The British Psychological Society

The British Psychological Society was founded in 1901, and incorporated by Royal Charter in 1965. Its principal objects are "to promote the advancement and diffusion of a knowledge of psychology pure and applied and especially to promote the efficiency and usefulness of Members of the Society by setting up a high standard of professional education and knowledge; to maintain a Code of Conduct for the guidance of Members and Contributors, and to compel the observance of strict rules of professional conduct as a condition of membership; to maintain...a Register of Chartered Psychologists".

(Extract from The Charter).

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THE PSYCHOLOGIST is published monthly, and is despatched from the printers on the last Thursday of the month prior to publication date.

September 1994 issue: 21,654 dispatched.

THE PSYCHOLOGIST is mailed free to Members of the Society.

Subscription Enquiries to: The British Psychological Society St Andrews House 48 Princess Road East LEICESTER LE1 7DR Telephone: 0533 549568 Fax: 0533 470787

Subscription - January to December (1995)
£48 per annum UK
£58 per annum Overseas
Single copies £4.75 UK; £5.25 Overseas.

Photocopies of feature and academic articles are also available from University Microfilms Inc.
300 North Zeeb Road
Ann Arbor, Michigan 48106.

ISSN 0952-8229

Printed in England by The Lavenham Press Ltd., Lavenham, Suffolk.

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 Editors to edit all copy published.

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All articles should be up to a maximum of 3000 words, typed on A4 paper, double-spaced, with complete references. Sexist and racist language should be avoided. All papers published, with the exception of Invited Papers, will have been subject to anonymous review: authors' names and affiliations should therefore not appear on the typescript, but should be presented on a separate page. Five clear copies should be submitted to the Leicester Office. If the article were accepted for publication, an IBM-compatible 3 1/2" disk of the text would be required if possible (please do not send the first submission on disk). Submission of a paper to The Psychologist implies that it has not been published elsewhere and that it is not currently being considered for publication elsewhere.

Emphasis in The Psychologist will be on communication, and all articles accepted for publication may be subject to editing. Authors will be asked to provide brief summary sentences which might be used as the basis of the Introduction: this serves as an invitation to the reader to read the article, and replaces the standard academic abstract. Authors will be sent the final version for consultation before publication. Articles may be illustrated.

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The Psychologist has pioneered in the development of articles designed to communicate the same kind of information normally found in academic journals to psychologists with a wide range of academic and professional interests. We wish to encourage contributions from psychologists in all areas, both academic and applied. Articles should be written as for an intelligent, educated but non-specialist audience, shared knowledge of theory should not be assumed and references should be kept to a reasonable minimum. Papers may provide a broad overview of a particular area or issue, may review the literature or include original research, may discuss theory, or debate applied issues, practical and professional problems.

- Solicited articles

Target articles for peer review and associated commentaries, special issues from the Society's sub-systems and on key topics and Invited Papers are commissioned by the Editors.

- Lighter Side. Submissions should have some relevance to psychology. We welcome humorous or satirical articles, contributions to the Heroines/Heroes series (all 800 words). Also cartoons, crosswords. Three typewritten copies should be sent to the Society's Office.

- Correspondence. Letters marked clearly "for publication" should be addressed to The Editor, The Psychologist, The British Psychological Society, St Andrews House, 48 Princess Road East, Leicester LE1 7DR.

- News of events, decisions, discoveries, people or any items which would be of interest to psychologists should be sent to the Society's Office. Deadline 1st of the month prior to issue.

- Research in Brief. Conference reports. Brief reports on published research (200-400 words) and on conferences of interest to a wider audience (200-500 words) should be sent to the appropriate Assistant Editor at the Society's office within a month of the event.

Deadlines

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

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

Articles, features, reviews = by negotiation with the appropriate Editor. Because of heavy pressure on space, publication may not be possible for several months.

Notice of meetings, events, conferences for Divisions, Sections, Branches and Special Groups of the Society are inserted free of charge. Deadline for submission is the 1st of the month prior to publication (except January issue which is a week earlier): all items should be sent to Jackie Sherman at the Society offices in Leicester.

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Illustrations
Cover - Harrison Smythe Ltd
Photos (p.448, 462) - Dave Roberts
Illustration (p.463) - Jackie Sherman
Photos (p. 452 & p.480) - Pete Dingwall
Photo (p.436) - George H. Singer
Illustration [This page needs you] (p.467) - Chris Williams, after an etching by Schmutzer

Published by The British Psychological Society,
St Andrews House, 48, Princess Road East, Leicester LE1 7DR.
Telephone: 0533 549568. Fax: 0533 470787
The British Psychological Society

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The Institute of Education, University of London
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All submissions must be received in the Leicester office in triplicate by 31 October 1994.

Guidelines for submissions can be obtained from:

The Conference Office, The British Psychological Society, St Andrews House, 48 Princess Road East, Leicester LE1 7DR

Conference Hotline: 0116 252 9555
President's column

This is the first in what we hope to be an occasional series of columns from the Society's officers. The Psychologist has extended its news content over the recent past, and this is part of that development, to inform members of activities which the Society is undertaking. The President, Geoff Lindsay, reports.

I write this after my first Society meeting of the new academic year - chairing the Investigatory Committee. This meets approximately every six weeks to consider complaints against members. Some are very serious, and may lead to a Disciplinary Committee hearing.

Today was reasonably typical with eight new complaints, discussion of ongoing investigations, and consideration of two reports from Investigatory Panels. The latter comprise experienced psychologists who give their time freely to investigate complaints. We also noted the results of the findings of one Disciplinary Committee which severely reprimanded a member.

The issue of members giving their time freely is high on the agenda of the Finance and General Purposes Committee (F&GP). The Society benefits from hundreds of its members giving time for no payment other than expenses. This system is under strain as some of our traditional employers (universities, local education authorities and the health service) have become less willing to agree to time being allocated for Society business. Also, a significant number of members are in private companies or consultancies. Should there be payments? If so, to whom, for what and how much? At one extreme, refunding all members, at full cost would be enormous, but we already pay for some specific activities under arrangements agreed by Council, presently under review.

This is but one, specific, issue facing us at present, part of the 'housekeeping' side of our business. But we need also to take wide-ranging views of developments in psychology, and of the needs of members.

In September 1993 and again in June this year F&GP met to discuss broad issues. F&GP comprises the senior officers of the Society, plus two Council representatives to provide individual expertise and the perspectives of ordinary members, together with the Society's Business Manager (Allan Sakne) and Executive Secretary (Colin Newman). We considered the following major areas of Society business:

- scientific advancement and funding
- diffusion of psychology
- support for marketing professional and applied psychology
- services to members

We also reviewed our own effectiveness as a committee and the production of a Development Plan. More detail will be provided in the coming months.

The last issue I shall mention, briefly, is Statutory Registration. The Society has set up a new working party to implement its policy to build upon the Register of Chartered Psychologists, and move towards a Statutory Register, which will require parliamentary action. This will be a major activity for the next few years.

Finally, at a personal level, I would like to record my thanks to the Director of Education for Sheffield LEA, Anne Muller, the immediate past Deputy Director, Valerie Hannon, and the Education Committee for their support.

Stress and disease

Stress comes in many forms and guises and can have a profound effect on the physical and mental processes of the human body. This was the theme of a one-day Mind Matters seminar 'Stress and disease', presented by Dr Nicholas Hall, a psychoimmunologist, to an audience of health professionals. Mick Nicoll reports on the seminar which took place on 30 June in Croydon.

The seminar began with a description of 'professional burnout', the cumulative effects of stress in the workplace which lead to negative physiological and psychological symptoms. Dr Hall then went on to suggest that these negative symptoms could be reduced through the careful planning of one's time. The use of one's biological rhythms, it was suggested, would aid this planning. The ninety minute ultradian cycle could assist task performance because of its involvement with the cerebral blood flow to each hemisphere. However, no evidence was presented to support this, perhaps because the effects on performance are negligible.

The chemical and physiological changes in response to 'stressors' were described and it was argued that these changes had a strong influence on the body's immune system. This could lead to immunodeficiency, autoimmune disorders and excessive or inappropriate immune response. Not only, it was suggested, could this have a detrimental effect on the individual's physical health, but could also lead to a number of psychological disorders. Dr Hall speculated about the involvement of the immune system in the aetiology of a number of these disorders, including schizophrenia, depression, anxiety disorders and anorexia nervosa.

Therapeutic techniques, to buffer the effects of stress, were suggested. These included the use of social support systems, exercise and nutrition. A number of anecdotal studies reporting beneficial effects of relaxation and imagery techniques were described. Some of the side effects associated with imagery techniques were also pointed out. Dr Hall, whose presentation was both enjoyable and stimulating, concluded the seminar emphasizing the need to tailor therapy to suit the individual's personality. An interesting account of psychoimmunology's potential.

Mick Nicoll is a Research Assistant with UMDS General Practice Department, London.

Applied psychology congress

Margaret Mitchell reports on the 23rd Congress of the International Association of Applied Psychology in Madrid from 17-22 July.

The IAAP Annual Congress was an enormous affair hosting 4,000 delegates from 70 different countries; and the heat was phenomenal. Ernest Hemingway specifically warned against July in Madrid, and even Geoff Lindsay was driven to hyperbole: 'it's quite warm, isn't it?' It was, as a matter of fact, 37 degrees and climbing.

Lasting five days, the programme was divided into 19 separate applied areas such as health, gerontology, politics, sport, traffic, law and clinical. The book of abstracts stood three inches off the table, and the day I lost my will to live was when someone calculated
that, each day, there were 500 different presentations and posters. It was frustrating that each area looked so extremely interesting because you simply could not sample them all. It was a neuroltic's paradise, and you saw people sitting at one symposium feverishly looking through the book to see where else they could/should be. Given my own interests, two outstanding symposia on post traumatic stress disorder and autobiographical memory (Chris Brewin), and one on expert testimony (Andrew Colman) were worth the trip.

Aside from the symposia and problem solving sessions, there were keynote addresses from, amongst others, Peter Warr (age and work), Charles Spielberger (stress, emotion and health), Bob Sternberg (developing creativity), Karl Pribram (who knows what), Ingrid Lunt (education), Gabriel Moser (coping in urban environments), Rudolf Moos (stress and coping), Stuart Oskamp (recycling), Talib Rutheggan (attitude vs skills in road users), and Hans Eysenck (the 'new look' in intelligence). Denise Jodelet, in a truly post-modern performance, did not turn up at all to speak on social representation and health behaviour.

Our discipline appears to be making an important and creative contribution to the solution of contemporary problems, and values and ethics were recurrent themes throughout. Ed Cairns and Herbert Kelman spoke on peace psychology, and Allistair Ager, Ute Schoenfigl, and others, discussed psychological aspects of refugee displacement.

So, if you wish to run around hairless, totally immersed in psychology for a whole week and return home feeling exhausted and inspired, the next (24th) IAAP congress will be held in August 1998 in San Francisco. Details from the APA, Washington, DC.

Dr Mitchell is Reader in Psychology with Glasgow Caledonian University.

DVL A gives out home addresses

IN certain circumstances the Driver and Vehicle Licensing Agency (DVLA) may give out a person's home address following an enquiry from a third party quoting the person's car registration number. This could make it difficult for psychologists to maintain professional boundaries with clients.

A recent instance where a client obtained a psychologist's address, allegedly by contacting the DVLA with the psychologist's car registration number, has been taken up with the DVLA by the Professional Affairs Board. In response, the DVLA said that the vehicle record is not a public register, but that the law specifically provides for information to be disclosed from it under prescribed conditions. Each enquiry is vetted according to strict but confidential criteria. They advised that the only way to guarantee that a home address is not released is to register vehicles to a PO Box number or a work address.

Response to research training paper

THE Society has raised several issues relating to the Government's Consultation Paper 'A new structure for postgraduate research training sponsors supported by the Research Councils'.

The Consultation Paper, which follows the White Paper 'Realising our Potential', proposes an increase in the number of individuals with Masters level qualifications. The Scientific Affairs Board made the following points:

- It is those with PhDs who will replace university academic staff so it is important to maintain a large enough number of PhD studentship.
- A transfer of funding to Research Masters students may leave a shortfall in PhD studentship.
- As psychology departments incorporate a lot of research training into PhDs, it would be better if the Research Masters year remains voluntary, although with more funded places.

The Quit for Life Programme:
An easier way to stop smoking and not start again

David F. Marks

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Writers and the mind

Where does creativity end and insanity begin? What can psychology and psychotherapy tell us about literature and the imagination? This topic will be investigated on Tuesday 11 October as part of the Cheltenham Festival of Literature. Speakers include Dorothy Rowe on 'How not to grow old' and Stuart Sutherland on 'Breakdown'. The event takes place at Cheltenham Town Hall.

Tricky stats

FOLLOWING publication of the first Tricky Stats column in the July 1994 issue, the 'stats' experts have selected David Booth's entry as offering the clearest solution to the problem of the confounding of experiments. David is Professor of Psychology at the School of Psychology, University of Birmingham. Here is his answer:

A factor that varies systematically with an independent variable is liable to create difficulty in the interpretation of an experiment or indeed of observations including an hypothesised predictor. This is the problem of the confounding of experiments (there is no noun 'confound') and of collinearity between predictors in multivariate data.

At the extreme, when two variables (suitably linearized) show a very high correlation, it is not possible to distinguish their effects in the same direction: such a completely confounded experiment is 'instantly dead'.

However, when the relationship between the independent variable and a confounding variable is less than perfect, then some useful information may be extractable from the experiment or observations. That is, partial confounding is not instant death. For example, if the predicted effect of the confounding variable can be separated out statistically, some evidence of the effect of the independent variable may be found. Nevertheless, the feasibility of such a rescue operation cannot be relied on (covariance analysis is not always valid).

Other 'rescue operations' are occasionally feasible. For example, an experiment (or a multivariate analysis) might be designed where a completely confounding variable is known for sure to have an effect opposite to that expected of the independent variable. Then, if the expected effect is observed, the evidence is that the independent variable has overridden the confounding variable; for instance (in the example given), the fact that slower people are made the speedier ones by the manipulation supports the hypothesis that it should increase speed. However, such evidence is indirect and depends on sound prior knowledge - or sheer luck. Therefore, it is deplorable to 'discover' such confounding and designs relying on it should be replaced by direct control.

These are not statistical issues, even though statistical manipulation can sometimes get around mild confounding (see above). These issues are not specific either to experimental design or to any other form of empirical investigation. The same problems can afflict clinical or historical interpretation or literary or philosophical argument.

Sensible drinking message review

THE Government is to review its sensible drinking message following recent scientific and medical research, particularly into the effects of alcohol in preventing coronary heart disease.

The current guidelines state that if men drink less than 21 units of alcohol per week, and women 14, they are unlikely to damage their health.

Interested persons and organizations are invited to submit evidence to: The Secretariat, Inter-Departmental Working Group on the Sensible Drinking Message, Department of Health, Room 429, Wellington House, 335-155 Waterloo Road, London SEI 8UG. Deadline for evidence: 31 October 1994.
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The honeylooters

Summer can be a bit of a dry patch for good, solid news. Many of the journalists are on holiday and the readers are on holiday too, relaxing on beaches with hangovers on their heads wanting only light entertainment. So, in the midst of this, the journalists must have been jumping with joy and happily flinging around the rice at the news of the larger-than-life liaison between Michael Jackson and Lisa Marie Presley. It certainly was pretty run stuff, and everyone nodded and winked and had all sorts of opinions about what was going on there.

The Sun had an interesting 'psychological' piece, though. 'Body language expert' Jane Fribank was asked to comment on the photographs of the happy couple and she provided some interpretations. For a start there don't look at each other, which couples in love can't help doing. And if you look at their hands, you will see that they are cupped. Lovers want to touch each other and will lay their hands flatly on their partner's body. He looks like he is placing his hands on a hot plate rather than on the woman he loves. Jackson's body is in no way moulding itself to hers and his arms are very stiff.' I thought that this stiffness might be explained by Jackson's preference for rather unyielding military jackets, but I am sure she was right.

I just called to say ... not a lot

Equally larger than life, but a lot like real life too, was the story of the silent phone calls to Oliver Hoare. Psychologists were asked to comment on the phenomenon of silent nuisance calls. Dr Jenny Firth-Cozens offered the opinion that silent calls 'can be the act of a desperately lonely person. It is not someone who is at ease with themselves. Quite often the caller may be trying to irritate the victim, to anger them and to get rid of their own anger' (Evening Standard).

Today quoted Dr Dorothy Rowe. Such 'calls are made by people who are seeking attention for their own problems, people who are lonely and disturbed and who are so entirely focused on their own lives that they have lost their sense of perspective ... Whenever we no longer feel in control of our lives, and are lacking in confidence and frightened we can ... see the person we are calling as the cause of the trouble and in some way ... by calling ... are going to punish them. If the link with the other person is imagined you would call them emotionally disturbed.' The Evening Standard also quoted Paul Mathias (a police Chief Superintendent from Hollo- and a member of The British Psychological Society): 'the feeling of power is often the driving force behind, by putting the person at a disadvantage.'

But is it not interesting that the accessibility of the telephone line actually provided that new behaviour which simply was not possible before? There is no pre-telephone equivalent of this sort of disguised contact. I didn't see any psychological comment on the interaction between available technology and behaviour, although I thought it potentially a very interesting psychological aspect of the story to be explored.

Crime in Lewes

An A-level psychology project supervised by Dr Bob Potter and carried out by Natalie Jcal and two fellow college students from Lewes (Sussex), got extensive coverage. In a study of the bystanding effect, and with the agreement of a Boots store, one of the students on several occasions and very obviously shoplifted a bottle of bubble bath. Her confederates observed whether other shoppers did anything to stop, or if they did nothing, Dr Potter said: 'It is a sobering message. Even blatantly conspicuous crimes are ignored by the majority of people' (Daily Express). 'The Independent' asked Professor Adrian Furnham to comment: 'One ... [explanation] is the diffusion of responsibility ... and then there is the fear of the faux pas.' Natalie thought that perhaps it was because she had shoplifted 'only something small'. So, if you see Natalie struggling out of a shop with a surf board then you know it is only in the interests of psychology.

Guilt

'The Independent' reported the sad, and hard to come to grips with, story of the woman who had kept her twin sisters in a cupboard for half a century. Dr Sheila Rossan was asked to comment on the woman's emotional state: 'I think this is a burden removed. A woman of her generation will be experiencing guilt and the best way to purge guilt is to make it public.' Rossan explained that single women in the 1940s were subjected to enormous pressure, 'it would be worse for her too if she were from a religious family, because she could not bear it if her children were not buried in hallowed ground. She will have been unable to mourn without being found out, and asking the vicar to perform a decent burial would lead to exposure. Perhaps this is why she kept them with her.'

All of which leaves me, at least, wondering how she is getting on now, but as is so often the case, the story was not followed up.

Aesthetics and 'human dignity'

On quite a different tack, and to conclude, I must confine myself to a deeply offensive and logically confused piece by John Casey ('Let's call a halt to these lame exercises' The Sunday Telegraph) about the participation of people with disabilities in athletic events.

Texts in newspapers often include the words 'psychologically' or 'psychologists would say' and attribute opinions with which psychologists might agree, but very often would not. Casey said 'the sight of disabled competitors whizzing around in their wheelchairs is really quite exciting - a bit like the chariot race in Ben Hur. It is a revelation of the triumph of courage and determination. What it is not [his italics] is a celebration of human grace, health and beauty.'

Appealing to some odd form of common sense, incomparably tempered with humanitarianism, he argued, 'Does there not come a point at which our insistence that there is nothing they [sic] cannot do becomes an af-front to their dignity? May not an acceptance that people suffer terribly and irrevocably be a recognition of their human dignity? Would we [sic] not find the spectacle of blind boxers horrid?' He continues, 'in one way this is the removal of unnecessary ob-stacles. Yet it also starts to look like a sustained exercise in what psychologists call denu tal.' Did he actually find a psychologist who had that opinion? No, of course not.

I apologize for giving this piece attention, and even importance by quoting from it, but we really must set ourselves against this sort of quasi-psychological rubbish, as well as re- spond to the quite bizarre judgement of our fellow humans in such bluntly aesthetic terms. I don't know whether the Society, or any individual member responded to this piece when it appeared, but if we didn't we should have.

Dr Mitchell is Reader in Psychology at Glasgow Caledonian University and is the Society's Honorary Press Officer.

Press Committee Media Training Day Sunday 18 December. A Media Training Day will be held on Sunday 18 December (the day prior to the London Conference) at the Hotel Russell in Russell Square. The day will include:

- news writing
- snap-shots of the media
- interviews

with tutors from the national media.

