

Editorial

After a fully packed (academically and socially) few days at the PsyPAG Conference 2003 at Wolverhampton, where the old co-editors of the Quarterly (Charlotte and Isabella) met our new best friends Gareth and Thea, your Quarterly team 2003-2004 are now proud to present Q48.

Chris has kindly decided to remain chair of PsyPAG for another year but has taken a 'summer break' from Tales from the Chair for this issue – he'll be back though in issue 49. In Q 48 we have a mixture of conference reviews, adverts and some interesting articles on our big feature on 'Researching with New Technologies'. As promised the Big Interview is back with vengeance as Gareth starts earning his living by interviewing the Stats god that is Dr Andy Field. There is also some insights into Q-methodology from Lisa Lazard, and self-injurious behaviour by Katja Jung.

On a lighter note, Angela Morgan advises us how (not?) to organise a conference, and Mark Griffiths gives us tips on self-promotion.

Thank you for all those who have contributed to this edition and please ask more people in your department to write in with contributions. We only get to see a handful of postgraduates at the PsyPAG conference, we'd love to hear from those that weren't able to make it.

Gareth, Thea, Charlotte, and Isabella – Quarterly Team 2003-2004

The British Psychological Society - West Midlands Branch
One day conference (Forensic focus)
'Research and Practice - Working Together'
University of Wolverhampton, 6 June 2003

Angela Morgan and Caroline Wesson
University of Wolverhampton

Finally, a chance to escape the humdrum drudgery of our own research and spend the day in the company of forensic psychology enthusiasts. Well, who could blame us, when our own institution was playing host to a conference in which the renowned Professor David Canter, criminologist, was a guest speaker. We had decided against asking our departmental head for a travel bursary, as to sprint down two flights of stairs wouldn't really have incurred too much financial cost!

The theme of the conference, chaired by Michael Lilley of the West Midlands branch of the BPS, was '*putting research into practice*', with an emphasis on raising awareness of the need to publish results of research within the probation service. Although evidence-based practice is apparent within many areas of applied psychology, none exists within the criminal justice system.

The conference opened with Dr Jayne Allam giving an extremely interesting account of her 5-year PhD project. Forging close links with the West Midlands probation service, Allam was instrumental in evaluating a sex offenders programme, established in 1993, which targets the cognitions, affect and behaviour of sex offenders, with a view to decreasing recidivism. The programme was found to be highly successful

in many areas and subsequently won an international award due to improved practice. Moreover, probation officers had gone on to study masters degrees due to Allam's contribution to alleviating their fear of stats! What we both found interesting in Allam's presentation was her account of how our expectations of sex offenders are closely tied to stereotypes.

Next on stage was the well-renowned Professor David Canter, from the University of Liverpool. We rushed back downstairs from coffee-break to be sitting comfortably before he began. We didn't want to miss one second of his presentation! The audience was gripped as Canter spoke of his investigations into criminal decision-making. He explained how the mental maps of criminals' activities could be examined and analysed for chronology and progressive development of their crimes, hopefully with a view to prediction and capture. The recently developed software, 'Dagnet', is now used to help police in identifying the home-base of an offender, modelling either 'marauders' or 'commuters' in terms of the distance travelled by offenders in the execution of their crimes.

For a high-profile criminologist, Canter appeared unassuming and modest, with a wonderfully dry sense of humour. Oh, and he didn't miss the chance to plug his forthcoming book, 'Mapping Murder', shortly to be available in book stores! His first, 'Criminal Shadows', was totally enthralling from cover to cover and this latest one is not to be missed!

Ah, a break for lunch, served in the magnificent exhibition gallery. Interestingly, we could well distinguish marauders and commuters around the buffet spread. Marauders kept close to home, hovering nearby, readily poised to pounce on the sandwiches when a space became available.

Commuters, on the other hand, preferred to saunter around the far recesses of the exhibition hall to network, or move out onto the balcony to be afforded a wonderful view of the city.

Delivering a presentation on getting research into practise within the probation service, sociologist Simon Merrington bravely took on a room full (literally!) of post-lunch psychologists. Contrasting research under the decentralised model (local research for local people) with that under the centralised model (nationally accredited research), he charted the evolution in 1991 from the 'Nothing Works' of the 1970s to the 'What Works' approach in the probation service.

In a classic 'chicken and egg' scenario, he asked which line of research is best, bottom-up decentralised evidence-based research, or top-down centralised research, with its focus on validation (does it work?) and delivery (if it works-how?). The answer? Well that's up to you, but Merrington did highlight the need to encourage probation staff at all levels to become interested in local research.

Continuing in the same vein was Professor Graham Towl, head of psychology for the National Probation Service and HM Prison Service, who delivered the final presentation of the day. This was a refreshing and encouraging talk for all those psychologists out there who have an interest in the prison and probation services, where psychologists work on a number of different levels, working with staff as well as offenders. Towl pointed out the diversity of psychologists working within the prison service – not just forensic psychologists but also those from areas such as counselling, clinical, health and occupational. However, he is keen to integrate different areas of psychology, rather than classify people

according to the division they belong to. Indeed, the best bit of advice he gave for (budding) psychologists interested in this area (other than having GBR!) is to know your limits and abilities, as competency, rather than specialism is important.

In summary, it is fair to say that the conference was a resounding success. Each speaker was lively and interesting, and related well to their audience. Timings were prompt and there was a good mix of psychology and socialising. It must be said that the conference venue was superb (not that we're biased in any way!) and also that the stewards performed a sterling job in directing delegates (again, no bias!). Hospitality put on a great buffet for lunch and provided endless cups of coffee to keep our bleary eyes open (still no bias!).

The only grumble we could muster, if we should grumble at all, was that the conference was simply too short and would have benefited from one or two workshops. We would certainly have enjoyed hands-on experience of 'Dragnet', for example.

We hope the conference met its aims and that more published research is forthcoming in order that good evidence-based practice may be widely disseminated in the probation service. One last note, many thanks to the conference organisers for the certificate of attendance issued to all - what a wonderful idea for a memento of a fascinating day (not to mention its inclusion in some individuals' CPDs). They will have pride of place in our office, and will also serve as a painful reminder to our colleague, Chris, who missed the conference because he would rather have been off-site data collecting for his own research (can't understand why...)! Ah well, back to editing the thesis...



Date: Wednesday 28th January 2004
Time: from 09:00 to 17:00
Venue: University of Sussex, Falmer, Brighton

In collaboration with the Trust for the Study of Adolescence:

A forthcoming event from the Wessex & Wight branch of the British Psychological Society

Conducting Research with Young People: Translating Research into Practice

STOP PRESS: Special reduced rate for postgraduates...
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Workshop Subjects (provisional)

**Keynote speaker
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Dr John Coleman OBE
(Trust for the Study of Adolescence)**

- **Translating research into practice**
the role of the researcher in applied research
- *Conducting interviews*
The challenges of interviewing across contexts
- *Ethical concerns*
The importance of ethics in research with young people

Further information from:

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(your psyPAG
Wessex & Wight Branch rep)
Tel: 01273 606755 ext 2395

Whose story is it anyway? An examination of the advantages and disadvantages of using forced or free distributions in Q methodological research

Lisa Lazard, University College Northampton

In this article, I will critically reflect on my rationale for incorporating a particular procedure in my Q methodological research. Reflexive exploration of this specific phase in my research is necessary given that a number of participants voiced concerns about the method of data collection employed. More specifically, some participants suggested that the procedure adopted in this research inhibited their ability to express their understandings of the topic under investigation accurately. In order to contextualise these concerns I will firstly describe the process of using Q methodology in relation to the study I conducted.

