INSOMNIA

Also

Therapy Notes and
the Low

Sex Bias in Evaluations

Selection in Six Countries

Interview with

Sandra Bem
THE PSYCHOLOGIST is the official monthly Bulletin of The British Psychological Society. It publishes official statements on behalf of the Society when appropriate, and from time to time.

It also provides a forum for discussion and controversy among members of the Society. As a consequence, views expressed in any section of this journal which are signed by the writer are the views exclusively of that writer; publication in this journal does not constitute endorsement by the Society of the views so expressed. This is in no way affected by the right reserved by the Managing Editor to edit all copy published.

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The Managing Editor welcomes

- News of events, decisions, discoveries, people or any items which would be of interest to psychologists
- Reports from Divisions, Sections, Branches and Special Groups of the Society
- Brief reports of research recently published which would be of interest to psychologists in other fields (200-400 words)
- Feature articles of general interest to psychologists, up to a maximum of 3,000 words. These should be written as for an intelligent, educated but non-specialist audience, shared knowledge of theory should not be assumed, and references kept to a minimum. Two copies of all submissions should be sent, typed on A4 paper, double-spaced, for the attention of the Managing Editor at Leicester. All articles will be subject to expert review. Articles which are accepted for publication may be subject to editing.
- Illustrations, drawings. Photographs.
- Cartoons

Appropriate visuals are always welcome. Photocopies of original works should be submitted in the first instance, to the Managing Editor at Leicester.

- Academic articles

Articles of a more academic nature should be submitted to the Honorary Editor (address on title page). These should be between 2,000 and 3,000 words, with a 50 word abstract, typed doublespaced and four copies submitted. Academic articles will be subject to anonymous review: authors' names and affiliations should therefore not appear on the manuscript, but be presented on a separate page. Reprints will be available for such articles.

- Correspondence

Letters should be addressed to The Editors, The Psychologist, The British Psychological Society, St Andrews House, 48 Princess Road East, Leicester LE1 7DR.

Deadlines

Final Copy = 1st of the month prior to issue (except January issue which is a week earlier)

News, regular items = two weeks before

Articles, features, reviews = by negotiation with Editors and/or Assistant/Associate Editors. Because of heavy pressure on space, publication may not be possible for several months.

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ISSN 0952-8229

Printed in England by The Lavenham Press Ltd., Lavenham, Suffolk.
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Illustrations
Cover - David Wilcox
Illustrations (pp.217-218) - Helen Welford
Illustrations (pp.220-221), Cartoon (p.227) - David Wilcox
Photo (p.240) - Belfast Exposed

Published by The British Psychological Society,
St Andrews House, 45, Princess Road East, Leicester LE1 7DR.
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Genes and Health

Funding is available for research into psychological aspects of genetic approaches to human health. Theresa Marteau reports.

The Medical Research Council has received additional funds totalling £41.8 million over three years for an initiative on the genetic approach to human health. The scope of the initiative includes several priority areas amongst which is:

Research on social and psychological aspects of the genetic approach and the evaluation of the benefits, costs and disbenefits of preventive, screening, diagnostic and therapeutic programmes.

Currently, very few psychologists are working in this rapidly expanding field. The importance of behavioural science research in this area is acknowledged by the MRC who wish to encourage good applications from psychologists engaged in relevant research. Training will be an important part of the programme and the MRC will provide additional studentships and fellowships which will be allocated via the normal mechanisms.

Further information on this initiative can be obtained from MRC, by contacting Dr Diane McLaren, Dr Barbara Skene or Mr Keith Brennan (071 636 5422).

Valuing A-Level Psychology

The study of psychology contains all the features of a broad education: literacy, numeracy and methodological awareness. Yet the value of the A-Level course is often not appreciated.

A new report, prepared for the Membership and Qualifications Board, includes the results of a survey of 14 Higher Education Psychology Departments, and puts forward recommendations for promoting A-Level psychology.

The first psychology A-Level was examined in 1971, and the first O-level in 1978. In April 1991, over 31,000 students had enrolled for A-Level, A/S-Level or GCSE examinations in psychology that summer. The UK currently produces about 3,000 honours psychology graduates each year.

Of the 14 departments surveyed, none said that they explicitly encourage or discourage applicants with A-Level Psychology. However, 13 responses were very positive about its value.

A-Level teachers saw the course as valuable in developing important transferable skills. Their main criticism was that there was too much material to be covered in the time allowed.

Students generally saw the course as interesting and demanding, and definitely not a soft option. Three out of five said they would like to study psychology further in some way.

The report recommends that psychology should actively be promoted at pre-degree level, and be included as part of National Curriculum Science. Psychology should be included in science rather than social science departments in further education - at present it is located in a number of different places.

As the principal concern of psychology is the experience and behaviour of people, equal representation of different cultural, social and individual diversity is essential. In this, the role of language in conveying value systems should be realised, and examples of psychological concepts should be relevant to the widest possible range of people.

Also, ethical guidelines should be enforced to ensure that good practice is carried out in all psychology practical work.

Copies of the full report 'The Future of A-Level Psychology' can be obtained from the Society's office free to members, £5 to non-members.

Criminological Issues

- The 25-day Strangeways riot in 1990 has led to a fundamental reappraisal of the way psychologists can help in prison disturbances.
- Young arsonists are heavily penalised, but no real treatment is offered to them.
- Child witnesses cope well when giving evidence through videolink, and the method has won general acceptance throughout the judicial system.

These are just some of the findings of the Division of Criminological and Legal Psychology Conference at Harrogate, 24-27 March 1992.

There were also a number of papers on sexual offending:

The failure to form intimate relationships, and the loneliness that results, may be important keys to sexual offending, according to a research study by Yvonne Garlick, a psychologist at Maidstone Prison. She also showed that sexual offenders blame women far more
Subliminal Messages Provoke Reaction

The Society's report on Subliminal Messages, featured in the news pages of our March 1992 issue, has attracted a great deal of media attention. The report's easy-to-read, accessible style has helped to gain nationwide coverage of the subject.

Subliminal Messages in Recorded Auditory Tapes, and other "Unconscious Learning" Phenomena was put together by Michael Howe, (Chair of the working party), Peter Ashworth, Susan Blackmore, Mark Blagrove, Sue Henley and Geoffrey Underwood. It reviewed all the research into subliminal messages and came to the conclusion that they have no useful effect. National newspapers including the Daily Telegraph, Today (headline - "Sleep tapes rip-off"), the Guardian ("Subliminal messages are mythical, says report") and the Independent all covered the report. It was also reported widely in regional newspapers via Press Association reporter Amanda Brown, with headlines such as "Hidden messages 'useless'" (Wolverhampton Express & Star), "Message is clear" (Belfast News Letter) and "Unconscious messages will not stop you smoking" (Western Mail).

Michael Howe appeared on "Science Now" discussing the subject with Peter Evans, and there was even a joke item on Radio 4's satirical programme "Week Ending".

Subliminal Messages has also provoked some controversy. A recent article in New Age magazine i to i said: "Manufacturers of subliminal cassettes have condemned a recent report from the British Psychological Society which claims that users of subliminal tapes who believe the tapes have worked for them are experiencing the placebo effect."

"Diane Hodgson of Midwest Research, a leading subliminal tape company, said: 'The report totally ignores the positive results of worldwide research into subliminals that has been going on for nearly a century.'"

The widespread publicity has resulted in a big demand for copies of the report. Copies are still available from the Society's office in Leicester.

Children's Problems Unrecognised

Children and young people often have unrecognised psychological problems, and every district health authority needs to have specialist mental health services to cope with this growing need.

These are the findings of a new report, "With Health in Mind", published by Action for Sick Children. The report explores some of the issues raised by mental ill health in children and young people, and sets standards for their care.

Up to one in five children experiences some kind of mental health problem, but children themselves are often frightened of admitting how they feel to anyone. Many families hesitate to seek help for the child as they fear the stigma still attached to mental health care. Others, though desperate for help, do not know where to obtain it.

Conditions such as depression, which responds well to treatment, could have a devastating effect on a young person's schooling and future if neglected.

The report calls for better training in identifying these problems as they often require special recognition. It recommends that every health district has a children and young people's mental health service, but stresses the need for a warm and welcoming environment in which the help is given. It also lists the main psychiatric disorders of childhood and adolescence, and describes the style and types of mental health services which should be included in health authority contracts.

Copies of the report are available from: Action for Sick Children, Argyle House, 29-31 Euston Road, London NW1 2SD.

The Human Child

A new radio series on BBC World Service

This series will explore the fascinating world of children and will focus on issues of child development. Presenters Peter Evans and Penelope Leech will look at how a child learns to think, to distinguish right from wrong, to assert itself and to prepare for the dawn of adulthood. A new topic will be introduced each week."

"The Human Child" is on every Sunday at 1400 GMT from 5 April to 7 June, repeated Mondays at 0630 GMT and 1000 GMT.
MEDACT

Medical Action for Global Security is a new organisation for health professionals committed to finding ways to enhance national and global security by working for a safer, healthier world.

It believes that people can only thrive when they feel safe, but the development and continued possession of nuclear, chemical, biological and other weapons is still threatening. Nor can the world be safe as long as there is poverty, hunger, disease, over-population and environmental degradation. These nurture political instability and make conflict more likely.

MEDACT aims to prevent such conflict and achieve real global security. It believes that health professionals have a special responsibility for such work because wars bring illness, disease and death to civilians as well as combatants. Also, the resources used to prepare for war could be better used to save life and improve health and well-being.

Further details: MEDACT, 601 Holloway Road, London N19 4DJ.

ARIAD

The Allison Research Index of Art and Design is a new publication which gives professional research in art and design.

ARIAD is available in both printed and Hypercard form, and can be obtained from Leicester Expertise Ltd, 1 Gateway House, Gateway Street, Leicester LE2 7DP. Enquiries to Professor Brian Allison, Milligan House, 255-257 Milligan Road, Leicester LE2 8FG.

Asthma Cure Delayed

Sufferers of asthma are warned against expecting a speedy cure, following the announcement that scientists are close to discovering the gene that may cause the condition.

In fact, the breakthrough may be up to 20 years away, says Michael Hyland, principal lecturer in Health Psychology at Polytechnic South West.

"The discovery of a gene associated with asthma is an important scientific advance. However, what has been discovered on chromosome eleven is not an asthma gene, but an allergy gene."

This gene seems to be common amongst people who are prone to asthma, hay fever and eczema, but not everyone with these problems has this gene. In fact, some people with asthma, especially those with non-allergic asthma, may not have this gene. But knowledge of this gene may help in the long-term discovery of a cure for some types of asthma.

Dr Hyland has devised a quality of life questionnaire which has been answered by thousands of asthma sufferers worldwide. The results show that asthma has a tremendous influence on people’s lifestyle, affecting their freedom to do what they want, when they want. He is currently engaged in national studies, monitoring the quality of asthma care.

Evaluating Theory and Practice in Applied Linguistics

The British Association for Applied Linguistics is holding its 25th Anniversary Meeting from 11-13 September 1992 at the University of Essex.

Keynote speakers: Deborah Cameron (University of Strathclyde), Paul Fletcher (University of Reading), Henry Widdowson (University of London).

Dick Allwright will lead a colloquium on classroom research. Christopher Brumfit and Vivian Cook will act as meeting discussants in a final plenary. There will be a reception, a social programme and publishers’ exhibition.

Further details: Martin Bygate (Meetings Secretary) Centre for Applied Language Studies University of Reading Lea Box 218 Whiteknights Reading RG6 2AA.

Psychology of Women Section

Notice of Annual General Meeting

Notice is hereby given that the Annual General Meeting of the Psychology of Women Section will be held during the Women and Psychology Conference at the University of Lancaster at 8 pm on Saturday 11 July, at which Annual Reports will be presented by committee officers, and the new committee for 1992-93 announced. Any other items for inclusion on the agenda should be notified to the Honorary Secretary by 1 July.

CALL FOR NOMINATIONS

Nominations are invited for one committee place and the committee posts of Chair Elect and Honorary Secretary, which will become vacant at that time.

Nominations for any of these positions require a Proposer and Seconder (both of whom should themselves be Section members), as well as the written consent of the nominee. Nomination forms are being sent to all Section members with this issue of The Psychologist. All nominations should be sent to the Honorary Secretary no later than Friday 29 May, at the address shown below:

Dr Alison Thomas
(Hon Sec, BPS Psychology of Women Section)
Department of Sociology
Polytechnic of East London
Longbridge Road
Dagenham
Essex RM8 2AS

If there are more nominations than committee posts available, elections will be held, and ballot papers will be circulated to all Section members in mid-June.

List of Members

A list of Members will be produced and made confidentially available to members free of charge on demand.

Members who wish to have their address omitted may do so but their name will be included.

Preparation of the list will not start until July to give members time to notify the Leicester office of their wish to have the words "not available" in place of their address.

It will include full Members but not Contributors (Affiliates, Foreign Affiliates and Student Subscribers) and should be available in September.
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THE PSYCHOLOGIST

May 1992
Don’t worry, be wacky

Welcome to a slightly more succinct column this month, giving room for a film review. This issue should have reached you by May 4th, so May the Fourth be with you, as I might have said if it was my business to write headlines full-time. And who can beat the following: Be Wacky and Keep Your Sanity (London’s Evening Standard?) This piece was sent to me by an anonymous source, and featured an old favourite, David Weeks, Principal Clinical Psychologist at the Edinburgh Hospital. Society often dub people “eccentric” when they are outspoken, non-conformist or mildly obsessive about their work or beliefs, he said. Usually self-conscious and totally preoccupied with one or two subjects, eccentrics nevertheless are “often less stressed than you so-called average citizens and certainly a lot more fulfilled in their lives”. To show that this is not mere paper talk, David is apparently setting up a “happiness foundation” based on his own and other studies on the subject. “In my view”, he concluded, “society in general would be better off if people were a bit more eccentric.” This raises the interesting philosophical point that if more people became eccentric, it would be the “so-called average citizens” who would fast become the nonconformists. That’s what happens if you start playing about with your sample population. Let’s stick for the time being with the likes of Prince Charles and Ken Dodd, cited in the article as being well-known eccentrics. All together now: “Wackiness, wackiness, the greatest gift that I possess…”

In love with teenagers

... Or with teenage television programming, anyway. BBC2’s Reportage (see last issue) has become a real showcase for members of the Society making brief but memorable appearances. Martin Lloyd-Elliott turned up in an episode about the music industry, discussing how advertisers use golden oldies to try and persuade us to buy their products, while an episode called Twenty-First Century Sex about contemporary attitudes to gender featured Charles Lewis talking about gender stereotyping and Phil Evans talking about gender differences in the expression of emotion. I must confess, I managed to get a look-in here, too (twenty-seven seconds this time, three times as long as my previous appearance). There were almost certainly other psychologists featured in episodes I missed, and none of this can be bad. If you want to stimulate an interest in psychology, get ‘em young - and this kind of programme is ideal. Not that the issue of gender differences is an uncontroversial one, with more-or-less accepted ideas of gender stereotyping or “social programming” being challenged by recent American psychophysiological research on the subject. The Daily Telegraph, ever a bastion of traditionalism, implied an uncritical return to bygone beliefs that boys will be boys and girls will be girls with the headline “Now it’s official: boys and girls are different”. It mentioned Simon Levay’s finding that a region of the hypothalamus exists which is, on average, twice as large in women and homosexual men, while Anne Mor, a geneticist and television producer (only in America!), claimed that “Scientists no longer seriously question that there are important innate differences between the sexes”. This one is guaranteed to run and run. John Nicholson is already rewriting his Men and Women book in the light of the new debate. Watch this space!

Protests at work ethic

Finally, in a great little piece in The Independent, Cary Cooper questioned whether the British habit of working longer hours than just about anyone else is an indication of dedication or simply inefficiency. In some countries, he notes, the idea of a thirty-hour week is running. John Nicholson is already rewriting his Men and Women book in the light of the new debate. Watch this space!

Dr Sik is a Consultant with Saville and Holdsworth Ltd, Occupational Psychologists. Co-ordinating Editor is Mike Burton.

Film Review

Misrepresenting the Gifted

Little Man Tate
Directed by Jodie Foster
Columbia Tristar Pictures
Reviewed by Joan Freeman

From the opening shots of the baby, newly emerged from his mother’s womb, bone dry and about a month old, the likelihood of accuracy in the portrayal of a gifted child was in doubt. Indeed, all the people in this film about the life of brilliant, seven-year-old Fred Tate are stereotypes, almost cartoon characters. The presented image of the gifted child is one against which many of us have worked for years, apparently to no avail.

Scribbling verbatim text as well as I could in the space available, let me be clear: the greatest gift that I possess is the ability not to be a brilliant psychologist, when he points out to her the deep reasons why she is so cold, that she is not a very good psychologist. This antagonistic feminine duo of psychologist and mother is not meant to be a portrayal of good mother versus bad mother, but rather warm mother versus intellectual mother, the implicit assumption is that one woman cannot be both. In the end warm mother gets him back, but intellectual mother is invited to Fred’s birthday party, where he has lots of jolly new gifted friends. Tears. End of story.

It is no surprise that teachers say they have difficulty in recognising a gifted child when such images are presented to them. Fred is neither real nor believable, even the children in the invited cinema audience were bored, unable to relate to this celluloid paragon, and so talked through-out this film sets the understanding of gifted children back by 50 years.

Dr Freeman is President of the European Council for High Ability.

On the Air

BEVERLY ALIMO-METCALFE was interviewed on Radio Kent, BBC World Service and the news agency of the Central Office for Information on her interests in leadership qualities, gender and assessment techniques. She was also interviewed for a programme for BBC Southampton on Women in Business.

PETER CONGDON appeared on 10 April on Yorkshire Television’s “James Whale Show” talking about left-handedness and dyslexia.

RON DAVIE was interviewed on about 20 radio and TV programmes in early March on a survey of adolescents’ concerns which he carried out in partnership with the Cooperative Wholesale Society. The findings also got good coverage on IRN and in the national press, notably The Times and Daily Mail.
Academic

Sex bias in evaluations at college and work

John Archer

Department of Psychology
Lancashire Polytechnic

After outlining the difficulties encountered in inferring sex bias from existing statistics involving degree results, research based on simulated exercises is discussed. This indicates the following conditions under which bias is likely: when good written material on a masculine subject, attributed to a woman about whom little is known, is judged by someone with traditional gender-role beliefs.