For a registration form and further details contact:
Stephan White
Director of Information
The British Psychological Society
St Andrews House
48 Princess Road East
Leicester LE1 7DR
Tel: 0533 549568

KATHLEEN COX appeared on YTV's Help Yourself programme on 5 and 9 September talking about stepfamilies.

GILLIAN HARRIS appeared on BBC's QED on 18 August talking about treating children who won't eat.

JACK LAMPORT MITCHELL appeared on BBC Radio Scotland's The Slice on 14 July talking about the application of psychology to golf, and on BBC Radio 5's Five Alive, The Inside Edge on 2 August on sport psychology.

DIANA SANDERS appeared on ITV's The Inside Track on Health on 31 July, counselling a couple on how to give up smoking and giving general advice on psychological approaches.

DAVID TRAVIS was interviewed on 25 July on ITV's News at 10 in a special report on the information superhighway. He talked about psychological issues in video-mediated communication and demonstrated a prototype system.
Is everyone musical?

Sloboda, Davidson and Howe seem to want it all ways ('Is everyone musical?' The Psychologist, August 1994). Although they claim that exceptional talent is the outcome of mainly early experience, self-fulfilling beliefs, and practice, they somewhat grudgingly reply to peer criticism that 'we do not deny the possibility of genetic contributions as variance'. When Torff and Winner suggest that a controlled experiment of 100 hours of practice for a random group of children would show up innate differences, Sloboda et al. have to agree that there would indeed be differences of outcome - but for personality and other reasons.

When I investigated a group of junior-school children with equal and virtually free access to instruments and tuition (Freeman, 1977), those who were recognizably talented, as evidenced by admission to Cheetham's School of Music, had indeed had more family support and had practised harder than the controls. However, later follow-up work with young musicians at the school (Freeman, 1991) showed that early promise was at times the mistaken result of all that effort: the supposed gifts were not sustainable at an outstanding level, no matter how hard the youngsters worked - and they all worked extremely hard.

Since its conversion to a music school, Cheetham's has had to recognize that its initially highly focused music education had to be broadened, to accommodate pupils who discovered that talent is more than practice and enthusiasm. There can be no doubt that the newsvendor's reply to the youth's question, 'How do I get to Carnegie Hall?' is essentially right - 'Practice, my son, practice'. But retrospective studies of great musicians who were not outstandingly talented as children (e.g. Milstein, 1991) indicate that whatever it is that takes one from practice to greatness is more profound than the sum of environmental influences.

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References

It is PERHAPS necessary to avoid value-laden terms like 'genius' in describing exceptionally good exponents of any art or skill in the same way that one avoids words like 'fatties' in academic writing. Apart from this, the proposition that anybody could become a good musician with some effort is no more worthy of assertion than that anybody could become a doctor, lawyer or computer programmer. Professional bodies representing these latter occupations are equally jealous in safeguarding entry and preserving boundaries (and mystique) as are musicians allegedly partial to notions of genius. Determined people (genius or not) overcome obstacles and sometimes even break the mould. Correspondence in the same issue of The Psychologist (August 1994) on Personality Testing reads more like a solicitor's brief in an open scientific debate. Far from enhancing its espoused stance as empirical science these polemics expose psychology to accusations of triviality, naivete and irrelevance.

Miguel Jayasinghe, C Psychol
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I am surprised that in the debate over music and nurture in musical ability (The Psychologist, August 1994) none of the protagonists seemed aware of the several twin studies that have been reported. I have reviewed these recently (Wilson, 1994). What they show is a definite genetic contribution (though usually less than 50 per cent). Sloboda, Davidson and Howe will be pleased to note that when music lessons are given to twin pairs the id/frat differential is largely overridden. Of course, genius levels of ability might follow different rules; environmentalists must be dismayed that Gershwinn and Bernstein (two of America's greatest pianists/composers) grew up in households that did not even have a piano on which they could experiment.

Glenn Wilson
Reader in Personality
Institute of Psychiatry
London SE5 8AF

Rating tattoos

George SIK (Media Watch, The Psychologist, August 1994) takes issue with a comment in the Sunday Times that possession of a tattoo is a marker for criminal tendencies, citing the finding in a study by David Farrington that among a sample of young offenders, one-half were tattooed. SIK concludes that '... deciding whether or not someone is a criminal on the basis of, a tattoo is about as accurate... as doing so by tossing a coin'. SIK appears to have forgotten about base rates. I have no direct data for either the United States or Great Britain, but my guess is that neither country has 50 per cent of its population tattooed.

An indirect approach, however, can provide an indication of tattoo frequency in a population. A perusal of the Yellow Pages for the Maryland suburbs surrounding the District of Columbia reveals eight listings under the heading 'Tattooing'. By way of comparison, there are 64 acupuncturists listed, 531 psychologists, and 84 pages of lawyers. Certain inferences follow: 1) Few individuals, in a population of several million, patronize tattoo artists, many more seek the services of acupuncturists, and an uncountable number are clients of lawyers; 2) being a lawyer is not a reliable marker of criminal tendencies (some may argue this point); 3) if 50 per cent of a criminal sample were acupuncturists, I would begin to have suspicions about that calling; 4) if, in an area of several million individuals, only eight tattooing studies can be kept busy, and 50 per cent of those arrested in that population are tattooed, then I would consider tattooing as a rather remarkably reliable indicator of criminal tendencies, probably much superior to any psychological tool in use today.

Dr SIK, a psychologist who draws conclusions without considering base rates is likely to be wrong - it's only common sense.

Lawrence W. Littig, PhD
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Maryland 21403
USA
Linking theory and practice

SARA TURNER and Rachel Perkins suggest (The Psychologist, September 1994) that undergraduate courses structure their teaching in ways which hinder graduates from bringing psychological models to our practical work. I wonder, though, whether there are other possible explanations.

I worked for ten years in the feminist and lesbian voluntary sector before doing a degree where I did, indeed, choose clinically related modules. I also chose to study modules - not just within psychology - which take account of the structural, social inequalities which many of us see as intrinsic factors in individual emotional distress. Two years into my clinical training, I still find it difficult to make theory-practice links using traditional models which present 'science' and 'objectivity' as unproblematic truths. I have not yet 'changed my mind' away from psychology, but I value the permission I get to look at the assumptions behind traditional psychological frameworks before attempting to apply them with clients.

Natty Leitner (Ms)
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London
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The text in black and white

IN THEIR REPLY to my letter (The Psychologist, June 1994) Owusu-Bempah and Howitt (September 1994) take up only two of the numerous critical points raised in it. But these are worth examining in some detail since they typify their style of argumentation.

Their first comment surprised me, since I had thought that I agreed with them in not calling Ashanti a 'tribe'. But it seems not, for while they accept that Ashanti once was a nation, they contend that it no longer is one: 'simply a region of Ghana (one nation)'. This echoes the official contention of most African countries, who understandably wish to weld the various ethnic groups, contained within the frontiers rather arbitrarily drawn by the colonial powers, into national units. But as anyone who takes the slightest interest in African affairs is aware, it is far from reality. A nation does not cease to be a nation when it is conquered, as shown by the cases of Poland or the Baltic countries. The crucial element is a sense of common identity. Owusu-Bempah in the article quite naturally proclaimed himself 'an Ashanti, born and bred', but it would be rare to find anyone claiming to be 'an Inverness-shirian, born and bred'!

The statement that I could not have been a lecturer in Ghana when Asante was still a nation seems to be saying only that I could not have been a lecturer in Ghana before Ghana came into existence - true, if hardly illuminating.

Their argument on the second point is tortuous and needs disentangling. I had commented that Atkinson et al's (1993) statement about the death penalty (which Owusu-Bempah and Howitt deliberately called 'murder') for intercourse prior to puberty rites had been intended as an illustration of extreme stigmas to expect of sexuality. While the custom has long died out, I cited the work of Busia to show that the attitudes persisted.

Owusu-Bempah and Howitt therefore seek to discredit myself and especially Busia. They call my citation 'selective' as though there were contrary evidence, yet fail to specify any. They further accuse me of omitting to mention the 'colonial background' of Busia, who allegedly 'was brought to England ... by the British colonial administration, and spent much of his life among the English aristocracy - from being an English public school boy to an Oxford University don'. They go on to criticize me for ignoring 'better informed scholars' who have shown that Western education leads to 'auto-colonization', the intended inference being that Busia was a colonial stooge. Their argument may be summarized as follows:

Major premise: In the past some of those who have undergone Western education have become 'Uncle Toms'.

Minor premise: Busia has undergone Western education.

Conclusion: Busia was an 'Uncle Tom'.

Apart from the fact that Busia was a scion of the Asante aristocracy and an Oxford graduate, most of the background they attribute to him is pure fantasy. He was a conservative, but one with a deep respect for African values and opposed to colonial domination. Owusu-Bempah and Howitt's bid to impugn his scholarship is unworthy.

Owusu-Bempah and Howitt are correct when they say that the content of Western-type school education was apt to undermine African values and reduce pupils' self-esteem. It is a view I put forward on the basis of research, long before most of the 'better informed scholars' they list (Jahoda, 1961). On the other hand, advanced Western education was often a breeding ground for rebels. For instance, Jawaharlal Nehru (Harrow and Cambridge) spent 18 years in jail, and both Kenyatta (London) and Nyerere (Edinburgh) studied at British universities.

Lastly, the 'cause' we presumably share is opposition to racism. I am disturbed by its manifestations, from name-calling in the playground to physical attacks. In the past I have, in a modest way, tried to make some contribution toward its reduction. However, I do not regard it as reasonable to accuse colleagues of 'racism' because of occasional lapses into inappropriate language. There is a small minority of psychologists, with whom I strongly disagree, who believe in a genetically determined average mental inferiority of blacks. Yet even they, or at least those personally known to me, would not regard their position as justifying discrimination against individuals on the basis of race.

I have never come across the league of psychologists who persist in portraying black people as sub-human'. I challenge Owusu-Bempah and Howitt to name names, and to provide solid evidence.

Gustav Jahoda
Department of Psychology
University of Strathclyde

References

IN TRYING TO defend the indefensible, Professors Rita and Richard Atkinson, Edward Smith and Daryl Bern (The Psychologist, July 1994) appear confused about what they actually wrote in their textbook. If they had written what they claim to have written in their letter, then their paper would have been inappropriate except for the parts of our critique which they have chosen not to discuss.

They seem to claim cross-cultural psychology to be inherently anti-racist. This is far from the reality, as even the most casual reading of the field will show (Howitt & Owusu-Bempah, 1994). The sub-text of Professors Atkinson et al's (1993) book is essentially anti-African. This is not the consequence of selecting and/or misquoting brief excerpts out of context, of which they accuse us, but simply the result of their constant assault on African peoples. To be sure, any quotation is subject to a variety of interpretations, however, it is the net effect of their attack on black peoples that we have drawn attention to.

They misunderstand too many of our points, including the following:
1) Our argument is not that Professors Atkinson et al. fail to mention a culturally relativistic perspective; rather they construct a sort of psychological geography of Africa inhabited by numerous 'tribes'. They claim further that these 'tribes' regard hallucination as natural. At the same time they completely fail to acknowledge that this is not peculiar to African cultures, that it is also endemic to several
Western cultures. They do not accuse Professors Atkinson et al. of slandering white people since their book, taken as a whole, does no such thing. Our point, again apparently misunderstood by Professors Atkinson et al., is that they marginalize white peoples' atrocities and at the same time exaggerate (and sometimes even fabricate) those of black peoples. They also regard atrocities as typical of Africans.

3) Had Professors Atkinson et al. written in their textbook what they claim in their letter about facial recognition in New Guinea, then we would not have needed to draw attention to it. We have no objection to the facial recognition studies; our objection is to the authors' portrayal of the black respondents, how they strip them of humanity. They still apparently fail to see the offensiveness of this.

4) We do not object to the use of the word 'tribe' in itself by Professors Atkinson et al. What we find objectionable is the way in which the concept is constructed in their book. If they see no problems with how the word is used in their textbook, then we are at a loss to see why Professors Atkinson et al. have decided to strike it from future editions. Furthermore, earlier in their letter they claim to have referred to 'some African cultures' in their textbook when, in fact, they actually use the word 'tribe'. Why be so coy if the word is perfectly acceptable? More pertinently, if the term 'tribe' is innocuous and applicable to all human groups, as they suggest in their letter, then why do they, in the textbook, reserve it exclusively for black people and chimpanzees?

Finally, we are somehow encouraged that Professors Atkinson et al. publicly agree with us on one thing - the necessity for constant vigilance in matters of 'race' and racism. We ourselves advocated in our article, and have done so elsewhere, that vigilance is central to anti-racism (Howitt & Owusu-Bempah, 1994; Owusu-Bempah, 1990, 1994). Unlike Professors Atkinson et al., however, we acknowledge that we may have much to learn before we can confidently preach psychology to the rest of the world.

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University of Leicester

Dennis Howitt, D Phil, C Psychol
Department of Social Sciences
Loughborough University

References
Owusu-Bempah, J. (1990) Tooing the White line. Community Care, 1 November, 16-17.

School psychology
I FAIL TO comprehend just how my June 1994 article in The Psychologist on school psychology, subtitled 'Restructuring training and expanding professional practice' (with matching content), could possibly be identified by Douglas Conochie of Aberdeen as lacking in positive thinking (August 1994). I am also concerned that, along with Lunt and Farrell's article, my paper elicited in him a feeling of great pessimism.

The need to foster and hasten developments in training and professional practice is unlikely to be disputed by anyone within psychology and I appreciate Conochie's contribution in this respect. However, advocating grasping 'the nettle rashly even if it produces hives of industry' seems oversimplistic and hardly a viable response in the 1990s to the complex issues in education currently working their way through local and central governments, nationally and internationally. Scotland is certainly to be congratulated on securing two year training programmes for educational psychologists. I hope they will be able to move quickly to three year postgraduate courses and so match clinical psychology programmes.

The interesting developments in professional practice noted by Conochie can be mirrored in similar activities south of the border. However, largely as a result of my years as external examiner in Scotland, I am sure considerable benefits have resulted from the closer access to government departments and senior administrators afforded to university departments and local education authority staff there and I am glad that they have been so producively exploited.

The need to re-examine the prerequisites for professional training, to recruit and retain able personnel across a broader spectrum of the community, and to extend the training period to meet the expanding and increasingly publicised needs of all sections of the education system, were all identified in my article. The feasibility of extending work experience, without embarking on formal training and experience as a teacher during the proposed three year training period following first degree graduation, was endorsed. The fact that this could include varied and extended experience within schools as well as in Social Services' Departments and elsewhere, hardly suggests a defensive retention of the status quo. Perpetuating notions in the classroom of 'sitting with Nelly' or the masculine equivalent were certainly not in mind! Pre- and post-school psychological service needs were briefly identified but deliberately and explicitly excluded from further consideration for reasons of space and to retain the focus on psychological practice within schools generally. Irrespective of the merit of the analyses made and the suggestions offered, is this a diet that reflects a lack of constructive thinking?

Marketing and efficient, cost-effective management practices are priority concepts now strongly supported and shared by many governments, not just our own. While psychologists may certainly have some doubts about how they should be applied within an educational system, their relevance is not likely to be seriously challenged. It is arguable that in the past professional psychologists, with good intentions but few staff, endeavoured to meet demands from local and central government without either side clearly identifying and agreeing on objectives, along with their appropriate costings in relation to both training and the professional resources needed at local authority level.

While Douglas Conochie and I can strongly agree that the profession has 'to get up and go' without 'selling itself short', that is so easy to say. Certainly, no service can be maintained or developed simply on the altruism of its staff or its idealism. Such matters continue to be part of the business of the professional divisions and other sections and committees of the British Psychological Society, as well as the Association of Educational Psychologists. Nonetheless, sound progress will require all the political and professional acumen and psychological knowledge that can be mustered at all levels and from any source. Agreeing with government on much needed but wider objectives in both training and practice and developing appropriate strategies to secure them, would certainly seem an essential first step. Ultimately, however, it will be the membership of the Society that has to produce the ground swell for significant changes in training and practice. With all the political heat currently pervading the field of education, now does seem an opportune time to take up the challenge, as Lindsay, Lunt and others have already suggested.

Rodney Maliphant, FBPsS
Honorary Research Fellow
Department of Psychology
University College London
and Exeter University
This letter has been edited.
Refreshing change?

IT IS refreshing to see that John Handyside (Letters, August 1994) recognizes that our work on the distribution of the largest correlation in a set has serious implications for a great deal of published research. Unfortunately he does not appear to have understood the issues that arise when trying to identify genuine relationships within a large set of correlations. Dave Bartram (Letters, August 1994) correctly identifies a method for establishing the likelihood of 'significant' correlations being found by chance (although in this context the word 'significant' begs the question).

Our table provides a means of deciding that a correlation is large enough to be deemed significant even though it is among many.

This appears to be something of a panacea for psychologists: although multiple-correlation adjustments are well-known and widely used when testing for differences in central tendency, the psychometric testing fraternity conveniently ignores the analogous issue in evaluating validity coefficients. What, we wonder, are BPS-certified psychometrician testers taught about the matter?

Fortunately, Mr Handyside himself has recently conducted a remarkable experiment which may shed light on the matter. He sent a version of his letter to a long list of psychologists of varying degrees of eminence, canvassing their opinion as to the correctness of his argument. (We realize that in travelling this we are intruding on his private correspondence, but he apparently feels free to publish our correspondence with third parties.)

He should surely now reveal what answers he received from (and here we quote): R.B. Cattell; Hans Eysenck, Bernard Ungerson, Ken Murray, Edgar Anstey, Mark Cook, Arthur Summerfield, Ken Miller, Sylvia Downs, Michael Argyle, Sheila Chown, Barbara Cohen, Peter Reeve, David Duncan, Mac Davey, Eileen Orford, Pat McDonnell, Alec Martin, Peter Saville, George Sik, Paul Kline, Eric Rayner, Tricia Marshall, Pat Elliott, Murray Hayes, Colin Hamilton, Pat Webster, Jean Cleary, Roy Childs, Vic Dulewicz, Clive Fletcher, Mike Smith, Laurence Patjel, John Raven, Rob Feltham, John Hajredence, Murray Porteous, Colin Selby, Stuart Robertson, Peter Thomas, Ken Rawling, Phyllis Morgan, John Topley, Roger Mottram, Andrew Kitt, Down Adams, Robert McHenry, Wendy Lord, Lea Brindle, Frank Thomasson, Ivan Robertson, Hugh Foot, all members of the Editorial Committee, and the President, President Elect, Vice President and Deputy President of the Society.

Charles Johnson
Steve Blinkhorn
Psychometric Research & Development Ltd
Breamster House
The Maltings
St Albans
Herst AL1 3HT

Humourless syndrome

AT THE risk of being labelled as pedantic, humourless and unable to appreciate the nuances of reciprocal social interaction, can I register an objection to Jeremy Swinson's reference (Letters, The Psychologist, September 1994) to 'members of the Society with a mild case of Asperger's syndrome' in his otherwise 'gently amusing' letter? For one thing, I have yet to see, clinically, a 'mild' case of Asperger syndrome. Maybe there is a filtering effect, but all those I see are severely socially impaired, and families are often under considerable strain. More generally, one gets used to reading disparaging asides in The Psychologist about, for example, psychologists (trained, untrained and training), psychiatrists, counsellors, nurses and journalists. I tend to rationalize that these people will have both the skills and the opportunity to respond. By definition, socially disadvantaged groups will not have equality of access to either the sleight or the means of redress.

There is a Society code relating to the use of sexist terminology, such that phrases like 'female psychiatrist' would be edited to 'psychiatrist'. I believe that such a code could be extended to make people with disabilities not be used as props for in-jokes in 'the official monthly Bulletin' of the Society, and that the appearance of such a reference means that there has been an error of editorial judgement.

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Learning Disabilities Service
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Missing the boat

HAVE I been missing something? Although the 'thinking press', on both sides of the Atlantic, a war of words is raging 'Freud the Fraud' (Sunday Times, 24 May 1994). I look through the pages of The Psychologist for an insider's debate. June, July, August pass. It seems as if psychology sails blandly on whilst the storm rages, not on the horizon, but all around.

I wonder why? Has psychology wandered away from the hard-nosed research towards softer introspective therapies? The 'Pros and cons of doing a PhD' (August 1994 p.372) cynically suggests it, giving a self-righteous snigger to all of us who failed to get one. It's not as though The Psychologist ignores the media. Media Watch, courses and papers on getting into and the best from the media abound in The Psychologist.