The research project

The research project explored understandings and common sense definitions of the term sexual harassment from within a social constructionist framework. I focused on this particular topic because the act of defining experiences as sexual harassment has been treated by a number of scholars as a crucial step in the process of drawing attention to the unacceptability of this form of gendered violence (e.g. Mackinnon 1979, Kitzinger and Thomas 1995). However, it has become clear from recent contributions to the field that people are reluctant to apply the term to their experiences (for example Epstein 1997, Monson 1997, Lee 2001). Given recent concerns about the non-use of this particular label, my research attempted to map understandings of the phrase in order to explore the ways in which the term is applied.

Q methodology was selected as a research tool precisely because it lends a way of mapping multiple diverse viewpoints on an issue. Q methodology was first developed by William Stephenson (1935) and has been described as a means for tapping into understandings of a particular topic.

Understandings of a topic are mapped out by asking participants to sort a set of statements related to the topic in a way which represents a particular perspective on the issue. For Stephenson, this technique provided a way in which subjectivity could be made operant. This is because the subjectivity or understanding is literally re-created or made operant through the process of sorting statements. This research tool allows examination of similarities as well as differences within and across perspectives that emerge. Therefore, I felt that this technique would lend a way of exploring the complexities of labelling and non-labelling behaviour at different levels of analysis.

Q methodology

The process of using Q methodology in this research project involved four main phases. The first phase entailed the development of a Q set. A Q set is a sample of a wide range of statements that are relevant to the issue. A key feature of sampling statements is comprehensiveness in the sense that a variety of diverse propositions should be included to allow multiple perspectives or understandings of the issue to be represented (e.g. Stainton Rogers 1995). Statements were collected through the use of cultural analysis, which involved sampling statements from a number of sources such as academic literature, newspapers and interviews. The collected propositions were then piloted for balance, comprehensiveness and clarity (c.f. Stainton Rogers, Stenner, Gleeson and Stainton Rogers 1995). The outcome of this stage in my study was a sample of 62

statements that described behaviours that could be labelled sexual harassment.

In the second phase of the process participants were asked to sort the statements in a way which represented an understanding of sexual harassment. Understandings were mapped by asking participants to sort or rank the statements along a continuum ranging from statements that most represent a particular understanding of an issue to those statements that least represents the perspective. This sorting or ranking procedure took place on a quasi-normal distribution shaped grid.

This sorting or ranking procedure can be administered in two main ways. One method of sorting is known as the forced sorting procedure. The forced sort involves participants allocating a limited number of statements to each rank position on the continuum. The forced sorting procedure ends when each rank position contains the specified number of statements, and participants are reasonably happy that the overall positioning of the statements on the continuum represents a particular understanding of the issue. An alternative to the forced sorting procedure is the free sorting procedure. The free sort does not specify the number of statements that should be placed on each rank position on the continuum. In other words, participants are free to place as many or as few statements on any one rank position. As with the forced sort, the procedure ends when the participant is reasonably happy that the overall rank positioning of statements represents a perspective or understanding of the topic (see Brown 1980, Senn 1996).

In my research, I asked 43 participants to use the forced sorting procedure in order to construct an understanding of the issue. This involved the

participants allocating a limited number of statements to each rank position along the continuum. The continuum ranged from statements that resonated strongly with the understanding through to statements that had little or no resonances with the understanding. This stage in the process resulted in 43 completed Q sorts.

The completed Q sorts were then factor analysed. The purpose of this statistical procedure was to identify clusters of Q sorts that have been completed in a similar manner and can be clearly distinguished from other clusters of Q sorts that emerge. This step in the process lends a way of tapping in to independent understandings or narrative structures that predominate in our culture according to Curt (1994). The completion of this stage of the process in my research resulted in the identification of nine distinct narrative structures. Lastly, these narrative structures were qualitatively analysed in order to gain an understanding of the meaning of particular accounts.

Q methodology is a versatile technique in that it can be adopted as a tool for research by essentialist or social constructionist approaches. From an essentialist perspective, the process of sorting statements is viewed as a test. Researchers devise criteria in order to identify correct and less correct ways of completing the Q sort. The completed Q sorts are viewed as a means of accessing an inner essence within the individual. Arguably, there is little to differentiate this particular use of Q method from traditional psychological testing (e.g. Kitzinger 1987).

In contrast, the use of Q methodology from within a social constructionist framework can be viewed as a qualitative technique, which taps in to diverse constructions of an issue.

My use of this technique was informed by claims that Q methodology can function as a form of discourse analysis (For example Stainton-Rogers 1995, Curt 1994). This claim may appear odd given that the Q methodological process involves factor analysis. However, the statistical procedure is not used in the hypothetico-deductive or positivist sense. There is no claim being made that a resulting narrative structure reflects something inside the individual. Nor is it argued that a narrative structure “belongs” to particular participants. Instead, from a social constructionist perspective, narrative structures that emerge are viewed as culturally located constructions.

In the statistical analysis phase of the Q methodological process, the factors that emerge can be conceptualised as narratives that consist of particular discourses. Therefore, Q methodology and conventional varieties of discourse analysis are related in that they both are a means of identifying and reading discursive formulations (Stainton Rogers 1992). The use of numerical analysis of data does not necessarily make the technique hypothetico deductive. The mathematical procedure is simply a means of highlighting patterns in the data. The activity of identifying resonances and differences between accounts is not unlike the function of various other qualitative methods of analysis.

Participant concerns

The second phase of the aforementioned Q methodological process gave rise to particular participant concerns. More specifically, concerns were related to the forced sorting procedure I had advised the participants to follow when laying out the statements on the grid in a way which represents an understanding of this issue. Examples of participant concerns include:

Shaun: “ I felt it was a bit fixed because I couldn’t put some statements were I wanted to because I’d already filled up those boxes and couldn’t move those ones anywhere else-so I don’t feel that it shows what I truly think”

Emma: “ I found it difficult because of the fact that you can only place so many statements on the numbers”

Stuart: “ I think you would have got more about what I believe sexual harassment to be about if I had could have put them anywhere”

These comments clearly suggest that some participants felt that they could not accurately tell a particular story because they were excessively constrained by the forced sorting procedure. This feedback also suggests that participants felt that the study would have benefited from the use of a free sorting procedure. This particular procedure does not impose any restrictions about the number of statements that can be allotted to positions on the continuum. Given that the sorting procedure I had used was viewed to be problematic by some participants, I felt that it was necessary to re-examine my decisions for using a forced rather than free sort. Moreover, the implications that the use of the forced sort may have on the collected data set requires consideration.

Forced or free story telling: Fact or fiction?

My decision to use the forced procedure in the study I conducted was in no way new or novel. The forced sort has been used widely in Q methodological studies for mapping out understandings in the shape of a quasi normal distribution. Stephenson (1953) first suggested sorting propositions into this particular shape because he assumed that in general

relatively few propositions are strongly agreed or disagreed with. However, as aforementioned, the forced sort has come under criticism for unduly restricting the expression of understandings of a topic. Many of the criticisms that have been levelled at the forced sort approach are summed up by Gaito (1981) who argued against the use of this particular procedure. He bases his claims on his own observations of participants firstly using a free sort before forced sorting the items into the predefined shape of the quasi normal distribution. He suggests that the forced sorting procedure compelled participants to move statements that had originally been placed in the extreme end positions to moderate positions as the sorting task progressed. Given this change in pattern, he suggested that:

- (1) Discriminations made between items when allocating a limited number of statements to particular positions on the scale may well be an artefact of the forced sorting process. This implies that these kinds of discriminations would not be made during a free sort.
- (2) The forced sort modifies viewpoints on the issue. This is because it forces participants to move items from positions that they were originally given during the free sort approach. Therefore, the final array of items that emerge during the forced sort may not represent understandings accurately. Given that these criticisms resonate with some participant concerns that arose during the research I conducted, I will consider each of these points in turn.