Requests for reprints should be addressed to:
Professor John Archer
Department of Psychology
Lancashire Polytechnic
Preston PR1 2TQ
UK

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THE POSSIBILITY of bias against women when their work or past record is evaluated has been raised on many occasions. For example, there have been several attempts to examine the pattern of marks obtained by men and women students in British universities and colleges, in order to infer that there is, or is not, bias operating. This enterprise is problematic. Even if the figures are in the direction which suggests bias, ie. women obtaining lower marks than men, other explanations cannot be excluded. These include ability differences between males and females taken on to the courses, different work patterns of men and women students, and even general sex differences in abilities (Rudd, 1988).

Nevertheless, these caveats have not stopped conclusions being drawn. For example, when fewer women than men were found amongst those obtaining good degrees (firsts/2:1s) in English at Cardiff University from 1977-1981, Weedon (1982) concluded, "To those teachers who claim not to be affected by discriminatory definitions I can only point to the evidence of the judged academic achievements of men and women students." Anti-feminists are just as ready to use similar data to reach the opposite conclusion. Commenting on the greater proportion of firsts by men among a much larger sample from British universities, Rudd (1988) stated: "Those who believe that virtually the whole of society is a male conspiracy against women will no doubt go on believing that the lower proportion of women gaining firsts is the result, somehow, somewhere, of male prejudice. All one can say is that there is no evidence for it in these figures." All one can add is that there is no evidence against it in these figures.

A report in the AUT magazine Woman (Belsey, 1988) stated that there was an apparent increase in the proportion of women students from Cardiff University Arts Faculty who obtained 2:1s and firsts in the year after names were no longer on the papers. This was repeated in the student edition of The Times, under the headline "Sexism shown in university exams" (Kiley, 1988). However, the original report did not test for significance or give sample sizes (which are no longer available: Weedon, personal communication). A further comparison for English, covering three years after the introduction of marking by numbers (Belsey, 1988), showed that both women and men obtained more 'good' degrees during those years. This inconvenient finding was not reported in The Times article.

Nevertheless, the comparison of marks awarded with or without marking by numbers remains one way of beginning to investigate possible sex bias in real-life settings. As indicated later, Bradley (1984) and Newstead and Dennis (1990) have used this method to examine possible sex bias in final year projects. Unfortunately, their findings are contradictory, the first showing evidence of bias and the second not.

In practice, such comparisons are complicated by several other differences which inevitably accompany different departments or years. For example, in my own department the beginning of marking by numbers was confounded by an increase in the proportion of women on the course and a higher proportion of 2:1 degrees. These considerations made it impossible to draw definite conclusions from the figures in this case.

Experimental studies

One way of overcoming the uncertainties inherent in examining real-life statistics is to adopt an experimental approach. This has been the practice in a relatively large number of North American psychological studies of sex bias. A piece of work supposedly written by a man or a woman is judged by student volunteer subjects. The type
of material used in such studies covers a range of educational, occupational and work-related tasks, as well as judging people's suitability for employment.

Social psychologists (e.g. Locksley et al., 1980; Darley & Gross, 1985) view such situations as follows: Stereotypes about men and women form prior hypotheses about their likely behaviour in a range of circumstances. Where such hypotheses are viewed as relevant to the current situation, they will form biases or prior probabilities, which then interact with other sources of information, such as individual characteristics, the nature of the task or task performance, to influence the overall judgement. Although viewing stereotypes as prior probabilities, rather than as sources of overtly-intended prejudice, removes the image of the male conspirator from studies of sex bias, as Darley and Gross (1983) point out, "the end result of both processes, sadly enough, may be quite similar" (pp. 32-3).

The first experimental study of sex bias was carried out by Goldberg (1968). The volunteers rated articles supposedly written by a man or a woman. Many similar studies have been carried out since then, and although the method involved was the problem that variables present in real-life assessments, it does nevertheless introduce artificiality which may have obscured or drastically reduced the operation of sex bias.

Instead of a middle aged male personnel manager making real job appointments, or a middle aged male lecturer marking real scripts, we have a North American introductory psychology student doing what he or she probably knows is a faked exercise as a part fulfillment for course credits. Such studies may have gained control, but at the expense of ecological validity. Nevertheless, if they do indeed find sex bias under such conditions, it should make us take the likelihood of it occurring in the real world more seriously.

Goldberg used several articles, differing in subject matter, assigned to either a male or female author. He found evidence of bias against women authors when the article was about city planning, law or linguistics, but not when it was about education or two topics regarded as being more feminine. Goldberg's study has entered psychological folklore, and has been cited as showing overwhelming evidence for sex bias, despite a more varied set of findings in studies involving students, carried out since then (Swim et al., 1989; Top, 1991).

A meta-analysis of all similar studies up to 1988 (Swim et al., 1989) showed that, overall, an extremely low level of bias operated. In experiments situations where the variables involve ratings of people's overt behaviour while engaged in a task, where there is no sex bias, and concentrate on articles, essays, and applications, the size of the bias against women increases threefold over the general figure. The magnitude of bias can be expressed as follows (Rosenthal, 1990). Suppose there are 200 comparable articles, half of them male-authored and half female-authored. They are marked and placed into two piles, one male and other female. Successive pairs are taken from the male and female piles and whichever one has the higher mark is noted. The bias is such that we would end up with 56 pairs where the male author had a higher mark than the female one, and 44 where the female author had a higher mark than the male. Studies of the evaluation of job applications have shown a higher overall sex bias: in this case, there would be 60 cases where the male applicant would be preferred over the female one (calculated from Ollan et al., 1988). Other studies have shown large effects compared to other psychological phenomena. But two points should be borne in mind. The first is that such apparently marginal decisions may be important when selection rate is low, as in the case of a prestigious job or a first class degree (Top, 1991). Secondly, there is considerable variation: 20 per cent of studies did show bias against women, but 7 per cent showed bias against men, and the remainder no bias in either direction (Swim et al., 1989). This suggests that we are dealing with a mixture of conditions, some of which encourage bias and others of which discourage it. In the remainder of the article I shall seek to identify the conditions under which bias might operate.

Conditions affecting bias

It is well known that people tend to use stereotypes mostly about those they do not know at all, less about those they know, and not at all about themselves (e.g. Locksley & Colten, 1979). I might agree that the adjectives "boastful", "coarse" and "untidy" apply to a typical man (Archer & Lloyd, 1985, ch. 2), but not to a male friend or colleague, whom I would describe on the basis of personal knowledge. Of course, these generalised traits certainly do not apply to me!

In studies of students' work, where respondents only knew that what they were judging was written by a man or a woman, bias was greater. Using Rosenberg's measure, the percentage of occasions on which the male article would be rated higher than the female one is now 59.4 per cent instead of 56 per cent. Where even a paragraph of information was provided about the person concerned, bias was reduced (by a magnitude of 10-12 times). Nivea and Gutek (1980) noted a similar finding in studies of employment selection, and related it to actuarial prejudice, whereby an unknown person is judged on the basis of the reference group if there is no task-relevant information. This introduces the important point that the bias against women can occur even when there is extensive information about the person, providing the information is unconnected with the task (Locksley et al., 1980; Heilman, 1984). Thus, in order to overcome bias, the information supplied about a person must be relevant to the task under consideration.

Knowing little about the person to be judged is one way of increasing the level of inference which is brought to bear on the judgement process, and therefore of increasing the likelihood of judgements being made on the basis of stereotypes. Another way is by making the performance criteria less clear. In instances such as multiple choice exams and statistical questions, the assessment criteria are clear-cut. In others, such as essay answers in English and psychology, assessment criteria will be less clear, so that a higher level of inference will be required.

Other social psychological studies indicate that bias operates differently according to whether a good or poor performance is being judged (Deaux & Taynor, 1973; Nivea & Gutek, 1980; Top, 1991). Put simply, a competent or good performance will be judged more favourably if it is attributed to a male, but a poor one will be judged more favourably if it is attributed to a female. If this type of bias were a strong influence in degree level marking, it would result in women students losing out at higher levels of attainment but gaining at lower levels. It is interesting to note that the Cardiff University figures for modern languages, referred to at the beginning, fit this pattern. So do those from a much wider range of degree subjects in British universities from 1967, 1978 and 1979 (Rudd, 1984).

A similar pattern was found in the marks for final year projects in four UK university psychology departments by Bradley (1984). In all cases, projects were marked first by the supervisor, and secondly by another lecturer who did not know the student. Since, as indicated, bias tends to operate when less is known about the person, Bradley expected only the second marker to show sex bias. When she
examined those disagreements between markers that went across degree class categories, she did indeed find that there was a greater tendency for the second marker to mark towards the midpoint of the 2:2 range for women than for men. A woman with a 2:1 mark from the first marker would tend to get a 2:2 mark from the second marker more often than would a man with a 2:3 mark. But a woman with a third class mark from the first marker would tend to get a 2:2 mark from the second marker more often than would a man with a third mark.

Bradley also examined figures from a polytechnic department which operated marking by numbers over a four year period. In this case, the pattern was absent: the proportion of marks awarded towards and away from the centre by second markers was about the same. Although Bradley inferred that sex bias had been operating in the first four departments, and that it was eliminated by marking by numbers, we should note that there are other ways in which the polytechnic department could have differed from the university departments, and that the marking pattern was not consistent across the four university departments. A study by Newstead and Dennis (1990) failed to replicate Bradley's finding in another polytechnic department where names were available. They also found no evidence of sex bias in psychology examination marking when names were used.

One problem with both studies is that they probably involved the same markers on several (or many) occasions. This would mean that the data points are not independent: consequently, a few biased individuals could give the impression of a general bias, which was in fact spurious. Similarly, a few unbiased individuals used for another study would give a general impression of lack of bias. It is therefore important to separate each marker and marked as independent data points.

Nevertheless, there are still several lines of evidence which suggest that women may be assessed towards the middle of the range under some circumstances. Why might this occur? There are at least two possibilities. The first (Nieva & Gutek, 1980) is that success in the (generally) male-dominated worlds of education and work conforms to the masculine stereotype. Judges expect men but not women to do well. Those who do not conform to the stereotype - high achieving women and low achieving men - are penalised. Attribution studies show that women who have performed well in a masculine task are given less credit for this than are men, and their performances are less often attributed to stable characteristics such as skill or ability (Nieva & Gutek, 1980).

The second possibility comes from studies of group identity. People tend to view members of an "out-group" - a group to which they do not belong, and hence do not identify with - as being more similar than they really are. We all know of examples of this process of homogenising the out-group. Recently, I overheard a woman psychology student say 'These men are all the same'. How often have we heard men say the same about women?

One might argue that this process cannot be operating because there are no women from the simulation studies) that it is not just men who show sex bias. Women may also show bias against other women (Swim et al., 1989; Top, 1991). Group relations research also has something to say on this point. Where there are two groups of unequal status, as indeed is the case for men and women, where possible, high-achieving members of the lower-status group will tend to identify with the higher status group and gain enhanced self-esteem in this way (Brown, 1988, p. 250; Ellemers, et al., 1988). They come to identify with and to behave like members of the higher-status group. Hence they will show bias against people they in effect regard as the lower-status outgroup. Margaret Thatcher may be the best-known British example of this process.

How does a woman's physical attractiveness affect sex bias? There are two possibilities: male raters may favour attractive over unattractive women authors because sexual attractiveness produces a more positive feeling about the person; or attractive women might be more discounted against, following the stereotypic notion that beauty and brains do not go together, epitomised by comments such as "Don't worry your pretty little head about that". The labels "dumb blonde" and "bimbo" also illustrate this stereotypic attribution.

In connection with the first possibility, there is evidence from studies of children that being an attractive child - of either sex - is associated with obtaining more marks and being more readily excused for misdemeanours (Archer & McCarthy, 1988). The best-known study of college students, by Landy and Sigall (1974), found that essays supposedly written by an attractive woman student were given higher marks than those supposedly written by an unattractive one. The effect occurred mainly in the case of a poor quality essay, and was not confined to male markers. Landy and Sigall even thought "Beauty is talent". A follow-up study entitled "Is beauty talent?" Kaplow used essays selected for their poor quality (the subject was American patriotism!). Again they were rated more highly when attributed to an attractive rather than an unattractive female author. But this time it was only the male markers who showed the bias. When the study was repeated using an essay supposedly written by a male author, there was no influence of his attractiveness on the marks awarded by both female and male markers.

If, as these studies indicate, men mark poor work by an attractive female student more generously, does this mean that the influence of sex bias is decreased in the case of attractive women? On the face of it the evidence suggests this is so, thus supporting the first of the two possibilities raised above.

However, in several other studies, both the sex and the attractiveness of the person being judged has been varied. In a follow-up study entitled "Is beauty talent?" Kaplow used another sample which suggested that the "beauty bias" was not a consistent one. Both female and male markers, when attributed to an attractive rather than an unattractive female author, rated her more highly, as did female markers when attributed to an attractive male author. In this case, however, the effect was not consistent across the four university departments, and there is no evidence of discrimination against, following the stereotypic notion that beauty and brains do not go together, epitomised by comments such as "Don't worry your pretty little head about that". The labels "dumb blonde" and "bimbo" also illustrate this stereotypic attribution.

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Gender-characteristics of marker

One final, and presumably very important, influence on sex bias, concerns the gender characteristics of the person making the judgment. We might expect a macho man or female chauvinist to show more sex bias than a "wimp" or "new man". But such journalistic shortsight belie the complexities of individual differences in gender attributes. Standard tests have identified at least three dimensions (Archer, 1989): first, attitudes towards equality in gender roles, measured by scales such as the Attitudes Toward Women Scale (Spence, et al., 1973; Parry, 1983; but see Eagly & Medinich, 1989, regarding the misleading name), and the Sexist Attitudes Toward Women Scale (Benson & Vincent, 1980); secondly the person's own gender role behaviour (Orlofsky, 1981; Orlofsky et al., 1982; Spence et al., 1980), their occupation, interests, household role, behaviour in relationships, etc; thirdly, their gender-linked personality characteristics (Bem, 1974; Spence et al., 1975), whether they show stereotypically masculine features such as aggressive, strong and competitive, or feminine ones such as sensitive nurturant and shy. It is therefore possible for a man to possess stereotypically feminine attributes, such as shyness, and a woman to possess stereotypically masculine ones, such as competitiveness:

"Despite being a man Mr Major has a much more feminine personality [than Mrs Thatcher]". (Attributed to Clare Short MP: The Guardian, 27 March, 1991: 23).

Some of these personality characteristics have different values for men and women, for example strong is valued for a man but not for a woman:

"When a woman is strong, she is strident. If a man is strong, gosh he's a good guy" (Margaret Thatcher, Nov. 1990).

Others are simply seen as belonging more to one sex or the other but equally valued in either: by example, men are seen as more untidy than women but this is not a valued or desirable characteristic for either sex (Spence et al., 1975).

The three types of gender-related attributes are often found to be unrelated to one another (Archer, 1989), and therefore they require separate consideration in relation to sex bias. However, there is at present practically no evidence on how they influence the degree of sex bias a person shows. Some of the simulation studies (Swim et al., 1989) suggest that people describing themselves in terms of "feminine" or expressive traits, such as shy, sensitive and emotional, show little or no bias against women. But there is no evidence on the influence on sex bias of gender role behaviour or attitudes. We might expect attitudes to be in a particularly potent influence on biased judgements.

Throughout this article I have used the term "bias" in a statistical sense, as opposed to its meaning conscious bias. The possibility that some men might actively approve of, and encourage, sex bias is raised by the following comment made to me by a physical scientist. He asked me about the topic of a lecture I was giving, and when I said "sex discrimination", he replied (quite seriously) "Are you for it or against it?"

Conclusions

What can we conclude about the nature of sex bias from the existing evidence? First, it occurs, but is affected by a number of variables. What is not clear from the existing evidence is how these interact together to enhance or attenuate bias. Leaving aside this reservation, it would seem that bias is strongest when a person with traditional gender-role attitudes and attributes (most likely a man) is judging a good piece of written material on a traditionally masculine subject, which is attributed to a woman, either with no further information being provided about her, or else information indicating that she has feminine interests and personality traits.

References


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Selection is important to any organisation. If the wrong selection decisions are made, an organisation will be saddled with less efficient workers who, in an extreme case, will drag down the rest of the organisation and endanger the livelihood of others. Consequently, the way organisations go about selection is a vital concern. Further, with the advent of a common labour market within the EEC the selection methods used in different countries might have important practical implications. Different national patterns of selection might inhibit "recruitment sans frontiers" whereas it would be facilitated by common methods. From the occupational psychologist's viewpoint, a knowledge of any national differences is vital if the expectations of clients and applicants are to meet in an acceptable way. Indeed, ideally, we should try to use and develop methods that are acceptable on a pan European basis. Over the years, psychologists of various nations have been building up a picture of how the selection function is discharged. This paper draws together the results from six countries - UK, France, Netherlands, Germany, Norway and Israel.

An integration will be useful in many ways. It will allow a comparison of the different countries. Consistency would have a great advantage. It would suggest that selectors need not adjust their stance according to the nation where they operate. Results from one country would be generalisable to others. Cultural difference would be minimal. On the other hand, with large differences, selectors will need to be careful to adapt their methods and be careful in generalising findings to other countries.

The studies included in the analysis

The studies included in the analysis were Roe and Greuter (1983) for the Netherlands; Robertson and Makin (1986), Bevan and Fryatt (1988), Abrahamsen (1990) and Shackleton and Newell (1991) for the UK; Nevo and Anat (1987) for Israel; Abrahamsen (1990) for Norway; Schuler et al. (1991) for Germany; and Bruchon-Schweitzer and Ferrieux (1991) for France. A report by Altink et al. (1990) of a survey of 68 companies in the Netherlands was not included because the results were only available in graphical form. However, visual inspection suggests that they conform to those obtained by Roe and Greuter in 1983. There is also an article by Mabey (1989) which showed that the majority of large UK companies use occupational tests but data presented was not suitable for inclusion in this analysis. The details of the samples are given in Figure 1.