Or is it just this journal? Editorial policy is often influenced, if not dictated, by advertisers' interests. Psychoanalysis, therapy, hypnosis and counselling gain 63 per cent of mentions in August's adverts. Freud, the most influential psychologist to date, one of the father figures of psychology, is being damnably criticized. Surely psychology and its journal cannot ignore it and retain credibility.

Martin Scherer
ABACA Consultants
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Cardiff CF1 6HG

Spoils of research

I AM SORRY to spoil a good story by pointing out a factual error in The Guardian report of Robin Baker's research (see Media Watch, August 1994, p. 342). It was not carried out 'largely among sparrow's as reported. The reason his work on the evolutionary biology of human infidelity has raised much interest and controversy is because he did study people. His ideas may have been derived from the birds and the bees but the testing of them was all carried out on human volunteers. Robin is one of an increasing number of researchers in the human sciences who are impressed by the potential of modern Darwinian theory for illuminating many aspects of human behaviour.

For those interested in this approach, I can recommend two good starting places: first, Daly and Wilson's Homicide (1988, Aldine de Gruyter), and second, the US-based 'Human Behaviour and Evolution Society' (Treasurer: Patrick McKim, Social Sciences Department, Cal Poly, San Luis Obispo, CA 93407, USA. Email: pmckim@boac.aix.calpoly.edu.

Professor John Archer
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Preston PR1 2HE
Children of 1988

We are developing and validating a postal survey method for collecting data about health problems, educational difficulties and behaviour problems among seven year olds. We are now planning a national feasibility study of over 13,000 children, including all children born in 1988 in England and Wales who weighed under 1500g at birth and a sample of children with higher birthweights.

We would like to compare our data with the findings of assessments by professionals such as paediatricians or psychologists. This would not involve any changes to your assessment protocol. If you are involved in any study of seven-year-olds born in 1988 with birthweights under 1500g and would be interested in the possibility of a comparative analysis with a view to publishing a joint paper, we should be very glad to hear from you.

Claire Middle
National Perinatal Epidemiology Unit
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Tel: 0865 224121
This letter has been edited.

Politically correct

I am presently involved in some work concerning 'Political Correctness' (PC), especially in as much as it affects the use of language. Do any members know of recent research, or anecdotal evidence, which establishes a link between a PC-mediated change of language and attitudes or values? I would very much like to hear from anybody who knows of any current work in this area or who just wants to comment.

Dr Mark Parkinson
49 Golden Bull Lane
Maidenhead
Berks SL6 6NW

Alcohol education

The rehabilitation Unit in Muckamore Abbey hospital for people with learning disability is finding an increasing need to work in the area of alcohol education - both with those who have abused alcohol and also in terms of preventative education. I'd be very grateful for any help from other psychologists working on this in the field of learning disability.

Maureen McKeown
Principal Clinical Psychologist
North & West Belfast Health And Social Services Trust
Muckamore Abbey Hospital
1 Abbey Road
Muckamore
Antrim BT41 4SH
Northern Ireland

Animal behaviour

The association of Animal Behaviour Psychologists (AABP), first formed in 1992, has expanded in the light of enquiries from interested psychologists and now includes ecological and conservation projects alongside zoo, farm and companion animals.

The primary objective of the AABP is animal welfare in the context of their relationships with humans, whether that is as pets, working stock or managed wildlife groups.

Anyone interested in joining can write to me at the address below, all you need is society membership and a commitment to animal welfare.

Dr Suzanne Conboy-Hill
Association of Animal Behaviour Psychologists
5 Pepperscombe Lane
Upper Beeding
Slingby
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This letter has been edited.

Addictive shopping

In a joint research project between the Middlesex University and Lancaster University, funded by the ESRC, Professor Kevin Gournay and I are currently carrying out the first major investigation into addictive shopping behaviour in the UK.

We would be very interested to hear from anyone who has practical experience of working with people who have this type of addictive or compulsive behaviour. It is essential during the two year research period that we contact as many of the appropriate individuals or organizations as possible in order to present a comprehensive overview of the extent and nature of addictive shopping in the UK.

If you would be interested in providing further contacts or information which you feel may be appropriate, please contact me.

Dr Richard Elliott
The Management School
Lancaster University
Lancaster LAI 4YX
Tel: 0524 593901
This letter has been edited.

POP Conference

I would like to apologize to ASE, British Railways Board, Interactive Skills Ltd and Oxford Psychologists Press Ltd who were all sponsors of the 1994 Postgraduate Occupational Psychology Conference. Due to an administrative error each of these organizations was omitted from a list of sponsors included in the September issue of the letters page. We are very grateful for their generous financial support of the conference and would therefore like to take this opportunity to thank them.

Sarah Roberts
Enterprise in Higher Education
Manchester University

A new title from BPS Books

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Mental Health Foundation
As the UK's only charity concerned with both mental illness and learning disabilities, the Mental Health Foundation plays a vital role in pioneering new approaches to prevention, treatment and care. The Foundation's work includes allocating grants for research and community projects, contributing to public debate, educating and influencing policy makers and healthcare professionals and striving to reduce the stigma attached to mental illness and learning disabilities.

Psychotherapy Research Initiative
The Mental Health Foundation is launching an initiative to encourage specific research proposals that will develop methods for the evaluation of psychological therapies. In particular, three areas have been identified:

- core battery of change measures
- therapist competencies
- health care economics

In order to ensure proposals meet the scientific standards set by the Foundation's Research Committee, leading experts in the field have drawn up general principles and priorities to be addressed by potential applicants.

The maximum award will be £80,000 and projects may be for a period of up to three years. The first awards will be made in May 1995 and the closing date for applications will be 1 February 1995.

Please write for the necessary guidelines and application forms to the:

Research Administrator
The Mental Health Foundation
37 Mortimer Street
London W1N 7RJ
Please quote 'Psychotherapy Research Initiative'
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INFORMATION AND APPLICATIONS FROM:
Mrs Shirley Spitz, Regional Director ShPTI
4, 2 Hyde Park Gardens, London W2 2LT
Tel & Fax: 071-262 1763
The idea of a 'student' issue of The Psychologist was not mine, in fact I really don't know who first thought of it. But I rather readily, perhaps rashly, agreed to edit it. It is only now that I am trying to set down why I thought it a good idea, and the reasons seem somewhat obvious. In the first place, students are the future of any profession. They ought to be specifically addressed, and their education ought to be of concern to all members of that profession, not just those whose main business is teaching. In the second place, very practically, the Society wants to continue to grow and to represent the full range of psychology, and recruitment starts with students.

This issue is thus primarily directed towards (mainly first) degree students, and secondarily to members as a whole. The increasingly large numbers of non-degree students of psychology are also very much the concern of The British Psychological Society, but their interests are rather outside the present scope. I'm extremely grateful to all the authors who volunteered, or were persuaded, to write something, and regret there was not room for all that was offered.

Good deal

I am delighted to be able to say that the Society is much more active in student affairs, and offers more to students than at any time I can remember - that is in fact back to when I joined in 1957, almost prehistoric times when there were less than 200 graduates a year (there are now close on 3,000) and Society membership was scarcely a tenth of what it is now. The new National Association of Psychology Students within the Society, and the new regular student page in The Psychologist, are just two important developments. I can honestly recommend membership as a good deal. But as with any membership, it does depend how much you put in. Much more is to be gained from active than from passive membership. It's also still true that some academic staff are not only not members, but actively opposed to the Society, seeing it as interfering, or too much concerned with 'professional' affairs, or just irrelevant. Not very long ago a Head of Department told me that any correspondence labelled 'British Psychological Society' goes straight in the bin'. This is exceptional - the Association of Heads of Psychology Departments liaises closely with the Society - and I feel sure it is wrong.

I'm in no doubt we need a strong representative body for psychology, and if the Society has faults, as any institution must from time to time, let us try to put things right rather than stand on the sidelines. And looking at it as objectively as I can, I see far more right than wrong.

Such a body is all the more
important when Higher Education is changing so rapidly. In reality, of course, it has always been changing. Much that seems part of a long and stable past is actually very recent. There was no state support at all (in the UK) until 1899 and it only became general in the 1920s. Universal funding of students dates only from the 1960s and is already disappearing. The modular system which so many students experience today has become the norm only in the last five years, and it's now under attack in the USA where we got it from. On the other hand some problems which seem new are actually very old - universities faced overcrowding, shortages of money and complaints from students, when they first emerged in the 13th century. They survived.

Still, it certainly is the case that patterns and methods of study are going to have to change if degrees are to retain their value. There is now a university within travelling distance of nearly all students, and home-based and/or part-time modes may become the norm at least for part of a course. The formal lecture as the main means of conveying information - stemming of course from when it was a reading from the one available hand-written text - may have had its day. The traditional examination methods are increasingly seen to be far too cumbersome and unreliable. And so on. Psychologists, as self-proclaimed experts on human behaviour, ought to be at the cutting edge.

Trends

Within psychology, two main trends of the last couple of decades continue. One is that psychology is becoming ever more female. This is due to the fact that more women are entering Higher Education. In most advanced countries they outnumber men, which occurred here for the first time in 1993. As between male and female students of psychology, there is very little difference in aims or interests, and there may be a danger of these becoming too narrow. Most students are more concerned with the practical and people-oriented aspects of psychology, and less with the technological, computer-based, experimental or theoretical parts. In fact we need all of these and more. The other factor is that desire to study psychology outstrips the professional openings available, so that only quite a small proportion of graduates can eventually become professional psychologists in the narrower senses such as clinical, educational, occupational, etc. Thus degree courses need to prepare them not just for these but for a much wider range of occupations also. At the same time, in opposition to some extent to these trends, there are the views of the profession, especially its academic branch, as to what constitutes the discipline of psychology and what students 'ought' to learn. There are elements of mere tradition and inertia here, but it is also part of the function of a university teacher to try to have some overall view of a discipline, in order to be aware of wider problems and of both history and new developments, to have in short a more informed perspective than can students, while still being responsive to their needs and wishes.

There needs, in fact, to be continual interaction between students, teachers and the profession. So may 'studies serve for delight, for ornament, and for ability' (Francis Bacon). The articles that follow are intended to be part of that process.

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Career options for psychology graduates

Psychology remains a popular subject of study within many universities and many degree course entrants will want to apply their knowledge of psychology when they graduate. But is it a realistic expectation? Several studies of the 'first employment' of those with a psychology degree suggest that only a small proportion of graduates will become professional psychologists (some estimates suggest 20 per cent) and that, in reality, psychology graduates will apply their skills in a wide range of career settings. Many students lack information about the range of options available and find career decisions confusing.

Why is it difficult to point to a clear path from a psychology degree programme to a career as a psychologist or professional?

Firstly, it has to be acknowledged that a first degree in psychology is often simply a first step in an extended programme of professional development. In itself, it is seldom sufficient to achieve professional status. For those wanting to become professional psychologists a postgraduate qualification will be required, as it is for clinical, educational and other branches of psychology.

Secondly, there are many graduate level careers for which a psychology degree will be valued, but this may seldom be made explicit. The social worker, primary teacher, researcher, careers adviser and the personnel officer may not have the term 'psychologist' in their job title, but the skills and understanding developed during a psychology degree programme will undoubtedly be of benefit to them in their initial training and subsequent career development. A closer examination of the skills developed by psychology graduates will help to make this clear.

Finally, many graduates who want to apply their psychology, will have to gain relevant short term work experience prior to professional training. In the case of would-be clinical psychologists, for example, work experience in a health or community setting is vital. Graduates can work as assistant psychologists for a year supporting the clinical psychologist, carrying out assessments, data collection and research. This form of short-term work experience is an essential part of the process of professional development.

It is for this very reason that many psychology students will engage in volunteer work during their first degree programme, particularly if they have little previous work experience.

In sum, the path from psychology degree to professional status as a psychologist may be long, complicated and expensive.

The principal career fields in psychology including educational, criminological and health psychology are all described in detail by Higgins (1988). One field of employment which appears to have grown considerably is centred on occupational psychology. As likely to be working on a freelance consultancy basis as in full-time employment, psychologists working in this area may not al-
ways have the term 'psychologist' in their job title. For this reason, it is more illuminating to describe the activities which may go under the heading of occupational psychology rather than offer a plethora of job titles. Typical activities might include:

- assessing candidates at a selection centre
- designing surveys of employee attitudes
- developing new psychometric tests
- assessing the rehabilitation needs of the physically handicapped
- counselling people about their career development
- designing training and staff development programmes
- running courses in stress management for employees in the workplace.

Some of the above activities will, of course, be common to other branches of psychology, but the context in which they take place defines the focus of the work people in the workplace.

Occupational psychology may also involve organizational change and will almost certainly provide graduates with variety and challenge.

**Decisions, decisions**

How can graduates decide on a particular career path in psychology? One important first step is to analyse both the skills developed on a degree programme and to encourage students to assess which skills they would like to develop further in the workplace. In a very useful article, Hayes (1989) points to the wide range of interpersonal and cognitive skills which might be developed by a typical psychological graduate during his/her course. Her list of 13 skills includes research and information finding, literacy and problem solving. It is, however, important to distinguish between personal transferable skills that most students in higher education will develop and those that are specific to psychology. Most psychology courses, for example, will have components concerned with experimental method and students will therefore begin to develop a range of research skills in, for example, survey methodology, questionnaire design, research interviewing and data analysis, using statistical packages. These are just some of the personal skills developed by psychology degree programmes which will transfer readily to work settings after students graduate.

Decisions about how to use a psychology degree will not only reflect your personal skills, but also reflect personal values and interests. The following four-fold classification of the career areas entered by psychology graduates is based on two early studies of the employment of psychology graduates. It attempts to explain the range of options open to graduate psychologists.

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**The skilled helpers**

Many psychology students are drawn to the subject because of their interest in people and on graduation move towards career areas associated with interpersonal helping. This is the largest group of occupations related to psychology. It includes clinical psychology, social work and any form of counselling. All of these career areas require postgraduate training and the knowledge domain of each is very different, but they have one common ingredient - they all involve one-to-one work with individuals.

**The researchers**

This group is possibly the smallest of the four groups. The researchers include all psychologists who move into research-based activity either immediately on graduation or after a postgraduate degree. They include, naturally, lecturers in higher education and researchers working in a variety of research settings - educational, social welfare, occupational and scientific. Psychologists working for government departments, ergonomists, systems designers, psychometric test developers could all be included here. The main activity which underwrites their work is summed up by one word: research.

**The commercialists**

This group is not defined by the activity they undertake but more by the context in which they work, in both private and public sector employment. These graduates may be working in occupational psychology and may or may not call themselves psychologists, but will be working in advertising, marketing and market research personnel, training and in general management under a range of different job titles. Their background in psychology will be of direct benefit in activities such as employee selection, the design and delivery of training programmes and appraisal systems and attitude measurement. Anyone involved in staff or organizational development is going to be putting their psychology to work.

**The independents**

Many graduates view psychology as an interesting subject of study, but decide not to apply their degree course content in a work role. They will enter the wide range of jobs open to graduates of
any discipline - accountants, journalists and publishers. Contrary to the impressions given by some degree course prospectuses, this is a large group. They will be faced with the choice of a programme of professional qualification, graduate training scheme, or a direct entry job.

Whether you see yourself as skilled helper, researcher, commercialist or independent, it is important to remember that these job sectors are broadly-based and by no means tightly drawn. Many psychologists will, for example, move from one sector to another in their career development, from skilled helper to researcher, or researcher to commercialist. The classification is simply intended to offer pointers to new graduates considering their general career development.

Further reading

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Student subscription

IN 1901, ten people met at University College London to form a psychological society. Scientific meetings began to be held. The inaugural members pooled resources to purchase some of the psychology journals published in the USA. Some of the earliest letters to the Editor of what became the British Journal of Psychology, were grumbles about other members not passing these journals on quickly enough to the next reader on the circulation list. Inevitably, someone proposed the solution to this problem and a library was established. From these small beginnings the British Psychological Society grew into what it is today, a thriving scientific and professional body concerned with the advancement and diffusion of the discipline and with the conduct of its members. Total membership is now over 20,000.

Some features of the Society have not changed over the years. It is still an organization run by its members, the psychologists themselves who make up the Council and all the various Boards and committees. Although the Society now employs over 60 full time staff, only two were appointed to posts which require them to have psychology degrees. The remainder were appointed to manage the business affairs of a highly complex organization with 25 subsystems, that is, Divisions, Sections, Special Groups and Branches throughout the United Kingdom. Staff have expertise in financial planning and investment, accountancy, secretarial services, administration, record keeping, computing, publishing, media and public relations work, printing and reprographics and all the other services required to fulfil the principal object of the Society. This is defined within its Royal Charter granted in 1965:

To promote the advancement and diffusion of a knowledge of psychology pure and applied and especially to promote the efficiency and usefulness of members of the Society by setting up a high standard of professional education and knowledge and by compelling the observance of strict rules of professional conduct, as a condition of membership.

Goals

In the modern idiom, this 'mission statement' is very high minded. The goals of the Society are to promote psychology and ensure its members are efficient and useful in their work as psychologists and professionally well behaved so that the interests of clients are not damaged. The statement says nothing about promoting the interests of psychologists and members of the Society themselves. Inevitably, what is good for psychology is normally good for members themselves but not in a self-seeking way. The more the Society fulfils its mission to ensure that psychologists are knowledgeable, useful and trustworthy, the more the public will seek their services. Therefore, much the Society now does is involved with setting standards for the accreditation of both undergraduate and postgraduate courses, examining people and issuing qualifications in various fields of applied practice and, since 1987, adding to its Register of Chartered Psychologists those candidates who hold the relevant qualifications for independent professional practice. This includes all types of work undertaken by psychologists including teaching and research.

Having joined the Society, members are encouraged to keep up to date in their own scientific field of research or teaching and engage in continuing professional development as professional practitioners of psychology. The Society and its many subsystems organize scientific and professional meetings and conferences and publishes scientific journals and professional newsletters for these purposes.

As an outward-looking organization, the Society is concerned to tell others about psychology and the benefits of seeking services from properly qualified psychologists. To this end the Society is involved in promotion of the subject in the media. Efforts are made to influence opinion leaders, including Parliamentarians. Each year the Boards comment on many government consultative papers, and try to influence legislation affecting psychology and those in the community psychologists seek to serve. Many of the books published by the Society are targeted at a lay audience, often those in other professions who use a knowledge of psychology to perform their own jobs more effectively.

Why should students join the Society? In 1963, when an undergraduate student newly arrived in the UK from Kenya, attending the new psychology degree course at Leicester University, I first became a Student Subscriber, I had little idea why I should join the Society other than it seemed a 'good thing' for someone who was hoping to have a future serious commitment to psychology to join the national body of psychologists. It was certainly useful to start learning about the wider world of psychology and career opportunities for psychologists through the publications that were later superseded by the Appointments Memorandum and The Psychologist. I could also attend conferences and buy journals at a discount rate. It was clear that I was

Colin Newman provides a personal appraisal of Student Membership and The British Psychological Society.
First destinations of psychology graduates

Simon J. Sherwood looks at the most recent survey of where psychology graduates first find employment.

THE recent recession has worsened the employment prospects for graduates (DFE, 1993a; O’Leary, 1993); in fact the proportion of graduates in employment is at its lowest level for 20 years (CSU, 1993). Approximately 40 per cent of graduate vacancies do not require a specific degree subject and thus they are open to graduates from any discipline (AGCAS, 1993a). The majority of psychology graduates (estimated to be 75 per cent upwards) do not go on to become professional psychologists (Rose & Radford, 1986). This means that they will have to compete with other graduates for many of the available job vacancies.

The careers services of higher education institutions are required to try to collect information (until 31 December following graduation) which relates to the first destinations of their graduates (i.e. employment, further study/training, unavailable for employment, unemployed etc.). Annual reports based on this information are published by a number of different bodies but unfortunately these bodies categorize and present the data in slightly different ways; for example the Universities’ Statistical Record (USR) categorize psychology graduates under both ‘biological sciences’ and ‘social sciences’ (USR, 1993). This fact, together with the summarized nature of these reports, makes it difficult to obtain detailed information relating to graduates with a specific type of degree such as a full-time single honours degree in psychology.

Previous research (e.g. Ball & Bourner, 1984; Rose & Radford, 1986) has found that psychology graduates fare worse than graduates in general in terms of gaining employment. A more up-to-date survey was thus required in order to take into account the recent economic changes.

Method

This study is the result of two surveys carried out with the assistance of the University of Portsmouth Careers Service. In the first survey, information relating to the first destinations of 1988/1989 and 1989/1990 psychology graduates was requested from the careers services of 48 institutions. In the second survey, information relating to 1990/1991 graduates was requested from the careers services of 62 institutions.