The implication of Gaito's first claim is that participants themselves would not have made such discriminations or at least as many distinctions between statements if left to their own devices during the sorting procedure. In other words, he suggests that the forced approach may force participants into positioning items arbitrarily. However, Gaito did not subject differences in free or forced sorting patterns to any kind of sustained analysis. This would seem necessary in order to make the claim

that one procedure is superior to an alternative approach in terms of eliciting understandings.

An examination of free and forced sorting procedures was undertaken by Block (1956). He compared these two procedures by firstly asking participants to sort a Q set using a free procedure and then sort these statements again using a forced approach. He claimed that this comparison shown no appreciable differences in the sorting patterns that emerged. In other words, sorting patterns converged to the shape of a quasi normal distribution when the free sort procedure was used. An important aspect of this study was that although participants did make slightly fewer discriminations between items in the free sort than the forced sort it makes no conceptual difference to the patterning of items or statements that emerged. Moreover, Kerlinger claimed that even when a final statement array is described by participants as arbitrary, this pattern could nevertheless be re-produced on different occasions. This suggests that “arbitrary” patterns may not necessarily be unsystematic.

For this reason, Brown (1980) suggests even when free sorting participants should be encouraged to follow the shape of the distribution employed as closely as possible. This is because the shape invites participants to make distinctions between statements that they may not voluntarily make but are able to produce. This provides an alternative reading to Gaito’s conceptualisation of participants’ activities in his study. He claimed that the participant’s mapping of a particular perspective was modified as a result of the use of the forced sorting procedure. However, the shifting around of item positions could be read as a response to the task of story telling through positioning statements *in relation* to each other

in the final array. Modification of item positionings in this sense is not a bad thing, but rather a process of sense making.

Gaito's second claim that the forced sort modifies viewpoints to the point where the final array of items does not truly reflect the participants' understanding is undoubtedly related to the framework adopted in his research. Many researchers who have raised this particular concern generally have used Q methodology within an essentialist framework. From an essentialist perspective, the Q sort is viewed as a psychometric test through which particular enduring truths about individuals can be accessed and subjected to scrutiny.

My use of Q methodology on the other hand is, as mentioned earlier, informed by social constructionist perspectives. Within a constructionist framework, the completed Q sorts are not assumed to be representative of any one person or groups of people. Instead, I was attempting to map patterns or narratives that predominate in this particular cultural context. This research was not pursuing true understandings in the traditional sense, but rather looking at different meanings of the phrase sexual harassment. Therefore, questions about truth or true understandings are not appropriate.

The question that could be asked is whether the forced procedure hampered story telling. My response to this is probably not. As aforementioned, other researchers such as Kerlinger have noted that even when the positioning of items during the forced sorting process is described as arbitrary, the pattern can be reproduced on different occasions. In addition, the pattern or story makes sense. It can be argued that the story makes sense because culturally available stocks of

knowledge are drawn on in order to make sense of, and give meaning to statements, statement positionings and the narrative as a whole.

Therefore, stories that emerge will generally have some currency within the current cultural context.

In conclusion, I would argue that sense can be made and stories can be told regardless of whether the free or forced sorting procedure is used. The view that the procedure used makes no conceptual difference in terms of the patterns that emerge is widely held by researchers, and is the position I adopted when carrying out this study. However, given the participants concerns that arose, I feel that it is necessary to consider possible modifications to the procedure. One way of overcoming the problems with participation encountered in this research would be to give participants the option of using the free sort procedure, with the recommendation that they follow the forced distribution as closely as possible (c.f. brown 1980). This approach may help to reduce participants concerns about being unduly restricted by the procedure, whilst inviting participants to make distinctions between items that are relevant to the narrative that is being mapped out

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How (not) to organise a conference: 10 easy steps

Angela Morgan

**Division of Psychology, University of Wolverhampton
(PsyPAG Annual Conference 2003 Co-organiser)**

Before taking the plunge, ask yourself one question...have I considered the consequences? Let me explain. To plan, organise and execute a national conference like the PsyPAG Annual is no mean feat and may significantly reduce your chances of winning friends and influencing people. Below are 10 easy (!) steps that you might (not) like to follow. But beware - these may result in unmitigated levels of stress, many sleepless nights and extreme attacks of anxiety...not to mention you may well be provoked into bouts of exasperation from many quarters. Anyway, here we go...

Step 1. When the chair of PsyPAG declares that the committee is looking for a venue to host next year's annual conference, immediately whisper to your colleagues 'hey, we could do that!'

Step 2. Disseminate your suggestion and all your accompanying exuberance to the rest of your fellow postgraduates. However, don't forget to anticipate the resulting, 'but..., if..., mmm..., well..., er..., ' as well as blank faces and lethargic disinterest (don't forget, they're all very busy!)

Step 3. Forge ahead and prepare your bid nonetheless - they'll come around to the idea eventually. Oh yes they will, believe me - it's good for the C.V!

Step 4. Ensure your bid will beat off all other competitors - no distortions of the truth, no glossing over inadequacies, no outright lies. A good honest account of what you intend to do and how. Don't forget a little something special. Wolverhampton's proposal to visit the local Banks' Brewery went down a storm. Can't think why...(hic!).

Step 5. Upon winning your bid, stumble around the Psychology division in a stupor for days, saying, 'Ohh mmyy Goodd!' to anyone who will listen.

Step 6. When you've regained your composure, hold a meeting to decide who is going to perform which duties. Be warned. This meeting will not be the best meeting you've ever attended as everyone may still be in the aforesaid stupor. Do not lose hope at this stage. This is a good chance to bask in the glory and exhibit profuse amounts of smugness on winning your bid. It is also a chance to prepare the ground for later postgraduate bonding (this may or may not occur).

Step 7. (Attempt to) win friends and influence people. This is your chance to find out what your institution really has to offer. I think you'll be amazed - we were. Your performance on Step 7 will ultimately determine your popularity within the Psychology division specifically and the University generally. Treat them well - don't forget you have to work with these people long after the conference has faded from memory. For example, one member of the catering team visibly retreats when she spots me coming now!

Step 8. This is the most enjoyable part and somewhat continues in the same vein as Step 7. After making your initial contacts - hospitality, residential services, webmaster general, conferencing department (only if

you have a functional one - if yours isn't quite so functional, they may still come in useful for some things!), pliable bank manager and supportive staff - begin your organisation in earnest! This will involve numerous phone calls, e-mails, meetings, discussions, list-making, database creation, revised list-making, more phone calls and yet more e-mails. Great isn't it? I said this is the best bit!

Step 8 and a half. Plan, organise and execute many priceless fund-raising activities (note: this may also aid in the postgraduate bonding process referred to above). Here you are allowed a free rein to kick back, have fun, get p....., and still raise money for your most worthy cause, that of hosting the best ever conference. A word of caution...sponsored head shaves and a nude postgraduate calendar may levitate the eyebrows but are a definite 'no no'.

Step 9. Two weeks to go. Put your nervous breakdown on hold a little longer. At this stage you'd better hope and pray that the earlier bonding activities worked well - you'll need to give and receive copious amounts of support and encouragement. This is the point at which the sleepless nights, stress and anxiety all seem to conspire to make you flee the country. Personally, I tried to conceive of the most pain-free way to break both my legs so I could get out of the conference! But...well...we've come this far...what the heck!