Almost all of the studies attempted to survey organisations rather than individuals who had been recruited. The main exception to this is the French sample. Bruchon-Schweitzer and Ferrieux (1991) considered the job in which the candidate was recruited but not the nature of the job that they had already been doing. As a result, the sample is biased towards recent graduates.
Schweitzer and Ferrieux used 60 selection consultants and 42 recruitment specialists in nationalised and private industry. Because the sample was focussed on professionals specialising in selection, it would be anticipated that the French study would return slightly higher usage rates for all methods of selection and this may be particularly true for the more advanced methods of selection. The study by Robertson and Makin focussed solely on management selection in the UK.

Figure 1 also shows that there was little consistency in the way that the data were collected. Robertson and Makin, Abrahamsen and Shakleton and Newell used a five point scale. Others used four point and two point scales. Differences in sample and data capture could account for some of the apparent differences between countries. Consequently, small differences must not be over interpreted.

### Method of deriving an index of usage of predictors

Any international comparison is fraught with difficulties. In addition to the obvious problems of language, there are also problems because the research effort is uncoordinated. Different researchers collect data in different ways. Yet, comparisons need a standard index. To compare the results, a common index was evolved. The common index related the reported usage as a percentage of the maximum possible usage which could be obtained on the particular scale used by the author. For example, if a study used a four point scale, plus zero, the number of organisations who never used a particular method would be multiplied by zero. The number who rarely used a method would be multiplied by one. The number who sometimes used a method would be multiplied by two. The number who frequently used a method would be multiplied by three. The number who always used a method would be multiplied by four. The sum of these products would be divided by 4 and multiplied by 100 to give a percentage of the maximum possible. The percentages resulting from this procedure will not be the percentage of applicants who are subjected to a particular predictor, but in most cases the index should be a close approximation.

The method is applicable to data from five of the countries. Data from Germany could not be processed in this way. The German data gave the percentage of companies who used various selection methods with seven categories of employment. The values used in this paper were the averages of the seven percentages.

### The results

The results of the analysis are given in Figure 2.

The overwhelming conclusion must be that the pattern of selection is very similar in all countries. Correlations between the frequency of use of selection methods in different countries were calculated. Because different investigations included different sets of selectors the sample size in the correlations was often pitifully small and consequently the correlations must be treated with extreme caution. However, all of the correlations were statistically significant and ranged from .80 to .99 with a median value of .89 which suggests that over 4/5th of the variance is shared. The differences between countries (which include differences engendered by varying methods of data collection) is less than 20 per cent of the total variance. Thus, while some of the differences between countries may be statistically significant, they should be seen within an overall framework of similarity. Significance is often due to the large sample sizes rather than large effect sizes.

### Table: Method of selection and COUNTRY

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<th>F</th>
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Figure 2: The use of various methods of selection in six countries. (Numbers refer to the percent of maximum possible usage: *indicates minimum value)

In practically all countries, the dominant modes of selection are interviews together with an application dossier consisting of a CV, letter or application form. The only other methods used in more than half of the selections are the medical examination and an examination of experience. Two techniques are used in a substantial minority of cases covering between a third and a half of all vacancies. They are references and diplomas. The techniques which are used in a notable minority of cases (1:5 to 1:10) are cognitive tests, performance evaluation, preliminary tests, personality tests, discussion groups, trainability tests, graphology and work samples. At the bottom of the usage scale are the methods which are only used with a small fraction of vacancies i.e. assessment centres, biodata and astrology.

The general pattern is, with few, exceptions, repeated in most countries. Any differences would seem to be not the level of usage, but whether an investigator included the method in their survey. The country with greatest divergence to the general international trend is France. It would seem that, in France, graphology is used in about 52 per cent of vacancies. This result is remarkably consistent. Bruhon-Schweitzer and Ferrieux produced an estimate of 54 per cent and Shackleton and Newell produced an estimate of 45 per cent. The results of graphology in the UK are equally consistent. Four separate surveys since 1982 consistently indicate that the use of graphology in the UK is at nuisance levels of under 5 per cent. There is no evidence of increasing use of graphology in the UK. The French also show notably higher usage of both cognitive and personality tests. The British pattern closely follows the pattern seen in other countries except the use of references (74 per cent) is much higher than the general trend. The main difference with Germany and with Israel is that both tend to make less use of references and recommendations. The apparent difference in the Netherlands making less use of
CV’s and application letters arises because the data report the use of CVs and letter (63 per cent) separately from application forms (57 per cent) and it is impossible to estimate a combined usage rate for all types of application dossier.

Determinants of the patterns of usage of different selection methods

An interesting question is, "Why does this almost universal pattern of usage of different methods of selection emerge?" One possible hypothesis is that selectors choose the most accurate (valid) methods of selection. Another possibility is that they choose the most traditional methods. A third possibility is that selectors avoid those methods which are technically complex and which require specialist technical knowledge. A fourth possibility is that they choose the methods which require least time. The correlations between the usage of a predictor and five characteristics are given in Figure 3.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Correlation</th>
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Figure 3: Relationship between the use of a predictor and five predictor characteristics.

It shows that selectors are not choosing predictors according to their accuracy. For example, the correlation between usage and validity is - .25 (if alternative estimates of the validity of school grades and personality tests are used, the correlation is -.27). Instead, selectors choose predictors because they require little technical expertise. They also tend to choose the older methods. However, none of these correlations is high, suggesting that methods of selection may be chosen for other reasons. For example, as Smith et al. (1989) suggest, interviews might be used not because they predict performance, but because they give the organisation the opportunity to "sell" itself to good applicants.

Conclusions and recommendations

Clearly there is a consistent pattern in the measures used for the selection of personnel. This choice does not seem to be governed by the time the methods demand from either the applicant or the selectors and the choice does not depend upon the accuracy of the selection method in predicting subsequent job performance. The choice is largely determined on the absence of the need for technical skill and knowledge. Older methods of selection are preferred to newer methods - probably because the older methods require less technical knowledge.

A number of important implications arise from these conclusions. First, occupational psychologists should focus upon developing or improving those predictors that require least technical knowledge. It may be possible, with great technical effort, to devise complex procedures which have validities of .6 or .7. But, this research suggests that greater practical benefit would be obtained from improving less technical methods, such as the interview or references. Second, these results suggest that, if the use of technically sophisticated methods is inevitable then, considerable effort needs to be devoted to ways of disseminating the technical competencies which they require.

Third, the results suggest that we should establish why organisations continue to use interviews. There are at least three possible reasons. First, organisations may not know about the findings on the validity of interviews and may continue to use them in a mistaken belief. Second, the findings on validity are known but discounted because the alternatives to interviews are unacceptable in some way (e.g., cost or acceptability to candidates). A third possibility is that organisations are not primarily concerned with prediction when designing their selection systems. They may be more concerned with other functions such as gathering information about the demands made by applicants, public relations or, the perceived ethical considerations (see Roe, 1989). Surveys by Bevan and Fryatt (1988) and Abrahamson (1990) suggest, however, that the first explanation is the most likely.

A final set of implications concern the conduct of investigations of the use of predictors. It was noted earlier that comparisons are made difficult by the different methods used by investigators. Consistency would be improved if researchers always included the following methods:

- interviews
- CV’s
- letters of application
- medical examinations
- experience
- application forms
- reference/recommendations
- educational qualifications
- personality tests
- performance evaluation
- graphology
- cognitive tests
- work samples
- assessment centres
- discussion groups
- biodata
- self assessment
- peer assessment
- perceptual motor tests
- examination of work "portfolio"

It may also be advisable to include astrology, numerology, physiognomy and voice analysis.

Consistency in the scale used is also highly desirable. Several studies show that respondents are able to use a five point scale (never, less than half, approximately half of applicants, more than half, always). Since the more points a scale contains, the better the definition of the results, it would seem sensible to adopt this scale as the standard to be used in studies of this kind.

References


A comparison between the selection methods used in the UK and the methods used in Norway. Unpublished BSc dissertation, School of Management, UMIST, Manchester.

References


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St. Andrews House, 48 Princess Road East, Leicester, LE1 7DR, UK
The contribution made by psychologists in the South African (SA) law courts raises many important issues. Graham Tyson’s letter (The Psychologist, February 1992) points out that the credit for successfully introducing social psychology processes as extenuating circumstances in political murder trials is due to a number of psychologists. As a profession we are indebted to people such as Tyson, Colman, Diener, Foster and others, who prepared and presented psychological evidence in the hostile environment of SA law courts, in order to “rescue” activists who were fighting the apartheid regime.

Although a definitive historical account of the use of psychological evidence in the SA law courts is still to be written, I felt that the original series of articles by Colman and Reicher (The Psychologist, November 1991), although interesting, were unnecessarily antagonistic. Many social psychologists, as well as psychologists in other specialties, appear to study people as if they live in an apolitical world.

Colman, from his apparently restricted vantage point, seemed to have difficulty comprehending Reicher’s central thesis that the psychological testimony was accepted by SA courts within a particular political context. This type of evidence is not generally admissible in other countries, and the fact that it was admissible in South Africa is unlikely to be because the South African legal system is more psychologically-minded than in the rest of the world.

Psychologists who practise in repressive countries, such as SA, generally tend to be more aware of the political context in which they work. In so-called “free” and “democratic” countries such as the UK, there appears to be less awareness of the socio-political context within which our discipline is practised.

Psychology often claims to be a “scientific” discipline, with the implication of neutrality and freedom from social bias. However, this is an essentially false premise as it is impossible to remove psychology from the socio-political context which informs its thinking. Psychology is sanctioned by the system it purports to analyse, and we therefore play a political role in our society, whether we like it or not.

The issue of the impact of societal values on mental health is an illustration of this. It is vital that we are
not only aware of issues such as the effects of discrimination, poverty etc., on mental health, but that we actively promote particular societal values to improve the situation. This is inevitably a "political" role - but one which can have a much wider impact than working therapeutically with individuals, couples or family systems. I would hope that anyone commenting on the application of psychology in other societies would consider the relevant socio-political context. I also hope that this letter will stimulate more discussion about such issues, and an acknowledgement that they are relevant to this society as well.

Frank Burbach
Tone Vale Hospital
Taunton
Somerset

Psychology in the classroom

THE SPECIAL issue of The Psychologist (March 1992) devoted to education served to emphasise the sad fact that psychology has not made the impact we may feel it should have made, here as elsewhere. In connection with a recent radio programme I interviewed several senior members of a Teachers' Training College, and discovered that their pupils were not taught anything about intelligence testing, and their expressed views showed a prevalence of stereotyped ideological views having little to do with the facts, as seen by the great majority of experts in educational psychology, developmental psychology, behavioural genetics, sociology and education, etc. If teachers are not given the facts, how can they decide whether psychological methods are or are not likely to be of use to them?

I agree with most of the contributors that major schools (Skinner, Piaget, Freud) are unlikely to make much of a contribution, but it is going a little too far to damn psychology because there are profound disagreements. The last century saw a tremendous growth of knowledge (and application!) in physics and chemistry, but there were bitter disagreements about the existence of the atom, denied by most leading physicists (Mach, Dumas), but regarded as fundamental by most chemists.

Practical applications are usually of specific bits of knowledge, irrespective of much wider theoretical disagreements.

One such specific bit of knowledge which I have always felt would be important to education is the relevance of differences in personality to educational practice. Thus, for instance, McCord and Wakefield (1981) used Gray's prediction, amply verified in experimental laboratory studies, that introverts would react better to punishment, extraverts better to praise, to test its application in the classroom, with conspicuous success. Surely teachers ought to know about such important differences in motivation? I have elsewhere reviewed a good deal of literature to show that extraverts react much more positively to being taught by the discovery method than introverts, who benefit far more from reception learning (Eysenck, 1978).

Should teachers not know this? Learning theory has also much to say about the effects of anxiety on learning, and about differences in neuroticism (Eysenck, 1978). All this seems to be extremely relevant to the classroom situation, yet I discovered that neither teachers nor pupils in the Teachers' Training Colleges I visited have ever even heard of all this material or the theories it was based on. Am I alone in feeling this is wrong? These are but a few examples of well-substantiated theories which could be directly applied in the classroom; why is there not even an attempt to replicate and extend the experiments I have mentioned? We do not know much, but we do know a few things, and it seems unreasonable to refuse to make use of such knowledge as we have, just because we do not have all the answers.

Hans J. Eysenck
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De Crespigny Park
Denmark Hill
London SE5 8AF

References

I am a joint honours graduate in English and psychology, presently completing a PGCE course (secondary)
in order to become a teacher of English. The articles in the Education Section of the March 1992 issue were, therefore, of particular interest to me.

I experienced no difficulty in gaining entry to the PGCE secondary course, as I had a "teaching subject", but, in line with J. Eric Wilkinson’s assertions, I know that single honours graduates in psychology are not considered for this course unless they have undertaken at least two years’ study of a "teaching subject" at university. It seems to me that the "powers that be" in educational psychology have been rather remiss in not laying claim to Guidance as a legitimate "teaching subject" for psychology graduates, who should, in my opinion, be able to do teacher training in this subject in the same way as I am presently doing teacher training in English. I wanted to do guidance as a second "teaching subject", but no course is laid down for this in college, and guidance teachers, as far as I know, are all "school-grown" at the moment from a variety of disciplines.

I agree with Peter Tomlinson’s suggestion that psychology is in a rather sorry state as far as education is concerned, as this has been manifest to me on a number of fronts. I have yet to hear one positive comment about educational psychologists, for instance, although I have heard a battery of criticism regarding their alleged ineffectiveness. Generally, they appear to be dubbed as "failed teachers" who have opted for an escape hatch into educational psychology, and who then have the audacity to return to the scene of their crimes to issue advice on the job they could not handle in practice! There, therefore, appears to be a serious "image" problem for educational psychologists, which is very much related to their route into this field, via the teaching profession.

I can also confirm that psychology is being taught in teacher training establishments under a variety of different guises. I have lectures in "Professional Studies" and "G.I.S.T." (Generic Issues and Strategies in Teaching) - all of which is based on psychological theory which I studied in far greater depth at university. In the past, I understand that psychology graduates were granted exemptions, but this no longer applies. Another sign of the times, I fear!

Regarding the quality of psychology being taught on my PGCE course, there is much emphasis on Behaviourism, Piagetian theory and Group Learning, and I am greatly disturbed by the narrowness and shallowness of approach dictated, perhaps, by shortage of time in college. The result, I fear, is that many student teachers, with no previous background in psychology, may emerge from training with the notion that psychology is rather like a series of "God’s Laws". Thus, thou shalt not reinforce undesirable behaviour; thou shalt reinforce desirable behaviour; and all will be heavenly in the classroom! It did not surprise me when Peter Tomlinson revealed that "student teachers’ initial expectations of psychology remain high", but I would suggest that this is not necessarily a positive sign. If student teachers are leaving college with the misguided idea that their meagre training in psychology has provided them with a panacea which will ward off all the evils of the classroom - it is likely that expectations will be high, and it is equally likely that their disillusionment will be cruel and traumatic - a factor, perhaps, in the high percentage of young teachers who quit the profession.

Morag H. McGovern
Jordanhill College of Education
Glasgow G13 1PF

Time for a weepism

DO YOU cheerfully accept proceduralisms? (see Dr Tomlinson, The Psychologist, March 1992). What is the difference between a procedure and a proceduralism?

One of the reasons why psychology has declined in influence may be because so many of its proceduralisms are now so horrifically written. Read a page of Burt, strong clear and elegant, then read a page of Tomlinson and then have a little weep.

Thanks for the Lighter Side.

Jack Jennings
20 Napoleon Avenue
Milford
Auckland 9
New Zealand

Breaking down barriers

WITH REGARD to your comments on the Reed Report (The Psychologist, March 1992), I am a Probation Officer who for the past five years has been actively involved in the provision of services for mentally disordered offenders in the town where I work. I have mainly been at pains to break down the "structural barriers" referred to.

Traditionally, the Probation Service has found itself at loggerheads with psychiatry. This has its roots in our pressurising for services for an intrinsically unpopular group made more unpopular by the narrow categorisations implicit in the 1983 Act. Equally, there has been a clash of ethics. We have seen the provision of these resources as essential in responding to the trust reposed in us by the courts, that we will somehow secure public safety. Psychiatrists have viewed the compulsory hospitalisation of those clients for whom there is no immediate panacea and who demonstrate low motivation as inhumane, especially where this would involve an indeterminate sentence.

Our solution was to invite psychiatrists and a psychologist to work alongside us from our premises and we began something resembling a multi-disciplinary approach to the problem. Our psychiatrists (Senior Registrars) have been donated by the Regional Secure Unit as and when staffing levels there permit. More consistency is provided by our local psychological services in that one psychologist (top-grade) has a particular interest. My role started as co-ordinator and liaison person, but since I am a psychology graduate this escalated as pressures grew for the services of the psychologist and willy nilly, I learned to conduct preliminary assessments and hence, filter the referrals to our clinic.

The outcome has been a greater degree of mutual respect and understanding between all the workers concerned.

This project still has a long way to go. The 1991 Criminal Justice Act implies that treatment for sex offenders and violent offenders will take place in prisons with outside agencies being required to assist in sentence planning. The implementation of the Community Care policy means that as hospitals and wards close, the Probation Service with its long history of providing "homely" but secure hostel accommodation needs to be involved with other agencies in setting up residential facilities for offenders who also have mental disorder. It has become apparent that our service could find work for any number of psychologists.

Were the Probation Service itself to employ and train more psychology graduates, there appears to be no reason why initial assessments of mental state and personality for instance, could not be prepared by
such specialist officers as an accompaniment to the social inquiry report. This would then free the psychologist to concentrate on treatment where this is indicated, either in the community or in penal institutions depending on the disposal of the court. If a postgraduate diploma or certificate course in psychometrics for Probation Officers were available and widely publicised, more psychology graduates would be attracted to the profession, bringing with them other forms of specialist knowledge for the benefit of offenders. Psychologists would, however, be faced with the prospect of sharing their ownership of this aspect of their expertise more widely.

Ann Costello
2 Holme Terrace
Littleborough
Lancashire OL15 9QR

A polluted tidal wave

COLLEAGUES have asked me to say why I have resigned from the Society after being a member for 40 years, half of them as a Fellow. I had not expected this to command any general interest - a feeling which it may turn out you share - but it would seem ungracious not to offer a response.

