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Promoting excellence in psychology

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The Society has offices in Belfast, Cardiff, Glasgow and London, as well as the main office in Leicester. All enquiries should be addressed to the Leicester office [see inside front cover for address].

**The British Psychological Society**

was founded in 1901, and incorporated by Royal Charter in 1965. Its object is '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'.  
*Extract from The Charter*



## President's column

### Peter Banister

Contact Peter Banister via the Society's Leicester office, or e-mail: [thepresident@bps.org.uk](mailto:thepresident@bps.org.uk)

Since last writing this column I have attended the BPS Scotland Undergraduate Conference at Abertay University in Dundee. There were some 300 attendees from all over Scotland (with representatives from most universities with BPS-accredited undergraduate degrees) who came along to tell their colleagues about what they had achieved in their undergraduate projects. It proved (as expected) to be a most interesting and enjoyable day, with a keynote speaker and nearly 90 final-year project presentations. The conference was full of energy and enthusiasm, as well as being very informative.

It is to the credit of BPS Scotland that such an event took place, and this is a good example of how we can communicate with the world, telling others about our broad and fascinating discipline and sharing our excitement about psychology with the very important next generation, informing them about our Society and some of the careers that they may subsequently follow. Thanks should go to the organisers of this event, which took an enormous amount of planning and preparation.

This model is one that is well worth emulating elsewhere as a matter of course; it has been done sporadically in the North West and in Wessex. It has the additional potential to foster relationships between different institutions, leading to developments such as joint teaching or research.

Students are our lifeblood, and we need to engage them, helping to develop a feeling of community when they are students and to continue that relationship after graduating, even if they do not necessarily end up directly in psychology. There is of course a Student Members Group which is a support group for undergraduate students, holding many events, and publishing *Psych-Talk*, a magazine on 'psychology for students by students', containing many articles about studying psychology and related careers. In addition, there is the

Psychology Postgraduate Affairs Group (PsyPAG) which amongst other initiatives runs an annual workshop and conference, and also produces the *PsyPAG Quarterly*, which is again an excellent publication deserving wider circulation and reading. Both these groups need to be further publicised.

Our psychology degrees match the QAA Benchmark curriculum and meet resource standards, providing a good grounding in psychological methods, both quantitative and qualitative. In addition the degree develops many skills, which not all our students or potential employers are aware of; these include literacy, communication, computer literacy, numeracy,

understanding and using complex data and information, working in teams, problem solving and scientific working independently.

reasoning, project and time management,

Another event that I have attended recently was the Big Bang Science Fair held this year in London over four days. There was a BPS stand with a huge brain above it signalling our presence. I visited for one of the days when school parties were going around, and I must say that the organisation that went into this from the office was superb (thanks, Kelly Auty and her many colleagues), and the interest shown by our visitors was infectious, if somewhat tiring in the long run.

I feel we may have lost this sense of wonder, energy and enthusiasm, challenges to the accepted ways of looking at things; seeing the world as an exciting place, full of potential and opportunities. I must admit to being somewhat of a Hayao Miyazaki fan; if you have not come across these weird voyages into alternative



Seeing the world as an exciting place, full of potential and opportunities

## Doctoral award winner 2012

Stephanie Rossit

Dr Stephanie Rossit has won the Society's 2012 Award for Outstanding Doctoral Research Contributions to Psychology. This award is made each year to recognise outstanding published contributions to psychological knowledge made by a postgraduate research student while carrying out the research for his or her doctorate.

Two articles published in 2009 on which she was the lead author helped Dr Rossit win the award: 'Immediate and delayed reaching in hemispatial neglect' (*Neuropsychologia* 47, 1563-1572) and 'No neglect-specific deficits in reaching tasks' (*Cerebral Cortex* 19, 2616-2624). In total her PhD work has resulted in 10 publications in high-impact journals and she was the first author on nine of these.

Dr Rossit's research involved investigating how and where in the human brain visual information is processed for the control of action. This required her to gain expertise in testing stroke patients (including voxel-based lesion analysis) and to learn specialised programming and analysis skills so she could use hand- and eye-tracking devices.

Her work has also had an effect on therapeutic practice. Her rehabilitation approach is now implemented at a clinic



Stephanie Rossit

in Leipzig, which admits 800 brain-damaged patients a year. She was approached by the clinic following a talk she gave while still a PhD student.

Dr Rossit says: 'I am honoured and truly humbled to be the recipient of the 2012 Award for Outstanding Doctoral Research Contributions to Psychology. The work would not have been possible without the contribution of the stroke patients who took part in my doctoral studies and thus this award is for them, who have taught me more about visual neglect than any book could ever teach me.'

'In the future, I would like to continue investigating the pattern of spared and impaired abilities in patients with visual neglect as well as translate these results into new methods to rehabilitate this severe syndrome. I hope to explore these questions using lesion-symptom mapping but also neuroimaging techniques - such as functional neuroimaging) and by conducting large-scale clinical trials to investigate the effectiveness of visual neglect therapies.'