Step 10. If you've followed all the preceding steps, you need do nothing now but simply (!) host the conference. It's great to meet all those people you've known for months as an e-mail address!

Step 10 and a half. Take a week off work to allow your postponed nervous breakdown to kick in. Enjoy your breakdown - you've earned it!

In all seriousness, the PsyPAG Annual Conference 2003 was a resounding success, thanks, I believe, to all the postgraduates at Wolverhampton University who pulled together to ensure it was, indeed, a success. The many complementary reports we have since received are testimony to this. At the close of the conference someone asked me, after all the pitfalls, problems and pain, would you ever do it again? No hesitation. Definitely! It had to be one of the most challenging and yet most rewarding activities I've had the pleasure to take part in during my days as a postgraduate. My sincerest thanks to all those involved.



Had a good time at the Wolverhampton Conference? Fancy being the host of the UK's biggest postgraduate psychology event? Why not get a few post grads together and put a bid in for the PsyPAG conference 2004?

Bids are now being accepted for this event. The PsyPAG committee will offer their full support in constructing the bid as well as tips on how to run a smooth conference. Beat the crowd and get your bid in early!

Deadline: 17th October 2003

Contact Chris Bearman for more details bearmans@hotmail.com

A review of UCL/IAN 3rd Annual Conference on Attachment research: Mother-Infant Interaction, Relationship Disturbance and Therapy.

Richard J. Atkins, Thames Valley University

This was my first year at this conference despite years of interest in attachment theory and it being the third time UCL's Attachment Research Unit has teamed up with the International Attachment Network to organise this event.

The conference was mainly held in the Gustav Tuck lecture theatre and surrounding rooms, located in the south wing of UCL's magnificent 1820's architecture, across the leafy main quad. As is fitting at an attachment theory event, the conference catered to both psychologists interested in research and theoretical developments, and the many therapists who are putting Bowlby's principles and the products of our research into practice.

The first day was the more academic, featuring Sir Richard Bowlby's overview of the utility of infant massage in fostering early mother-infant interaction and maternal sensitivity to the infant's wishes. Colwyn Trevarthen (Edinburgh) gave a detailed overview of his department's research into mutually regulated communication covering wide ground from the musicality of human infant's pre-verbal utterances through to tail wagging as an indicator of canine attachment to humans. He also treated us to his controversial views on the value of many developmental psychology models and I actually think he was quite restrained as some people got away with saying 'developmentally appropriate' without being assaulted. Lynne Murray (Reading) and Mark Tomlinson (Cape Town) presented results from their recent research into attachment bonds between mothers and infants in poverty stricken 'shanty' towns of South

Africa. A fascinating aspect of this was the virtual absence of stranger anxiety and scarcity of avoidantly attached dyads, similar to results found in other studies of poor African populations. I'm not sure quite what this says about us in the West but I was left with an impression that much avoidance may be the product of some of our 'developed' culture's use of separators such as cots, nurseries, nuclear families and secure property boundaries.

The afternoon and Sunday sessions provided the opportunity to see how attachment theory principles are being put into practice. Alex Harrison provided illuminating insight into her therapeutic practice and Open Systems Theory based on developments from Tronick's Mutual Regulation Model. These were both informative and entertaining with presentation of theory and detailed analysis punctuated by example videos, mainly of the interactions of naughty but 'oh-so' cute pre-schoolers. I will confess to becoming lost in some of the discussion provided by Angela Joyce (Anna-Freud Centre) and Anne Alvarez (Tavistock Clinic) as I am not psychoanalytically trained. Even so, the presentations gave me an insight into developments from theoretical to applied models and showed that the adoption of attachment theory ideas within therapeutic practice is far more highly developed than I could possibly have imagined.

In conclusion, while the conference is as much aimed at therapists as psychologists, there was plenty enough meat here to keep us empiricists interested. It was also good to get an up-to-date grounding in current practice, and the opportunity to network with people for whom attachment processes are more of a tool than the subject of study. I am also pleased to offer additional empirical support to Trevarthen's colleagues: when I got home, my dog's tail was wagging for England!

A hint for anyone thinking of attending next year: it's worth joining the International Attachment Network (www.attachmentnetwork.org). Apart from the journal and other benefits, the discounted fees for the conference more than offsets the cost of student membership.

So much new research, so little time?

The best new psychological research delivered free to your inbox
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Special Feature: New Technologies in Psychological Research



The wider availability of new technologies offers new potentials for psychological research. This edition's special feature will focus on some of these. The discussions begin with a focus on online questionnaires, followed by a general discussion of research in online discussion lists. The final piece places an emphasis on the importance of accessibility when carrying out web-based research.

We hope you enjoy this special feature. If you have any suggestions for future editions then please let us know.

Quarterly Team 2003-2004

Web-based research using online questionnaires: information for students

Gareth Hagger-Johnson, University of Edinburgh

Introduction

Many students contemplate using online questionnaires to recruit research participants, which provides access to a large sample size and consequently greater statistical power. Automated data collection can save time and money by formatting the data and exporting it to a statistical software package such as SPSS. Internet data collection does present challenges, and it is not the case that by using an online questionnaire, “you

virtually don't have to do anything." The present article introduces some basic concepts and is intended to provide a useful starting point for those students wishing to conduct a research project using the Internet medium. The focus is on personality questionnaires, but the Internet is also suitable for other research areas such as face perception, mental ability differences and psycholinguistics, for example. Students interested in conducting discourse analytic research online are referred to Sharf (1999) who covers ethical issues and offers recommendations for this kind of work.

Large sample, low cost: the benefits of online questionnaires

Davis (1999) suggests there are four main benefits to web questionnaires: (1) participants can submit entries at a time or location convenient to them; (2) data can be automatically transformed into a suitable format such as SPSS; (3) the process is efficient, in terms of time and resources; (4) anonymity decreases the demand characteristics by facilitating self-disclosure of sensitive information and eliminating observer bias (see also Buchanan, 2000; Bailey *et al.*, 2000). Buchanan & Smith (1998) reported higher coefficient alphas on web questionnaires. Stanton (1998) found more item variability, less missing data and comparable factor structure in web as opposed to paper-and-pencil (PAP) questionnaires.

What is involved and how to do it

Web pages are written in a language called hypertext markup language (HTML), which provides their basic content and appearance. To add interactivity, such as the ability to send Internet user inputted data from questionnaire forms, specially written programs are used alongside HTML called Common Gateway Interface (CGI) scripts (see Kieley, 1996). CGI scripts require a server with the ability to execute them (most Universities

are already equipped with this hardware) and can be written in a number of programming languages. Practical Extraction and Report Language (Perl) is the current most popular. How you develop an online questionnaire will depend on your level of expertise or finance (Table 1). Writing CGI scripts may seem daunting, but it is rarely necessary to develop a script from scratch since existing CGI scripts can be easily modified. One recommended script of this type is FormMail.

Design

Hiskey & Troop (2002) suggest that we follow Reip's (2000) advice on web site design. The first page should feature the research protocol and including the following: (1) The first author's first name; (2) the host academic institution; (3) emphasis on the scientific nature of the work; (4) a statement about anonymity and/or confidentiality (be clear to participants about the difference between the two); (5) some functionality to send comments to the researcher; (6) the questionnaire items (or examples of what kinds of questions will be asked); (7) a statement about how the data will be recorded and stored.