This information was then coded using an AGCAS coding scheme (DFE, 1993b). All graduates were given a code which indicated their destination on 31 December following their graduation; those who had entered or returned to permanent UK employment were given further codes according to their type of employer and type of work (if known).

Results

Of the 48 institutions contacted in the first survey, 46 replied (response rate = 96 per cent); of the

![Figure 1. Employment status of full-time non-sandwich single honours psychology graduates (who graduated between 1989 and 1991) compared with graduates in general.](image-url)

Dr Newman is the Society’s Executive Secretary.
62 contacted in the second survey, 56 replied (response rate = 90 per cent). In total, data concerning the first destinations of 4,839 psychology students who graduated between 1989 and 1991 from 164 full-time non-sandwich single honours degree courses were recorded. Of these graduates 85.6 per cent had known first destinations, the remaining 14.4 per cent had unknown destinations. The percentages and results shown in Figures 1 to 4 refer to graduates with known first destinations.

Compared with graduates in general (AGCAS/CSU, 1993), the results of the surveys (see Figure 1) indicate that psychology graduates fared slightly worse in terms of the proportion gaining some form of employment (54.5 per cent versus 59.3 per cent) and in terms of the proportion believed to be unemployed (9.4 per cent versus 8.4 per cent). Although a lesser proportion of psychology graduates entered or returned to permanent UK employment (43.5 per cent versus 51.4 per cent), a greater proportion entered short-term employment (8.5 per cent versus 5.1 per cent), or were not available for employment (7.4 per cent versus 5.0 per cent) for various reasons such as travelling abroad. Of those who entered or returned to permanent UK employment (and whose type of employer/type of work were known), the most frequent employers (see Figure 2) were health authorities (23.2 per cent) and religious, voluntary and charitable organizations (7.6 per cent), the most frequent types of work (see Figure 3) were work related to clinical psychology (16 per cent) and social/welfare work (11.5 per cent). A substantially greater proportion of psychology graduates (see Figure 4) went on to further study or training compared with graduates in general (27.2 per cent versus 21.7 per cent); psychology graduates were particularly more likely to enter teacher training (8.4 per cent versus 3.9 per cent) or to take on a higher or first degree in the UK (12.8 per cent versus 9.7 per cent). Overall in terms of the proportion gaining employment or entering further study or training, psychology graduates (81.7 per cent) were slightly better off than graduates in general (81 per cent). Thus it seems that psychology graduates are faring better in the employment market than they have done in the past when compared with graduates in general (Ball & Bourne, 1984; Rose & Radford, 1986). However, it is important not to become complacent since the competition for graduate jobs is likely to increase; it is estimated that the number of university psychology graduates alone will increase by approximately 44 per cent from 1,957 to 2,818 graduates between 1991 and 1994 (AGCAS, 1993b). We are presently updating our results with information relating to the first destinations of 1992 and 1993 psychology graduates to see if the trends in this study continue.

Acknowledgements
This article is based on a paper presented at the Society's 1994 Annual Conference by Von Laar and Marris (in press). The authors would like to acknowledge the assistance with data collection.
Improving our teaching

THE teaching of psychology lies at the very heart of the psychological discipline. Clearly, without a continuous process of transmitting knowledge and skills to the next generation, psychology would have no history, and no future. But apart from that, every year we expose thousands of non-psychologists to courses in psychology. Sometimes we are consciously using psychological knowledge and skills to enhance work, from personnel management to hairdressing. Sometimes we are teaching students who have opted to study psychology without an explicit vocational aim, but wanting to know something about people. And sometimes we are teaching established professionals - police, nurses, social workers - who are seeking to enhance their knowledge and abilities for their work.

It is in our interest, then, to ensure that psychology is taught as well as possible, and to ensure also that those teaching psychology remain open to new concepts and developments, both in terms of approaches to teaching and developments within the discipline. Sadly, that does not always seem to have been the case. Most of us have encountered people who were exposed to a badly taught or outdated psychology course in their university days, and as a result have developed a negative attitude to the discipline. And to our cost, we know that experiences of that kind can badly affect professional or political support within an institution.

Growth area

Research into teaching in higher and further education is a growth area in psychology, and far more is known about successful methods than only a few years ago. We owe it to ourselves and our students to apply this knowledge. Moreover, this has become even more important in the current climate of greater demands on and for education.

So what can the Society do to raise the standards of teaching, and to help teachers to develop courses which are positive, interesting and useful? Many are already doing so, of course, so encouraging discussions and information exchanges about different courses is of prime importance. And, since none of us remains static all of our days, ensuring opportunities for professional development matters as well.

Obviously we would not want the Society to dictate to those teaching psychology what they should teach. Even if it were practicable, which it isn't, it would be undesirable. It would make it difficult for new developments to be integrated into syllabuses, and it would limit the ability of the lecturer to develop courses which meet the needs of their particular students. But there are other ways that The British Psychological Society can help those teaching psychology.

One of its most important roles is to bring together teachers from different areas of psychology teaching, since we can learn a lot from one another. It does this, for the most part, through the Special Group for the Teaching of Psychology, the Special Group organizes regular symposia on different areas of psychology teaching, at the Society's London and Annual Conferences. These encompass practical and innovative concerns, such as the use of computers or literature in psychology teaching, theoretical concerns, such as the teaching of ethical issues; professional concerns, such as continuing professional development (CPD) for psychology teachers, or the role of the external examiner; and applications, such as the teaching of psychology to specific professional groups.

The Special Group publishes a fully refereed journal: Psychology Teaching Review, which is circulated to all its members. It carries articles about research into psychology teaching, and discussions of major issues in the professional field. The Group has also established the Diploma in the Applied Psychology of Teaching, which provides a route for those teaching psychology (at any level) to obtain Chartered status, as an applied psychologist with special expertise in the psychology of teaching and learning. This provides a professional qualification equivalent to other professional routes to Chartered status for psychologists. Several candidates have already undertaken the Diploma, and more are expected, as psychologists realize that they no longer need to leave teaching to develop their professional skills. The Society has also established a Training Committee to facilitate, appraise and accredit courses
Teaching undergraduate psychology

In the last few years a series of problems and limitations within the traditional system of teaching undergraduate psychology have become apparent. A general reduction in resources throughout higher education, leading to larger class sizes and greater staff-student ratios, has meant that established teaching and marking methods are having to be reassessed. This article seeks to identify the pressures for a shift in current teaching methods, and show that although change may be inevitable, it does not have to be for the worse.

The teacher

The nature of lecturer recruitment in the UK means that new lecturers do not need to pass any teaching, social skills or counselling examinations in order to be deemed qualified to teach, lead and advise students. Besides research skills, a PhD is taken to enable a lecturer to instruct students in a vast range of psychological topics, mark hundreds of pieces of coursework quickly and accurately, and provide students with informed expertise in a clear and patient manner. Perhaps not surprisingly, this does not always lead to lecturers who captivate and enthuse their students, whose marking is always fair and consistent, and whose courses are relevant, interesting and always taught at just the right level.

Although notions of teaching quality in the undergraduate curriculum, concerning both methods of teaching and of assessment, are becoming increasingly important in higher education (Barnett, 1992; Brookman, 1992), lecturers have long resisted calls for explicit teacher training and teaching evaluation. This has led to the current situation in which: 'With the exception of the "oldest profession in the world," university teachers are now members of the only profession in the United Kingdom for which there is no recognized or required course of training.' (Dallat & Rae, 1993 p. 271). Furthermore, unlike the oldest profession, it is very difficult for the customers of lecturers to change who delivers a course or in what manner it is delivered. Lately, a number of initiatives, not least the debate on quality and changes in the way departmental funding and lecturers' salaries are appraised, have brought teaching issues into sharp focus. From booklets on 53 interesting things to do in classrooms (Gibbs, Habeshaw, & Habeshaw, 1987) to papers on assessing classroom practice (Entwistle, 1992), scholarly tomes on teaching quality (Ellis, 1993) and how-to-lecture books (Cox, 1994), teaching methods in higher education may be regarded as undergoing a genteel revolution.
phasis on providing skills that may be useful to life outside academic psychology. As Simon Sherwood points out in his article in this issue, only a small minority of psychology graduates become professional psychologists. A large portion of the sea change in attitude towards improving teaching on the undergraduate curriculum within psychology has come from the need to provide graduates with generally marketable skills. This has been accompanied by a healthy increase in discussions within the discipline about what should be taught on psychology degree courses (Gale, 1990; Hayes, 1989; Radford, 1992). Perhaps as a consequence of this, many more psychology departments seem to be offering ‘transferable skills’ courses to improve job prospects for their students.

The students

Effective, efficient and enjoyable teaching and assessment methods have a long pedigree in higher education. However, these methods have often been undervalued and under-utilized. Sufficient data, and more importantly, personal accounts are needed to show how effective these methods can be when all of those involved take responsibility in the learning process (e.g. Cox, 1994; Ellis, 1995).

Although it may take some time to produce a climate of complete acceptance for this gentle revolution, students as well as lecturers should see the current interest in new teaching methods as an opportunity, not only to improve their own teaching and learning experiences, but also those of psychology students in the future.

References

Student psychology societies

Psychology departments are sometimes remote places. Too many lecturers never see an undergraduate outside the office or lecture theatre. Postgrads peer down their noses at undergrads, third years at first years, and the latter are in awe of the former. The best way of bridging the gaps between undergrad and postgrad, staff and students, and combining work and play, is to create a student psychology society. A good one should also enhance the life of the department in general.

Student societies do not always work; even a successful and established society can disintegrate within a year if not handled correctly. The most important thing is to select a committee of at least five people, that meets regularly and has ideas and enthusiasm. Commitment is essential; it soon becomes clear which members just want something to put on their CV. Once the committee is established the next step is to attract members and raise money. This is best done at the Freshers Fair in October, especially because it is one of the rare occasions that students are solvent. Recruitment later in the year can be a messy business; for a fledgling society, though, it is often the only way and you need to make sure that the committee members are gregarious enough to generate good publicity. Funding can normally be drawn from the Students Union, though unions at many smaller institutions have precious little to spare, and annual membership fees may need to be as high as £5.

Mainstays

Some psychology societies are primarily social. The University of Wales College of Cardiff has had an active one for several years, though as President Frances Short explains, the department organizes guest speakers and other academic events, so our role is mainly a social one - a chance for people to get together outside lectures and tutorials. The Cardiff society’s mainstays are regular ‘wine parties’, which can attract up to 50 people, a Christmas cabaret and an annual Ball. The only failure was the Mumbles Mile pub crawl in Swansea’, says social secretary Rhian Thomas, ‘which we made the mistake of organizing on the same night as a Welsh world cup match.’ The Ball is the most popular: ‘You get people going to that who aren’t society members, they just want to go to a Ball.’ The society’s strength lies in its continuity - Frances and the others are maintaining a successful framework which has been in place for several years.

Continuity is best achieved by ensuring that the committee members hand their jobs over well before the end of the academic year. This is normally done at the society’s annual general meeting, where members can vote for nominees. Once the new committee has been formed, it is in a position to take over the reins at once, especially if retiring members are final year undergrads about to embark on revision.

Another influential factor behind the Cardiff group’s success is that, despite the enormous size of the department, the staff are supportive and a friendly atmosphere. ‘Quite a few lecturers usually go to the wine parties’, says Rhian. ‘None of them went to the ball, but that’s probably because you have to get dressed up. They really enjoyed the Christmas cabaret, where they had a chance to show off by doing sketches and poems.’ However, staff support does not always guarantee an active student society, as can be seen at Reading University, where PhD student Brian Wink has given up trying to get one going this year. ‘Some years it’s successful and some years it isn’t. It seems to be dependent on finding a small core group of people in a particular year to go to events and invite others. But this year we’ve had more support from staff than students. The first years are too new, the third years are too busy and the second years are too apathetic.’

Crowd-pullers

Getting students involved in the first instance requires finding a gap in their social calendar to fill. On a campus like Reading there may be too many competing attractions and so a society needs to be very course-specific. This does not necessarily mean organizing highbrow debates (which are an instant deterrent for first-years), and often results in straying into pop psychology, though if handled intelligently this is not necessarily a bad thing. Subjects such as hypnosis and parapsychology are guaranteed crowd-pullers, and there are normally enough credible speakers available at various universities to provide an academic gloss. Departmental staff normally have a number of interesting contacts who make good speakers. The secret is to find interesting ones; for example, Cardiff invited Dr Gordon Turnbull, part of a team who debriefed Terry Waite and John McCarthy after their release, to speak about post-traumatic stress disorder. The society I run at Cheltenham and Gloucester College has discovered that one of its committee members has an 85-year-old grandmother who is a psychotherapist who was a personal friend of Freud and Jung and was one of Reich’s followers in pre-war Berlin.

At an applied level, careers evenings, talks by practising psychologists from various fields, and visits to clinics and hospitals are events that will attract interest from final year students on specialist courses and second years considering next year’s options. Perhaps the ideal society is one that balances both academic and social events and is well-represented at all levels. The main ingredient is inspiration. But here are a few hints if that fails to fire...

Do’s

- A termly newsletter. You must keep members informed.
- Fly guest speakers with food and drink. Most are free but not cheap.
- Plaster your department with posters for any forthcoming events.
- Try to meet psychology societies at neighbouring institutions. If nothing else you can always have a good laugh at one another’s lecturers.
- Hold weekly committee meetings, although preferably not in a pub (where all suggestions are swiftly forgotten).
- Design membership cards. That way you can make events ‘members only’ and more people will be persuaded to join up.

A student society can provide a focus in the life of a psychology department. Here, David Giles looks into what makes a successful society.
Students

Don’ts
- Rely on poster campaigns alone. Publicising events in lectures is essential for maximum awareness.
- Allow a clique to develop. This is the best way to kill a society stone dead at the end of the year.
- Invite boring speakers. Make sure someone’s heard them first.

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The social contexts of psychology

Without careers for psychologists beyond academia, undergraduate recruitment would be small indeed - psychology’s very existence depends on society’s willingness to provide such careers. Most current historians locate modern psychology’s origins in the social changes which, sweeping Europe and North America after c. 1850, created new career slots for experts in, e.g., education, child-rearing, personnel selection, crime, psychopathology and even advertising. While interest in psychological matters is as old as humanity, psychology and psychological careers were non-existent prior to this - not because of technological difficulties (questionnaires, mazes, and tachistoscopes could have been invented from the mid-1600s onwards), but because prevailing social contexts had no place for them (philosophers, physiologists and theologians covering most of the spectrum of interest in human nature).

‘Social context’ covers a multitude of factors. Most generally, all societies have distinct, sometimes deep-rooted, cultural attitudes towards human nature. Thus there is a widespread European ‘romantic’ image of ‘the child as unfolding potential’ dating back to Rousseau in the mid-1700s which descends right down to Piaget. In the US, by contrast, a more practical and puritanical image underlay ‘behaviourist’ child psychology in the 1920s. ‘Social context’ also includes historical events. World War I helped shape psychology in such respects as the creation of adult intelligence tests, recognition of psychosomatic conditions following trauma (‘shell-shock’), the birth of ‘industrial psychology’ (work on fatigue in munitions factories) and a general boost in prestige resulting from psychologists’ involvements in the war effort. One could similarly enumerate many ways in which the Depression, World War II, the Cold War, or the post-war economic boom fed into psychology, but to avert complacency, let us just note that in Germany Nazism greatly stimulated the fortunes of psychologists prepared to support the regime.

... the Nazi era was precisely the time in which psychology, previously a weak and insignificant academic field, became a profession with its own occupational role outside and its own professional training inside the university. (U. Geuter, 1987, p.174.)

Funding
A further factor is simply where our money comes from. While there are no thorough studies of effects of funding source on psychological research, some connections are fairly obvious. Psychologists funded directly by individual clients can clearly be more theoretically adventurous than those working for, say, the Home Office, while someone enjoying lavish organizational funding is well placed to take advantage of new technologies.

Ehrenreich and English (1979) saw sinister implications in the Rockefeller Foundation’s support of US developmental psychology in the 1920s - arguing that it was aimed at creating a diligent but compliant workforce. While the funder-funded relationship is rather more complex than this, involving trade-offs and negotiation on both sides, there is surely nothing intrinsically paranoid in suspecting, for example, that 1950s research funded by the US Office of Naval Research (a major sponsor) owed at least something of its character to military interests. Such things as availability of resources, scope for theoretical originality, choice of research topic and contact with professional peers are all affected by how we are funded, even if the precise relationship defies simple generalizations.

Finally, ‘social context’ includes the shifting preoccupations and problems of society at large. Thus the way US psychologists engaged ‘race’ dramatically switched around 1930 from studying ‘racial psychology’ to concern with ‘race prejudice’. By the 1960s the former type of research had virtually disappeared, and its revival among some IQ researchers generated levels of hostility never aroused by similar work in the 1920s. A new social context had profoundly altered the whole meaning of the issue. Approaches to gender and homosexuality were likewise reversed between 1960 and 1975, not because of any new ‘scientific knowledge’ but again directly reflecting social change. One aspect of this is that whereas non-whites and homosexuals were previously treated as somehow ‘deviant’ by white heterosexual male psychologists, on gaining a significant presence within psychology they had to be treated on their own terms as professional peers. In recent years topics such as child sex-abuse, ‘post traumatic stress disorder’, the psychology of ageing, video-game addiction, and sport psychology have risen in the discipline’s priorities as a result of widespread social concerns which psychologists inescapably share.

These are some of the more obvious kinds of social context effect. One could, were space available, explore further how the origins and fortunes of movements like behaviourism, Gestalt psychology, psychoanalysis, cognitivism - or indeed social constructionism - were socially embedded.

Unscientific?
Some are unhappy with this perspective, feeling it subverts psychology’s ‘scientific’ credibility, or focuses on issues peripheral to its ‘pure’ scientific core. Such reactions, however, presuppose a distinct mode of operating, ‘being scientific’, in which we transcend the messy world of everyday reality and enter realms of pure knowledge and reason. Now this is, frankly, nonsense. Currently there is complete disarray among philosophers of science as to what ‘being scientific’ means, but those studying scientific practice, both past and present, increasingly adopt a view which is itself fundamentally psychological, seeing ‘being scientific’ as a mode of behaviour with many psychological dimensions, including social psychological ones. This behaviour socially and psychologically pro-

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duces what we call knowledge, but accepting that we are constrained by criteria of believability which may themselves change does not mean that we can believe nothing. We are involved in a dynamic but time-bound social process of knowledge creation, but our inability to transcend this and attain an eternally true comprehension of things, while sad, does not render that process itself meaningless or irrational.

Understanding psychology's involvement in the life of the community is essential if we are to do our jobs properly. And if, as often happens, we discover contradictions and paradoxes in the demands placed on us (e.g. being expected, simultaneously, to embody hard scientific 'objectivity' and treat people in a non-dehumanizing fashion) these need to be made explicit and their implications explored. Perhaps we only now have a sufficiently long past to be able to focus on such problems properly in order to solve them - and this is part of our job. Some of the difficulties certainly arise from psychology's reflexive nature as product, expression and producer of its own subject matter. Without distilling down here, I would stress that taking reflexivity into account reveals even more clearly just how inseparable psychology is from the life of its host societies (see Richards, 1992).

Serious business

Finally, acknowledging the intimacy between psychological practice and social context means accepting that your actions as a psychologist really can affect the world at large, that the images of human nature you produce or promote, and the topics on which you choose to expend your professional energies, are not simply matters of intellectual interest to fellow academics. Being a psychologist is a serious business. I will end with this thought: in choosing to be a psychologist you are in effect making what is, from a historical perspective, the rather strange claim that society should support you because you are a professional human being. Now that's pretty odd when you think about it, and you cannot assume that society will buy it forever. It is up to you to prove that it is worth its while to continue doing so.

References


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The academic apprentice

ONE of the chief reasons that many people choose to do a PhD, apart from the sheer joy of it all, is to train for an academic post. In this sense, the PhD student can be seen as the academic apprentice. Broadly speaking, academics have three main roles: research, teaching and administration. To what extent are these disciplines nurtured in the PhD student?

Assuming that you have secured both place and funding (a whole task in itself, see your post-graduate tutor for advice), you find yourself in the happy position of being a first-year postgraduate research student. According to institution, you may have to complete a one-year probationary period during which time you are registered for an MPhil. Recent developments may mean a further additional year registered for the MRes as proposed by the government. Time will tell. You may be in a room with ten other postgraduates and one computer, or ten computers and one postgraduate, again depending upon the resources of the institution. Invest in a personal stereo that plays silence: it will help you to concentrate with so many in one room.