This letter is entirely personal for these reasons: I discussed my action with no one before taking it; secondly, in the light of the respective books by Joynson and Fletcher and of an appeal by Fellows with a substantially greater call on the attention of Council than any I might make, it seemed to me that there was little room left for moderate dialogue.

I believe that the late Professor Sir Cyril Burt has been disgracefully traduced on a polluted tidal wave compounded of journalistic aggrandisement, perhaps, as it might seem, of the settling of old personal scores, but above all, of a swell from the soggy end of "political correctness", traduced, furthermore, in many cases by those of whom, in his life-time, Burt would have made mincemeat with one cerebral hemisphere tied behind his back.

Apart from the grave personal injustice done, the effect has been to bring about a misprision of Burt's work and writings which are now sadly unknown to a generation of young psychologists - both teacher and students - not a few of whose sense of history can be seen to stretch back clear to the week before last.

The Council's position throughout this affair has been half-baked; it is now insupportable.

Peter F. Portwood
3 Belmont Villas
Truro TR1 1HS

Innovative reviewing

I WAS disappointed by Michael Eysenck's analysis of peer review of research grant proposals (Letters, March issue), and dismayed by his proposal that the "track record" of applicants should figure more prominently in decision-making. The analysis is naive in that it assumes that the extent of establishment consensus above the value of proposed research is a good measure of its value. (If Freud or Vygotsky had needed such support, we might never have seen their work!) It also appears to treat the outcomes of the selected and funded research as irrelevant in judging the effectiveness of the current system. (Eysenck does not mention outcomes and, as far as I can see, the research he refers to really only deals with reliability, not validity, in current decision-making.) But his proposals dismay me because, while an even greater emphasis on "track record" would certainly favour established researchers like Eysenck, its effect would tend to exclude and discourage new research talent, and to keep psychological research within well-trodden avenues of interest and analysis. What is needed is a review system which allows at least some insightful reviewers to sponsor proposals dismayed by his research grant proposals (Letters, March issue), and dismayed by his proposal that the "track record" of applicants should figure more prominently in decision-making. The analysis is naive in that it assumes that the extent of establishment consensus above the value of proposed research is a good measure of its value. (If Freud or Vygotsky had needed such support, we might never have seen their work!) It also appears to treat the outcomes of the selected and funded research as irrelevant in judging the effectiveness of the current system. (Eysenck does not mention outcomes and, as far as I can see, the research he refers to really only deals with reliability, not validity, in current decision-making.) But his proposals dismay me because, while an even greater emphasis on "track record" would certainly favour established researchers like Eysenck, its effect would tend to exclude and discourage new research talent, and to keep psychological research within well-trodden avenues of interest and analysis. What is needed is a review system which allows at least some insightful reviewers to sponsor worthwhile innovation when they see it, and also one which embodies a sensible "equal opportunities" policy.

Neil Mercer
School of Education
The Open University
Walton Hall
Milton Keynes MK7 6AA

Cynical inclusions

I WAS interested to read Colin Newman's letter in the March 1992 issue of The Psychologist. He seemed to suggest that the Register indicates which Chartered Psychologists are eligible to join a Division. This seems not to accord with my own
experience. As a fully qualified educational psychologist with some 20 years' LEA employment as such, I was nevertheless informed by the Society that I needed to pay a fee of £15 to apply to join the DECP, or "to establish eligibility" in order to qualify for the specialist term "Ed." in the Register.

As my Associate Membership of the Society (of some 24 years' duration) was granted on the basis of my qualifications and experience as an educational psychologist, I fail to understand why the additional scrutiny involving further expense on top of that for Society membership, plus practising fee, is required. Am I being cynical in wonder whether an additional fee will be necessary to secure inclusion in the proposed "Directory"?

Derek Ganley
66 Maldon Road
Tiptree
Colchester
Essex CO5 0TT

Colin Newman, Executive Secretary, comments:

It would be irresponsible for the Society not to require proof of eligibility for Division membership before publishing in the Register a Certificate of the Psychologist's entitlement to use a specialist term. Associate status has for many years been achieved by a variety of routes, therefore it provides no guarantee of eligibility for membership of any particular Division. If Society records reveal evidence of past membership of a Division at the time of the Order in Council amending the Charter, evidence of current eligibility would not be required. However, if an applicant's papers have to be scrutinised by a Division Committee, a fee is charged to cover the costs of the work involved. Surely it is not being cynical to expect members to pay for specific services of direct benefit to the individual concerned? A free service would imply a subsidy from everyone else.

Socialisation

In Psychology Survey, No.1, (Foss, 1978) Charles Mercer wrote "Psychologists have been very slow to realise - and many are still not convinced - that the physical environment and the behaviour which occurs in that environment, form part of a system." I do feel that we have too little room for manoeuvre than this theory allows. However, the "room", is by no means limitless, restricted not only by morality and law, but by socialisation. For any response to stimulus created by one's environment will ultimately depend on whether one's socialisation is adequate or inadequate. The ability to interact with one's environment and the people within it must be learned. For those with adequate socialisation, the world is their oyster; for the remainder, well, there are always the shells.

The ability to respond when difficulties arise, without violence, is paramount, but, sadly, violent actions and reactions are all too common in prison, and is usually why an individual found himself in prison in the first place. I believe that, out of the learnt responses open to most of us and which we take for granted, individuals who have received inadequate socialisation seem to respond with the same response each time, that of physical confrontation. Forcing society to send them down the old and well trodden road to prison, and the torment which follows from imprisonment, for prison by its very nature is brutal, will not foster positive change. If change is what we seek, then it is for members of the academic world to bring pressure to bear for change. This may be best achieved by moving the emphasis from loss-making workshops to much greater practical educational courses, which deal with social skills.

This situation will not change until the views that are generally held about the usage of prisons change. A greater look is needed at what can be done while individuals are in prison in order to stop them reoffending. For each time that someone does reoffend there is another victim, and perpetrators are casualties of an advanced twentieth century society, in which poor socialisation has left them ill-equipped for survival. At the moment, most prisoners are simply being swept along like corks upon the great oceans, never truly to learn the skills necessary for socio-living.

Nicholas Charles Bertram
J2208 HM Prison
The Verne
Portland
Dorset DT5 1EQ

Reference

Editors' note:
This letter has been edited.

Mockery

SOMEONE with average intelligence would have realised that the 'Flash of Brilliance' (The Psychologist, March 1992), prefaced original spelling retained was probably from a dyslexic student. They have enough of a difficult time as it is without the one profession which is supposed to understand their problems joining in the mockery that is inflicted on them in school and, it seems, at university if they ever get there.

David S. Brée
Department of Computer Science
The University
Manchester M13 9PL

What about the clients?

I WAS SURPRISED to read the advert for the Society's Annual Conference 1992, and see so few topics dealing specifically with the treatment of clients. Although the Society has a variety of Divisions, Clinical being only one of them, it seems that we are spending a great deal of time and energy focussing on ourselves (teaching, contemplating, selecting, having identity crises, etc...) and less time focussing on those who should benefit from our knowledge - our clients. We seem to be in danger of becoming a closed system and losing sight of our clients, pupils, patients and others who should be gaining from the spread of psychological knowledge and psychological therapy.

Andre D. Geel
St Charles Hospital
Exmoor Street
London W10 6DZ

Inappropriate behaviour

OTHER PEOPLE working in a clinical setting may have seen the recent television advertisement for Prudential Insurance, which "lightheartedly" shows a man trying to go on holiday, but having to keep rushing back to check things in his house and which contains the joke that his wife thinks he should be locked up.

I find it both offensive and totally inappropriate that this kind of approach is used to try and sell insurance. There is nothing lighthearted about the depression felt by many of the people who would relate to the behaviour shown, neither is there anything helpful in the suggestion that the solution is incarceration.

In a world where being politically correct is possibly sometimes right
Letters

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REGARDING the advert for BUPA on p.138 of The Psychologist, March 1992, I want to know on what grounds the Society shows approval for the sensitive political issue of private health care by negotiating a discount membership scheme. This seems particularly inappropiate when so many Society members are employees of the National Health Service.

Society staff would earn our membership fees more usefully by spending their time arranging discounts for products and services which are of value to all members, or at least, products and services which, unlike BUPA, are not abhorrent to any members.

Robert Leiser
17 Mirlesse Lane
Glasgow G12 0SL

Allan Sakne, Business Manager, replies:
There was no negotiation and there will be none for private health care. Bona fide advertisers cannot be prevented from offering members a discount.

The Ashworth Inquiry

NEWSPAPER reports of the official inquiry have described the efforts of three clinical psychologists, in the face of sustained hostility and intimidation, to improve the standards of treatment and care at Ashworth Hospital. The courage and dedication of Susan Hope, Kate Williams and Moira Potier - and perhaps of others not mentioned - merit the respect and admiration of their professional colleagues.

Frank McPherson
Tayside Area Clinical Psychology Department
Dundee DD2 5NS

Information

Mental health promotion

WE ARE currently organising a symposium on the above topic under the auspices of the Howard Morton Trust to be held in the Department of Psychology at the University of Sheffield on Friday 5 June.

We would like to invite any members of the Society to attend and also to participate in a poster fair displaying examples of good practice within this area.

Further information is available from:
Carole Gillespie
Department of Psychology
University of Sheffield
PO Box 603
Western Bank
Sheffield S10 2LJ

Graham Turpin
Course Director

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Graham Turpin
Course Director

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• Professor Vicki Lee, Monash University, Australia
• Dr Geoff Lindsay, Psychological Services, Sheffield
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Assistant Editor: Features

We are still seeking a second Assistant Editor: Features to take over from Dr Marilyn Aitkenhead, who has recently had twins.

The job involves dealing with around three to four unsolicited manuscripts each month: initial assessment, selection of referees, correspondence with authors, decisions about rejection, revisions and recommendations for publication. All feature articles are also approved by both a member of the Editorial Committee and the Managing Editor before acceptance. In addition, the Board of Assistant Editors meets two or three times a year for joint consultations.

This is a key position on The Psychologist. If you would like more information, please phone Elizabeth Mapstone on 0840 770220. Applications with CV should be sent to the Managing Editor in the Society's Leicester office, to reach us, please, by 12 May.
Insomnia presents a perplexing side of human nature, and many intriguing facets for the psychologist. **Jim Horne** explains how to cope.

> "When you are lying awake with a dismal headache and repose is taboo’d by anxiety, I conceive you may use any language you choose to indulge in without impropriety." — Iolanthe

THE FRUSTRATION, despair, worry and anger of many insomniacs are embodied in this ditty from Iolanthe, written by Sir William Gilbert, himself a poor sleeper. It always has been, and very much still is one of the commonest problems brought to the doctor, and is one of the few disorders that the doctor allows the patient to self-diagnose. The key symptom of insufficient sleep is excessive daytime sleepiness, which most insomniacs do not have (although many are "tired" — see below). The most popular form of treatment, by benzodiazepine sleeping tablets (hypnotics), is unlikely to reduce the initial languishing in bed by more than 15 minutes or extend sleep by more than half an hour (US Institute of Medicine, 1979), and can leave the patient with more daytime sleepiness than in the beginning. Although the more recently developed hypnotics are less likely to have this latter effect, it is still a problem in the elderly (Morgan et al., 1988; Dunbar et al., 1989). Interestingly, and regardless of age, the apparent sleep improvement with hypnotics is unlikely to make the insomniac feel more alert in the daytime.

The misconceptions about insomnia are manifold. Many sufferers worry unduly about not getting enough sleep and about what may happen to their health as a consequence. This belief is compounded by the all-too-common view that we all need seven to eight hours' sleep. Popular magazines exhort us to get plenty of beauty sleep, and one of the commonest questions asked by doctors of their patients is "how are you sleeping?" Often as not this is just part of the doctor's initial conversation for establishing rapport with the patient, nevertheless, it further fixates in the patient's mind the apparent need to get a "good eight hours' sleep".

However, these fears the insomniac has are usually unfounded, as many usually have around six hours sleep a night, which is sufficient, and usually avoids daytime sleepiness (Horne, 1988). For example, Stepanski et al., (1989) monitored the nighttime sleep of patients complaining of chronic insomnia, as well as a control group of normal sleepers. Daytime sleepiness was assessed by the Multiple Sleep Latency Test (MSLT); an EEG technique that is the standard clinical tool for measuring sleepiness (cf. Carkadon, 1989). Total sleep in the insomniacs and controls amounted to 364 and 419 minutes respectively. Daytime sleepiness did not differ between the groups; in fact, there was a trend for greater daytime alertness in the insomniacs.

Nevertheless, many chronic insomniacs feel drained and fatigued during the day, which they attribute to sleepiness through a lack of sleep. Often this is not really sleepiness, but a weariness and exhaustion associated with depression and/or chronic stress, that has insomnia as a symptom. Here, insomnia is not the crux of the matter, as is so readily believed by the sufferer, but the stress and anxiety, and it is these which really require the treatment. It is better to discriminate between "sleepiness" (a need for sleep due to sleep loss) and "tiredness" (lethargy, loss of interest, inability to get going).

Sleeping tablets

About 14 million prescriptions for hypnotics were written in Great Britain in 1989, with many being repeat prescriptions. There is little evidence to show that most types of sleeping tablets have any beneficial effect on sleep after a few weeks of treatment (Committee on the Review of Medicines, 1980), although there is still a shortage of long-term research here. Nevertheless, many sufferers insist on continued medication.

Most types of hypnotic not only induce sleepiness, but also reduce anxiety, helping to allay one's worrying whilst attempting to sleep at night. Anxiety makes this time go interminably; reduce the anxiety and the time seems to go faster. So the patient's perception of the insomnia is lessened. Benzodiazepines can mimic some of the brain's own mechanisms for inducing sleep and relieving anxiety. After a few weeks' medication these natural mechanisms cede somewhat to the drug, and become depleted. If the drug is stopped abruptly, then the shortfall in the brain's own mechanisms leads to a rebound of insomnia and anxiety, with both being worse than to begin with. Patients may attribute these symptoms to themselves rather than to the drug withdrawal, fearing that they may "be losing their minds", and medication is resumed. Such withdrawal effects usually last.
days rather than weeks, until the brain's mechanisms are reactivated. A gradual withdrawal by tapering down the dose over a few weeks is less of an ordeal (Greenblatt et al., 1987). Whereas some people suffer little withdrawal effects, for others the experience, tapered or otherwise, can be unpleasant, with patients needing plenty of reassurance and support over this period.

Some argue that as hypnotics are relatively benign, there is no harm in repeated consecutive use and their long-term use. After all, many other illnesses such as diabetes and epilepsy involve long-term drug dependency. This absurd argument overlooks the fact that whereas insulin and antiepileptic drugs have obvious therapeutic benefits, the long-term use of hypnotics has virtually none, and of course, over the years the drug costs mount up, even though most hypnotics are relatively cheap.

However, too black a picture must not be painted for hypnotics, as they are very useful in the short term. The maxim is simply, "all things in moderation." Dependency is not found in all long-term users, and it does take weeks to develop. It is less likely with lower doses, and with the longer-acting hypnotics that are effective throughout the whole night rather than just for the first few hours of sleep (although these latter compounds are more likely to cause daytime sleepiness). Combining alcohol with a hypnotic is not only a foolish and dangerous procedure, but is more likely to lead to dependency.

### In and out of sleep

Even for good sleepers, sleep does not just switch on and off like the bedside light; it dimns down slowly and has the occasional flicker. Provided that these flickering returns to consciousness last no more than around fifteen seconds at a time, then the sleeper will probably have no recollection of them. The longer the arousals beyond this limit, the more likely they will be perceived to be wakefulness.

More interesting is what even the good sleeper reports after having woken up. If he or she had been sinking into sleep for a good ten minutes beforehand, then the likely claim would be, "I've been asleep". Less than ten minutes, then it is more likely that sleep will be denied, with the claim being "nodding off" or even "still awake" despite the person having been soundly, albeit briefly, asleep (c.f. Hauri & Olmstead, 1983; Bonnet & Moore, 1982).

In the first ten minutes or so of falling asleep, we are not truly out for the count. Even the good sleeper is vaguely aware of what is going on in the surroundings (Ogilvie & Wilkinson, 1988).

### Sleep hygiene

Another answer to improving poor sleep in the less severe forms of insomnia lies in better sleep hygiene. It requires dedication and effort, but the outcome is usually worthwhile, long lasting, and there are no side effects. First, the insomniac is reassured about "not getting enough sleep" if there is no excessive daytime sleepiness. Daytime naps must be curtailed, as these reduce sleepiness at bedtime. The circadian (24 hour) rhythm of sleep is retrained by the sufferer waking up at the same time every morning, irrespective of the time of going to sleep. Weekend sleep-ins are out. Going to bed at night should be avoided until there is sleepiness, irrespective of how late this may be. If, having gone to bed, the sufferers do not sleep within ten minutes, then they must get up, abandon the bedroom and do something distracting and relaxing elsewhere. The bedroom must be associated with sleep, not with despairing wakefulness. A return to bed is only allowed when sleepiness returns. Coffee and alcohol should be avoided in the evenings. Initially this routine leads to some bad nights and sleepy days, but better sleep usually returns, particularly if some form of relaxation therapy is also given.

Several studies including our own (Horne & Wilkinson, 1985) have shown that, over several days, normal healthy adults can successfully adapt to one- and-a-half to two hours less sleep daily (to around six hours' sleep), without increased daytime sleepiness or difficulty in getting up in the morning. Sleep comes more quickly at bedtime, and the regimen is suitable as a treatment for insomnia. It is a type of homeopathy - treating poor sleep with mild sleep loss. The sufferer is assigned an immutuable six hour daily period for sleep - say midnight to 6 am. Naps at other times are forbidden. The scheme is a struggle initially, and an alarm clock is necessary to ensure a prompt morning awakening; then things improve. Several sleep clinics in the USA have adopted this method routinely, and report a high success rate (Spielman et al., 1987). Treatment is continued for around eight weeks, and then patients are allowed to sleep as they want, whereupon the beneficial effects persist.

