

Annual Student Writer Competition

Are you passionate about psychology?
Fancy shouting about it to 42,000
readers, and winning a great prize?

Winners will have their articles published in *The Psychologist*, and will also get an expenses-paid trip to the Society's London or Edinburgh Lectures or Annual Conference (UK travel, hotel and registration fee).

There are two categories – **undergraduate** and **postgraduate**. We are looking for writing which **engages** and **informs**: maximum of 1500 words.



The
British
Psychological
Society



1. Send three copies of your article to: The Psychologist Annual Student Writer Competition, The British Psychological Society, 48 Princess Road East, Leicester LE1 7DR, to arrive no later than **TUESDAY 31 JANUARY 2006**.
2. **Do not** put your name on the article itself – the judges will work blind.
3. On a separate sheet please list **all** of the following: name, address, telephone and fax numbers, e-mail, departmental address, name of head of department/supervisor, word count, and which category you are entering.

See the August issue of *The Psychologist* for this year's winners and the judges' report. Also visit www.thepsychologist.org.uk and click on 'Write for The Psychologist' for more information.

VACATION SCHOLARSHIP AWARD 2006

The Standing Advisory Committee on the Welfare of Animals in Psychology invites proposals for psychology projects to enhance animal welfare

The Research Board's Standing Advisory Committee on the Welfare of Animals in Psychology was established in October 1979. A primary responsibility of the Committee is to advance the welfare of animals in psychology. In furtherance of this aim, the Committee established a Vacation Scholarship Award.

Aim — to encourage students to consider the issues surrounding animal welfare in psychology and to provide them with the opportunity to conduct relevant research.

Award — the winner will receive £125 subsistence and £20 department expenses per week for up to a maximum of eight weeks (£1160). He or she may be requested to give a poster presentation at the Society's Annual Conference at the discretion of the Standing Conference Committee.

Eligibility — applications are welcome from undergraduates in psychology who are registered at a UK higher education institution. Projects should normally be conducted during the summer vacation (including that following the students' completion of their degree) and last for between four and eight weeks. Projects do not have to be carried out in the UK. However, no extra money is available for travel overseas.

Applications — proposed research projects must have a clear relevance to improving the well-being of farm, laboratory, companion, wild or zoo animals, and must be above and beyond any work which would normally be carried out as part of a student's course (although extensions of coursework are acceptable).

The design of the project proposal should be carried out by the student, but under the guidance of tutors and heads of departments to ensure that appropriate scientific methodology is used and that all of the necessary facilities and supervision will be available.

Applications should take the form of a research proposal (of no more than 1000 words) giving a concise outline of the work and, where applicable, reference to scientific papers or other work relevant to the investigation. Details must be provided of the number and type of animals to be studied, the experimental method (e.g. type of behavioural observation, statistical tests) and of whether the project is to be carried out under a Home Office licence.

A statement of support from the supervisor and head of department is required and, if the project is to be conducted at an external establishment (e.g. zoo or research institute), written permission from the appropriate person (e.g. curator or director) must also be provided.

An end of project report must be submitted to the Committee for information, no later than six months after the start of the Award.

Applications should be sent to the Chair of the Committee, c/o Lisa Morrison Coulthard at the Leicester office, by 31 March 2006.



Associate Editor: Nicola Hills

Short articles (around 600 words), news, tips, quotes, cartoons and other contributions of particular relevance to students are most welcome. Send to: Nicola Hills, c/o the Society's Leicester office. E-mail: Nicola_Hills@hotmail.com

Research in the voluntary sector

FOLLOWING discussions on these pages about careers for psychology graduates, I was inspired to share with you my experience of working in an area that I never really considered as a student – the voluntary sector.