Good relationship

As far as research is concerned, building a good relationship with your supervisor is probably the most important thing you need to do in your first year, particularly if you have moved to a new department. Your contact with your mentor could vary from once a week requirements of formal written work, to the 'see you at the viva' approach. It is probably best to try to negotiate a happy personal medium so that you feel stretched to some extent, and your supervisor sees you busily churning out good research ideas. A written contract to formalize contact time is a welcome development - here is an outside 'referee' in case of serious disagreement. More widespread use of this policy would be a definite improvement on the current situation.

During your first six months, a standard psychological technique should be employed at all times: goal setting. Many postgraduates looking back on their first steps recognize characteristic failures in this process. Six months spent 'reading' doesn't really achieve much if its done on an ad-hoc basis. A false sense of security can rapidly be followed by a feeling of despair after a session of more than a quick five minute 'hello' with your supervisor. Looking back, it's probably best to develop a routine and treat your PhD as a job. Plan your day and your workload. Get to your desk by a set time and try not to get distracted (a mammoth task when sharing offices). Talk to

Sarb Johal and Matt Burkes take a look at life as a postgraduate student and the skills that need to be learned.
other postgraduates to bounce ideas around and broaden your perspectives, and keep in regular contact with your supervisor. This way, it may be possible to avoid the feelings of inadequacy that haunt many postgraduates after their first few months training.

About halfway through the second year of your PhD, you may stumble across a well-known phenomenon known as 'Mid-PhD Crisis' (MPC). At around this time, your ideas should be well on the way to being explored. However, you may come to the horrible realization that the research you are doing now bears no resemblance to the wonderful, Nobel Prize-winning ideas you had little over a year ago. It happens to everyone, you are not alone. Don't panic. At this point, it's vital to view the PhD as a means to an end. It is an apprenticeship and once it is completed, you will be free to research the real problems which you have been dying to solve. What's more, you get to put 'Dr' on your credit cards. Talk to other postgraduates who have come out of the other side of MPC and remember to inflect your supervisor with your tales of post-teen angst. Hopefully, they will realize something is amiss when you fail to turn up for three months.

Choosing to do a PhD is not a financially rewarding option. On average, you may find yourself in receipt of about £4,500 per year, with a hungry overdraft to feed. One way to increase your income is to take on teaching work. Differing levels of training and teaching support are offered by departments. For example, Keele University insists that their postgraduates attend a weekend workshop in which teaching issues and skills are discussed. However, some departments offer no such formal training, and you may feel a little out of your depth. PSC-PAG (the organization representing postgraduate students' interests) is currently surveying the situation. The main types of teaching work offered are demonstration of experiments and first-year undergraduate tutorials. What you may end up teaching again depends upon the institution you are based at; you may be required to stick to a curriculum or you may have a completely free hand. Again, a valuable point of reference is the experience of other postgraduates. Talk to them to find out exactly what is involved and to find out what methods/ideas work best. The idea of teaching undergraduates as little as three months after you have graduated is daunting at first, but becomes less stressful with practice. Take care not to take too large a teaching load though, or you may end up marking scripts when you are supposed to be doing research.

Transferring skills

From an undergraduate point of view, being taught by a postgraduate is somewhat different from lecturer contact. Broadly speaking, postgraduate tutors tend to be less formal and more flexible when teaching, but also tend to be less skilled in teaching techniques. Whilst the comparatively relaxed style of postgraduate tutors can make for a pleasurable learning environment, more attention to teaching support offered by departments may help maximise the potential and future skills of the PhD student.

The academic these days is usually required to take an active role in administration of the day-to-day running of the department. The PhD student receives very little formal input in developing these skills. Individual differences in supervisory style may result in a PhD student becoming a very efficient research manager and administrator, or not. The transfer of these skills needs to be formalized, if the apprentice is to make the transition to an academic post effectively.

An academic apprenticeship?

The PhD as it stands does not prepare one fully for the role of an academic. Research skills are the primary axis of a doctorate, the training in teaching skills that an academic needs varies greatly according to institution, and administrative skills are largely neglected, although some provisions are made for external training, such as the Graduate Schools Programme offered jointly by SERC and industry. Perhaps a re-examination of what is expected from new academics in psychology would be a good starting point for a review of the skills that need to be taught at PhD level.

Sarb Johal is a third year postgraduate and chair of PSC-PAG this year. He has a job waiting on the other side. Matt Burken is a second year postgraduate who occasionally wears a beard. They are both with the University of Wales College of Cardiff and are still talking to each other after writing this article.

The Student Members’ Group

Theresa Allen takes a look at this new addition to the Society’s family.

The main motivating force behind getting a national association up and running actually sprang from the stimulating atmosphere of the European Federation of Psychology Student Association’s (EFPSA) seventh annual congress in Amsterdam (April 1993). Here students from over 20 countries lived and worked together for one week, exchanging information on psychology courses, departments and their experiences of studying in different cultures. A delegation of five students from the UK was invited to attend. After one demanding but exhilarating week of work, (and socializing!) several of us decided to form a committee and approach the Society for practical and financial support to set up a national association. Finally, what had started out as an idea, conceived by a group of students at Lancaster University, could be put into the form of a constitution. The Society’s Student Members’ Group (affectionately known as Smeg) was born!

The National Association, formerly known as the Student Members’ Group (SMG) functions as a Special Group of the Society sharing all the Society’s administrative resources. Student subscribers automatically become members of the National Association of Psychology Students on joining. This means that, for the Student Subscription fee of £11, individual members have the advantage of being part of the national professional and scientific body of psychologists.

Communication

One of the main aims of the SMG is to facilitate communication between psychology undergraduates on both a national and international level. As it is often too easy to ignore valuable research carried out on the continent, (especially when articles are published in a language other than English) the Student Members’ committee in conjunction with EFPSA, works to promote exchange visits between students of
different countries and is currently in the process of compiling a ‘Europsycho database’ (containing information on formal exchange systems throughout Europe).

On a national level, undergraduates’ research (some of which is completed to a very high standard) is often felt to be ignored. These studies are very rarely published, but the newsletter, *Psych-Talk* aims to give students this opportunity - perhaps a less intimidating option than approaching more formal journals. *Psych-Talk* currently needs more people working together to achieve these aims. Previously the Student Members’ committee rather ambitiously decided to publish a newsletter once every two months. After two issues, Cheryl Morris and I (who were the only editors at that time) were looking decidedly harassed; articles were sent in after the deadlines and the job of retying, reorganizing and formatting articles became too great in the time we had to complete them.

The SMG also has links with other Society committees. Several representatives therefore are involved in the decision-making process in areas of direct relevance, such as the Special Group for the Teaching of Psychology. In this way students’ views of the way in which psychology is taught in the UK are taken into consideration.

Conference

Next year the SMG will be holding its first ever conference. This will run in parallel to the main Society conference at Warwick University (1-4 April, 1995). Undergraduate research will be presented along with work by more established psychologists and posterboards will also display a range of students’ work in the main poster hall. The conference is expected to last one or two days, providing an opportunity for students to socialize with each other and other professional members of the Society.

It has been a complicated and at times exhausting task to attempt to publicise the SMG to around 80 psychology departments in the UK. However, as more people are becoming involved we are recruiting student representatives from each university; perhaps soon it may be possible to have regional co-ordinators. The work, however, has provided me with the opportunity to learn more about myself and others in a way that sitting in a lecture theatre never could. It has also inspired me to take up another language: I hope next year I will be in another country doing postgraduate research. I hope that the SMG will be able to help other students to get the most out of their education.

For information about the SMG or EFPSA please write to:
The Student Members Group at the Society’s office, 1041 EFPSA, c/o Susanna Mäkinen, Haunaisegutenkatu 25 A9, SF-33500 Tampere, Finland. E-mail: psounet@oda.fi

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I WANT to respond to three questions. How do psychologists study study-skills? What does their research tell us about the characteristics of successful students? What about individual differences between students?

How do psychologists study study skills?

Psychologists use a variety of methods to study study-skills. As with most things, psychologists are interested in collecting data and evidence in order to answer particular questions.

Psychologists administer questionnaires, conduct interviews and carry out experiments. Questionnaires and interviews can be completed with all the students in a particular cohort, and the results analysed in terms of the students’ later success in passing examinations. Another procedure is to do the reverse of this: to determine from the examination scores who the good students are and to interview them - or give them questionnaires - in order to find out how they differ from their colleagues.

In experimental studies some students may be taught a particular study skill (e.g. patterned note taking), or a set of study skills, and then their performance compared with that of a similar group of students who did not receive the instructional treatment. To avoid ethical problems these students are taught the skills later.)

Other, rarer, methods used by psychologists are:

(i) to analyse archival data - to look through the records in order to assess the performance of different groups of students over time; and (ii) to become ‘participant observers’: here investigators become students themselves in order to monitor and assess what it is like to be a student.

What does the research tell us about successful students?

Figure 1 presents a questionnaire which asks questions about the way you study. Please complete

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<td>1. Do you leave work to the last minute?</td>
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<td>2. Do you get easily distracted from studying?</td>
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<td>3. Do you study regularly each day (excluding weekends)?</td>
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<td>4. Do you work out a revision timetable when you have exams coming up?</td>
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<td>5. Do you make simple charts and diagrams to help you remember material you are studying?</td>
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<td>6. Do you read through your lecture notes when you have taken them?</td>
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<td>7. Do you re-read the text when you find that you cannot understand it?</td>
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<td>8. Do you find yourself questioning your understanding of things that you hear in lectures or read in books?</td>
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<td>9. When you are reading texts, do you try to relate new information to what you already know?</td>
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<td>10. When you are reading texts, do you try to grasp and remember the overall structure rather than the details?</td>
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<td>11. Do you ask fellow students for their comments on early drafts of your essays or reports?</td>
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<td>12. Do you set up revision seminars amongst yourselves when you are revising for examinations?</td>
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Figure 1. A study habits questionnaire.

James Hartley looks at what makes a successful student and calls for effective study methods to be taught earlier in the education system.
Students

this before you read on.

This questionnaire is a fictitious one, and it has not been evaluated or tested rigorously. But I have included it here to indicate that there are several aspects to successful study.

Questions 1 and 2 measure motivation. It is commonly agreed that good learners are well motivated. Questions 3 and 4 relatedly measure organization. It is often said that being well-organized is the hallmark of a successful student. Questions 5 and 6 focus on how students deal with information. Good students use the information that they have in different ways, and thus are able to remember it better. Questions 7 and 8 focus on how well students monitor their understanding. Students who are aware of their difficulties can take remedial action. Questions 9 and 10 ask relatedly about the depth of attention paid to study. The argument here is that deep learning is substantial, whereas surface learning is shallow. Questions 11 and 12 suggest that good students recognize that learning is a social activity and that we gain a good deal of feedback from others.

What about individual differences? You may like to give yourself a score of the questionnaire and to compare your results with those of fellow students. All the items score 2 for 'often', 1 for 'sometimes' and 0 for 'rarely' - except for items 1 and 2. Here the scoring is reversed.

Most students score somewhere between 12 and 16, but there are wide individual differences. Some of these differences result from what students have been taught (or not taught) to do, and others arise from other variables such as ability, extraversion, gender, and certain cognitive style and subject matter preferences.

These individual differences present problems for psychologists for the advice that they give in articles like this one must be general. However, most students already know that successful study demands motivation, hard work, practice and feedback. What students actually want is specific advice tailored to themselves and their particular problems at one moment in time.

An additional difficulty here arises from the fact that most students have unwittingly acquired different methods of approach that work for them, and thus they are unlikely to give them up, or to change them willingly. It is hard for people with well-worn ways of doing things to realize that there may be better ways. This suggests that effective study skills should be taught early on in primary as well as secondary schools.

Recommended reading

There are a number of useful texts and articles that describe research on study skills and give advice on how to study. Readers may find the following references helpful.


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Productive writing in the education system

W
R ITING is an activity which takes up a sizeable proportion of time in the education system. It is also an activity which for many students and their tutors is avoided unless absolutely necessary (e.g. an assessment deadline is approaching). Given these two assertions it is surprising how little time is spent discussing the issues concerning writing - particularly on the question of how to make writing more creative and/or productive. Students may, for instance, get advice on 'How to write an essay' but this is usually more concerned with structure, not on the process of writing itself. This article therefore contains some discussion points that can be used either in a tutorial setting or form part of a 'writing workshop'. The two aims of this article are (i) to equip the reader with tips for managing the writing process and (ii) to dispel the 'myths' of writing.

Noddine (1990) asserts there is no one proven effective method above all others for teaching students to become better writers - merely a range. It is also her contention that writing is a process that can be learned and can aid learning, i.e. a skill learned through opportunities to write and from instructional feedback. In the USA, this is obviously a popular contention because the 'writing across the curriculum' movement is becoming more popular and has led to the introduction of writing programmes on college and university courses (Boice, 1987). To understand writing it has to be realized that:

(1) the act of composing written text is a complex intellectual process;

(2) writing is a mode of learning as well as communication;

(3) people have trouble writing for a variety of reasons and that no 'quick fixes' will solve everybody's problem (Fullwiler, 1986).

Although there are no 'quick fixes' to becoming a better writer, the next section gives some general tips on how to to make your writing more productive.

Managing writing

Studies of academic writers (Boice, 1987; Hartley & Branthwaite, 1989) show that brief, daily regimens produce more (and better) writing than does the popular practice of binging. Other strategies for improving writing productivity outlined by these authors include:

(1) establishing one (or a few) regular place(s) where all serious writing is done;

(2) removing all temptations and distractions from the writing site (for example, magazines and TV);

(3) leaving other activities (for example, washing up and making the dinner) until after writing;

(4) limiting potential interruptions (for example, putting 'Do not disturb' sign on the door, unplugging the telephone);

(5) finding another writer to share writing space for mutual quiet periods of work;

(6) making the writing site as comfortable as possible;

(7) making regular recurrent activity (for example, telephone calls, coffee making) dependent upon minimum periods of writing first;

(8) writing while feeling 'fresh' and leaving mentally tiring activities until later in the day;

(9) planning beyond daily goals and being realistic about them, or can be written in the time available;

(10) scheduling writing tasks into manageable units (i.e. making rough plans);

(11) completing one section of writing at a time if the writing is in sections;

(12) using a word processor (if possible) to make drafting easier.

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(13) revising and redrafting at least twice;
(14) sharing writing with a supportive, constructive colleague as people are more helpful, judgmental and critical on ‘unfinished’ drafts.

However, the problem with a prescriptive list such as this is that not every suggestion will work for everyone. Some individuals know their own limitations and will devise schemes to help them write. For example, some people cannot write in silence and utilize ‘background’ music; others cannot work in pairs without talking. Other constraints may be imposed. For instance, students might have to write in binges towards the end of term when assignments have to be in while academics might have to binge during the summer vacation because it may be the only time they get to write up their research. Accepting these limitations, some (if not all) the tips provided above should be of help to some readers.

Myths of writing

There are also a number of writing myths. These myths perhaps explain why students (and their tutors) do not like writing. Many of these myths are outlined and dispelled by Boice (1987; 1990) and include the following:

**Myth 1. Writing is inherently difficult:** Like speaking, writing does not need to be perfect to be effective and satisfying although it offers a unique chance to ‘see how you think’ which in turn clarifies thinking.

**Myth 2. Good writing must be original:** Little, if any, of what we write is truly original (and this article is no exception!). What makes our ideas worthwhile communicating is the novel way we can present them. Fitzgerald (1987) went as far as saying there is no good writing - only good rewriting.

**Myth 3. Good writing must be perfect preferably in a single draft:** In general, the more successful writers are more likely to revise manuscripts.

**Myth 4. Good writing must be spontaneous:** This is the misconception that writing should await inspiration. In fact, the most productive and satisfying way to write is habitually, regardless of mood or inspiration. Writers who overvalue spontaneity tend to postpone writing, and if they write at all, they write in binges which they associate with fatigue.

**Myth 5. Good writing must proceed quickly:** Procrastination goes hand in hand with impatience. Those writers who often delay writing suppose that writing must proceed quickly and effortlessly. However, good writing can often proceed at a slow pace over a lengthy period of time.

**Myth 6. Good writing is delayed until the right mood with big blocks of uninterrupted time available:** Good writing can take place in any mood at any time. As mentioned above it is better to write habitually in short periods every day rather than in binges.

**Myth 7. Good writers are born not made:** Good writing is a process that can be learned like any other behaviour.

**Myth 8. Good writers do not share their writing until it is finished and perfect:** Although some writers are independent, many writers share their ideas and plans at an early stage and then get colleagues to read over their early drafts for comments and ideas. 

Even when the myths of writing are dispelled, students (and their tutors) still have problems putting pen to paper. Insights about writing only slowly translate into actions (Boice, 1990). There are countless books and...
Professional training in psychology

A BOUT a third of all enquiries made to the Society’s offices relate to careers in psychology. Many of these are from people who haven’t yet decided to undertake a psychology degree. Others are current psychology undergraduates in need of advice about their next step. The Society publishes a great deal of careers material which aims to advise enquirers about the training needed in each of the major fields of applied psychology, and much of this is available free of charge. What follows isn’t a step-by-step guide to becoming a professional applied psychologist. Rather it is an attempt to answer some of the most common questions we receive from undergraduates wanting to know what to do next.

Clinical

Clinical psychology training now takes three years and must be undertaken through a Society-approved training course. Training places for clinical psychologists are currently in short supply and consequently competition for the available places is high. Usually a graduate will need a 1st or a 2.1, although some courses will consider applicants with a 2.2. However, a good degree is rarely enough, and successful applicants will almost always have gained other relevant experience either before or since graduation. Most trainees will have held Assistant Psychologist posts or will have worked as Research Assistants on clinically relevant research projects. These posts are usually advertised in the Appointment Memorandum or in the national press. In the current graduate employment climate some psychologists may need to look further afield to gain relevant experience. Some graduates manage to get their foot in the NHS door by undertaking assistant psychologist work on a voluntary basis. Others get involved in local charities working with mental health client groups.

Undergraduates aren’t yet eligible to work as assistant psychologists. However, vacations can be put to good use gaining relevant experience in a mental health setting, for example working with local charities. It is also a good idea to talk to clinical psychologists to find out what their work entails. If there is a clinical psychology training course attached to your university or within your local area your tutor may be able to help with an introduction. Alternatively, you should identify a local clinical psychologist who may be able to meet you for a drink. However, remember that clinical psychologists are busy people, so don’t waste this opportunity – be prepared and have a good idea of what you want to know before the meeting.

When applying for a training place showing that you have taken the initiative and gained relevant experience is likely to improve your chances. No one can give you a recipe which guarantees success, but a determined and dedicated applicant can certainly improve their chances.

Educational

In order to qualify as an educational psychologist in England, Wales or Northern Ireland, a psychology graduate needs to train as a teacher and gain two years’ post-qualification teaching experience with children and young people below the age of 19. This is followed by an educational psychology training course, which will usually last for one year, followed by a year’s supervised practice before being eligible to register as a Chartered Educational Psychologist.

The biggest initial problem facing psychology graduates is getting a place on a PGCE course, and this is particularly so for single honours graduates. This is because with the advent of the National Curriculum and the establishment of the Council for Accreditation of Teacher Education it became necessary for graduates to demonstrate that 50 per cent of their degree is compatible with a subject in the National Curriculum. Initially this led to many admissions tutors being reluctant to accept psychology graduates. However, efforts by the Society have led to the value psychology graduates have to the teaching profession being recognized, and to most training courses agreeing that psychology graduates will not be barred. The Society produces an information leaflet to help psychology graduates who are applying to teacher

Educational psychologists need to have two years teaching experience

References


A version of this article appeared in The New Academic, 3, 29-30. (1993). Dr Griffiths is with the Department of Psychology, University of Plymouth, Drake Circus, Plymouth PL4 8AA.
Students

Counselling

In the last few years registration as a counselling psychologist has become possible. The Society’s new Division of Counselling Psychology hasn’t yet accredited any training courses, although the accreditation process is ongoing, and accredited courses should soon be available. In the meantime, graduates interested in becoming counselling psychologists need to undertake the Society’s Diploma in Counselling Psychology. Alternatively you may obtain a list of courses which have shown an interest in being accredited from the Society’s office. It is envisaged that when approved courses become available they will substitute for Part I of the Diploma. Part II, which includes more of the practical elements of training, will then usually be undertaken under the supervision of a Chartered Counselling Psychologist. As this area is reasonably new to the Society formal training routes are not well established, but the Division is making great efforts to make accredited training courses available in the near future.

Helen Clark is an Administrative Officer with The British Psychological Society.