### The timing of sleep

Most people only realise that their sleep is strongly influenced by a circadian rhythm when problems arise, as with "jet lag" and shiftwork, when sleeping at an unusual time of the day is difficult until adaptation sets in. However, the internal clock can go awry, as in the "delayed sleep phase syndrome". This was first described in detail by Weitzman et al., (1981). Typically patients report a chronic inability to fall asleep until around 4-5 am, and then they sleep quite well. As many have to arise only a few hours later for work, the sleep they get falls short of the minimum requirement, and they are sleepy throughout the day. For most sufferers this has been going on for years, and is unresponsive to sleeping tablets. Often, they are seen to be anxious or neurotic, despite there being few such symptoms, apart from an understandable concern about sleep.

Aberrantly, the circadian rhythm...
has stuck at a point hours later than normal, and this has to be moved back. But it is far easier to move this clock forwards than backwards. This is seen in shiftwork, where it is easier to rotate shifts in a forward direction (eg: night shift -> morning shift -> afternoon shift) than in the reverse direction. That is, adapt by extending the day rather than by reducing it. Or to give another example, it is easier to overcome jet lag when flying from east to west, and adding a few more hours to the day, than vice-versa. For delayed sleep phase syndrome sufferers, forlorn attempts to sleep at midnight not only shorten the day, but it is also the time when their circadian clock is at its most alert and least prepared for sleep. Normally this time is around 6-8 pm (with the trough around 4 am).

An earlier sleep time has to be arrived at the other way, by lengthening the day, and going to bed later and later, over a series of days, ending up at, say 11 pm. Weitzman et al., (1981) proposed a 27 hour day, maintained for six days. For example, if sleep onset is usually 5 am, then the successive bedtimes are 8 am, 11 am, 2 pm, 5 pm, 8 pm, and ceasing at 11 pm. Thereafter, bedtime remains at 11 pm. Patients usually have no difficulty in going to sleep at these later times, and, remarkably, sleep onset usually stays at 11 pm. They are allowed to sleep for up to eight hours at a time. There are difficulties: finding somewhere quiet for daytime sleeping, and a lost week's work.

The elderly

Sleep in the elderly is a different matter. Sustained sleep at night becomes difficult, and so does sustained wakefulness during the daytime, with naps being common (Morgan, 1989). Typically, napping occurs after lunch, and again around late afternoon. Of course, naps are also promoted by infirmity, loneliness and boredom. If naps are taken every day, as is often the case here, then these become part of the daily sleep pattern, and are subtracted from the sleep needed at night. The total daily sleep does not lessen by much from middle to old age - it just becomes spread out more over the day. In many elderly people, daily naps can add up to two hours, leaving maybe only five hours for the night.

Around mid-evening, the elderly tend to feel sleepy again, owing to their inability to stay awake for very long. Rather than take another nap, for say half an hour, they usually go to bed. Because of sleepiness, sleep comes easily. But around 5 am they tend to wake up as the full sleep quota has been taken. They are often alert and refreshed, but do not appreciate this as "it is the time one is supposed to be asleep". Many believe that they have not had enough sleep, and then worry about not getting back to sleep. Twelve hours may be spent in bed overnight in an attempt to achieve the "proper amount of sleep". Lying awake in the small hours of the morning in a cold house is a lonely experience, and for one reason or another they may resort to hypnotics. The elimination of these drugs from the body is slow in the elderly, and there are likely to be hangover effects the next day that increase daytime sleepiness, promote further napping, reduce the sleep need the following night, and necessitate more sleeping tablets. Hence a vicious circle may develop.

One solution is for the elderly person to acquire the habit of taking another nap mid-evening (for about twenty minutes), rather than go to bed. This can have an alerting effect for another few hours. Although more sleep has been subtracted from the ensuing night's allowance, a new bedtime of around midnight, followed by about five hours of sleep leads to a more acceptable waking-up time, and no sleeping tablets. Several days are needed to develop this habit, with an alarm clock to ensure that the late nap does not become a full sleep. Staying up in the late evening when the living room is warm, with programmes still on the TV, is more enjoyable than waking up in the small hours of the morning when the rest of the world is slumbering.

The day may soon dawn when insomnia is seen to be not so much a lack of sleep, but a syndrome of misperceptions about sleep.

References


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Therapy Notes and the Law

A practitioner’s confidential notes of therapy sessions may be ordered by a Court to be produced for inspection in certain circumstances. Stephen Jakobi and Duncan Pratt have recently been involved as legal advisers in a case where a psychotherapist’s notes were required as part of legal proceedings. They describe the situation and set out some safeguards and guidance.

The BACKGROUND to the case we describe was that the client had given birth to a handicapped child, and subsequently issued proceedings for medical negligence concerning the birth. The practitioner was consulted some two years after the commencement of these legal proceedings and the presenting problem concerned the client’s feelings towards the child. Medical negligence cases frequently last several years, and some three years after the commencement of the course of therapy the client’s lawyers requested the practitioner to provide an expert report dealing with the client’s mental condition. The practitioner prepared a report using the session notes compiled over the course of therapy for the use of the Court and the report was disclosed in the normal way to the lawyers for the Defendants.

These lawyers sought access to the full session notes taken over the years of consultation and it was in these circumstances that the practitioner sought legal advice.

As far as we could discover, there was no case dealing with psychotherapists’ notes. However, there is a wealth of authority dealing with the extent to which the records of doctors and hospitals must be disclosed and although we have considered various particular features of the notes which might differ from ordinary doctors’ records, the conclusion we have reached and the advice given was that psychotherapy records will not be treated any differently from other medical records.

In any civil action where either party has documents in their possession or control or within their power, the basic rule is that if they are "relevant" they must be disclosed to the other side and are useable in Court. This rule is subject to exceptions, discussed later.

We consider that a psychotherapist’s notes of sessions may be relevant if there is an issue in the case concerning the client’s mental condition either at the time of trial or as it was in the past. Therefore, as in the present case, because the notes were relied upon by the practitioner who prepared her report, they are relevant.

Distinguishing from medical notes

There are a number of specific points of distinction from normal medical records which we now examine. There may be other specific points of distinction that occur to the reader.

A. "The notes do not consist of clinical observations at the time of the interview but a record of historical events in the eyes of the patient."

We considered them not distinguishable from conventional medical records in dealing with the history of the patient.

B. "They are entirely hearsay."

The hearsay rule in law is that an assertion made by someone other than the person who is giving evidence is not admissible. In evidence about events and words uttered, it should be evidence by persons present at those events and the person uttering the words should give the evidence. Insofar as the session notes describe events of which the compiler was not present, they may be hearsay, but Parliament has provided machinery to enable them to be admitted in evidence nevertheless. It must also be observed that the client’s observations are not being used to show the truth of what she said, but to show what she believed at the time the record was being made.

C. "That since these notes are records of transitory states of mind, different sessions may conflict in relating to the same historical event and that the records were feelings about historical events rather than descriptions of them."

Again it is the client’s state of mind with which the record is concerned and not the accuracy of the description of events.

We note that there may be great differences in clinical approach and the methodology of individual psychotherapists and psychiatrists, but the records of interviews made by psychiatrists, which to some extent contain similarly subjective accounts of the patient and reflect transitory states of mind are nevertheless liable in principle to be disclosed to the other side and used in litigation.

Privilege

There are a number of reasons for not disclosing relevant evidence. This is known to lawyers as privilege. Communications between a patient and medical adviser are not privileged, although they are always treated as documents of the most confidential
Compelling disclosure

The practical procedure for compelling the practitioner to disclose, even though the practitioner is not a party to the action, is to make the practitioner subject to a Court Order in one of two ways:

1. By a Subpoena Duces Tecum: this is a witness summons forcing the witness to turn up to Court on a specified date and bring the documents set out in the summons. If it is considered by the practitioner that there is no relevant evidence to give or the summons is oppressive, fishing or speculative, Court application may be made to set aside the summons.

2. An application to the High Court ordering disclosure of documents by a non party. This application is available only in claims for personal injury (including psychiatric injury) and must be supported by an Affidavit describing the documents and showing that they are relevant. It is important to note that an Order may be made on such other terms, if any, as the Court thinks just. The appropriate Act expressly says that the production may be confined to the applicant's legal advisers, or to those advisers and any medical or other professional adviser.

It is also important to note that whatever type of disclosure is being considered, the Court will not order disclosure if satisfied that disclosure is not necessary or not necessary at that stage. So there is a significant protection against abuse. Some examples of this are:

1. The party seeking disclosure can obtain equivalent information for its purposes elsewhere without obtaining access to the documents.
2. The party seeking disclosure cannot sufficiently identify the issues to which the documents are said to be relevant.
3. The party seeking discovery against a practitioner is not proposing to obtain an expert opinion of its own (using those materials), but appears to want to have them in order to make the best use that they can of them in cross examination perhaps as a credit.
4. Bearing no relevance to an issue, the records cannot really affect the determination of the issue.

It is also sometimes said that a Judge has the discretion to exclude otherwise relevant and admissible evidence as part of his/her function to control the proper conduct of the trial. There is doubt that this power even exists. However, a former Chief Justice gave the following guidance: "If a doctor giving evidence in court is asked a question which he finds embarrassing because it involves revealing things which he would normally regard as confidential, he can seek the protection of the Judge and ask the Judge if it is necessary for him to answer. The Judge ... can ... tell the doctor he need not answer the question. Whether or not the Judge would take that line, of course depends on the importance of the potential answer to the issues being tried." [Assumption of male doctor in the original.] Another possible factor in the Judge's decision would be likely to be the degree of harm done to the patient (over and above the mere breach of confidence) in relation to the importance of the answer to an issue. Thus if the answer to a question would involve revealing that the patient had experienced intense feelings of hatred towards his mother, of which she was unaware, present in court, and the feeling had no real connection with the matters being investigated in the trial, a psychotherapist might wish to seek the Judge's assistance.

The conclusion is perfectly clear: whenever a patient is involved in litigation
in which his or her mental condition, whatever the causes of that condition, are in issue, the psychotherapist's notes and records are liable to be ordered to be disclosed to the opposite party.

Taking precautions

There may be a number of safeguards which can be adopted.

1. A psychotherapist is entitled to regard the request of the client's lawyer for a report to be prepared as sufficient authority from the client to do so. But whenever there is a request for a report to be prepared for use at a trial, it would be wise for practitioners to satisfy themselves not only that their patients consent to the disclosure of the report (which may include sensitive information) to the opposite party, but also that their patients understand that may lead to a requirement to disclose the practitioners' records including notes of therapy sessions.

2. If practitioners who have prepared reports for use in litigation are subsequently met with a request for disclosure of their notes, they should be refused unless (a) the patient consents or (b) the Court orders disclosure.

3. Since any arguable privilege and right to confidentiality is, in law, that of the patient, a consent from the patient is not only an authority to disclose, but a Defence to subsequent allegations of breach of confidence.

4. Exceptionally, there may be cases where the practitioner is of the view that disclosure would be likely to cause serious harm to the patient: a reasonably robust approach to this is necessary since in one sense any disclosure is likely to prove something of a trial to the patient which is why we consider this to be an exceptional circumstance. If so:

   (a) The practitioner should inform the client's solicitor in terms which enable adequate explanation to be made to the party requesting disclosure.

   (b) The requesting party should be asked, through the client's solicitor, to identify the issue to which the disclosure is relevant and to state what arrangements have been made for the notes to be examined by a suitably qualified expert, or if not, for what purpose disclosure is required and/or (if it is thought that the feared harm might be avoided or minimised in this way) to invite the requesting party to agree to limit disclosure to the relevant expert, or the expert and legal advisers. Then the requesting party should be asked to consider whether the information can be obtained in some other way or to consider whether disclosure is necessary at this stage or could be deferred until after that party's expert has examined the patient and decided whether the expert really needs to see the notes and, lastly, in any event, to undertake that the documents will be shown or referred to only by the parties and their legal and professional advisers and for the purpose only of the present proceedings.

   The above suggestions are designed with an eye to the power of the Court to make Orders already referred to and it should be stressed that not all these enquiries will be appropriate in every case. The practitioner must look carefully at the facts of the particular case and in cases of doubt will be well advised to consult his/her professional defence society.

5. In a case of feared harm to the patient, if the requesting party shows a bona fide issue to which the information in the notes is potentially relevant, but does not propose to instruct its own expert, consideration should be given to asking the Court to impose such a limitation.

6. If harm is reasonably anticipated even with the limitation on disclosure, then consideration should be given to resisting disclosure on the grounds that disclosure is not necessary. If limitations on disclosure have been agreed or ordered by the Court, these limitations will cease to have effect once the documents are read out or referred to in open Court. This should be borne in mind in discussing matters with a patient's lawyers.

Once again the experience of Courts in dealing with disclosure of medical records is now so long established and commonplace that practitioners will find that limitations will be only imposed for good reason and in a small minority of cases. It therefore follows that privilege could only be argued on very exceptional facts which have application beyond the interests of the particular patient to the interests of the public at large. What we have said so far governs the situation where your patient is in a dispute with another person, or where your patient's mental condition is at issue. But as between you and your patient, the law has always recognised a duty of confidence, and there are two recent cases in which respectively a patient and a health authority brought actions for breach of confidence and they illustrate the balance between confidentiality and conflicting public interest.

In one case a health authority sought to restrain a newspaper from using or publishing confidential information, which was the property of the health authority and had been supplied to the newspaper by its employee in breach of confidence, concerning two practising doctors who were being treated by the authority for Aids. It was held that the public interest in preserving the confidentiality of hospital records identifying actual or potential Aids sufferers outweighed the public interest in the freedom of the press to publish, and that disclosure of names was not necessary in support of any public interest in discussion of the issue.

The other case was that of a patient detained at a secure mental hospital as a potential danger to public safety who sought damages against a psychiatrist who had disclosed a report on him to his treating hospital and to the Home Secretary. The defendant here was not a treating psychiatrist and had examined the patient for the purpose of preparing a report in support of his application to the mental health review tribunal with a view to release. The report was so adverse that the application was withdrawn. Nevertheless the psychiatrist took the view that those charged with his management and Home Secretary should see copies. It was held that the balance between public interest and disclosure and the public interest in the duty of confidence came down decisively in favour of disclosure.

We can only repeat that where your patient is engaged in litigation, a psychotherapist's session notes cannot be protected from disclosure and use in the proceedings only in the most exceptional of circumstances.

Stephen Jakobi of Jakobi & Co is solicitor to the Psychologist Protection Society who have kindly given their permission to use this advice as an aide memoire for the information of the profession.

Duncan Pratt is a barrister (specialising in medical and other professional negligence).
Sandra Lipsitz Bem: Feminist Psychologist

The names of some psychologists are inseparably linked with particular ideas: Skinner and operant conditioning, Bowlby and attachment, Eysenck and extroversion/introversion. Say "Sandra Bem", and the average reader of The Psychologist will respond "androgyne". She didn't, of course, invent the concept (feminists like Elizabeth Cady Stanton and Virginia Woolf had used the idea long before), but she is renowned for giving it an operational definition, and scientific credibility within (and beyond) psychology. Celia Kitzinger interviewed her about her work.

Androgynous people (from "andro", male and "gyne", female) are those who integrate within themselves attributes traditionally polarised between the sexes. Refusing the "restricting prison of sex-role stereotyping", they can be both assertive and compassionate, instrumental and expressive, tough and tender - depending on the needs of the situation. Back in 1975, in an article comparing the experience of "androgyne" people with "the tight little lives of fluffy women and chesty men", Sandra Bem proposed androgyne as "a new standard of psychological health, one that removes the burden of stereotype and allows people to feel free to express the best traits of men and women". Today, her measure of androgyne, the Bern Sex Role Inventory (BSRI), is one of the most widely used research instruments in social psychology, and has spawned a plethora of studies demonstrating positive correlations between androgyne and such indicators of mental health as self-esteem, self-actualisation, flexibility, and decreased levels of depression.

Rethinking androgyne

Yet when I spoke with Sandra Bem, now Professor of Psychology and Women's Studies at Cornell University, it was clear that her thinking has shifted considerably since she introduced the notion of "androgyne" into psychology nearly twenty years ago. "The word 'androgyne'," she says, "isn't part of my own vocabulary very much anymore."

Ideas mature over time - underlying values are expressed in different ways, foci change, theories develop, culs-de-sac are rejected in favour of new approaches. The novel insights of one decade become the clichés of the next. There would surely be something wrong if any author reiterated the same ideas in identical format twenty years on. Yet when Benjamin Spock revised his views on childcare, when Betty Friedan reworked her theories of women's liberation, these shifts were represented as sudden and dramatic turnabouts. Admirers and proselytes spoke of betrayal; opponents expressed grim satisfaction that these public figures had apparently seen the error of their ways. Continuities of thought were lost in the future.

Similar problems may well beset Sandra Bem with the publication of her forthcoming book, The Lenses of Gender: An Essay on the Social Reproduction of Male Power (Yale University Press), which marks a significant departure from her own early conceptualisation of "androgyne". Those well accustomed to working within this tradition, as well as those newly inspired by it, are likely to be baffled and dismayed by the changes in her thinking: Those who have criticised "androgyne" research for its individualism, for its reproduction and reification of the very gender polarisation that it seeks to undercut, and for the way in which it obscures power inequalities between men and women, will be delighted - but perhaps for the wrong reasons.

The lenses of gender

Some theories are built by the gradual accumulation of data and extension of a core set of axioms: the shape and structure of the mature vision is retrospectively evident from the very beginning. Others, no less dependent on their own past, emerge from it more in the way that a tadpole becomes a frog: manifest differences obscure the underlying continuity of development. Although she discussed with me at some length the differences between "androgyne" theory and its subsequent metamorphosis into "the lenses of gender", Sandra Bem is concerned to stress the continuity in her thinking:

"My interest has always been in getting rid of gender. That includes 'masculine' and 'feminine', 'heterosexual'..."
and 'homosexual'. I've always been someone for whom these categories aren't especially meaningful, and 'androgyne' was just my first conceptual attempt to get the idea into psychology that maybe this distinction between 'masculine' and 'feminine' is a social construction - though I wouldn't have used those words then. As soon as I had done the work on androgyny I thought, 'this isn't what I meant exactly; this isn't quite getting it'. So I moved on to talking about gender schema, and now I would say that what I was really always interested in was the problem of the gender-polarising lens.'

Sandra Bem introduced and expanded her concept of 'the gender polarising lens' during her visit to Britain as invited speaker at the Psychology of Women Section Annual Conference, and to enthusiastic audiences at the London School of Economics and the University of Surrey.