Recruitment

Bailey *et al.* (2000) suggest two forms of recruitment technique: (1) "Active" or "call for participation" approaches, in which invitations are posted on newsgroups or message boards; (2) "Passive" approaches, such as indexing the web page with search engines and waiting for participants to discover the link. The "active" approach is more suitable for web questionnaires, but students should note that large numbers of postings across several newsgroups is a breach of "netiquette" (Rinaldi, 1998). In

the “passive” approach, participants recruit the study, rather than vice versa.

Difficulties

Internet users are not currently representative of the general population. Readers are recommended to consult Georgia Tech regularly for the latest demographic statistics. Validity is threatened by the “age-old sampling problem” (Schmidt, 1997), a discrepancy in degree-of-fit between the sample survey and the target population. Users are typically heterogeneous on age, ethnicity and language but more homogenous on variables such as computer skills or computer interest, which may restrict variance. Online recruitment is nonetheless an interesting way to reach a large and diverse range of people (Bailey *et al.*, 2000). Schmidt suggests that research is likely to be most informative where specific populations, those with narrow interests or special characteristics are targeted. Examples include those suffering from breast cancer (Sharf, 1999) or “specialist communities” of panic attack sufferers, or parents who discuss drug use (Hiskey & Troop, 2002). Such individuals can be approached via “appropriate” web sites. Those individuals who are “computer-shy” may not be represented in your study, although conversely those individuals who are “laboratory-shy” do not feature in traditional studies which rely on participants visiting the laboratory.

Multiple or mischievous submissions are cause for concern, which may occur when participants make an error, revisit a later page out of curiosity then resubmit the earlier page, or intend to sabotage the research. There are procedures available for detection and deletion of such responses (Buchanan, 2000). Multiple submissions can be identified by comparing

the date and time of entry with demographic variables and removing those which seem suspiciously similar, (Hiskey & Troop, 2002) but do be cautious of removing data which could in fact be legitimate (Schmidt, 1997).

Loss of control over the research environment is a chief concern for psychologists who use the Internet to collect data. If a questionnaire is open to the public, it is also open to abuse by “foilers” intent on sabotaging the research. Participants could complete the questionnaire in noisy/quiet conditions (home, campus, office, café), and there may be more than one person present. Participants may be fatigued or intoxicated (Buchanan, 2000) although this may also be true in traditional PAP research. While researchers lose control over their tests when published online, research participants gain control over their testing environment, which may facilitate frankness and “rumination” (Davis, 1999).

For those who expected web-based questionnaires to reduce socially desirable responding (the tendency to “fake good” questionnaire items), Dwight & Feigelson’s (2000) review may be disappointing. They report that while impression management (one form of socially desirable responding) is significantly lower in web-based studies, this effect is diminishing. In recent studies, it would seem that participants no longer consider the Internet a truly anonymous realm.

Introducing the IPIP

Many personality inventories are copyrighted and charge fees for usage, so students typically rely on those available in the public domain. This can make interpretation and comparison with other studies difficult. Goldberg's (2001) International Personality Item Pool (IPIP) offers items sufficiently well equivalent to those used in most major inventories. All the items are free of charge, and are highly recommended to students wishing to administer measures of personality or related constructs online.

Summary

Online questionnaires are relatively easy to build, and the methods available should be chosen according to your level of expertise or finance. It is unnecessary to program CGI scripts from scratch, because existing scripts can be easily modified to suit your research purposes. Readers ought to be encouraged by the fact that journals have begun to publish papers which used web questionnaire designs (e.g. Robins *et al.*, 2001; Srivastava *et al.*, in press). The research to date suggests a cautious approval for online questionnaire research, with some trepidation advised. A "cross-mode equivalence" between web-based and PAP questionnaires (Dwight & Feigelson, 2000) should be demonstrated, rather than assumed, before web-based questionnaires are unequivocally accepted (Buchanan, 2000).

Table 1

Guide to assist students in assessing the level at which they should approach designing an online questionnaire

		Level of expertise	
		Low	High
Level of finance	Low	Use HTML & CGI generation programs e.g. Form Pro, CGI Star* Professional.	Write HTML pages and CGI scripts from scratch or modify existing ones.
	High	Use commercial web survey software e.g. Quask, Snap, SPSS survey research package.	Use HTML, CGI and commercial software in combination to meet your needs.

Box 1

Practical tips

- Your web questionnaire may look and behave differently on various screen sizes, screen resolutions or browsers (e.g. Internet Explorer, Netscape or Opera), and should be tested in as many different formats as possible. Your colour scheme of taupe-on-beige may not transfer well to a monitor which can display only a limited range of colours.
- Develop your web questionnaire in accordance with existing psychometric paradigms (Hiskey & Troop, 2002). The usual internal reliability, validity and factor structure assessments still apply!
- Ensure that you recruit from a range of newsgroups or web-based “communities”, not just from Psychology-related ones.

- To measure the web-equivalent of “refusal rate”, place a counter on the web page and subtract the number of questionnaires returned from the number of visitors to the page. Be aware, however, that participants may decide not to participate immediately but return at a later date.
- If your research questions involve assessment of stability, psychological adjustment or change, or some kind of repeated measures, consult Hiskey & Troop’s paper (2002) for guidelines on longitudinal work.
- You may wish to provide participants with instant feedback or summary statistics. If respondents receive information in return for their efforts, you may obtain more accurate and thoughtful responses (Schmidt, 1997). Dynamic or interactive surveys may increase participant motivation, when participants know that the information they receive is about themselves and the data they provide.
- Data entry can be automatically checked and validated. Implausible responses (e.g. a reported age of 300 instead of 30) can be screened when CGI scripts restricts a variable to a pre-specified range.
- Participants may provide incomplete responses, which can be remedied with a CGI “gentle reminder” (Schmidt, 1997). However, it is not be ethical to persist in asking participants to complete items, which they would prefer to leave blank.
- Online questionnaires are not necessarily anonymous. When you receive data, it may include an Internet Provider (IP) address, which reveals where the entry came from. In addition, transmission of data is not secure and could be intercepted in transit. The safest option is

not to request any information which may identify the participant – including their e-mail address, which can provide as much as first name, surname and place of work. See Hewson (1996) for a discussion of anonymity.

- Consult Data Protection guidelines and note that Internet transmission of data may not be secure. If in doubt, ensure your web questionnaires is anonymous (which includes not requesting or recording and e-mail or IP address) and refer the protocol to your ethics committee.
- Participants can indicate acceptance of informed consent by clicking a checkbox or a link, which leads to the beginning of the questionnaire.

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Web Links

CGI* Star Professional <http://www.webgenie.com/Software/Cspro/>

Form Pro <http://www.hotscripts.com/Detailed/3007.html>

Georgia Tech http://www.gvu.gatech.edu/user_surveys/

Quask: Online Web Survey Software <http://www.quask.com/>

Snap Survey Software <http://www.mercator.co.uk/>

SPSS Survey Research Package <http://www.spss.com/applications/survey/>



Researching with Online Discussion Lists
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The use of Internet technologies for research in psychology has witnessed an increase in recent years. Its flexibility has enabled a range of issues to be investigated, including the behaviour of drug dealers (Coomber, 1997) and the identities of people with disabilities (Bowker and Tuffin, 2002). Such research projects have demonstrated the suitability of web-based research, particularly with 'hard to reach' groups, who may benefit from a move away from more traditional research methodologies. This report will focus on the use of online discussion lists as a means of research methodology.