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Priorities for the Society: An interview with the President

GEOFF LINDSAY'S long period of service with the Society is well-documented in Diane Houston's earlier Psychologist interview. Geoff told Diane about his early childhood, his degree at Durham, his training as a teacher at Nottingham and then as an Educational Psychologist and his PhD at Birmingham, and his twin jobs as a Senior EP at Sheffield and Associate Tutor at the Sheffield University MSc in Educational Psychology. At that time Geoff was Chair of the Professional Affairs Board.

His current job is that of Principal Psychologist for Sheffield. This appointment meant that after 13 years of involvement in the Sheffield Educational Psychology course the challenge of linking practice and professional training seemed no longer available. So, he was delighted to receive a letter one day telling him that he had been appointed as a Professor Associate in the Division of Education. He has been able to maintain some input into the training course. He has also developed further his involvement with distance learning programmes, research supervision and inter-departmental research.

He was elected President at the Annual Conference at Brighton last April.

What does he expect to achieve as President?

Geoff has several aims for his period of office. The top priority, he argues, is to energize the next stage in the Society's quest for full Statutory Registration. He has therefore agreed to chair the new Steering Group charged with this task.

He also wishes to create a more active dialogue with the American Psychological Association (APA). 'It is remarkable,' he says, 'that the two largest psychological societies in the world do not take more opportunity to learn from each other.' The Society has continued to support an integrated discipline in which both academic and professional psychology see mutual benefits. In contrast, the APA has seen a break-up, with the academics setting up their own organization - their experience is a warning to us. On the positive side, the APA has lobbied in Congress for a variety of good causes, confirming the respect in which psychology is held in North America. Geoff recently visited the APA where he joined in one of their three-day Council meetings!

More bridges need to be built with the Psychological Society of Ireland (PSI) so that difficulties which have been encountered in the past over harmonization and mutual recognition of qualifications can be reduced or eliminated. The Society as a whole can benefit from existing links between the Northern Ireland Branch and the PSI. Geoff was invited to the 25th anniversary of the PSI, where a special issue of the Irish Journal of Psychology on 'The Irish Psyche' was launched. Mary Robinson, President of the Republic of Ireland, addressed the reception.

This commitment to working with psychologists abroad has been expressed more fully in Geoff's commitment to Europe, where he has been a member of the Task Force on Ethics of EFPPA (the European Federation of Professional Psychologists' Associations). Originally, the intention of the group was to formulate a Code covering professional ethics and disciplinary procedures. But after a slow start the Task Force is now moving towards developing a set of principles which will prove acceptable to all national Societies.

Involvement in the Task Force led Geoff (together with Ann Colley) to conduct a study of ethical dilemmas among members of the Society. They presented preliminary findings at the London Conference last Christmas, reporting prevalence data on the experience of ethical problems among members, together with several vignettes of cases which had troubled their survey respondents. As the psychological professions flourish and as the delivery of psychological services is affected by political decisions about funding and social policy, the number of ethical dilemmas is likely to accelerate.

But the most intractable set of problems which Geoff is keen to tackle relates to the continuing work of the Society's Task Force on the Future of Professional Psychology. The Scientific Affairs Board's Horizons Report led to several positive developments in the Society. Now the Professional Affairs Board and its Task Force set up to look at the future, has even greater chal-
chology services should be the servants of children, parents and the wider community, he has recently set up an Advisory Group, a sort of Governing Body for the Sheffield Psychological Service. It meets once a term, has parents, teachers, a councillor and senior education officer as members, and enables policy matters to be discussed in a forum of both psychologists and, as the majority, the representatives of clients - parents and headteachers.

This initiative was one of several responses promoted by Geoff to a review of the Service set up just as he became Principal. Although much of their work was praised and clearly valued, the main criticism was the lack of accountability of psychologists. 'Openness and accountability are a core aspect of professionalism' says Geoff.

What about accountability in the Society? Geoff has a number of searching questions for the Society to answer. He hopes to turn his experience of quality assurance in the public sector to quality assurance in the Society. What is the Society for? Does it satisfy the needs and aspirations of members? What do members think of the services it provides? For example, what stops a would-be Student Subscriber from obtaining confirmation of membership within a fortnight?

The Society’, says Geoff, has a large, dedicated and excellent staff, but we the elected officers and the membership as a whole, have the responsibility to formulate and develop policy, help guide our staff to meet our priorities, and give them the necessary resources. We also need to monitor our committee structures to see if efficiencies can be achieved there.’

With many Society meetings taken up with Society meetings, Geoff has little time for Sheffield Wednesday, although his wife and two of his children have season tickets. He has become instead an enthusiastic convert to Rugby League and follows the Sheffield Eagles on Sundays.

When in his 30s, Geoff decided radical action was necessary to keep fit. At school he had given up Saturday sport at 13 to sell eggs from a market stall in London. Now he discovered long-distance running and jogging. Running is popular with educational psychologists in Sheffield. He has done a handful of full and half marathons and jogs on Sunday. ‘It’s a good time to relax and think, to do nothing but enjoy the scenery and reflect.’

You can guarantee that his reflections focus on the wellbeing of the psychological professions, the enhancement of psychological services to clients, the reform of applied psychology, and the role of the Society in moving British psychology forward into the 21st century.
In response to suggestions from current users, we have made some important new additions to the BAS:

- a 'g'-enhanced Short Form IQ to give a fairer estimate, particularly for children with specific learning difficulties.
- FREE time-saving discrepancy tables to help you quickly identify the significance of any difference between reading/number ability and new Short-form IQ scores.
- new Automated Scoring software incorporating these latest adaptations (available Dec 1994).

Find out more about these in our new BAS information folder out this month. It also features a discussion of how BAS relates to the new Special Needs Code of Practice by Miles Halliwell, NFER-NELSON's Senior Consultant Psychologist and a former Senior Educational Psychologist and Associate Tutor, University College, London.

If you are an educational psychologist you should automatically receive a folder this month. If you are not, but are interested in seeing one, call our Customer Support Team on Windsor (01753) 858961 to reserve your free copy.
Four ideas for giving talks

It is a truth universally acknowledged that the average student would rather eat their socks than make a presentation. However, there comes a time in every psychologist’s life when there is no way out of standing up in front of a group of people and telling them things. In the first of a series of articles, some ideas to make your talk the most talked about in town.

Flag up your intentions
Saying at the start of a presentation ‘Today I am going to talk about...’ or ‘By the end of this you will know more about...’ is very useful for your audience. It sets the context and it may help them concentrate on your main aims.

Try and talk it
You should avoid reading out your talk. Just talking through it (with occasional glances at your notes) has many advantages:
- you remember the main points but forget all the unnecessary trivia
- your voice is less likely to stay on a monotone than if you are reading
- you are more likely to go slower and have pauses which is useful for an audience
- you are less likely to lose the sense of what you are saying
It can be daunting at first to start talking and refer only now and then to notes or overhead transparencies, but this one aspect can make the difference between a good and a not-so-good talk. No-one minds if you forget what you are going to say or get a little confused - indeed it may even make them warm to you - but they do mind if you bore them by rambling on too quickly in a monotone. If you are in any doubt about this, think back to good talks you have attended.

Don’t overrun! (Leave time for questions)
Why are psychologists such rotten time-keepers? They constantly go over the allotted time, which is jolly bad form. Finish on time (or even early), and the audience will love you forever.

Humour is good
The best way to keep the audience on your side, get your point across and ensure that they remember what you say is to be amusing. There are very few subjects that do not lend themselves to mild humour. You do not have to begin ‘Do you know the one about the psychologist, the psychiatrist and the psychotherapist...?’. Just by not taking yourself or your subject too seriously and making the occasional vaguely witty comment you can raise the tone of your talk a hundred times. Again, think back to the most enjoyable talks you have sat in.

Crib Notes: A bluffer’s guide to great psychologists of our time

By Marcia Moreau

No 3. Carl Jung
Theory: Diverse and complicated, taking in our evolutionary past, religion and love - and that’s just for starters. Don’t worry, the examiner won’t understand it either.
Career: Nominally a psychologist but also influenced by eastern philosophy, tribal societies and Sigmund Freud.
What did he have in common with Freud then? Quite a lot initially. Freud said Jung was the ‘heir apparent’ of the psychoanalytic movement, and Jung wrote to Freud that ‘my veneration for you is something like a religious crush’. In short, they were really chique. It all went sour after Jung made the mistake of disagreeing with the master on a few points about sex and an apparently innocent conversation about corpses.

Trivial reasons for an argument: Not if you were Freud and could see the desire to murder the father figure behind Jung’s chit-chat. He was so shocked at the mention of corpses that he fainted.
What about Jung?: It took him seven years to recover.
These psychoanalytic types sure give themselves a tough time! Quite!

Useful statement for Jung bluffers: ‘The archetypes of the collective unconscious can provide an insight into the psyche of the opposite sex through the animus and the anima.’
The anima comes in handy down the disco then?: Never leave home without it.
Avoid saying: ‘All that Eastern stuff was just a bunch of blokes in yellow frocks being silly.’
Avoid making: Bad puns on his name.
Don’t mix him up with Sigmund Freud, Carl Rogers, Karl Popper, Carl Malden.

Students

Assistant Editor: Beth Miller

This page needs YOU

Contributions urgently required!
- Short articles about anything to do with psychology or being a psychology student
- Brief notes on your project/thesis/dissertation
- Cartoons and jokes
- Conference reports
- Anything else that might be of interest to fellow students of psychology

Send to Beth Miller at the Department of Psychology, University College of North Wales, Bangor, Gwynedd LL57 2DG, or EMail on PS6015@uk.ac.bangor.

The Psychologist

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What does a Branch Committee do?

Hilary Neve (Secretary) and Derek Wilkie (Chair) of the North of England Branch outline the work involved in organizing a poster competition.

23 September/19 October 1993
The Society's office writes to Chairs and Secretaries of all branches informing them of the National Science, Engineering and Technology Week (SET7) (18-27 March, 1994), and ask them to consider putting on a local event. Secretary flags it 'correspondence' for the next Branch meeting.

17 November 1993
Branch Committee Meeting considers the letter. Most of our time is typically spent planning and organizing local events to publicise psychology and the Society, so this should be no problem. We have brainstorming session and a poster competition for 11-18-year-olds is suggested (Chair blames himself, Secretary blames another committee member, which helps to obscure the real culprit), the committee like it. Chair has cold feet, Secretary luke-warm, and a title 'What does a psychologist do?' is agreed. Prizes to be awarded to winners in each group 11-12, 14-16, 17-18, and posters to be displayed at the Annual Conference, Brighton, to coincide with the National SET7 Week.

18 November 1993
Secretary contacts Stephen White at Leicester, who likes the idea! Branch agrees to go ahead. Chair forgets it over Christmas and Secretary hides in Cyprus for a couple of weeks.

11 January 1994
Chair and Secretary meet - is it too late to go ahead? Buoyed up by Leicester enthusiasm (or just plain obstinacy?) we press on. Chair prepares a flyer for circulation to schools, Secretary researches LEA contacts, and enrols a judging panel. Dates for receipt of poster and judging panel meeting set for early March.

18 January 1994
Secretary starts advertising the competition to schools, getting approval of LEAs to have it mailed in the regular mailbag, or sending multiple copies to individual schools where LEAs won't do this themselves. 'Luckily' she has just finished most recent research job, as she finds this a full-time (unpaid) task. Eventually some 2500 flyers are produced and distributed to schools. Secretary warns her local postman of imminent postal deluge, and enrols committee colleague to help transport the entries to Brighton; instinct prevents booking exhibition space at Manchester Town Hall for the local display.

9 March 1994
'Judgement Day' - the refreshments ordered, the judges (half the Committee) assemble, and the Secretary produces the posters!

There are only eight entries (six from one school). (The most intriguing of the entries adds to its mystique by not including the name and address of the sender.)

Prizes and merit awards are given to all those who submitted a poster.

24 March 1994
Secretary sets up the display in the Conference Centre, Brighton, and plans retribution for those responsible and submits her telephone account to the Treasurer.

Why so few entries?
There are a number of hypotheses:

- not enough notice of the competition given to schools
- staging event before National SET7 Week missed out on the fervour that is meant to accompany it
- our lack of understanding of how the competition fitted in with schools' and pupils' current agenda or the National Curriculum
- schools and pupils don't know much about psychologists and their work

However, our Careers Day (admittedly aimed at 16-18-year-olds) attracted over 400 attendees last year.

We might try a poster competition again sometime. A 'Careers in Psychology Day' will be held at Manchester Metropolitan University on 6 April 1995, with sessions for students and careers officers. Watch the Diary.

Report from the Investigatory Committee

The following issues have been dealt with by the Investigatory Committee in the last quarter.

Competency
Practitioners who are dealing with the public in a private capacity must remain constantly aware of the areas in which they are and are not competent to offer services. It may well be that a private client will request that a psychologist see them for therapeutic treatment because they are not willing to wait on what might be a long waiting list at the local Health Authority. It could also be the case that a psychologist is requested to see a client who is in financial difficulties and therefore unable to meet expensive costs elsewhere.

Whilst a practitioner may feel that they wish to assist such a client, it should not be the case that he/she take on work in such circumstances in which they are not competent to practise. It is an unfortunate consequence of the NHS and Trust system that waiting lists are sometimes long, but a psychologist should not allow this reasoning to affect his/her judgement in taking on work from clients.

The psychologist must first consider the welfare of the client and the potential for damage which exists if treatment is not undertaken in a proper and competent manner. It is incumbent upon psychologists to do the best they can for their client, and in that regard, they ought to seek advice and help from colleagues if they feel that a request by a client goes beyond their sphere of competence.

Sexual harassment
Members' attention is drawn to the Society's Policy on Sexual Harassment and Dual Relationships. A high level of responsibility is expected from the profession of psychology in regard to
issues on sexual harassment and it is insufficient to claim a lack of awareness in relation to this topic.

Sexual harassment exists on the periphery of the profession. At the very end of such harassment, psychologists should be aware of the social skills required in their profession to avoid even wrongly construed approaches in this regard.

Co-operation with the investigatory system

There is an obligation upon all members under the Society's Statutes and Code of Conduct to co-operate and comply with the investigatory and disciplinary systems. Such co-operation includes giving matters of enquiry prompt attention without unnecessary delay. Many matters can be cleared up quickly by a rapid response from members to an enquiry from the Investigatory Committee, but if members do not co-operate with the system and do not respond to requests for information, a minor issue may well become one which requires referral to a Disciplinary Committee on the information which the Investigatory Panel has before it (and also on the issue of non-co-operation).

All members should be aware that every enquiry and complaint must be dealt with by the Investigatory Committee and its process, so it may well be the case that many members will receive such a request for information which has been directed to the Committee from members of the public or other members of the profession. A quick provision of information to these requests in most cases enables a quick resolution or solution to be found.

Provision of references

Many members have and will be asked to provide references for other members of the profession or other work colleagues during the course of their work as psychologists. It is important to remember that if you are requested to provide a reference but feel you are not in a position to do so properly and competently, then you should not provide that reference and you should advise the requester accordingly. It is possible that if a reference is provided with incorrect information that the provider of the reference could be found negligent in that regard.

Members should also note, however, that if they request a reference, the purpose of that request is not to have the referee 'sell your case', but to provide truthful and honest information with regard to you. It is not reasonable to expect that a referee will only include in a reference information which is favourable to you.

Confidentiality

Yet again, a certain element of the membership has been experiencing difficulty with the application of the principles of confidentiality and when and to whom it is or is not appropriate to release information on a client. Members should be aware that it is not appropriate to supply confidential information on a client to a legal representative merely because they request that you do so. Psychologists should be aware that lawyers have an obligation to do the best they can for their client and that may even be at the expense of the professional observed professional ethics of the psychologist concerned. If you feel that it is not appropriate to supply confidential information, then you should not do so and especially without the consent of the client. It is always open to legal representatives to seek a court order for the supply of information and it would be usual for a psychologist under court order to then supply the information. Even in those circumstances advice should be given to the client that the court has now ordered you to supply confidential information and that you are obliged to do so. It would only be in extreme circumstances where a client's confidentiality could still be maintained in the face of a court order.

Informing clients as to therapeutic processes

It is important for psychologists to ensure that their clients understand the treatment and procedures which they are undertaking. Even if a brochure is given to a client, that does not ensure that the client understands the information contained in that document. Psychologists should not assume that their clients understand such literature and it should always be one of the processes when dealing with a client to inform them precisely of what work is being undertaken and to ensure that they understand those processes.

Use of up-to-date test materials

All practitioners should ensure that they are fully informed with regard to all up-to-date developments in the application of test materials in whatever area of psychology they are practising and that they apply appropriate scientific rigour in the use of those materials. It is not satisfactory for out-dated and out-moded materials to be continued to be used and in this regard the Committee draws your attention to your obligations under the Code of Conduct relating to continuing professional development.

Fellowship awards

Colin Baker

Colin Baker holds a first class BA Honours degree in educational studies from the University of Wales at Bangor and has a PhD on his work on 'Affiliation motivation: a psychological examination of some aspects of its origin, nature and effects'. His career path includes posts as a secondary school teacher and lecturer. Recently he has been Sub-Dean in the Faculty of Arts at Bangor and Director of the Research Centre, Wales. In February 1994 Colin Baker was awarded a Personal Chair at the University of Wales. He is a prolific writer, being sole author of several texts, a number of book chapters, many articles, and a significant number of commissioned reports.

Colin Baker's main specialist area is that of bilingualism, to which he brings an international perspective as well as substantial expertise in varied areas of psychology, and in which he has researched extensively and reported upon in his publications. His extensive statistical, assessment and psychometrics knowledge and skills have also been recognized and acknowledged, as evinced by his appointment to serve as a member of the Assessment and Curriculum Advisory Council for Wales.

The Fellowship awarded to Colin Baker is a recognition of his significant and singular achievements as well as of the key role he has played in establishing an effective cross-disciplinary interface between psychology and education and maintaining rigour and sophistication of psychological methods within educational research.

Raphael Gillett

Raphael Gillett has been in the Department of Psychology at the University of Leicester since 1973, where he is currently a Senior Lecturer. Having written his PhD thesis on 'Collective choice: a probabilistic analysis' (Stirling, 1979), Raphael Gillett has gone on to produce original methodological and analytical contributions which are relevant in many domains, both inside and outside psychology. He is one of those unusual psychologists with both the competence and inclination to go beyond the standard and traditional ways of interpreting data to devise new and improved methods - for example, his development of a class of statistical tests for computing the probability of the random pairing of objects from two sets and his novel methods for determining sample size in replication attempts. Raphael Gillett has published in many of the leading journals in his field - including Nature, Psychometrika, Psychological Bulletin and the British Journal of Mathematical and Statistical Psychology. He is known even for his efforts to correct some glaring methodological problems embo-
Obituaries

Herbert Gunzburg
(1914-1994)

HERBERT GUNZBURG was without doubt a great pioneer in the field of learning disabilities. Although he was a very private and excessively modest person, rarely seen at conferences and not among those who boasted of their achievements, he was nevertheless immensely influential, partly through his writings and partly by his example.

He was born in Austria in 1914 and came to England from Vienna before World War II as a political refugee, already with a PhD in adult education, based on his work in charge of workers' libraries which already reflected his faith in education as a liberating force. Once in England, he worked first as a teacher and then as a psychologist in Mopnyhill Hospital, collaborating with the outstanding psychiatrist C.J. Earle, to implement policies which aimed to teach residents to develop social competences. He argued that such skills could be taught and that it was difficult in social adaptation which were more important than intellectual impairments, as reflected in intelligence tests. To this end, he developed the Progress Assessment Charts which not only aimed to assess different aspects of social functioning but used such assessments as the basis of a programme of teaching and rehabilitation. The PAC has since been refined and modified and translated into many languages and has stood the test of time in many countries and cultures.

Throughout the whole of his long career, Herbert Gunzburg never lost sight of the needs of the people whose interests he served. He saw himself as a practitioner rather than as a researcher, working at first hand with colleagues to design, implement and evaluate rehabilitation programmes which aimed to help residents to learn and use the skills needed to live and work in the community. His book Social Competencies and Mental Handicap (1968) bears witness to the originality and practicality of his approach and helps us to understand something of his influence.

Similarly, his 1973 article on '39 steps towards novel living arrangements for mentally handicapped' was well ahead of its time in anticipating quality assurance procedures.

Even more original but unfortunately less influential was his chapter on 'psychotherapy with the feebleminded' which was his contribution to the first edition of the Clarke and Clarke classic Mental Deficiency: The Changing Outlook (1958). Even today, we are far from realizing the ideas expressed in this chapter and still regard people with learning disabilities as unsuitable for any form of therapy involving verbal or conceptual thinking.