By 'gender polarisation' she means the exaggeration of gender differences and the organisation of social life around them.

'Gender polarisation is the forging of cultural connections to the male/female distinction so that small if significant differences become large and profound, influencing whole areas of people's lives - how they express emotion, how they experience sexual desire. Male/female has become an all-encompassing division with two, and only two, mutually exclusive scripts, and everyone who diverges from those scripts is problematically deviant.'

The gender polarising lens is one of three ways of viewing the world which she identifies as reproducing male power. The other two are 'androcentrism' ('treating the male situation as if it is sexless and universal and the female as a departure from the norm') and 'biological essentialism' ('treating all differences between men and women as though they follow logically and essentially from biological differences').

These three lenses reproduce male power in two ways:

'They automatically channel men and women into different and unequal roles: men and women have different default options because, for example, of the non-availability of 24-hour free childcare. And the lenses themselves get transferred through a process of enculturation into the heads of individuals, further controlling action.'

Making the personal political

Her talk at Surrey - a rapid gallop through a couple of centuries of psychological, psychiatric and sexological research - was designed to illustrate that these disciplines 'are not neutral, objective discourses, but are saturated with the lens of gender polarisation and have collaborated in the reproduction of male power'. Discussing her ideas with me over coffee afterwards, she described how she first became interested in gender issues:

'I came to feminism first in the private context. I met Daryl in my second semester of my senior year, at which time I had already applied to graduate school and was on the beginning of a career path. When Daryl and I started to think about getting married, I began to realise what it meant to be a wife, and it didn't seem to me to make any sense. I wasn't going to darn my husband's socks, or wash his floors, or follow him around the country for his work. I wasn't prepared to sacrifice my life for his. So we stayed up the whole of one night talking, and we decided we'll just leave the kitchen floor dirty, and when it feels like we can't stand it anymore, then we'll wash it together. And we'll buy many many pairs of underwear, so that the laundry doesn't need doing very often, but when it does, we'll do it together. And we did those things, and we found that other people thought this was interesting.'

Other people became so interested that over the next few years, while doing her PhD work, she and her husband gave literally hundreds of speeches across the United States on the topics of sex-role stereotyping and 'equalitarian' marriage. When she finished her doctoral work in developmental psychology ('I wasn't much interested in pursuing that any further; I'm not someone who likes empirical research for its own sake'), she turned her professional attention to the issues that had become important in her own life:

'It dawned on me to try to integrate my personal and political interests with my professional interests. And so I decided to start over and define gender as my research area, and to do research and develop theory in the service of my personal and political goals as a feminist. My research interest has always been frankly political, and my major purpose a feminist one.'

Bearing in mind the conventional separation between 'scientific psychology' and 'politics', I asked how she would respond to the charge of 'bias' in her work:

'I find the distinction between scientific theory and politics not one I can fully understand. We act as if science is this totally objective process of finding out facts, and the good scientist is somebody who never imposes any sort of organisation on these facts - as though facts speak for themselves. I just think that's virtually never true. It's a delusion. To say 'I am a feminist psychologist' doesn't seem all that different from saying, 'I am a learning theorist', or 'I am a quantum mechanics theorist'. That is to say, I look at the world through this lens and it influences how I interpret what I see'.

For some reason we don't do the other theoretical perspectives as politics but whatever perspective you adopt means using a conceptual framework which very quickly has implications for real lives, and hence starts to affect what is, in common language, thought of as politics and morality.'

Back in 1978 she stated her political agenda (and therefore also her psychological research program) in three rallying cries: "Let sexual preference be ignored; Let sex roles be abolished; and Let gender move from figure to ground." Reflecting on those early goals today, she says:

"I would still argue that sex roles should be abolished, though now I'd use the term 'gender polarisation', and of course, if we got rid of gender polarisation we would ultimately get rid of the concepts of homosexuality and heterosexuality. But I understand more now than I did then about the political context in which we are living. On the
one hand there's the Utopian ideal, by which I mean, yes, let's stop thinking about our maleness and femaleness, let's stop organising our lives around our gender, including the gender of the people we're attracted to. On the other hand, I can think about what we as political activists need to be doing right now, and I think right now, here in the real world, the last thing women need to do is to forget about being female, in the same way that I think the last thing lesbians and gays need to do is forget about sexual orientation. We have to use these cultural constructions for purposes of liberation and protest. In terms of the kind of politics you need to transform society, I think we do need organised social movements that are built around being a woman, being black, being lesbian or gay. The culture says, 'we are going to oppress you on that basis', so it doesn't seem problematic to turn around and say, 'well, we are going to take this category and transform its meaning and fight for its being privileged or at least not discriminated against', even while at the same time we are saying, 'this category doesn't need to last for ever, and by the time we get to Utopia it won't exist anymore, but we can't get from here to there without taking your category, damn you, and transforming its meaning, and using it for our own politics'."

"Too much a psychologist"

She is critical of psychology as a discipline: "I don't feel like there's a lot I'm going to learn from psychology at the moment." She points in particular to psychology's individualism and to the way in which it 'decontextualises everything, and doesn't deal with the structures of society.' In writing her new book she found very little psychology of any use to her: "I really didn't find it helpful, so I've been reading gender stuff in other disciplines, and I really haven't read psychology for a long time." She is critical, too, of her own early individualism ("androgyne sounds like a personality dimension and doesn't lend itself to the analysis of cultural forces") and regrets that she "didn't understand at all about androcentrism 20 years ago". One of the non-psychologists whose work inspires her today, is feminist lawyer Catherine MacKinnon who, in one of her articles, "describes the whole world of social institutions as being an invisible affirmative action plan for men. I think that's a brilliant insight. I just never saw it." She describes what this might mean in practice, and how inadequately psychology addresses the male-centeredness of institutions.

"Take for example the self-defence justification in America that says you're not guilty of homicide, even if you kill your partner, if you believe that your life is in imminent danger at that point, so the only way you can stay alive is to kill that person. Is there any way in which this matches the situation of men more than the situation of women? Is it possible that when the self-defence justification was first written, they had men's situation in mind? You're in a bar drinking and you and your friends start having a fight and he takes out a knife, so you have to kill back. No one was thinking about a woman who's being beaten for twelve years and can only kill her husband when he's asleep. So when she does that, it's not that she's sick with something we're going to call the disease of battered women's syndrome; it's rather that there's something fundamentally male-biased about the law. The men who wrote it were picturing men and men's situations when they were writing it. Psychology too often pathologises and individualises what is going on. Everything gets depoliticised in psychology." Referring back again to her earlier work, she comments "I was too much a psychologist."

But despite the criticisms she (and others) now levy against "androgyne" theory, it was undeniably an important intervention into the sexist psychology of the seventies, signalling a fundamental shift in the course of psychological research on gender. Sandra Bem is still motivated by the feminist goals which guided her work back then, and developments in her theory reflect some of the same underlying beliefs. She describes it as a deep structure/surface structure distinction:

The surface structure of androgyne says, 'let everyone be both masculine and feminine', and I'm not interested in saying that anymore. But I was always more interested in the deep structure than the surface structure, and the deep structure of androgyne says, 'let's get rid of the gender construct, let's do away with gender polarisation'.

Gender polarisation, androcentrism, and biological essentialism, the three "lenses of gender" basic to her current thinking, are an important contribution to contemporary psychology (including mainstream 'psychology of women', much of which is still individualistic, a-social, and a-political) from a researcher who has already proved a major influence on the discipline. The "lenses of gender" have the potential to be as significant an intervention into the psychology of the nineties as androgyne was for the seventies - if psychologists can rise to the challenge.
Research in Brief

Assistant Editor: Geoff Lowe

Drug use amongst friends

Which peer group pressures are influential in adolescent drug use? Geoff Lowe reports.

"Peer group pressure" is generally thought to be an important influence in such behaviours as drinking (alcohol), smoking and other drug use. However, what actually constitutes a peer group? Is it a sociometric group or clique? Does it involve current friends? Best friends? Other school friends? Other teenagers whose opinion is valued? Or simply same-aged peers?

Morgan and Grube hypothesised that peer group closeness would be a critical factor in determining drug use, the central hypothesis being that social influence varies with the closeness of peer relationships (ie. best friends influence most, same-aged peers least). Since the study was longitudinal in design, they also investigated peer influence not only on initiation, but also on maintenance of substance use. The study was carried out in the Dublin area over three phases in which questionnaires were given to several thousand students (aged 13 - 18 years). The questions concerned personal drug use (including nicotine and alcohol) as well as usage by best friends, other good friends and other people of their age. The results showed that "closeness" was a good predictor of drug use and that several good friends were influential in initiation (through example and approval), while their best friend seemed "uniquely influential" in the maintenance of drug use. Interestingly, these influences were relatively constant over the age range.

The results suggest ways in which preventive programmes can be made more effective in both content and delivery (eg. specific social skills to resist social pressures need to be concentrated on friends rather than anonymous peers). Moreover, such interventions may require different approaches at the initiation and maintenance stages.


Left hand bias

Left-handers have quick returns. Mark Parkinson reports.

Left-handedness is an important personal characteristic. Not only because of its incidence (it occurs in about 10 per cent of the population), but because it relates to cerebral dominance for language. Interestingly, it appears to be under genetic control since there is a marked variation between the sexes and between different populations. It is also a trait about which individuals have direct personal knowledge. Such knowledge, in turn, may possibly affect the way in which left-handers respond to questionnaires designed to probe the characteristics of left-handedness. Surveying 399 medical students, Cornell and McManus found that left-handers returned questionnaires more quickly than right-handers. The overtly left-handed nature of the questionnaire, together with the differential responding, suggest that estimates of the rate of left-handedness in the population are subject to significant bias. A further implication is that genetic models may be very difficult to test, especially if the aim is to decide whether left-handedness is a product of strong selective forces, or merely a feature of gradual genetic drift.

The authors suggest that if bias is to be avoided a 100 per cent response rate is required, or that questions concerning handedness should be embedded in a larger questionnaire concerned with an apparently non-related subject. Or perhaps this is a suitable subject for more naturalistic methods.


The comfort of death

How do hospice patients feel when they witness the death of another patient? Health psychologists have been finding out. Geoff Lowe reports.

The experience and awareness of people dying is an inevitable part of hospice care and concern. But what kind of impact do these deaths have on fellow patients? Observing another patient die might well be distressing - not least as a reminder of one's own imminent death. On the other hand seeing another patient die peacefully in a caring environment might be reassuring.

Honeybun, Johnston and Toochnan undertook a careful and sensitive study of this issue with 20 hospice patients. They interviewed 11 patients who had recently experienced a death in their room. Nine other patients who had not witnessed the death of a room-mate were also interviewed. These had been in the hospice for a similar amount of time.

Johnston's team found no evidence that hospital patients suffer distress after witnessing a room-mate's death. Indeed, they found that those witnessing a death were less depressed than those who had not. Most said that the experience was more comforting than it was distressing. Furthermore, many patients felt that it would be worse for them if a dying patient was moved out of their room. Thus the results point to the benefits rather than disadvantages for patients of witnessing the death of another patient in the hospice.


Green Cross Code

Mark Parkinson reports on a study which shows that young children are not very good at selecting safe places to cross the street.

For many years the "Green Cross Code" has been at the core of road accident prevention campaigns aimed at young pedestrians. Unfortunately the results have not been very encouraging. Some of the possible reasons for this lack of success have recently been identified.

In a series of experiments, Ampofo-Boateng and Thomson presented children between the ages of 5 and 11, with a range of road crossing scenarios. Some were depicted on a traffic "map" on which a range of toy pedestrians, trees, and buildings could be placed; others used photographs taken from a "doll's-eye" view; and finally children were exposed to real traffic situations.

The major finding was that children in the 5 to 7 age group selected a site for crossing a road purely on whether they could see cars on the road from the position they occupied. No other cues seemed to be taken into account. As a consequence, situations which were in fact very dangerous, were judged as safe. Also, when asked to select a safe route across a road, younger children tended to opt for the quickest and most direct. In both instances older children were more discerning and were most likely to take in to account the possible dangers.

The results have implications for the Green Cross Code which, whilst supplying a rudimentary strategy, does not concentrate on identifying a safe place to cross a road. Perhaps existing safety rules should be reinforced to include a reference to the physical environment.

Reference

Books Received

Listed in order received

*Denotes a Member of the Society

Note for Publishers

Publishers please note: all books for review should be sent to The Psychologist at the Society’s Head Office, 48 Princess Road East, Leicester, LE1 7DR, and not to individuals in the first instance.


New President takes over

As the country recovered from the aftermath of a general election, John Major drew up his cabinet and Neil Kinnock licked his wounds, the Society appointed its own new committee of officers at the Annual General Meeting on Friday 10 April.

Dr Ed Miller takes over as President for the coming year, while Rev Dr Fraser Norman Watts becomes Vice President. President Elect for 1993-94 is Dr Ann Mary Colley. Her former job as Honorary General Secretary is now taken on by Dr John Augustine Groeger, Professor Stephen Edward Newstead remains as Deputy President, and Mr Jack Gale Wilmot Davies continues as Honorary Treasurer.

Society postal ballots led to the appointment of Mrs Margaret McAllister to the Professional Affairs Board for two years and Ms Sally Roach for one; of Professor Peter Edwin Morris to the Membership and Qualifications Board; of Dr Ken Gillhooly to the Scientific Affairs Board.

Four new members of Council were also appointed:

- Professor Raymond Cochrane
- Dr Frank Murdoch McPherson
- Professor Peter Edwin Morris
- Dr John Lewis Smith

New Editor

The Psychologist welcomes its new Honorary Editor, Professor Hugh Foot, who was appointed at the ACM. Professor Foot takes over from Professor Glynnis Breakwell and Professor Graham Davey who now retire from the fray.

An incoming editorial from Hugh Foot will appear in our June issue. In the meantime we also welcome the Associate Editors who will deal with academic manuscripts. They are:

- Dr Martin Conway
- Dr Gerry Finn
- Dr David Hargreaves
- Dr Peter Hepper
- Dr Sue Llewelyn

Special Issue on Occupational Assessment and Testing

CALL FOR PAPERS

Papers are invited for a Special Issue of The Psychologist on Occupational Assessment and Testing. Please submit titles and synopses of possible articles (either feature or academic) to:

Mr R Kwiatkowski
c/o The Psychologist
The British Psychological Society
St Andrews House
48 Princess Road East
Leicester LE1 7DR

Correction

In the London Conference reports (The Psychologist, February 1992), it was stated in the report on the Psychology of Women Section’s symposium that Iris Singer’s paper “Judaism and Infertility” connected the discussion on Jewish women’s existential anxiety with the Holocaust. Instead Ms Singer was concerned with the existential anxiety caused by being a member of a threatened minority group, an issue which has been a feature of Jewish group consciousness over several thousand years. Perhaps the first known expression of this is the first commandment “Be fruitful and multiply”.

We apologise for this error.

A Proposed Special Group of Psychologists and Social Services

Call For Members

In keeping with Rule 63B, the Council has approved the proposal that a Special Group of Psychologists and Social Services be formed. To meet the next requirement of the Rules for the formation of new Special Groups, it is now necessary to find at least 150 members of the Society who are qualified to join the Special Group if formed and who wish to do so.

Full membership of the Special Group will be open to Chartered Psychologists who are either a) employed by a Department of Social Services or Social Work Department (in Scotland) or b) are eligible to belong to one of the Society’s Divisions and as part of their professional duties by contract or some other arrangement, assist or have assisted, Departments of Social Services or Social Work Departments in discharging their responsibilities.

Members of the Society who believe themselves to be qualified and wish to become members of the Special Group if formed, should forthwith notify the Honorary General Secretary on an application form available on request from the Leicester Office, from where further particulars on the aims and purposes of the Special Group can also be obtained.

Rules 26 and 27

Rule 26 makes provision for all Members of the Society who have a long record of membership (either 25 or 30 years) to have their subscriptions waived having reached the age of 65 or upon retirement from employment.

Rule 27 permits the Council to reduce or remit subscriptions and other payments in cases of hardship.

However, both rules take effect only “upon application”. This note is published as a reminder that the provisions of Rules 26 and 27 come into effect only if the member to whom they apply makes application.
Coming soon ...

Annual Conference reports

How and why applicants choose to study psychology at university—Peter E. Morris, Diana Cheng and Helen Smith

Psychology and cognitive science—John McShane, Julie Dockrell and Andy Wells

The undergraduate curriculum in psychology—John Radford
Division of Clinical Psychology

PSYCHOLOGISTS SPECIAL
INTEREST GROUP IN THE ELDERLY

Annual Conference 1992 - Connections
8-10 July 1992
University of Manchester Institute of Science and Technology

The PSIGE National Conference is now established as a valuable annual opportunity for psychologists and others with an interest in working with elderly people to meet, discuss their work and interests, swap ideas, and obtain support.

In 1992 the conference will be held in central Manchester, and the programme reflects the widespread concerns and interests of professionals working with this client group.

There are papers on the following topics: dementia services, disability services, relocation evaluation services in Europe, citizen’s advocacy, community care issues, evaluating family therapy, counselling carers, elderly people and their families, language assessment, aphasia, clinical trials in dementia, aspects of diabetes, stroke, disability.

There are workshops on the new dementias, needs-led services, welcoming environments, family therapy, using reminiscence with ethnic minority groups.

In addition, delegates will have the opportunity of joining small discussion groups on a variety of topics including group work, minimum training standards, and individual psychotherapy.

Special rates are available for trainees and assistant psychologists.

The full programme and application forms are available now from:

Stuart Larner, Chartered Clinical Psychologist
Birches Hospital
Kingsway
Cheadle
Cheshire SK8 2NY
Tel: 061 491 2300 or 061 273 3271

Developmental Psychology Section

ANNUAL CONFERENCE 1992
University of Edinburgh
Friday 11 to Monday 14 September

Invited speakers include:
Professor Marc Bornstein, Department of Child Development and Human Growth, Center for Human Growth and Development, University of Michigan.
Professor Michael Chandler, Department of Psychology, University of Edinburgh.
Professor Paul Light, Department of Psychology, University of Edinburgh.