The asynchronous nature of discussion lists as opposed to the synchronous nature of online chat rooms allows the researcher greater flexibility in their research approach, as the researcher and participants are not required to be online at the same time. This enables the research to span time zones, widening the potential pool of research material. Mann and Stewart (2000) further highlight the potential benefits of a time delay between posting a question and receiving a response. They propose that the asynchronous nature of discussion lists enables equal access to posting responses, with the power of 'voice' not being dominated by those list members who can type the fastest. Therefore the nature of online discussion lists means that they can consist of a wider range of people, offering several discourses surrounding a topic. Online discussion forums may therefore provide an alternative pool of language resources from

which to draw identities, (Bowker, 1999). Bowker (1999) suggests that these 'linguistic opportunities' offered within online environments offer the potential to enable people with disabilities to 'reconstruct more empowering identities' as more discursive themes surrounding the self are made available.

The benefits of using such a methodology may therefore be appealing to the researcher, particularly a researcher who may not have the specialist skills required to develop a web page on which to host a questionnaire or online conference. Such a researcher can join a pre-existing group, clearly stating their intention to research (Sharf, 1999), or can create a discussion list specifically for the purpose of the research project. Such lists are easily established through a variety of online group hosting services such as Yahoo! and Google.

The data collected from discussion list research will typically be of naturally occurring 'chat', unless the researcher has posted specific questions to the group for discussion. The e-mails generated may therefore provide an ideal corpus of data with which to analyse using a form of discourse analysis. The medium in which the research has been conducted means that the texts are available electronically, enabling easy transportation to qualitative software packages such as Atlas.ti, which can provide a useful tool in the management of textual data for analysis.

In conclusion, the use of online discussion lists may provide a useful research tool for psychology, one with which to gather a rich corpus of data from a variety of contributors. However, online methodologies may not be suitable for all research questions, particularly when it is important for the researcher to gather explicit details regarding the demographics of their

participants. The potential for anonymity which the Internet offers may therefore lead to a greater disclosure from participants regarding a particular topic, but it may remain unclear as to the exact identity of the people contributing to the data collected (Joinson, 2000).

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WWW Accessibility

Neil Martin, Web Unit, UCL

"The power of the Web is in its universality. Access by everyone regardless of disability is an essential aspect."

-- Tim Berners-Lee, W3C Director and creator of the World Wide Web

The World Wide Web offers a new potential for research, but in order to get a diverse as respondent pool as possible, you need to ensure that your method is accessible for all. This paper will consider why accessible websites are an important aspect of web design and hence a potentially new research methodology.

Tim Berners-Lee invented the World Wide Web in 1991 at CERN in Geneva. His idea involved creating a single user interface to allow scientists at CERN to access information such as experimental data. One of the key components of his "invention" was HTML. HTML (Hypertext Markup Language) is a mark-up language made up of simple elements (tags) that provide structure to the information for display in a user agent called a browser

The web grew very quickly (especially with the release of a web browser called Mozilla) and in October 1994, Berners-Lee founded the World Wide Web Consortium (W3C) at the Laboratory of Computer Science at MIT. The consortium's members include vendors of technology products and services, content providers, corporate users, research laboratories, standards bodies, and governments. The aim of the consortium is to lead the web to its full potential by recommending interoperable standards that would assist the web in its evolution as a universal information space.

HTML in its earliest version was very simple and only had a few tags for marking up the text in documents e.g. headers, paragraphs, and lists. However, later versions of HTML allowed users to lay web pages out in tables, insert graphics and embed sound and vision. In increasing functionality, levels of accessibility to disabled users were diminished.

Letourneau (2000) has defined Web accessibility as: “anyone using any kind of Web browsing technology must be able to visit any site and get a full and complete understanding of the information contained there, as well as have the full and complete ability to interact with the site”. Letourneau interestingly does not make overt reference to disability. This is because accessible web design is inclusive design and is focused on creating web pages for all people irrespective of (dis)ability.

His definition also refers to any browsing technology. This is important when designing web pages accessibly, as not all people access the Web using Microsoft Internet Explorer. People with visual impairments for example, may use a screen reader with a Braille output, thus allowing them to read the text. Additionally in the future it is by no means certain that people will access the Web using their PC; new Web technology will allow people to use their television, others a mobile phone, or some hand-held portable device that has not even be invented yet. If we take this one stage further, the web of the future will be machine understandable.

Computers will be able to understand the semantics of what is on a web page and thus be able to deliver information to us in a more intuitive way. The crux of the matter is that accessible web design is the only way of bringing the web to it's full potential by ensuring that barriers to access are not erected.

Examples of how a website may be inaccessible include:

- Not providing text alternatives to graphics and embedded multimedia
- Relying on colour alone for navigation
- Poor cross referencing of tables so that users have little idea of what is a column or row
- Relying solely on the use a mouse – not everybody can click on a mouse!

The Web Accessibility Initiative was set up by the W3C to address a number of these issues, A number of guidelines (Web Content Accessibility Guidelines or WCAG) now exist that web content developers can follow to ensure the accessibility of their web materials. The guidelines or checkpoints fall into three levels of priority:

Priority 1 Errors – A Web content developer must satisfy this checkpoint. Otherwise, one or more groups will find it impossible to access information in the document. Satisfying this checkpoint is a basic requirement for some groups to be able to use Web documents. An example of a Priority 1 error would be not providing a textual alternative to a non-text element such as graphic in the mark-up. This will allow assistive technologies such as screen readers to describe the content.

Priority 2 Errors – A Web content developer should satisfy this checkpoint. Otherwise, one or more groups will find it difficult to access information in the document. Satisfying this checkpoint will remove significant barriers to accessing Web documents. An example of a Priority 2 error would be not to use a style sheet to control the presentation of a web document. Style sheets allow web developers to separate the structure of a document from the way it is presented. This means that

users can apply their own style to a document to have it presented in a way that best suits them.

Priority 3 Errors – A Web content developer may address this checkpoint. Otherwise, one or more groups will find it somewhat difficult to access information in the document. Satisfying this checkpoint will improve access to Web documents. An example of a Priority 3 error would be not to provide summary of the content of a table in the HTML

Tools exist online to allow users to test their pages for levels of accessibility. Bobby is a tool that scans web pages for Web Content Accessibility Guideline errors. It is available for free at <http://bobby.watchfire.com/bobby/> and will provide a detailed report on any web page submitted to it. As a minimum, research online employing web pages as a medium should meet priority 1 errors if a large population are not to be excluded from the research process.

Researchers should therefore be aware of disabled users when building a website for research purposes. They should be aware of the sort of problems that disabled users may have in accessing their web content and try to build these features into the design process rather than fix them retrospectively. This will ensure equal access to the research process across a range of participants, who may offer a rich resource in data collection.

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PSYPAG

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Health Psychology : Within the realms of false beliefs

Katja Jung , University of East London

As an introduction: My name is Katja Jung and since the beginning of the alternative (punk-rock) movement in Berlin I became interested and involved in certain forms of bodily enhancements. With progressing age I tried to explore the broader context of 'subcultural behaviour' and subsequently studied Sociology and Psychology in Berlin (Free University). I became even more passionate about a special group- the *Modern Primitives*, who dared to show their mutilated flesh, the hideous grades on their bodies and souls. After achieving a MA I went to London to live, work and continuation of my studying- to deepen my knowledge in my 'special' field. I receive support from the University of East London, where I am enrolled as a doctoral student within the School of Social Sciences.