Perhaps his greatest influence was through his work with what started as the Midland (later British) Society for Mental Subnormality and his 40 year editorship of what is now the British Journal of Developmental Disabilities. Every issue of this journal has included a thoughtful and challenging editorial by Herbert Gunzburg. Long after his official retirement, his part-time return to Vienna, and despite ill health, he continued to lecture widely, and to write editorials and articles. Just before his death, the publication of his book Despite Mental Handicap confirmed that he had not only remained up to date but was still in some respects ahead of the field.

Herbert Gunzburg will be remembered with affection and gratitude by tens of thousands of people whom he has influenced. Countless more people with learning disabilities have benefited and will continue to benefit from his life and work.

Professor Peter Mittler
School of Education
University of Manchester

Henriette Santer
1932-1994

HENRIETTE SANTER, in her public life, was a leading clinical psychologist. She was also a committed family person who was close to her husband Mark, Bishop of Birmingham, and their three children. It is still relatively unusual for a Bishop's wife to have an important professional role in her own right. Henriette appeared to combine the two with relative ease, though she must sometimes have been pressed for time. Certainly, she moved between her two worlds as a person at peace with herself and at ease in both of them.

Her career followed Mark's, through Cambridge, London and Birmingham. In Cambridge, she was Principal Clinical Psychologist at the Fulbourn and Ida Darwin Hospitals, working with both mentally ill and mentally handicapped people. When Mark moved to be Bishop of Kensington, Henriette went to Guy's Hospital, becoming head of the clinical psychology service. While at Guy's, she was also appointed an examiner for The British Psychological Society's Diploma in Clinical Psychology.

When they moved to Birmingham, she became head of the clinical psychology service in the Bromsgrove Health Authority. Her predecessor at Bromsgrove had been a young but widely respected colleague who had tragically been killed in a climbing accident, so she took over the post in circumstances than required considerable sensitivity. Although she came as an 'outsider' to the psychology service in the West Midlands in which the great majority of her colleagues had trained in Birmingham, she rapidly won their respect and trust, being elected chair of the regional clinical psychology committee. She was also appointed adviser on clinical psychology to the West Midlands Regional Health Authority.

Some two years ago, she relinquished her responsibility for the Bromsgrove psychology service, though before long she was appointed Chair of the South Birmingham Mental Health Trust. It was an imaginative and popular appointment, one that genuinely surprised her but which gave her considerable satisfaction. The challenges the post presented were considerable but she tackled them with distinction.

The bare story of her professional career does little to convey her remarkable personality and the deep impression she made on those around her. She was, to an unusual degree, direct and straightforward in her dealings with people, and combined this with warmth and kindness in a way that was simply a delight.

She was modest, but never intimidated. When faced with difficult professional decisions, she prepared her ground carefully, and consulted widely and with great sensitivity. But once she had settled on what she believed was the right approach, she communicated it clearly and upheld it with confidence. She was always so transparently honorable and principled in her professional life that she inspired a remarkable degree of trust and affection. The personal qualities that underpinned Henriette's approach to her public duties were an inspiration to many.

Rev Dr Fraser Watts
MRC Applied Psychology Unit
Cambridge
the Sainsbury Centre for Mental Health for whom she runs the Trainer Training Programme on Postnatal Depression for mental health professionals working within primary care staff.

DR ALISON J K GREEN will be taking up the post of Lecturer in Psychology with the Department of Human Sciences, Brunel University, Uxbridge, Middx UB8 3PH, from 1 January 1995.

ALISON HARRIS has joined the Community and Primary Care Team, Psychology Services, Stockport Healthcare NHS Trust from 2 September 1994. Address: Department of Clinical Psychology, Stepping Hill Hospital, Poplar Grove, Stockport SK2 7JE. Tel: 061 419 5795.

NEIL MCLAUGHLIN COOK has been appointed Acting Head of the Department of Psychology, Liverpool Institute of Higher Education, from 1 September 1994 to 31 August 1995.

DR NEIL MARTIN has taken up a post as Lecturer at the School of Psychology, Middlesex University, from 1 September 1994, where he hopes to set up a humour research unit. He has also just become a comedy reviewer for the comedy magazine Deadpan.

DR DAVID LEWIS, Research which my company has carried out has appeared in certain newspapers recently affiliating me to the University of Sussex. This information has not emanated from the David Lewis Consultancy. It is the result of journalists using old library material. I can only apologize and will be writing to the newspapers concerned to highlight the error.

MARTIN MILTON has been appointed Counselling Psychologist for Kingston & District Community NHS Trust based at Kingston Hospital. He continues his post as Lecturer in Counselling at the College of North London.

ANDY PORRIT, Consultant Clinical Psychologist with North Manchester Healthcare NHS Trust, has recently been ordained as a member of the Western Buddhist Order. He is now known as PRASADU, the name he received at ordination.

DR STEVAN ROLLS has recently been appointed Manager of Occupational Psychology Services with Ford Motor Company in Europe. Previously he was Managing Consultant with AUE.

DR J PHILIPPE RUSHTON, Professor of Psychology, University of Western Ontario, has published a new book Race, Ethnicity and Behaviour (Transaction, 1994).

RICHARD WAKEFORD has been appointed as Cambridge University's first Staff Development Officer for its academic staff. Address: 22 Trumpington Street, Cambridge CB2 1QA. Tel: 0223 333169.

DR PETER WALKER has moved from the University of Central Lancashire to take up a senior lectureship in the Department of Psychology, Lancaster University.

### Dates of Meetings

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<td>The Psychologist Editorial Committee</td>
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<td>1995 Annual Conference - 1-4 April, University of Warwick</td>
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Scottish Division of Educational and Child Psychology

AGM 1994 AND CALL FOR NOMINATIONS

Notice is hereby given that the Annual General Meeting of the Scottish Division of Educational and Child Psychology will be held on 10 December 1994 in the Central Region Psychological Service, Springwood House, Polmaise Road, Stirling.

Nominations are invited for the office of Chair and Committee Members. Nominations require a Proposer and Seconder who must be Full Members of the Division and the consent of the nominee to accept office if elected must be obtained in writing.

Nominations should be returned to John Young, Honorary Secretary of the SDECP, c/o the Society’s office, by 24 October 1994.

Division of Educational and Child Psychology

AGM 1995

Notice is hereby given that the Annual General Meeting of the Division of Educational and Child Psychology will be held during the DECP Course, 4-6 January 1995 (exact time and date to be notified later), at the Swallow Royal Hotel, Bristol.

CALL FOR NOMINATIONS

Nominations are invited for:
- Chair-Elect
- Honorary Treasurer
- Committee Members - vacancies, tenure three years

Nominations for the above vacancies and resolution items for the AGM should be sent to the Honorary Secretary, Andrea Pocherek, at the Society’s office to reach her no later than Wednesday 2 November 1994. The nominations require a Proposer and Seconder who must be Full Members of the Division and the consent of the nominee to accept office if elected, must be obtained in writing.

Nominations are asked to send in a biographical statement (max 150 words) on their own working history, areas of professional interest and involvement with the Society/DECP.

Notes
(i) The present Chair, John Sheppard, has served for one year and will become Past Chair
(ii) The present Chair-Elect, Chris Walker, will become Chair of the Division for the year 1995
(iii) The present Honorary Treasurer, Chris Spencer, has served one full term of three years, but is eligible for re-election for a further term, according to Rule 18
(iv) Retiring committee members are Jenny Parkes and Rob Stoker. According to Rule 18, they are eligible for re-election.

PERSONAL CONSTRUCT PSYCHOLOGY AND APPLICATIONS WITH CHILDREN AND THEIR CARERS

Interested? Others are too, so we are arranging an initial meeting on:
Saturday 26 November at The Conference Room, Department of Education, Birmingham University.

For further information or simply to express your interest then contact either:
- Chris Walker on Banbury (0295) 253956, or Rob Stoker on Scarborough (0273) 352628.

Special Group in Clinical Neuropsychology

AGM 1994

Notice is hereby given that the Annual General Meeting of the Special Group in Clinical Neuropsychology will take place on Friday 9 December 1994, 12.00 noon at the University Centre, Cambridge.

Nominations are invited for the offices of Chair, Honorary Secretary and Honorary Treasurer and ordinary Committee Members.

Dr Tom McMillan Chair, is eligible and willing to stand for re-election and Dr Graham Beaumont, Honorary Secretary, is eligible and willing to stand for re-election. Dr Michael Oddy will be standing down as Honorary Treasurer.

Nominations require a Proposer and Seconder who must be members of the Special Group and the consent of the nominee to accept office if elected, must be obtained in writing.

Nominations should be sent to the Honorary Secretary of the Special Group in Clinical Neuropsychology at the Society’s office, to arrive no later than Tuesday 25 October 1994.

North of England Branch

CONFERENCE
What’s Going On In Health Psychology
The Manchester Metropolitan University (Didsbury Site), Saturday 12 November 1994.
For further information, please contact:
Lita Denny, Commercial Office,The Manchester Metropolitan University,Elizabeth Gaskell,Hathersage Road, ManchesterM15 0JA, tel: 061 247 2535.

Northern Ireland Branch

ANNUAL CONFERENCE 1995
Port-na-Blagh Hotel, Dunfanaghy, Co. Donegal, Eire.
Friday 21 to Sunday 23 April 1995

FOR SUBMISSIONS
Paper, Posters and Symposiums are invited (conforming to BPS submission guidelines)
Further details from:
Mrs Jenny Marks, 41 Upper Station Road, Greensland, Co. Antrim BT38 8RA, or phone 0223 861374.
Closing date for submissions is Friday 23 December 1994.

Division of Counselling Psychology

2nd ANNUAL CONFERENCE
12-14 May 1995
CALL FOR PAPERS
Calls for papers/ workshops covering areas of research, theory, training and practice. Please send an abstract of about 100 words to:
Dr Z. Guennina, Psychology Department, University of Humber side, Inglemire Avenue, Hull HU6 7LU
by Monday 16 January 1995 at the latest.

Scottish Branch

INTERNATIONAL COLLOQUIUM
28 July - 1 August 1995, University of Dundee
‘Delivering educational psychology through cooperation and partnership’, organized by the International School Psychology Association in partnership with the Scottish Branch.

Submissions are invited.
Details:
ISPA95, Psychology, University of Dundee, Scotland DD1 4HN.
Tel: 0822 344623 /4. Fax: 0822 29993, Email: S.fullerton@dundee.ac.uk

ANNUAL POSTGRADUATE CONFERENCE
Friday 2 December 1994
Napier University, Edinburgh
‘Surviving Postgraduate Study’
This one-day conference is aimed at bringing together postgraduates (current and prospective) from all areas of psychology.
The programme will include guest speakers and interactive workshops covering various aspects of postgraduate study including: Supervisor relations; How to survive your viva; Choosing a career path in psychology.
Final year undergraduates welcome.
For further information and application forms please contact: Joanna Moorhouse, Department of Social Sciences, Napier University, 10 Colinton Road, Edinburgh EH10 5DT.

ANNUAL CONFERENCE 25-27 November 1994, Crieff
Hydro Hotel, Crieff, Perthshire
Theme: Psychology and the family
Invited speakers:
Geoff Lindsay, President of the Society; Colwyn Trevathen, University of Edinburgh; Frank Fincham, University of Illinois at Urbana-Champaign; Mary Gillie, University of Glasgow.
For further information contact:
Tommy MacKay, Psychological Service, Moss Cottage, Bridgeend, Dumbarton G82 4AA. Tel: 0389 763279.

Psychotherapy Section

SCIENTIFIC MEETING
Abuse by Psychotherapists and other Health Care Professionals
Details:
Dr John Marzillier, Chair, BPS Psychotherapy Section, 24 Norham Road, Oxford OX2 6SF. Tel/Fax: 0865 52264.
Full details in the September 1994 issue.
Psychology Postgraduate Affairs Group

1994 ANNUAL POSTGRADUATE WORKSHOP
Saturday 19 November 1994, University of Liverpool

Guest speakers and workshop activities of special interest to psychology postgraduates, to aid effective and efficient research.

Registration: £12.50 (includes buffet lunch, tea/coffee/wine).
Closing date for registration: 11 November 1994

Application forms and further details are available from:
Mark Kebell (Psy-PAC Workshop), Department of Psychology, Eleanor Rathbone Building, The University of Liverpool, PO Box 147, Liverpool L69 3BX. Tel: 051 794 2958.

The Psychology Postgraduate Affairs Group AGM will be held after the workshop which will include the election of new committee members. Everyone is welcome to attend, details of the AGM will be included with registrations.

Sport and Exercise Psychology Section

AGM AND CALL FOR NOMINATIONS

Notice is hereby given that the Annual General Meeting of the Sport and Exercise Psychology Section will be held at 1.30 pm on Monday 19 December during the 1994 London Conference of the Society. We are therefore asking for resolution items for the Annual General Meeting and nominations which must be received by the Honorary Secretary of the Section, Hannah Steinberg, at the Society’s office, by Friday 28 October.

Nominations are invited for the offices of Chair, Honorary Secretary, Treasurer and Committee Members. Nominations require a Proposer and Seconder who must be Members of the Section and the consent of the nominee to accept office, if elected, must be obtained in writing.

As the Section has only been formed for a short time and as the current committee has served diligently in a ‘setting up’ role, it has been proposed that the current committee should continue during 1995 but nominations are also invited from other Members of the Section.

Nominations are invited for Chair-Elect, Honorary Secretary, Honorary Treasurer and Committee Members. Nominations for these positions require a Proposer and Seconder (both of whom should be Section Members) and the written consent of the nominee if elected. All nominations should be sent to the Honorary Secretary of the Section c/o the Society’s office no later than Thursday 17 November 1994.

Wessex and Wight Branch

SCIENTIFIC MEETING

Thursday 3 November 1994, The President’s Address
Professor Geoff Lindsay, President of the Society, will speak on the Branch about ‘Current Developments in Educational Psychology’.
Venue: University of Southampton, Conference Room (Murray Building)
Time: 6 pm
Contact: Ms Ann Henry (Hon Secretary), 13 Ferrybridge Green, Hedge End, Southampton, Hants SO30 1DX. Tel: 0489 781340.

Division of Occupational Psychology

AGM 1995 AND CALL FOR NOMINATIONS

Notice is given that the Annual General Meeting of the Division of Occupational Psychology will be held on Wednesday 4 January 1995 at 5.45 pm during the Occupational Psychology Conference at the University of Warwick, 3-5 January 1995.
Annual reports will be presented by Committee Officers and the new Committee for 1995 announced. Any other items for inclusion on the agenda should be notified to the Honorary Secretary of the Division c/o the Society’s office by Thursday 17 November 1994.

Division of Criminological and Legal Psychology

FALSE MEMORY SYNDROME

Seminar - Friday 11 November 1994 - ‘How not to interview young children: some proven methods to avoid’.
Further information:
Sarah Seymour, Conference Secretary, Child Protection Studies Centre, School of Social Work, Lancaster University, 107 Princess Road East, Lancaster LA1 4TA. Tel: 0532 523760. Fax: 0532 523748.

Psychobiology Section

AGM 1994 AND CALL FOR NOMINATIONS

Notice is hereby given that the Annual General Meeting of the Psychobiology Section will take place during the Society’s London Conference, 19 and 20 December 1994 at the Institute of Education, Woburn Square, London WC1N 0AL.

Nominations are invited for the offices of Chair, Honorary Secretary, Honorary Treasurer and Committee Members. Nominations require a Proposer and Seconder who must be Members of the Section and the consent of the nominee to accept office, if elected.

Nominations and items for the agenda, should be sent to The Honorary Secretary, Dr E.M. Alder, c/o the Society’s office by Friday 28 October 1994.

Nominations require a Proposer and Seconder who are members of the Section and the consent of the nominee to accept office, if elected.

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For details of rates and how to submit advertisements, please contact:

Helen Wakalam
The British Psychological Society
St Andrews House
48 Princess Road East
Leicester LE1 7DR
Tel: 0533 549568

ACT
(Association for Children with Life-threatening or Terminal Conditions and their Families)
National Conference and AGM
14 November 1994, Birmingham
‘The Act Charter in Action - Models of Care for Children with Life-threatening Conditions’
Plenary sessions, workshops, exhibition, bookstall.
Further details from:
Nicky King
ACT
65 St Michael’s Hill
Bristol BS2 8DZ
or tel 0272 221556

Curative Hypnotherapy
Practical weekend training courses start each March and September for those who have successfully completed the initial home-study Training under auspices of Association of Qualified Curative Hypnotherapists.

For details contact:
Therapy Training College
8 & 10 Balaclava Road
Birmingham B14 7SG
Tel: 021 444 5435

Centre for Stress Management
BPS-recommended courses for CPD
Cert in REBT
Weekend course in REBT. The basic entry qualification for the Diploma in REBT.

Preliminary Cert in Stress Management
Intensive 1-week course. HPA/IMS recognized. Date: 17-21 Oct.

Cert in Multimodal Therapy
2-day workshop. Date: 12/13 Dec.

Other available courses
Stress Management Training (level 1) 1
1 or 1 1/2 day workshops for health professionals to help themselves and their clients. Dates: 5/6 Oct; 7/8 Dec.

Advanced Stress Management Training
1-day workshop. Date: 2 Nov.

Problem Solving
Psychotherapy
1-day workshop. Date: 11 Jan (95).

Assertion and Communication Skills
1-day workshop. Dates: 13 Oct; 14 Feb (95).

Setting up a Private Practice
Date: 1 Nov.

Cognitive Behavioural Therapy
1-day workshop. Dates: 12 Oct; 15 Feb (95).

All courses recognized by the HPA.

Full details:
Stephen Palmer
Centre for Stress Management
156 Westcombe Hill
London SE3 7DH
Tel: 081 293 4114

PGEA approved course on
AIDS Dementia and other Brain disorders in HIV
17 & 18 October 1994

Enquiries and applications: Agnes Kocsis 071 725 6640 or write to
Health Psychology Dept
St Mary’s Hospital
London W2 1NY

British Society of Experimental and Clinical Hypnosis
Metropolitan Branch
Two-day Hypnosis Training Workshops:
Basic Level - Dates to be announced
Intermediate Level - Dates to be announced

Evening Meetings:
Hypnosis, Pain and Psychosomatic Problems
Sara Coomarnayun
Thursday 20 October 1994 at 6.30 pm

Hypnosis and Chronic Fatigue Syndrome
Vernon Gregg
Thursday 17 November 1994 at 6.30 pm

These evening meetings are free and are open to all psychologists and professionals in related areas. There is no need to register in advance.

Venue for workshops and meetings:
Psychology Department, University College London, 26 Bedford Way, WC1

For further information on any of the above contact:
Dr David Oakley
Hypnosis Unit
Department of Psychology
Phillips House
University College London
Gower Street
London WC1E 6BT
Tel: 071 387 7050 Ext 5956/5333

The Group of Independent Psychoanalysts
in collaboration with
The Psychoanalysis Unit,
University College London
will hold a Conference on 18-19 November 1994 on
Coming to know somebody new: Current Independent Views on Developing Object Relations

Speakers will include John Padel, Patrick Casement, David Tuckett, Susan Budd, Mary Twyman and Kenneth Wright. The Meeting will be chaired by Joseph Sandler.

The Conference will take place at UCL and will commence at 4 pm on the Friday.

Information from:
The Conference Secretary
Psychoanalysis Unit
Psychology Department
UCL, Gower Street
London WC1 6BT
or by fax/voice messages at 071 289 4800

(3269)

(3264)

(3263)

(3260)

474 October 1994 The Psychologist
The Anna Freud Centre and University College London

Master of Science (MSc) in Psychoanalytic Developmental Psychology

Applications are invited from individuals interested in psychoanalysis and developmental psychology. The course aims to acquaint individuals with psychoanalytic theories of child development, as well as developing observational and research skills.

Applications will be considered from those with an Honours degree in psychology or related subjects. The course will extend over one calendar year starting in September 1995.

For further details and application forms contact:
The Training Secretary
The Anna Freud Centre
21 Maresfield Gardens
London NW3 5SH
Tel: 071 794 2313

Application deadline: 24 March 1995

Arbours 25th Anniversary

Paranoia and Persecution
International Conference, Regent’s College, London
4-5 February 1995

A multidisciplinary international Conference which will explore the margins between imagined and real enemies; between being threatened by internal anxieties and being victimized by external oppressors; between paranoia and persecution.

The focus will be on the psychological and social forces which harm individuals, groups and organizations.

Key speakers:
Brian Keenan - Journalist
Otto Kernberg - Psychoanalyst
Norman Stone - Historian

Early registration is advised. Fee: £120 (before 15 December), £150 (after 15 December, if places still available).