After completing her doctoral research, Dr Rossit secured postdoctoral funding from the Center for Brain and Mind at the University of Western Ontario, where she was appointed to a lecturer position after only two years. She is currently lecturing at Glasgow Caledonian University and will be taking up a position in the School of Psychology at the University of East Anglia in August.

realities then I recommend trying *Spirited Away*, *My Neighbour Totoro*, and *Laputa: Castle in the Sky* as good starting points. Nominally for children, I think we can all learn from them.

I was thankful for many academic colleagues who helped the Society out at Big Bang. Just as we need to do more for our students, the Society should also focus in more on academics, who are (like the rest of us) increasingly under multiple pressures; the Departmental Liaison initiative is welcome here, but there is still a long way to go. I mentioned some of the pressures in my September column, but I appreciate that there are currently many other demands (which vary considerably from institution to institution) including research (and not just doing, but demonstrating 'impact' and publishing in the 'best' journals, and attracting research funds), teaching, assessment and course development (with growing pressures for doing things online), and administration (with growing pressures to do things that previously were done by administrators - when I started as a head of department I had an administrative assistant and a secretary, but when I retired I had to share

one person with three other departments). Not to mention unending committees.

Many pressures abound, including NSS, REF, IT developments, 24/7 society, being available at any time to answer questions and to provide support, commercial activities, open access publications, community engagement/knowledge transfer, management change often leading to reorganisation (and if you have been there long enough 'developments' seem to go full circle), students with problems such as dyslexia and increased expectations (often forcefully put forward) that increased fees should mean more 'value for money', despite the income not usually being seen at departmental level.

Despite all this I am heartened that books still get written, conference papers are presented and colleagues make excellent contributions to our Society and to society in general. A good example of this is that it is now 100 years since what has been claimed as 'the first official psychologist in the world' was appointed in what we now call educational and child psychology in London. Right from the beginning the pioneering work was rooted

in research, and had a profound influence on child guidance and juvenile criminal behaviour. It is important to note though that psychologists had been involved with educational issues well before that date, not only in this country but elsewhere. The Child Study Society, which eventually merged with the BPS in 1947, traces itself back to the establishment of the British Child Study Association in 1893, preceding the BPS by many years.

This important occasion has been marked by the publication by the BPS History of Psychology Centre of *British Educational Psychology: The First Hundred Years* (Arnold, C. & Hardy, J., 2013, HoPC Monograph No 1). This book ably covers the development of the profession since 1913, and I urge anybody interested in the history of psychology to obtain a copy (£10 from the BPS Shop [www.bpsshop.org.uk](http://www.bpsshop.org.uk)). It covers a number of themes that have emerged over time and documents key points in the profession's development; an important feature is a series of vignettes providing personal accounts of experiences over time. Further volumes in this series are planned, and I am looking forward to them.



society

# Exploring self-harm in film

A short film 'Hurting to Heal: Exploring Self-harm and Recovery', funded by the Society's 2012 Public Engagement Grants scheme, is now available to view online at [tinyurl.com/hurt2heal](http://tinyurl.com/hurt2heal).

The film, produced by HarmLESS Psychotherapy, was launched at the University of Edinburgh on 1 March to coincide with International Self-Injury Awareness Day. The launch was introduced by

Psychotherapy, said: 'Every year around 250,000 people attend accident and emergency departments across the UK due to self-inflicted injuries. We know this is only the tip of the iceberg as many people never seek medical attention. Self-harm is a taboo subject and people struggle with the idea. This is particularly so in the caring environment, where the lack of clear protocols and training leave staff feeling ill-prepared to support people who engage in self-harming behaviours. With this film we hope to remove some of the myths around self-harm and engage people at a personal and human level.'

In 'Hurting to Heal' Lora Coyle, a former self-harmer, takes the viewer on an exploratory journey through the reasons that lead people to engage in self-harming behaviours and how we can offer support.

'Hurting to Heal' was produced by HarmLESS Psychotherapy in collaboration with Choose Life, The University of Edinburgh, Scottish Mental Health Association, Shared Strengths and NHS Lothian with a 2011 BPS Public Engagement Grant.

**I For more information about our Public Engagement Grants please see [tinyurl.com/bpspegs](http://tinyurl.com/bpspegs)**

Niall Kearney from the Scottish Government, with speeches from academics, front-line workers and those with personal experience of such issues. The film acts as an introduction to self-harm, aiming to open up dialogue about how people affected by the problem can access effective support.