CALL FOR PAPERS:
Submissions are invited for:
1. Four copies of a poster containing (i) title, (ii) author(s) name(s), (iii) full address and (iv) a 100-word abstract. The poster should be no larger than A3 and should fit within the space available.
2. Four copies of an overview of the symposium/poster workshop containing (i) title of symposium, (ii) convener(s) name(s) and full address, (iii) discussant’s name and address, (iv) list of authors and titles of papers/posters and (v) a general summary of the symposium/poster workshop (200 words).

Deadline for papers and symposia: 22 May 1992

Deadline for posters and poster workshops: 22 June 1992

All submissions should be sent to:
Dr Morag Donaldson (Conference Department of Psychology University of Edinburgh 7 George Square Edinburgh EH8 9JZ

Tel: 031 650 3457
Email: Morag.Donaldson@tik.ac.ed

Registration details and forms:
Developmental Psychology Section members should receive these with the May issue of The Psychologist. Non-members are also very welcome to attend and may receive registration forms by contacting either the BPS Office or Morag Donaldson (at the above address).

Registration DEADLINE: 31 July 1992 (after which a late registration charge will be payable).

Division of Clinical Psychology

SCOTTISH BRANCH
Needs Assessment: Trick or Treat?
Dr D. Plamping (Fellow of the King's Fund College) will present a day’s workshop on techniques of needs assessment and their potential as useful tools within the new NHS structures.

Venue: Walton Conference Centre, Southern General Hospital, Glasgow.

Date: Friday, 26 June 1992
Cost: £45 DCP members: £65 non DCP members: £32 Students (including morning coffee, lunch, afternoon tea). Cheques payable to Division of Clinical Psychology - Scottish Branch.

Applications to:
Dr C.J. Dobson
Department of Clinical Psychology
Craig Phadrig Hospital
Inverness IV3 8DF

Health Psychology Section

In conjunction with The Psychophysiology Society
1992 ANNUAL CONFERENCE 18-19 September 1992
University of St Andrews

The Conference has been organised around invited speakers, symposia, individual papers, a poster session and the conference dinner. Symposia are being organised on the following topics: chronic disease and long-term disability, public health medicine, the elderly, immunology, qualitative and quantitative methods and pain.

Registration Fees
Full Meeting (includes registration fee, all accommodation from dinner Thursday to breakfast Sunday)
Up to 26.6.92 £50
Up to 31.8.92 £65

Section Members £131 £141
Non-members £141 £151
Concessionary fee £121 £126

Single Day (includes registration fee, tea, coffee and lunch)
Section Members £35 £40
Non-members £45 £50
Concessionary fee £30 £35

Conference dinner
(Friday night) £17

Registration forms available from:
Dr P. J. Standen
Behavioural Sciences Section
Department of Psychiatry
South Block A Floor
University Hospital Nottingham NG7 2UH

OCCUPATIONAL PSYCHOLOGY
Division and Section

1993 OCCUPATIONAL PSYCHOLOGY CONFERENCE
4-6 January
Brighton Metropole

Call for Submissions

Contributions are now invited

The conference will take place at the Brighton Metropole Hotel and Congress Centre, 4-6 January 1993.

This year the theme is Work, the Contexts of Work and the Work of Contexts.

The conference will be divided into three sections:

1. Work, the National Context
2. Work, the Organisational Context
3. Work, the Individual Context

These sections will be divided into themes to encourage cross-disciplinary discussion.

It is intended that the conference should reflect recent evidence and developments in the fields of occupational psychology and psychology at work. Papers and reports normally occupy one 40 minute slot which includes 10 minutes for questions.

Please supply title, author(s), an abstract of between 100 and 150 words and a short summary of 500 words. Symposium, workshops and skills development events normally occupy up to four slots.

Please supply an abstract of 100-150 words of each speaker’s contribution and a general summary of 500 words.

For all submissions please indicate any special requirements, e.g. audio visual aids other than OHP and 35mm carousel projector, room space/layout.

Guidelines can be obtained from the Conference Office in Leicester where submissions should be sent. Tel: Conference Hotline 0533 557123.

Closing date for submissions Monday 10 August.

Please note this is an earlier deadline this year.
Cognitive Psychology Section

NINTH ANNUAL CONFERENCE
Beaumont Hall, Leicester
8-10 September 1992

The Ninth Annual Conference of the Cognitive Psychology Section will be organised at Beaumont Hall, Leicester from Tuesday 8 September to Thursday 10 September. In addition to papers and symposia on a wide variety of topics in cognitive psychology, the conference programme will include presentations by a number of conference fellows:

Professor Dietrich Doerner (Bamberg): "The simulation of the interaction of cognitive and emotional processes".

Professor Christine Temple (Essex): "Cognitive Function in Turner's Syndrome".

The Cognitive Psychology Section hopes to welcome participants from many different countries. In particular, the Section is pleased to offer reduced registration fees at its Ninth Annual Conference not only to its own members, but also to our colleagues in the European Society for Cognitive Psychology.

Correspondence:
All correspondence concerning the conference should be addressed to the Conference Organiser:
Dr George Erdos
Department of Psychology
University of Newcastle-upon-Tyne
Newcastle-upon-Tyne NE1 7RU

Cognitive Psychology Section

WORKSHOP ON IMAGERY AND MOTOR PROCESSES
(Preliminary Announcement)

Motor skill currently holds a somewhat peripheral position in the spectrum of research topics in cognition. There is, however, a growing interest in both the cognitive processes involved in motor performance and in the role of motor processes in cognition. Motor imagery provides a focus for these convergent interests and the workshop will attempt to bring together current research on a number of related topics including:

- the physical basis of motor representation - evidence from physiological and neuropsychological studies on the mechanisms of imaginary action;
- the assessment of individual differences in motor imagery by self report and objective tests and their relationship to spatial and motor abilities;
- motor processes and memory, including motor processes in visual working memory and enhancement of verbal memory by enactment;
- mental practice in the acquisition and retention of skill and the use of imagery techniques to enhance motor performance.

The provisional list of speakers includes:

John Annett, Department of Psychology, University of Warwick, England.

Johannes Engelkamp, Fachrichtung Psychologie, Universität des Saarlandes, Germany.

George Goldenberg, Neuropsychologie, Universitätsklinik, Wien, Austria.

Craig Hall, Faculty of Physical Education, University of Western Ontario, Canada.

Lew Hardy, Department of Physical Education, University College of North Wales, Bangor, Wales.

Robert Logie, Department of Psychology, University of Aberdeen, Scotland.

David Marks, School of Psychology, Middlesex Polytechnic, England.

Gerard Quinn, Department of Psychology, University of St Andrews, Scotland.

Stefan Vogt, Max-Planck Institut für Psychologische Forschung, München, Germany.

John Whiting, Department of Psychology, University of York, England.

The workshop will be held on 10 and 11 September at Beaumont Hall, University of Leicester immediately following the annual conference of the Cognitive Psychology Section of the British Psychological Society.

Enquiries to:
John Annett
Department of Psychology
Warwick University
Coventry CV4 7AL
England
Tel: 0203 523165

Education Section

ANNUAL CONFERENCE 1992
20-22 November

The annual conference will be held on Friday 20 - Sunday 22 November at Easthampstead Park Conference Centre, Wokingham. Set in parkland grounds of 100 acres, the mansion house provides comfortable accommodation with easy access by road (M4) and rail (Reading).

The provisional programme includes symposia on:

- Teaching Thinking Skills
- Understanding and Enhancing Classroom Motivation
- Neo-Vygotskian Approaches in Education.

The Vernon-Wall Lecture will be given by Professor David Wood.

Call for Papers: Members interested in presenting papers located to the symposia themes, or as independent papers, are invited to contact Nigel Hastings or Rhona Stainton at Dept of Education Studies & Management, University of Reading, Bulmershe Court, Reading RG6 1HY, from whom further details about the conference will be available.

A full programme and booking form will be sent to all Education Section members at the end of June.

Annual General Meeting.
Notice is given that the Section's Annual General Meeting will take place at Easthampstead Park at 8.30pm on Friday 20 November 1992.

DCP Trent Branch

SCIENTIFIC MEETING

Head Injury - Current Clinical and Research Ideas

Thursday 7 May 1992
Postgraduate Medical Education Centre, Northern General Hospital, Sheffield

Speakers:
Camilla Herbert (Senior Neuropsychologist) - He's not trying? - The problem of motivation.
Richard Body (Chief Speech Therapist) - Discourse difficulties after closed head injury.
Rosemary Telford (Consultant Psychologist) - Is a minor head injury a trivial head injury?

John Wright (Clinical Psychology Trainee) - Interpretations of a changing self concept after head injury.

Annie Hickox (Clinical Neuropsychologist) - Family based remediation for temper problems following severe head injury.

Tony Coughlan (Consultant Clinical Psychologist) - Sexual problems after head injury.

Jan Jacobowski (Consultant Neurosurgeon) - Aspects of neurosurgical management of head injury.

In the Chair: Paul Broks (Consultant Neuropsychologist) Glenys Parry (Director of Psychology Services)

Admission, including lunch: Affiliates, Assistants and Trainees: £9; Members: £12; Non-members: £15 (Please make cheques payable to DCP Trent Branch)

Inquiries:
Geraldine White
Longley Meadows
Rivermead
Northern General Hospital
Sheffield S5 7AU
Tel: 0742 434 343 Ext 5452

Special Group for Psychologists in Central Government

PSYCHOLOGY AT PRISON SERVICE HQ

Martin McHugh, Principal Psychologist with the Prison Service, will be presenting a short talk on Psychology at Prison Service HQ. His talk will focus on how psychologists integrate with and contribute to management. Members of the Special Group's committee will also be available to answer questions about the group, including the first issue of the group's newsletter. The presentation will take place between 1630 and 1830, 16 June, at Turnstile House, High Holborn, London, and is open to members from government departments and associated agencies.

For further details please write to:
Eugene Burke
Room 801
Lacen House
Theobalds Road
London WC1X 8RY
or contact via fax on 071 430 6950
Disaster Prevention and Management

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62 Toller Lane
Bradford BD8 9BY
Tel: 0274 499821
Fax: 0274 547143

Cranfield Institute of Technology

MSc/PhD in Applied Psychology

Applications for the above course beginning October 1992 are invited from Graduates with (or likely to achieve) a good honours degree in psychology. Both the MSc course and the PhD programme are recognised by the ESRC.

The course includes modules covering basic and multivariate statistics, research methods, and major aspects of occupational psychology.

The department’s primary research interests include personnel selection and training, psychological well-being in the workplace, organisational behaviour, health psychology, human factors in aviation, human-computer interaction and road user behaviour. Grants may be available.

For further information please contact:
Dr John Harris
Applied Psychology Unit
Cranfield Institute of Technology
Cranfield
Bedford MK43 0AL
Tel: 0234 750111 Ext 2228/9
Fax: 0234 750192

Further information can be obtained from:
Dr D.E. Evans
818 Alum Rock Road
Ward End
Birmingham B8 2TX
Tel: 021 327 6401

Course on Groupwork with Children and Adolescents

13 evenings from 5pm to 8.15pm at Northampton. For further information please contact: Dr K.N. Dwivedi, Course Director (Tel: 0604 30082), or Lesley Curtress, Course Secretary (Tel: 0604 752323 Ext 2794)

The Psychological Problems of Performing Artists

One-day International Conference and Training Workshops organised by BAPAM and Arts Psychology Consultants Ltd. Saturday 6 June 1992, 9.15am - 5pm. The Royal Free Hospital, Hampstead, London. Fee £30.

Contact: BAPAM 0767 313577

The West Midlands Society of Hypnotherapy and Psychotherapy

Workshop on Creative Activity and Play in Therapy:
(A Basis for Recognition and Resolution of Childhood Behavioural and Psychological Problems.)
6/7 June 1992

Leader: Mr Ken Redgrave
By making available selective materials and objects which may be used by children and adolescents in creative and play activities we can release tensions in the children and this facilitates expression and enables child and worker to establish lines of communication in the clinical setting.

On the one hand, the child patient becomes involved in the subjective or objective symbolism of the materials and activities; whilst on the other hand, s/he may be experiencing creative enjoyment and release (arguably - self-healing).

Selected materials are also used in a special way in order to provide direct sensory experiences for the young patient. It is argued that the traumatised and/or deprived child has often experienced either poor early nurture or organic and psychological trauma - sometimes both. And here we include the physically and sexually abused child.

The use of “sensory materials” and symbolism in other play and creative activities is proving very helpful in work with children and young persons who have experienced long-term deprivation or abuse.

Creative and Play activity is not used, in this context, as an adjunct to counselling or other verbal approaches, but is central to treatment. It is available as a medium to most, if not all, “schools” of psychology, from psychoanalytic to Gestalt.

The fee for this meeting, which will be held at The Postgraduate Centre, East Birmingham Hospital is £65.

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Developed over three decades in the light of experience and long-term research into results, our course in wholistic psychotherapy encompasses human relations, psychodynamics, sexology, neurotic patterns of behaviour, the psychotherapeutic situation, the consultation, the practicalities of therapy, ethics, legal aspects, follow-ups and assessment of results, etc. Competence-orientated and experiential, it provides a thorough training in helping people to understand and tackle their relationship difficulties and neuroses. It can be taken days or evenings. For our 20-page training prospectus and list of publications, write, enclosing £2, to:

The Psychologist Centre
1 Wythburn Place
London W1H 5WL
Tel: 071 723 6173 anytime

Advertising copy deadline for July issue: Monday 1st June, 1992

Second Annual Conference

Schizophrenia

Innovations and Interventions in Clinical Practice
8-10 July 1992

Three-Day Residential Conference

The importance of providing a forum for professionals who work with people with Schizophrenia was demonstrated by the overwhelming success of our first conference held in 1991.

With the implementation of care programming and case management the value of continuing with this conference is reinforced.

This, the second annual conference, aims to bring together professionals from a wide variety of backgrounds to share skills and knowledge. The principal thrust of the conference will be towards psychosocial intervention.

The topics to be covered include:
- Challenging the Omnipotence of Voices
- User Empowerment
- Educating Families
- Parenting & Schizophrenia
- Consumer Dissatisfaction
- Medication Management

Venue: The Hayes Conference Centre, Swanwick, Derbyshire
Cost: Residential - £175, Non-residential - £125

For further details please contact:
Jayne Vardy-Boyd, 32a Gloucester Road, Newbold,
Chesterfield, Derbyshire S41 7EQ
Tel: 0246 272834 (Ansaphone) (Home) 0623 22515 Ext 4341 (Work)

Harley Street Consulting Rooms

10 Harley Street has been extensively refurbished and represents the very best in sessional consulting room accommodation.

Services include full office back-up, medical equipment, disabled persons' lift, qualified nursing support, reception service and a comprehensive booking service.

Open 9am to 9pm Monday to Friday and 9am to 5.30pm on Saturdays.

Friendly staff and environment.
For further information, a brochure or to arrange a viewing tel: Fiona Hammond on 071 436 5252

Consulting Rooms

14 Devonshire Place
Sessional rooms are available in this well-established house, offering consulting facilities to Consultant Psychiatrists, Chartered Psychologists and qualified specialist therapists in allied disciplines.

The House is organised to enable a range of professional skills to be available under one roof, and to allow for a relaxed atmosphere of intra-disciplinary support and communication that can otherwise be difficult to achieve in a private consulting setting.

House facilities include reception and booking, qualified nursing support, office equipment (fax, photocopier etc.), group rooms, technical services such as EEG and computerised psychometric testing.

Secretarial support may be arranged if required.

Consultation in particular specialties on behalf of the House for referrals made directly to it is also often available.

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Applications are invited for this one-year full-time course for the session 1992-93.

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Enquiries to:
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School of Manufacturing and Mechanical Engineering
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Child Psychiatry Update (joint with the Institute of Psychiatry)
15-17 June 1992
This course will provide an update on recent developments in child psychiatric assessment and treatment. Sessions will be mainly based on work carried out at the Institutes of Child Health and Psychiatry and their associated (Great Ormond Street and Maudsley) hospitals. Topics covered will include neuropsychiatry, child abuse, failure to thrive, and symptom management using cognitive methods.
Course fee: £180 - including lunch and refreshments
For full programme and registration form please contact: Short Courses Office Institute of Child Health 30 Guilford Street London WCIN 1EH Tel: 071 829 8692 (direct line) Fax: 071 831 0488

**Interpersonal Process Recall**

13-16 July 1992
University of Sheffield
Norman Kagan
will lead a training workshop on this video-based method for developing skills and sensitivity in human communication.
Course Fee £220

**Psychology, Racism and the Third World: 500 Years of Resistance**

Saturday 4 July 1992, Manchester Polytechnic
Wherever there has been colonialism, psychology has not been far behind; justifying the oppression of those 'other' to the West. The images and practices continue today abroad and at home. This day conference brings together radical psychologists, mental health workers and psychology service users in the year of the Columbus celebrations to discuss racism and colonialism and to organise after 1992.
Provisional session list:
Psychiatry, racism, imperialism and the Black communities (Suman Fernando), Irish people and mental health services (Liam Greenslade), Pathologising difference and outlawing resistance (Stephen Reicher); Latin America, action research and political action (Maria Boniface).
Registration £5 (25.00 unwaged).
For further details write to: The Discourse Unit Department of Psychology and Speech Pathology Manchester Polytechnic Hathersage Road Manchester M13 6JA or telephone 061 247 2557 (Erica Burman) or 061 247 2558 (Ian Parker)

**The Psychology of Child Abuse**

April 1992
Manchester Polytechnic
Details of local accommodation (hotel and student) available on request.

