitive topics such as EoL care. How the researcher planned to obtain access to the research site and the decision-making process for adapting to the context as challenges were emerging. In conclusion, online research on sensitive topics requires a flexible and reflexive researcher to go through unexpected difficulties which for me it represents a way of developing new skills such as managing frustration. Even more crucial, seeking the best way of putting into practice ethical principles on the informed consent process to include participants with limited IT skills as the researcher has faced during the research journey.

Keywords: online interviews; palliative care; patient consent; rapport; sensitive topics

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