As an introduction into the field of 'body alterations' it has to be mentioned that *Psychology* on the one side and *Sociology* on the other have developed a close link within the exploration of '*the Self*' and '*the Society*'. Within this framework I will look into the *concept of the body*, its central character in modern fetishism, and the Self in how far it relates to trends in contemporary society concerning body mutilations. (For an example see the 'Modern Primitives' internet site: www.bme.freeq.com). My study is an investigation of human relationships defined by modernity, how we deal with the 'emancipation from nature' as an *individual and societal change*. That means that the strangulation and reproduction of life is bound together with the tabooisation of all living, non-conforming expressions of individual and societal survival.

One main aspect of my research is the damnation of otherness with their implicated (religious) alternative belief systems, viewed commonly as false beliefs that will finally lead to delusions and paranoia (Lowe, 1979). In academic culture this is seen as indicative of mental health problems in Western Culture (Helman, 1996) and is discussed in the field of *Health Psychology*.

Themes of guilt and sinfulness/ self-punishment and salvation, that I refer to later on, especially those related to issues of sex and sexuality deserve close attention. Also the presence of hallucinations should be pursued in ongoing investigations (Grossman, 2001). The challenge is to overcome static ideological convictions and labelling, forcing the individual to act in a socially accepted way. Looking for new ways of understanding 'phenomena' is a challenge for future research within the field of *Health Psychology*. As a researcher I shall explain actuality by showing its constructive framework, the intrinsic responsibility to unite society by not 'pathologising' certain social groups.

Exploring Stigmatised Body Alterations

The investigation of this facet of '*the body-concept*' needs to focus on the phenomena of, firstly, invasive body alterations that includes tattooing, piercing, cutting, branding, trepanations, and implants. Secondly; of importance are all sorts of nullification strategies, such as ascetism/anorexia, (auto-) cannibalism, eye enucleation, self-inflicted amputations, castration, deliberate car crashes, and suicidal attempts. People can inflict direct and intentional injuries on themselves, with or without an intention of death; either culturally or pathologically sanctioned. It has to be mentioned again that there is always an interplay between

societal acceptance (or rather labelling of otherness) and the disposition towards otherness within the individual.

To begin with, all of these body inscriptions are present as a modern form of auto-stigmatisation. Also they are at hand as a self-harming coping strategy in dealing with social (stratification) processes; as the unequal distribution of knowledge, gratification or status determination. I am tempted to proclaim that *the hegemonic system of power allocation, the social and structural pre-conditions of inequality*, is one of the core sources of ‘deviant’ behaviour.

Secondly, a considerable amount of publications in the field of body mutilations leads to psychological explanations of self-harm and tries to uncover self-destructive affective and cognitive processes (Favazza, 1996), contained by a specific construction of identity (Goffman, 1962). Coping mechanism in relation to individual patterns and existing conditions (Goffman, 1961) enable us to site social relations as symbolic (Stoller, 1996) and therefore real. Constructed and artificial realities, alongside the “real world”, can give birth to ‘alternative’ worlds, which may be totally fictitious or just unusual (Thompson, 1993). Solutions of conflict can emerge as imaginary and hallucinatory, in the absence of any belief (Rose, 1990), or in the belief of the self-mutilator, as authentic and real.

Major Self-Injurious Behavior

The phenomenon of people inflicting pain and injury on themselves is complex and disturbing and confronts us with human despair as an act of communication. Self-harm demonstrates a split within the self-mutilation into both an attacking agent and a victimized one (Guralnik and Simeon,

2001). Major self-injuries encompass the most dramatic and often life-threatening form of self-harm and involve a major and often irreversible destruction of body tissue. They may be carefully planned out or highly impulsive, as it is said that they are far more common in psychotic states as schizophrenia. Also depression, mania, severe character disorders and trans-sexualism should have an impact, according to Simeon and Favazza (2001).

With psychosis, self-injurious behaviour occurs within the context of delusions and/or hallucinations. Religious delusions are cited as quite common as well, as self-inflicted renouncements, abnegation, suffering and detachment, and are found in Buddhism, Islam, Judaism and Christianity. Within the Catholic Church, self-injury is called 'body mortification' resembling fasting or sleeping in rigid positions. Also self-inflicted pain as self-flagellation is observable (Wegscheider-Hyman, 1999).

Anorexic states- fasting as a holy act and/or an act of self-indulgence (Shilling, 1997)- provide a feeling of being alive again. It is an approach to self-transformation and self-creation that entails the enabling of claiming all the glory of these extreme actions for themselves. Their actions sanctify them; make them who they are (Siebers, 2000) in the belief that their behaviour serves a higher purpose (Favazza, 1996).

‘Charisma-gaining Process’ Stigma and Charisma, Martyrdom and Release

Behaviour within the *circle of otherness/deviance, labelling, and assimilation/suicidal tendencies* is characterised by the ethics of forbidding, guilt and punishment, and its results in ‘scapegoating-schemes’ (victimage) produced either by society and/or the individual himself/herself.

As a result, the ‘charisma-gaining process’ can be seen as firstly a *sociological process* of anomy, deviance and labelling (Allport, 1951; Hobsbawm, 1962; Clarke, 1967; Willis, 1978; Merton, 1995) and is visible as a *process of ‘scapegoating’* (Lipp, top) It can be pinpointed as the societal quest for relief in seeking out the Marginalized who are blamed (‘social catalysing’) and as societal ‘scapegoating’ - as a regressive, defensive, autistic and anomic process (as *negative debita* or ‘ugly defects’).

Secondly it is an obvious *psychological process*, by consideration of Freud (1973), Frosh (1991) and Favazza (1996), and can also be seen as a *process of guilt laden ‘scapegoating’*, which is associated with severe psychological problems and symptoms (O’Connor, Weiss and Berry, 1999). I must reinforce the aspect of individual punishment; self-harm as a cognitive, self-destructive or as psycho-pathological and narcissistic process, for the disregarding of ‘normality’ and the proclamation of otherness. Furthermore the aspect of individual ‘scapegoating’ as rebellious, hedonistic, progressive and active is apparent and has to be acknowledged as such (as *positive debita*, stigmata as adornment and honour).

Challenges and Prospect

The Stigmatised possess the power to put on charisma; aiming for transformation, as the ultimate form of enlightenment. (Lipp, 1975, 1985, 1993 and Weber, 1980) Only they possess the transforming authority given by society, but also originating from their own strengths, gained from the experience of suffering.

The long-established victim/persecution roles are reversed or viewed in a more idealistic perspective. Differences should not exist in terms of the new symbolic command, by means of self-canonisation. During the redefining of reality and in the course of the acquired ‘grace of charisma’ ‘deviants’ become Heroes and Saints. They can now offer reconciliation toward society, toward a catharsis and *probably* part or entire assimilation, in the meaning of normalisation and the healed body.

Subsequently, the essence of my ‘depiction’ can be stated here: Through modifications of the body the status quo can be changed’ everyday life can be transcended via symbols and symbolic actions. The ubiquitous ‘marks of civilisation’ (Rubin, 1995), the imprints on bodies and witnesses of social malfunction, are still visible and will never cease. The ongoing experimenting with the body becomes rather furious and forceful in the quest for improvement; the human flesh and the fabric of society. We should also pose the question if body-modifications serve as an attempt to save the person rather than as a suicidal attempt. The definitions of ‘pathogen’ and ‘normal’ behaviour needs to be thoroughly reconsidered and that would be a main challenge within Health Psychology.

References: Please contact the author if you require more details of references.

**The 6th IBRO World Congress of Neuroscience
10-15th July 2003, Prague, Czech Republic**

Sarah Rhodes

School of Psychology, Cardiff University

When I heard about the IBRO (International Brain Research Organisation) conference in Prague, I decided I just had to go. Not only would it be a chance to attend my first international conference, but it was also to be held in one of Europe's most beautiful and fascinating cities.