**Conference: 15 June 1992 at Southampton.**
Cost £25.11 + VAT (£100) including lunch.
Organised by the Applied Psychology Unit, Portsmouth Polytechnic.
For further details and application forms contact: Simon Easton or Professor Ray Bull
Portsmouth Polytechnic Department of Psychology King Charles Street Portsmouth PO1 2ER
Tel: 0705 827681 Fax: 0705 877155

**New Horizons and Challenges**

First Asian Conference in Psychology 06-10 October 1992, Singapore
Organised by the Singapore Psychological Society.
Submission of papers and summaries is invited.
Details: Ms M. Goh, Singapore Psychological Society, c/o World Express Pte Ltd, 114 Middle Road (5-01), Singapore 0718 Tel: (65) 336 3875. Fax: (65) 339 7843

**The Discourse Unit**
Department of Psychology and Speech Pathology Manchester Polytechnic Hathersage Road Manchester M13 6JA or telephone 061 247 2557 (Erica Burman) or 061 247 2558 (Ian Parker)
George Moran Memorial Meeting
The Anna Freud Centre and the Psychoanalytic Unit, University College London, will hold a one-day Conference on Psychoanalytic Ideas and Developmental Observations on 27 June 1992 at UCL.
Speakers: Prof Daniel Stern (Geneva), Prof John Morton (London), Prof Serge Lebovici (Paris), Mrs Anne-Marie Sandler (London), Dr Elizabeth Spillius (London), Prof Donald Cohen (Yale), Dr Peter Neubauer (New York), Prof Al Solnit (Yale) and Dr Peter Fonagy (London). The Chair will be taken by Prof Joseph Sandler (London).

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### Diary Notes

**May 1992**

- **7** — **Head Injury - Scientific Meeting**: DCP Trent Branch, Sheffield. Details: G. White (0742 434343 Ext 5452). (See May 92.)

- **9** — **Neuropsychological Rehabilitation following Brain Injury - workshop**: Brighton. Details: S. Forrester (0284 728608). (See Apr 92.)

- **10** — **Northern Ireland Branch Annual Conference**: Virginia, Co Cavan. Details: G. Mulhern, School of Psychology, The Queen's University of Belfast, Belfast BT7 1NN. (See Apr 92.)

- **16** — **Special Group in Counselling Psychology Annual Conference and AGM**: Birmingham. Details: I. Slack, Dept of Psychology, Open University, Walton Hall, Milton Keynes MK7 6AA. (See Mar 92.)

- **9** — **Childhood and Youth in Question - conference**: Birmingham Polytechnic. Details: C. Squire (021 331 9970). (See Mar 92.)

- **9-10** — **Defence Mechanisms, Adaptations and Interruptions to Contact - Training Weekend**: Details: The Iron Mill Centre (0394 242340). (See Jun 91.)

- **9, May 13** — **Understanding and Working with Difficult Parent-Infant Relationships - course**: Details: The Parental Experience (071 433 3112). (See Apr 92.)

- **11** — **Working with Reconstituted Families - workshop**: DCP Special Interest Group: Reading. Details: B. Chapman (0734 678736 Ext 267835). (See Apr 92.)

- **12** — **Cognitive Therapy Update - seminar**: DCP N Wales Branch. Details: A. Coopar, North Wales Hospital, Denbigh, Clwyd. (See Apr 92.)


### June 1992

1. **Researching Disability: Setting the Agenda for Change - conference**: London. Details: V. Stokes, University of Sheffield (0742 768555 Ext 85977). (See Feb 92.)

2. **MBTI Conversion Workshop**: Oxford. Details: Oxford Psychologists Press (0845 510203). (See Dec 91.)

3. **Expert Evidence in the Courts - conference**: London. Details: J. Elliott (0703 932760). (See May 92.)

4. **Stress Management Training (Level 1)**: Details: Centre for Stress Management (081 293 4114). (See May 92.)

5. **Examination Preparation Workshop**: Details: The Iron Mill Centre (0394 268676). (See Jun 91.)

6. **Psychological Problems of Performing Artists - conference**: London. Details: BAPAM (0767 313577). (See May 92.)

7. **Creative Activity and Play in Therapy - workshop**: West Midlands Society of Hypnotherapy and Psychotherapy. Details: D. Price (0222 514711 Ext 4216). (See Apr 92.)


9. **Advanced Stress Management Training (Level 2)**: Details: Centre for Stress Management (081 293 4114). (See Mar 92.)


10-12. **16PF Course**: Details: Team Focus Ltd (0628 37338). (See Mar 92.)

11. **Successful Problem Solving Workshop**: Details: Centre for Stress Management (081 293 4114). (See Mar 92.)

12. **Good Practice in Residential and Day Settings for Young Single Parents - meeting**: London. Details: N. Swift, Trust for the Study of Adolescence (0273 695931). (See Mar 92.)

13. **Awareness of Deficit after Brain Injury - course**: Cambridge. Details: S. Foreigner, Thames Valley Test Company (0284 728608). (See Apr 92.)


15. **Sexual Abuse of People with Learning Difficulties - conference**: Southampton. Details: S. East (0705 827861). (See May 92.)

15-17. **Child Psychiatry Update - course**: Details: Short Courses Office, Institute of Child Health (071 829 8692). (See May 92.)


16. **Psychology at Prison Service HQ - talk**: Special Group for Psychologists in Central Government. London. Details: E. Burke, Rm 801, Lason House, Theobalds Road, London WC1X 8RY. (See May 92.)

16-19. **Alien in Wonderland - Conference on Girls and Girldom**: Amsterdam. Details: Conference Bureau, Free University, Amsterdam (C1 20 546 4656). (See Jul 91.)


20-21. **Working with People with Special Needs**: Details: The Iron Mill Centre (03985 379). (See Jun 91.)

20-21. **Assertiveness Training Workshop**: Details: S. Detroy (081 346 4010). (See Mar 92.)

21-22. **Supervising Undergraduate Research - course**: Cardiff. Details: P. Harris (0222 551111 Ext 4216). (See Apr 92.)

23. **Counselling Skills Workshop**: Details: T Team Focus Ltd (0628 37338). (See Mar 92.)

24-26. **MBTI Course**: Details: Team Focus Ltd (0628 37338). (See Mar 92.)

26. **Needs Assessment: Trick or Treat? - workshop**: DCP

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**The Psychologist**

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2 — Stress Management Training (Level 1). Details: Centre for Stress Management (081 293 4114). (See Mar 92.)

2-5 — Who am I? Who are You? Leeds. Details: I. Conlon (0532 751958). (See Apr 92.)

3 — Working Directly with Bullies and Bullying - conference. Breton Hall, University of Leeds. Details: A. Hodgson (0924 830261 Ext 215). (See May 92.)

4 — Psychology, Racism and the Third World: 500 Years of Resistance - conference. Manchester Polytechnic. Details: E. Burman (061 247 2557). (See May 92.)

4-5 — Counselling Skills Workshop. London. Details: S. Delroy (081 346 4010). (See Mar 92.)

4-5 — Working One-to-One with Sexual Abusers - workshop. London. Details: Workshop Associates (0194 286876). (See Feb 92.)

6-7 — Leading Lifeskills Training Groups - workshop with R. Nelson-Jones. London. Details: M. Child (0306 741698). (See Apr 92.)

7 — Counselling Skills Workshop. London. Details: S. Delroy (081 346 4010). (See Mar 92.)

8 — Assertion and Communication Skills Workshop. Details: Centre for Stress Management (061 293 4114). (See Mar 92.)

8-9 — The Lifeskills Helping Model - workshop with R. Nelson-Jones. Rugby. Details: M. Child (0306 741698). (See Apr 92.)

8-10 — Schizophrenia - conference. Swanwick, Derbyshire. Details: J. Vardy-Boyd (0266 272834). (See May 92.)

8-10 — DCPI Psychologists Special Interest Group in the Elderly Annual Conference, Manchester. Details: S. Larner (061 491 2300/061 273 3271). (See May 92.)


9-10 — Regional Meeting of International Council of Psychologists. Padua, Italy. Details: A. Corinman (049 651616/049 655574). (See Feb 92.)


10-12 — Women and Psychology Conference and AGM. Lancaster. Psychology of Women Section. Details: S. Emeske (0254 844566/0524 63844). (See Mar and May 92.)

13-14 — Advanced MBTI Course. Details: Centre for Stress Management (0628 737338). (See Apr 92.)

13-16 — Interpersonal Process Recall - workshop. Sheffield. Details: P. Clarke (0742 766222 Ext 2713). (See Mar 92.)

13-17 — Working with Systems: The Family and the School - course. Details: Training Administrator, The Tavistock Clinic (071 435 7111 Ext 2313/2465). (See Apr 92.)

15-17 — FIRO/EQA Course. Details: Team Focus Ltd (0628 737338). (See Mar 92.)


22-24 — 16PF Course. Details: Team Focus Ltd (0628 737338). (See Mar 92.)

26-8 Aug — Assessment and Analysis of Severe and Chronic Behaviour - summer institute. Details: J. Marshall, Institute for Applied Behaviour Analysis (080 731 8597). (See Nov 91.)


27-31 — Pride and Prejudice in Interprofessional Work - conference. Details: S. Knesshaw, Marylebone Centre Trust (071 487 7415). (See Feb 92.)


29 — DCPI AIDS/HIV Special Interest Group Meeting. London. Details: S. Wiganatarie (071 380 9147). (See Apr 92.)

29-31 — MBTI Course. Details: Team Focus Ltd (0628 737338). (See Mar 92.)

August 1992

1-2 — Assertiveness Training Workshop. London. Details: S. Delroy (081 346 4010). (See Mar 92.)

2-7 — British Association for Psychopharmacology/European Behavioural Pharmacology Society joint meeting. Details: S. Chandler (0222 358595). (See Feb 92.)

5-6 — Stress Management Training (Level I). Details: Centre for Stress Management (081 293 4114). (See Mar 92.)

11-12 — Counselling Skills Workshop. London. Details: S. Delroy (081 346 4010). (See Mar 92.)

12 — Cognitive Behavioural Therapy Workshop. Details: Centre for Stress Management (081 293 4114). (See Mar 92.)


22-28 — Love and Hate: Toward Resolving Conflict in Groups, Families and Nations - congress. The International Association of Group Psychotherapy. Montreal, Canada. Details: GEMS/ACAP Congress 1992, 4260 Girouard, Suite 100, Montreal, Quebec, Canada H4A 3C9 (0514 485 8305). (See Apr 92.)

23-28 — Science Festival 92. British Association Annual Meeting. Southampton. Details: British Association, 23 Savile Row, London W1X 1AB. (See May 92.)

24-27 — Third International Conference on Visual Search. Nottingham. Details: TIVCS, Academic Radiology, Queen’s Medical Centre, Nottingham NG7 2UH. (See Apr 92.)
Napier’s Revenge: Answers

This year’s quiz published in the January 1992 issue, ranged from high brow diabolical to low brow devious, and it is just as well that its author is safe in the fastnesses of North Wales! Eleven people actually submitted their answers, and these were scored on an idiosyncratic system that gave a maximum possible score of 60. Scores ranged from 17 to 55, and several respondents both supplied alternative but valid answers and other fascinating comments. My thanks to all those who had a go. Here are the official answers:

1 The Russian composer and chemist was Borodin, whose Polovtsian Dances were used in the musical *Kismet* (= fate), a major song in which being *Stranger in Paradise*.

2 a) It is truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife. (*Pride and Prejudice*, Jane Austen.)
   b) It is an Ancient Mariner, and he stopped one of three. (*The Rime of the Ancient Mariner*, Samuel Taylor Coleridge.)
   c) "I'll met by moonlight, proud Titania." (*A Midsummer Night's Dream*, William Shakespeare.)
   d) In a hole in the ground, there lived a hobbit. (*The Hobbit*, J.R.R. Tolkien.)
   e) We have erred and strayed from Thy ways like lost sheep. (*General Confession, Book of Common Prayer.*)

3 a) George Orwell
   b) Margaret Thatcher
   c) Warren Mitchell
   d) T.E. Lawrence
   e) Frodo Baggins

4 a) Albert Campion (Marjory Allingham)
   b) Inspector Morse (Colin Dexter)
   c) Brother Cadfael (Ellis Peters)
   d) Albert Campion (again)
   e) Roderick Alleyn (Ngiao Marsh) Not Br'er Rabbit; they were enemies.

5 a) 5cm = 2ins
   b) 5 miles = 8 kilometres
   c) 5°C = 40°F
   d) Gas mark 5 = 190°C = 375°F

6 That which made Rich gay and Gay rich was *The Beggar’s Opera*, composed by Gay and staged by Rich. The street-wise knife figther is Mac the Knife, whose name appears thus in the song in *The Threepenny Opera*, which was based on the original opera.

7 In 1939, Germany beat England in a men’s athletics competition in Cologne. The next such competition against a united Germany was in June 1991, when England won by a single point.

8 a) Polytechnics and Colleges Funding Council
   b) Scottish Vocational Educational Council
   c) Committee on Training in Clinical Psychology
   d) United Kingdom Central Council for Nursing, Midwifery and Health Visiting
   9 a) The Pembrokeshire Coast Path
   b) The South West Coast Path
   c) The Pennine Way
   d) The North Downs Way

10 What is unusual about Norwegian road traffic accidents? (With acknowledgment to Willie Rushton and Trivia Test Match. To my amazement, one entry got this right, and another two were close enough to score.)

11 a) When asked by an itinerant sign painter how he wanted his sign repainted, the landlord of the Seven Stars in Prestwich replied, "Paint it same yet".

   b) Returning heroes of the Peninsular War called their pubs after the battle of Casa Alta, as best they could.
   c) These pubs were named for the Infanta de Castile.
   d) These were originally religious houses which took as their name the motto "Our God Encompasseth Us".
   e) George Orwell once described his ideal pub, and called it *The Moon Under Water*.

There were a number of equally valid offerings for all of these names, which were given due credit. The answers above really reflect my personal preferences! (This is the BPS after all!)

12 Dennis Waterman starred as Terry McCann in "Minder", opposite George Cole as Arthur Daley, and subsequently as Tony Carpenter in "On the Up", a self-made millionaire in the limousine hire trade. He composed and performed the theme songs for both series.

See you next year, if I can persuade the editor to allow me to torment you again.

Bruce Napier is with the Menai Day Hospital, Bangor, Gwynedd.

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COMPETITIONS are usually one of our more popular items, and based on past experience we could expect to receive anywhere from 50 to 100 entries from our witty readers. So it must be pretty clear that the competition in last November's Psychologist just did not appeal: readers were asked to take a headline from the previous issue, which included such gems as "All in the Mind", "British Research into Skill: What is going on?" and "Faxes fight back", and to provide The Real Story. But alas, only three of our readers replied. This tiny band of stalwarts deserves high commendation and praise.

Bruce Napier's diabolical New Year Quiz inspired more interest, and 11 people sent in answers. Two people actually scored 55 out of a possible 60 points, which goes to show that our Society has some very bright members indeed. Look to your laurels, Serebriakoff! Bruce's report is given overleaf.

Employers' perceptions of psychology graduates
(abstract)
The army: varied quality of reinforcements, arriving on different schedules, claiming rats were instrumental in their conditioning.
Cosmetics: respondents make "classical" conditioners, but differ about their own make-up; unduly concerned with self-image.
Building: constructions were "personal or socially constrained, although young Ian's produced a wide range of archetypes".
Manager: tendency to introject, although equilibration was accommodated and assimilated.
Conservation: worries include displacement and disembedding; the latter, with spontaneous remission, concerns prostitution and the prison service. Need for achievement may produce economic results in thirty years. Halo effect exaggerates vicarious reinforcement; undertakers uncover relationship between Spike and extinction bursts.
Cole Davis

All in the mind?
The London Underground Announcements Unit is instituting an enquiry following a spate of minor injuries suffered by passengers. Accidents seem only to occur on platforms where there is a regular warning announcement made in a stern, masculine voice. The Unit investigation team suspects that this tone was appropriate for earlier generations but that younger people, whose school authority figures tended to adopt a more egalitarian style, don't respond to the announcements. Researchers will analyse the age-groups of those who neglect to pay attention to the announcements to see if it's all down to how you say "Mind the Gap".
Angela Brown

Reading standards: Evidence to the Select Committee on Educational Science and Arts
The House of Commons was packed yesterday as Professor Colin Blakemore opened up two random issues of the London Evening Standard to demonstrate his remarkable visual expertise with paper and printer's ink. Using his special multi-eye device, developed after years of hard graft, Professor Blakemore read every word of both Standards in under 90 seconds. He then correctly answered all 52 questions on content put to him by the Education Minister and, in an empirical test, calculated wet-strain indices of 5.7 and 5.9 on the Standards, before sculpting them into a paper mache model of a reclining nude.
Geoff Lowe

Another picture caption this time: what are they saying?
This picture turned up on the Editor's desk without any explanation, and readers are invited to send in their suggestions. Deadline for entries is 1 June, and £10 book token is offered for the best. Do please have a go - judging entries to competitions is one of the pleasures in this job, and even editors should be allowed their compensations!
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C) To introduce students to the major approaches to counselling and their philosophical and practical assumptions about the nature of man.
D) To relate learning to students' own roles and work settings.

COURSE OBJECTIVES
On completion of this course, students should be able to:-
A) Conduct a counselling interview showing the application of counselling skills.
B) Show an increased self-awareness especially as applied to the dynamics of a counselling interview.
C) Show an understanding of how counselling theory relates to personal styles of counselling.
D) Show an ability to devise counselling strategies which take into account the covert transactions within various settings.

COURSE OBJECTIVES
A) To increase student's understanding and awareness of relevant aspects of individual development and human interaction.
B) To develop a basic knowledge and understanding of the range of human behaviour.
C) To develop a knowledge and understanding of counselling theory.
D) To understand the fundamental concepts of communication and interpersonal perception.
E) To link up and integrate the above areas forming a coherent theoretical model.

COURSE AIMS

Certification and Validation
CAC Professional Counselling Training courses are externally validated by the AEB and assessment is undertaken jointly by CAC and AEB. Certificates are issued by AEB and successful students are registered centrally. Students successfully attaining the Certificate in Counselling (Skills) AEB or (Theory) AEB will receive the Combined Certificate in Counselling (AEB) and will be eligible to apply for a place on the one-year Diploma in Counselling (AEB) course.

EXTERNAL CENTRES

Modified versions of the above two courses have been prepared jointly by The Associated Examining Board and CSCT for teaching by external centres. The courses have been written with option points available in order that they may be varied to meet individual requirements.

FE Colleges, training organisations etc. with suitably qualified teaching staff may apply for registration as external centres and purchase courses for teaching. Students may progress through these courses to register for the Diploma in Counselling (AEB) course currently taught at several locations in the United Kingdom.

All course materials, student course and assessment guides etc. are provided and tutors receive course and assessment training, tutor and assessment guides and full back-up support.

For further information please write or telephone Edna Boughen, General Manager at the above address.