For a registration form, write to:
The Conference Committee
38 Berkeley Road
London N8 8RU

Please mention The Psychologist when replying to advertisements.

University of Strathclyde

Department of Psychology
MSc Course in Research Methods in Psychology

Applications are invited for this one-year full-time course for the session 1994-95. The object of the course is to impart to students the practical and theoretical skills required for research especially in the fields of developmental and social psychology. It is designed to acquaint students with all aspects of the research process and to introduce them, mainly through active participation, to a wide variety of research techniques. Instruction will be given by means of seminars and emphasis will be placed throughout on practical exercises in laboratory and field settings. The course may be taken as a self-contained unit or, subject to approval of transfer, constitute the first year of a PhD course. It is also highly relevant to those entering or practising in such professional fields as educational or clinical psychology, where research skills form an important part of job requirements.

Further details and application form are available from:
The Secretary
Department of Psychology
University of Strathclyde
Turnbull Building
155 George Street
Glasgow G1 1RD
University of Luton

School of Psychology

One-day training seminar in the neuropsychological assessment of attention.

Friday 16 December 1994

This one-day intensive training seminar will focus upon the use of the Test of Everyday Attention, a neuropsychological test battery designed to assess attention, published by Thames Valley Test Publishing Company.

Provisional programme:

Morning

9.30 Coffee
9.45-10.00 Welcome from Tony Cline, Head of School
10.00-11.00 Dr Ian Robertson (senior scientist, MRC Applied Psychology Unit, Cambridge). Theoretical rationale guiding assessment of attention
11.00-11.15 Coffee
11.15-12.30 Dr Ian Robertson. Validity and reliability of the Test of Everyday Attention
12.30-1.30 Lunch

Afternoon

1.30-3.00 Dr Tony Ward (senior lecturer in neuropsychology, University of Luton). Practical aspects of administering the Test of Everyday Attention
3.00-4.00 Dr Valerie Ridgeway (research associate, MRC Applied Psychology Unit, Cambridge). Attentional deficits following stroke

The seminar will be held at Putteridge Bury, a fine Elizabethan mansion house set in several acres of parkland, at Hitchin Road, Luton. Putteridge Bury is a short drive from the M1, and a short taxi ride from Luton rail and bus stations.

Course fee £210.00, for which participants will be provided with the Test of Everyday Attention (normal retail price £154 plus VAT) and may be able to buy further copies at a discount on the day. Lunch will be provided. Delegates who have already purchased a copy of the Test of Everyday Attention may register for £75. Thames Valley Test Publishing Company will also be promoting their other products on the day.

Registration forms can be obtained from:

Dr Tony Ward
School of Psychology
University of Luton
Park Square
Luton LU1 3JU
Tel: 0582 456843.

The European
Psycho-Analytical Federation

in collaboration with

The Psychoanalysis Unit,
University College London

will hold the Second EPF Conference on Child and Adolescent Analysis on

The Formulation of Transference Interpretations Today

on 25-27 November 1994

The Conference will take place at UCL. The fee is £93.

Information from:
The Conference Secretary
Psychoanalysis Unit
Psychology Department
UCL, Gower Street
London WC1 6BT
or by fax/voice messages at 071 259 4800 (3248)

TEACCH

Treatment and Education of Autistic and related
Communications Handicapped children

Intensive 3-day seminar 10-12 Jan 1995

Ideal for all educators, Ed/clin psychs & carers etc.

Venue: Periquito Hotel, Kettering, Northants.

Non-residential. Cost: £150 to include morning coffee, lunch etc.

For details, accom. list etc. contact:
Mr K. Lovett
199 Blandford Avenue
Kettering
Northants NN16 9AT
Tel/Fax 0536 522724 (3201)

Clearing House for Postgraduate Courses in Clinical Psychology

(Registered Charity Number 1018336)

All recognized courses which offer professional training in Clinical Psychology, are participants in the National Clearing Scheme for applications. This enables candidates who seek training to make a single application requiring one set of references. These are processed through the Clearing House and sent on to the preferred courses. Applications which may not be successful in the first selection procedure can then be made available for further consideration by other courses not included in the initial list of preferences.

The Clearing House is now in operation for those applying for entry to courses commencing September/October 1995. Explanatory leaflets are available directly from the Clearing House, from Course Centres, University Careers Offices and Undergraduate Departments of Psychology. Application forms are available from the Clearing House only.

Application packs, including the Handbook giving details of all courses with an entry in 1995 can be obtained by sending a cheque/postal order (made payable to the University of Leeds) for: £5 - UK residents; £7 - Overseas residents (including Eire).

The closing date for receiving completed applications at the Clearing House is 4 January 1995. The deadline for receipt of references is 11 January 1995.

All enquiries about courses participating in the scheme should be addressed to: The Clearing House for PCCP, 15 Hyde Terrace, Leeds LS2 9LT.
The United Kingdom and Finland
Chapters of the International
Association of Trauma Counselors

present the First Annual European Regional
Conference

Trauma Treatment in the 90s: Towards the 21st Century
18-20 November 1994
Venue: The Birch Hotel, Haywards Heath, West Sussex

This is a conference for practitioners involved in the treatment of traumatized people. It is a treatment-oriented conference. Areas covered will include: cognitive-behavioural treatment of Post Traumatic Stress Disorder, Critical Incident Stress Debriefing, Traumatic Incident Reduction, professional ethics in the treatment of trauma, peer counselling, caring for the carers - secondary traumatization, violence in the workplace, and treatment of traumatized children.

For further information:
Lori Beth Bisby, BSc, MA, CTC, C Psychol
9 Portland Road
East Grinstead
West Sussex RH19 4EB
Tel: 0342 323107
Fax: 0342 324316

The British Society of Experimental and Clinical Hypnosis

National Intermediate Level Workshop in Hypnosis
10-11 November 1994
Holland House, Pershore, Worcs

For further information and application forms please contact:
Mr Geoff Callow
National Workshop Organizer
Westview
Port Talbot
Tel/Fax: 0460 281248

Consulting Rooms
14 Devonshire Place
Sessions 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 organized 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 computerized psychometric testing. Secretarial support may be arranged if required.
Consultation in particular specialities on behalf of the House for referrals made directly to it is also often available.

For further information, please contact:
Miss D. Young
Administrator
14 Devonshire Place
London WIN 1PB
Tel: 071 935 0640.

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PsycTech's Chartered Occupational Psychologists provide highly focused intensive training leading to
The British Psychological Society's Certificate in
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Intermediate Level B Certificate in Personality Assessment, giving you immediate access to over
100 psychometric tests including 15FQ, OPP and
16PF-5. Seven days non-residential and three days distance training, all travel and accommodation
newly refurbished at E950, held bimonthly at locations all over the UK.

Contact our course administrator:
Rosalie Brown
PsycTech International
Icknield House
Eastcheap
Letchworth
Herts SG6 3DA
Tel: 0462 482833
Fax: 0462 453255

The National Association of Counsellors, Hypnotherapists and Psychotherapists

offers a comprehensive training course leading to its Diploma in Counselling Skills, Hypnotherapy and Psychotherapy.

For full details and dates of next course, please contact:
The Director of Studies, Anne Billings
145 Coleridge Road
Cambridge CB1 3PN
enclosing 2x2nd class stamps for a prospectus.

The Society Tie

Limited run in wine with gold, below-knot logo and shadow weave repeats, and a diagonal band, holding four rows of the Society name in complementary shadow weave, running between two fine gold lines.

Fabric - Polyester
This colour-way will not be repeated.
£10.00 each (inc VAT and p&p) Refunded in full if not satisfied and not worn.

Please forward cheques for £10 to:
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St Andrews House
48 Princess Road East
Leicester LE1 7DR

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All modules are validated by the Associated Examining Board and recognised by the Department for Education.
Courses are progressive and provide a sound knowledge of counselling, Theory and practical skills with sub-specialties e.g. AIDS and Cancer. Available: individual modules lead to AEB/CSCT certificates and are relevant to specific occupational needs or as an introduction to the profession.
CENTRES NATIONWIDE FULL OR PART TIME DAY OR EVENING
OCTOBER 1994 - JULY 1995
081 533 5353 (24hr)

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Professional, Validated Training
2 PART-TIME COURSES, EACH OFFERED ON ONE EVENING A WEEK AND SOME SATURDAYS AND HELD IN LONDON OR BRISTOL, OCT 1994 - JULY 1995
At entry level. The one year,
FOUNDATION CERTIFICATE IN PSYCHOTHERAPY (AEB)
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DIPLOMA IN ADULT PSYCHOTHERAPY (AEB)
Each year stands alone and is certified. With appropriate practice and training therapy it comprises a professional practice qualification. Validated by the Associated Examining Board and recognised as vocational qualifications by the Department for Education.
081 533 5353 (24hr)

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Counselling is a rapidly growing profession with skills that are valued in many occupations. The addition of those skills to other qualifications enhances career prospects.
Increased demand for counselling training is an opportunity for you to extend your curriculum and meet growing student demand.
CSCT provides validated Counselling Courses to over 150 centres throughout the U.K., training more than 5,000 students at varying levels.
Using the practical experience and expertise gained from 15 years of training our own students, we have developed a portfolio of courses to suit the requirements of training providers.
Courses are modular and progressive and lead to a nationally recognised Diploma. All course materials are provided. Tutors receive course and assessment training and full back-up. Allowance has been made for flexible timetabling and option points to enable courses to be tailored to individual requirements. Programmes are available at introductory (Certificate) and professional (Diploma) level with a conversion course for previously trained "fast track" Diploma applicants.
CSCT works in conjunction with the Associated Examining Board, their validating body.
CSCT courses are Department for Education approved Vocational Qualifications under Section 3(1) and Schedule 2(a) to the Further and Higher Education Act 1992.
Colleges, training providers etc., with suitably qualified teaching staff are invited to apply for registration to purchase courses for incorporation into their curriculum.
For further information, please contact Edna Boughen, Director (Resources and Development) or James Atman (Development Officer).
081 533 5560 (24hr)

DIPLOMA IN COUNSELLING (AEB)
London October - July
One year full time course
Counselling theory and skills, placement and supervision.
For those students preparing for careers in healthcare, welfare, education, personnel etc.
Tuition takes place at our fully equipped central London, teaching resource centre.
Course is validated by the Associated Examining Board, and is a Department for Education approved vocational qualification (1992 Act).
081 533 5353 (24hr)

SPECIALISED COURSES
London October - July
Specialised one year part time Counselling Courses, taught in Central London one evening per week. Each course:
CERTIFICATE IN AIDS/HIV COUNSELLING SKILLS (AEB)
For those working with AIDS/HIV and able to use their experience, e.g. clinical staff, nurses, etc.
COURSE IN CANCER COUNSELLING SKILLS (AEB)
For those working with Cancer Sufferers, their Partners or Carers. Taught by Specialist. Topics include: Cancer Specific Input, Social, Cultural and Historical Perspectives, Sexual Function and Dysfunction, Death, Dying and Bereavement.
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October 1994
The Psychologist
Regis, West Sussex PO21 2SY. (See Sep 94.)
12 — Psychological Support at Work - Scientific Meeting. Wellington and Wight Branch. Details: A. Henry (0489 781340). (See Aug 94.)
12-14 — Options for Life Annual European conference on the promotion of mental health. London. Details: A. Godfrey (0785 579888). (See Jul 94.)
13 — Assertion and Communication Skills Workshop. London. Details: Centre for Stress Management (081 293 4114). (See Oct 94.)
17-18 — AIDS Dementia and other Brain Disorders in HIV Course. Details: A. Kocsis (071 725 6640). (See Oct 94.)
17-21 — Preliminary Cert in Stress Management Course. London. Details: Centre for Stress Management (081 293 4114). (See Oct 94.)
18-19 — Developing Counselling Skills - Course. London. Details: Carole Spies Associates (081 954 1593). (See Oct 94.)
19-21 — FIRO and EOA Qualifying Course. Maidenhead. Details: Team Focus Ltd (01628 37338). (See Jan 94.)
21 — Advanced Stress Management Training Workshop. London. Details: Centre for Stress Management (081 293 4114). (See Oct 94.)
23-24 — Repertory Grid Course. Maidenhead. Details: Team Focus Ltd (01628 37338). (See Jan 94.)
24-25 — The Use of Art in Counselling Children - Workshop. University of Bradford. Details: Short Course Unit (0274 3832176). (See Sep 94.)
27-28 — Beyond MBTI Course. Maidenhead. Details: Team Focus Ltd (01628 37338). (See Jan 94.)
29 — Abuse by Psychotherapists and other Health Care Professionals - Scientific Meeting. Psychotherapy Section, High Wycombe. Details: J. Martin (0865 522264). (See Oct 94.)
29-30 — Integrative Group Therapy Introductory Module. London. Details: Metanoia (081 579 2505). (See Sep 94.)
29-31 — TA and Treatment Planning Course. London. Details: Metanoia (081 579 2505). (See Jul 93.)
The psychology of reference hunting

Jen Hunt gives advice on easy ways to keep up with your reading.

The science of reference gathering is
a neglected subject which is fundamen-
tantal to the academic success and
mental health of students and profes-
sors alike. There are hidden truths about ar-
ticle hunting which no tutor or library
assistant will ever tell you. In sharing
my discoveries in this field I hope I can
provide some primary prevention of a
morbid fear and avoidance of libraries.

First, an observation about the motivation
of reference hunting behaviour. The
possession of a key article in photocopied
form has a marked anxiety reducing ef-
cfect, regardless of whether you have
actually read it. Thus, article gathering
is negatively reinforced. This also re-
lates to a further curious law which was
first described to me by a philosophy
lecturer. That is that if you surround
yourself with books and articles you
don't actually have to read them to
absorb the knowledge they contain; it
happens over time by a curious process
of osmosis. In fact, I propose that the
process is largely a social one. People
enter your office and see a large num-
ber of books and articles (always have
them visible), make comparisons to
their own collection, become anxious,
and try to demonstrate their extensive
knowledge on the latest topic, thereby
keeping you effortlessly up to date.
Don't forget to reward this behaviour
with social praise.

And so to the actual process of gather-
ing your collection. There are a number
of factors which may make this more
arduous than necessary. Plan ahead be-
cause the likelihood of the volume you
are looking for being on the shelf (even
when every other one from 1902 to 1993
is there) is inversely proportional to the
urgency of your need, as is the accessi-
bility of its actual whereabouts. This can
vary from 'on a desk somewhere in the
library', or 'gone to the binders', to 'lent
out to Professor of Social and Ex-
perimental Neuropsychophysiological
Biomechanics on sabbatical in New Zea-
dlant'. Happy is the moment when you
find out that your library doesn't ac-
tually stock the target journal (The New
Zealand Journal of Social and Experi-
mental Neuropsychophysiological
Biomechanics) and the inter-library loans
department will provide you with a ready
made photocopy in under a week. Note that
the 'urgency of need' law also applies to
the crashing of on-line computer searches.

If the volume you want is available it is
invariably the largest and heaviest on
the entire shelf, even though your ar-
ticle is only two pages long. I suggest
careful training in the local gym to pre-
pare for marathon gathering expedi-
tions (a list of about 30 articles)
which are the most efficient in the long
run, and at least ensure that you are
likely to find something you were look-
ing for.

Your next task is to secure your photo-
copy. Note again the urgency of need
law which generalizes to the smooth
running of photocopiers. Remember
to avoid the library in May and June and
on the last day of any term as the queue
of anxious and pale undergraduates
photocopying three years worth of
notes could be enough to put you off
for the rest of the academic year. If the
photocopier does actually work, there
are at least two final obstacles. The first
is the problem of how to photocopy
your two-page article from the 2000
page volume so that the first word of
each line of text on the right hand page
and the last word of each line of text on
the left hand page is not merely black-
ness. This can be achieved by applying
pressure to the spine of the volume
which is great enough to flatten the
pages close to the surface of the pho-
tocopyer, but not so great as to cause
audible disintegration of the binding.
The pressure required depends on
the size and age of the volume. Beware
of 'retinal burnout': when large volumes
make it impossible to shut the photoco-
pier lid, I suggest dark glasses and
factor 15 sunblock cream.

The second factor can catch you com-
pletely unaware and depends on the
wet replicated finding that the article
directly adjacent to your target article
will always be far more entertaining
and interesting. This distraction can
lead you to copy the wrong article,
spend all your change and forget your
original purpose. The positive side of
this phenomenon is that you will never
forget the things you learn from these
unexpected gems and will be able to
derive from them many an after-dinner
tale. For example, my own particular
interest being urology-related, I once set
off to track down an article on urody-
namics and found a clinical report on
foreign objects removed from bladders
which had been inserted there by their
owners, including hair grips, pipe
cleaners, light bulbs, thermometers,
wrist watches and other bric-a-brac,
with photographic and x-ray evidence.
Another chance discovery was a case re-
port of treatment of a vomit phobic
including a recipe for fake sick and how
to use it for desensitization in vivo by
filling a hot water bottle with the mix-
ture and getting a long-suffering
assistant to clasp it to their stomachs
whilst leaning over the sink and making
the appropriate retching noises.

Presuming you manage to get your ref-
erece back to the office, I have two
final observations about authorship.
First, when you come to cite a reference
or enter it on to your database you will
discover that seven authors (+/-2) with
multiple initials and unpronounceable
names have collaborated to produce it.
For example, the two pages offered by
Galland, Adatto, Doebel, Granowetter,
Erde, Campisi & Koprowski (1977), I'm
sure readers have examples of their
own. Second, authors gravitate to the
area of research which fits their sur-
name. Imagine my delight when I came
across an article on incontinence by
Splotlib & Weeton (1977) in the urology
journals. Perhaps this explains why I
have written this article. Happy hunting!

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480 October 1994

The Psychologist
New

Psychology, Society and Subjectivity
An Introduction to German Critical Psychology
Charles W. Tolman
"In this clearly written and well-researched book, Charles Tolman does all critical psychologists a service." - John Shotter, University of New Hampshire.
Drawing on the work of leading figures such as Klaus Holzkempf, Charles Tolman charts the initial dissent from mainstream psychology in the late 1950s, to the reconstruction of a psychology that is truly for people, not simply one about people.
Critical Psychology Series
September 1994: 184pp
Hb: 0-415-08975-1: £35.00
Pb: 0-415-08976-X: £12.99

New

Clinical Phenomenology and Cognitive Psychology
David Frewell and Kieron O'Connor
David Frewell and Kieron O'Connor illustrate how feeling states are a crucial component of mental health problems which, if adequately differentiated, can result in a greater understanding of psychopathology.
International Library of Psychology
October 1994: 240pp
Hb: 0-415-08946-7: £40.00

New in Paperback

Neo-Piagetian Theories of Cognitive Development
Implications and Applications for Education
Edited by Andreas Demetriou, Michael Shayer and Anastasia Efklides
In this valuable and timely exploration an international team of contributors show how new research can be reconciled with many of Piaget's models to provide useful insights into the problems faced by researchers in educational settings.
International Library of Psychology
September 1994: 320pp: illus. 34 figures
Pb: 0-415-11749-0: £14.99

New

Computers and the Collaborative Experience of Learning
A Psychological Perspective
Charles Crook
Charles Crook considers how new technology can enhance rather than undermine the social experience of learning and instruction, and can allow teachers to achieve more in the classroom.
International Library of Psychology
September 1994: 256pp
Pb: 0-415-05369-5: £45.00

New in Paperback

Sexual Offending against Children
Assessment and Treatment of Male abusers
Edited by Tony Morrison, Marcus Erooga and Richard C. Beckett
Foreword by Valerie Howarth
Written by a multi-disciplinary group of leading practitioners Sexual Offending Against Children provides an account of the practice, policy and management issues involved in assessing and treating mole abusers. Invaluable for both practitioners and policy makers.
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Hb: 0-415-05504-0: £35.00
Pb: 0-415-05505-9: £12.99

New in Paperback

Role Motivation Theories
John B. Miner
"Role Motivation Theories is a most impressive book." - Journal of Management Studies.
Drawing on many years of research John Miner examines the link between high levels of productivity, the type of organizational structure and people filling the key positions.
People and Organizations
September 1994: 376pp: illus. 8 figures

New in Paperback

Charting the Agenda
Educational Activity after Vygotsky
Edited by Harry Daniels
Foreword by Basil Bernstein
Vygotsky was one of the most talented and creative Soviet psychologists. In Charting the Agenda Harry Daniels brings together contributions from a team of internationally recognised experts to explore Vygotsky's work and its influence and impact on educational practice.
September 1994: 256pp
Pb: 0-415-11757-7: £12.99
# TEAM FOCUS 1995 COURSE DATES

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