Maria Naranjo, Educational and Health Services Director of HarmLESS

## Society vacancies

**British Journal of Developmental Psychology**

**Editor**

See advert p.351

Contact [Lynn West](mailto:Lynn.West@bps.org.uk) [Lynn.West@bps.org.uk](mailto:Lynn.West@bps.org.uk) Closing date 31 May 2013

**British Journal of Social Psychology**

**Editor**

See advert p.351

Contact [Lynn West](mailto:Lynn.West@bps.org.uk) [Lynn.West@bps.org.uk](mailto:Lynn.West@bps.org.uk) Closing date 31 May 2013

**Health Psychology Qualifications Board**

**External Examiner**

See advert p.351

Contact [Bethan Carley](mailto:Bethan.Carley@bps.org.uk) [Bethan.Carley@bps.org.uk](mailto:Bethan.Carley@bps.org.uk), 0116 252 9933 Closing date 1 July 2013

## SOCIETY NOTICES

**BPS/POST Postgraduate Award** See p.346

**DCP Annual Conference** See p.i

**Annual General Meeting** See p.351

**BPS conferences and events** See p.355

**2014 CPD Programme – call for workshops** See pp.356–7

**2013 CPD workshops** See p.358

## Understanding more about psychology at work

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The British Psychological Society  
Conferences & Events

## Organised by BPS Conferences

BPS conferences are committed to ensuring value for money, careful budgeting and sustainability

2013

CONFERENCE	DATE	VENUE	WEBSITE
Division of Forensic Psychology	26–28 June	Queen's University, Belfast	<a href="http://www.bps.org.uk/dfp2013">www.bps.org.uk/dfp2013</a>
DECP 1-day DSM-IV event	28 June	Manchester United Football Club	<a href="http://www.bps.org.uk/decpjune28">www.bps.org.uk/decpjune28</a>
Psychology of Women Section	10–12 July	Cumberland Lodge, Windsor	<a href="http://www.bps.org.uk/pows2013">www.bps.org.uk/pows2013</a>
Division of Counselling Psychology	12–13 July	The Angel Hotel, Cardiff	<a href="http://www.bps.org.uk/dcop2013">www.bps.org.uk/dcop2013</a>
Social Psychology Section	28–30 August	University of Exeter	<a href="http://www.bps.org.uk/social2013">www.bps.org.uk/social2013</a>
Joint Cognitive and Developmental Psychology	4–6 September	Reading University	<a href="http://www.bps.org.uk/cogdev2013">www.bps.org.uk/cogdev2013</a>
Qualitative Methods in Psychology	4–6 September	Huddersfield University	<a href="http://www.bps.org.uk/qmip2013">www.bps.org.uk/qmip2013</a>
Division of Health Psychology	11–13 September	Holiday Inn, Brighton	<a href="http://www.bps.org.uk/dhp2013">www.bps.org.uk/dhp2013</a>
Faculty for Children, Young People and Their Families	24–26 September	Mercure Bristol Holland House Hotel and Spa	<a href="http://www.bps.org.uk/cyp2013">www.bps.org.uk/cyp2013</a>
Division of Clinical Psychology	4–6 December	The Royal York Hotel, York	<a href="http://www.bps.org.uk/dcp2013">www.bps.org.uk/dcp2013</a>
Division of Sport & Exercise	16–17 December	Midland Hotel, Manchester	<a href="http://www.bps.org.uk/dsep2013">www.bps.org.uk/dsep2013</a>

2014

CONFERENCE	DATE	VENUE	WEBSITE
Division of Occupational Psychology	8–10 January	The Grand, Brighton	<a href="http://www.bps.org.uk/dop2014">www.bps.org.uk/dop2014</a>



## PSIGE CONFERENCE

The Division of Clinical Psychology's Faculty of the Psychology of Older People is holding its annual conference at Colchester on 4–5 July 2013. The conference theme 'Identity and Sexuality' will be discussed by speakers, including Dr Linda Claire: 'Awareness, self-concept and the experience of dementia'; and Dr David Weeks: 'Good sex: Eccentrics and the superyoung phenomenon'.

**I Applications to: [psigeconference2013@gmail.com](mailto:psigeconference2013@gmail.com)**  
**Event query? Please call: 01332 227778**  
[www.psige.org](http://www.psige.org)

## Centre for Stress Management

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Cognitive Behaviour Therapy & Training	18-19 Jun; 23-24 Jul (Edinburgh)
Rational Emotive Behaviour Therapy	30-31 May
Problem Focused Counselling, Coaching & Training	2-3 Oct
Assertion and Communication Skills Training	21-22 Aug
Trauma and PTSD	6-7 Jun
Advanced CBT	31 Jul - 2 Aug
Relaxation Skills Training	27-28 Jun

### Other Courses (modular)

Adv Cert in Stress Management and Coaching  
Cert in CBT; Adv Cert in CBT and Stress Management

### Introductory Workshops – Prof Stephen Palmer

Enhancing Resilience, 7 June  
Self Acceptance, 21 June

### Distance Learning Courses

Life Coaching; Stress Management

Email: [admin@managingstress.com](mailto:admin@managingstress.com)  
Website: [www.managingstress.com](http://www.managingstress.com)

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Psychological Coaching (15 Credits, Level 6)† 14-18 Oct  
Coaching Psychology (20 Credits, Level 7)† 14-18 Oct  
Stress Management and Performance Coaching† modular  
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Performance Coaching 26-27 Jun; 4-5 Sep  
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Redundancy Coaching & Counselling 12-13 Jun  
Health Coaching 3-4 Jul  
Coaching Supervision 20-21 Jun

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