I currently work for the children's charity Barnardo's in the policy and research team as a graduate researcher. We have 35 research staff in the UK team from a variety of backgrounds including psychology, education, and social policy. My post involves assisting the research team (both locally in Scotland and nationally) in a wide range of research for the benefit of children, young people, their families and the community. Our research is commissioned both internally and externally through a wide range of funding partners. Barnardo's has a wide service base of over 360 services UK-wide, working with children and young people in a variety of areas, including leaving care, youth justice, sexual exploitation, substance misuse and disability. This service base directs our work towards making the links between research, policy and practice. Since coming here, I have been very impressed with the diversity and quality of the work Barnardo's does, and the increasing influence we have on policy makers in Scotland.

As a psychology graduate, I was a bit unsure about what I could bring to such a huge organisation. However, after only a few months in post I found myself presenting to a room of practitioners the advantages of using relevant standardised tests to monitor the outcomes of their work with vulnerable children and young people. One of my upcoming roles will be to promote the Evidence Guide, part of a move towards encouraging evidence-based practice and self-evaluation in our services.

Another aspect of my work so far has been to coordinate the Barnardo's UK Agenda Mental Health and Emotional Well Being consultation in Scotland. (Try explaining that to an overworked service manager!) I was faced with the daunting task of contacting all 60 services in Scotland to persuade them to run a consultation group with their children and young people. We wanted to find out what

BY SUSIE WARDEN

children and young people want from Barnardo's in terms of support for their emotional well-being and mental health, in order to inform future funding applications and service development.

One of the snags was the fact that there was no budget providing incentives to

participate, and I was fully reliant on the goodwill of services. I became very fluent in promoting the 'non-material benefits of taking part'! Even though telephoning people I don't know terrifies me, I confronted my fear, and found that the personal touch was infinitely more successful than any number of polite e-mail reminders.

It was a challenge explaining to service staff that this consultation was different to the many that had come before it on other various topics. We wanted to get the voices of the children and young people using the services, to find out what they wanted, rather than asking staff what they do and what they think is best. An additional challenge was reminding staff of the importance of consent and confidentiality in participating, and upholding this.

The consultation aside, I have had many other experiences and challenges since joining Barnardo's. I have been involved in the development of a major resource for teachers on promoting the inclusion of children with social, emotional and behavioural difficulties in schools (funded by the Scottish Executive). When I joined I also took on responsibility for a major piece of research for one of our services in Glasgow about community perceptions of young people. Through this I found myself one day in a primary school class in Easterhouse

asking the children what they thought of the 'big uns' whilst trying to stop them putting ink stamps on each other!

As a graduate, I have brought psychological skills to this job, such as a strong research base, analytical thinking and a critical mind. In turn, the post has provided me with significant development opportunities, and I have been given responsibilities that I might not have had in other research assistant jobs. I have also had the chance to develop my research skills through working collaboratively in a multidisciplinary team.

But I have learnt infinitely more from meeting the children and young people who have experienced significant adversity and need our services. I have been struck by the dedicated project staff and the impressed by the innovative interventions they use to support children to cope, grow and develop.

So, look out for jobs in the voluntary sector, it has certainly given me great experiences, developed my skills and opened my eyes.

■ *Susie Warden is in the Policy and Research Unit at Barnardo's Scottish headquarters in Edinburgh.*

BEHIND THE NAME

by Peter Basile

HERMANN RORSCHACH was born in Switzerland on 8 November 1884. He read geology, botany and French before entering medical school in 1904. He studied psychiatry in Berlin, Berne and Zurich and graduated in 1909.

In 1921 *Psychodiagnostik* outlined the method now known as the Rorschach Test. Images seen in films, magazines and on television tend to merely approximate Rorschach's original 10 inkblots, and rightly so; psychologists administering the test need spontaneous reactions to first sightings of the blots in order to make meaningful assessments of personality. Genuine Rorschach inkblots are printed on separate cards and are handed to the subject in a fixed order.

Hermann Rorschach died at the age of 37, leaving a widow and two small children.

Weblink: www.rorschach.com