My fellow PhDer and I arrived at our hotel around 11pm, the day before the conference kicked off. At first things didn't look too promising when, upon arriving at our hotel, we were confronted by a neon sign proclaiming "Disco". When we asked the bouncer where the entrance to our hotel was, he directed us along a dark and slightly scary corridor calling after us "I give you 10 minutes... then you come back down. You go to disco for free". Luckily he hadn't been pulling our leg and we soon found the door to the hotel. I am glad to say that once we were inside everything passed muster, with only the faint thump of cheesy Europop baselines drifting up from below. Needless to say, being highly dedicated students, we didn't go to the disco *that* night, instead we went to bed. We couldn't be tired for our first day could we?!

The conference was held in the Prague Congress Center; it was a highly organised affair, with staff around every corner to help us on the many occasions when we got lost. The opening ceremony was absolutely fantastic, after a few stilted speeches by members of the Czech government, we were treated to a concert by the Prague Philharmonic

Orchestra. This was followed by a wine reception, which included not only Czech wine but also the beer that Prague is so famous for. This gave us a chance to mingle and meet the other delegates whilst ensuring that none of the alcohol went to waste.

The scope of the 'brain'-related topics that were covered in the conference was not limited to classical neuroanatomy, neurophysiology and neurochemistry. In true reflection of modern brain research the conference embraced many other disciplines such as biophysics, genetics and developmental neurobiology, neuroinformatics, neuroendocrinology, cognitive and behavioural sciences, and computational neuroscience. The broad range of the conference gave delegates the chance to find out what is going on in other areas of brain research which they would not normally come into contact with. Furthermore there were also seminars on history, legal aspects (such as animal activism) and teaching neuroscience.

The structure of the conference itself was simple, there were 26 main program themes and everyone presenting a poster (of which I was one) had to select an appropriate theme during registration of their abstract. Poster sessions were held each day, with posters from any one theme themes being presented on one particular day. Each day there were several symposia which ran in parallel, you simply had to select which lectures you wanted to go to and then remember to turn up.

My poster day was Friday 11th and we were expected to put up our poster by 8.15am at the latest. It wasn't easy! Although the posters remained up until early evening, we only had to be there to present our handy-work for two 90 minute sessions throughout the day. I was surprisingly nervous as I hadn't presented my work at this level before. Through my head ran

questions like “what if I get asked a question that I can’t answer and look really stupid?”, or worse still, “what if no one comes to see my poster?” I’m glad to say that people did come to see my poster, so I didn’t have to stand there like a lemon staring intently at a fascinating dot on the wall. In fact I really enjoyed presenting, and the hi-light of my day was when Gregory Quirk, whose research I have been following very closely actually came looking for me specifically. I think I was a bit star-struck at first, but calmed down when we got chatting about our research.

As dedicated as I am to neuroscience, I couldn’t visit Prague without spending some time exploring. In fact, we were told to do so by the conference organisers, and I didn’t like to go against their wishes. Prague is filled with architectural treasures, with styles ranging from romanesque, gothic, renaissance, baroque, classicism, and art nouveau up to modern styles. The food (fried cheese is a must) and drink was fantastic and amazing value, especially if you take the time to find places off the main streets and squares. I imagine I’ve put on a pound or two during my stay!

I had an absolutely brilliant time at the conference and have come away with an increased understanding of the greater picture of brain research and a greater drive towards my studies (which is always good!). The only thing that remains for me to say is a BIG thank you to PsyPag for the travel bursary, which helped enormously in funding this trip.

Self-promotion : How to raise your personal profile

Dr. Mark Griffiths

Psychology Division, Nottingham Trent University

Have you ever wondered how high your profile is in your department? Have you ever wondered why some people are talked about all the time? Does your supervisor or line manager take you for granted? Have you ever wondered what you have to do to get noticed? Have you ever wondered what do you need to get on? Talent and luck certainly play a part, but in today's job market, self-publicity is also a tool at people's disposal. Self promotion is little more than common sense, clear thinking and application. What follows are some general hints and tips at raising your personal profile.

- **Conduct a personal PR audit** - You need self-promoting tactics to stand out from the crowd. In fact, you should learn how to conduct your own personal career-long PR campaign. You also need to be seen by the right people. Focus on your own profile and increase your visibility. The only way to do this is to be proactive. Don't wait to be asked to do things. Initiate your own activities. Taking on short-term, high profile, projects are an excellent way to get noticed. Becoming your own PR-manager will also raise your professional profile. But always remember that you have to try and achieve all these things with values, ethics and integrity. Regular "self-checks" are vital - keep your skills transferable.
- **Use your talents** - Although somewhat cliched, you have to make the best of the talents and skills that you have and use common sense. You need to be enthusiastic and interested – or at least make others think that you are. Look for opportunities and do your background research.

- **Know when and how to strike** - Very little in this life just falls into your lap. You also have to know when the time is right to strike and achieve your goals and ends. Use your age to your advantage. Youthful exuberance can sometimes win over experience (style over content) but wherever you are on the age scale, play the card that will gain you the most.
- **Impress your supervisors and managers** - Get noticed by the right people by either speaking to them direct or doing something that forces them to take notice. There is a very fine line between being cocky and assertive, and between assured self-confidence and arrogance. It's all a matter of presentation. Speaking of presentation, in some circumstances there is an argument for looking the part or doing something that is a little bit different from those around you (however, don't flout any formal or informal dress codes that your organization might have). Put your name to anything that you write or prepare. Volunteer to give presentations. Show passion and initiative, be proactive and apply yourself. Organization is essential. Evaluation and analytical skills will also be needed
- **Emphasize potential** - Potential is becoming just as vital as track record so those on the lowest rungs of the career ladder can still get up quickly. Employers want self-confidence, a strong persona and someone with a wide range of skills. Your CV must stand out. Be creative without losing credibility. Interviews are a chance to sell yourself and "package" your experiences.
- **Get networking** - You need to get out and about and let those in the know and those with power and influence know who you are. Networking is vital. There are always key individuals who you should cultivate relationships with. You should not only do this within your own organization but also look for key links within your profession and

outside of your organization. The more people that you know, the more likely you are to find help should you need it. Get out to conferences, sign up with relevant professional bodies. All these little things will help visibility and credibility. If possible, get business cards printed up.

- **Develop your communication skills** - It is your relationships with others that will finally determine your success. Effective communication is probably the single most important thing that you should think about. It's often said that you are only five people away from the person you want to meet. In today's society you need to be both a competent communicator and a team player. Do not criticize non-constructively, demand attention or shout people down as you will lose out in the long run. However, don't be overly cautious, otherwise you'll be sidelined. Once again, it's the tricky job of striking the right balance.
- **Share your achievements** - Don't be afraid to blow your own trumpet. When you have done something that you are proud about or get good feedback from something that you've done, let your supervisor or line manager know. Don't assume that someone else will tell them. Make full use of meetings and/or appraisals. Use them as another avenue to let your line managers know what you've done or achieved.
- **Be selective in what you do**- Lead by example and try to be a good role model for others. Do things that are high profile as they are a natural way of increasing visibility. Learn to recognize opportunities when you see them, knowing your strengths and working on your weaknesses.
- **Develop unique skills** - The only way to make yourself marketable is to develop a range of highly sought-after skills. At any stage of your career, take on as much responsibility as you think you can handle. Knowing about yourself (self-awareness) is a major skill in itself and needs to be exploited to its full potential. That is the only way you will

effectively manage your own career. Be professional, demonstrate your relevant skills and knowledge. Don't limit yourself to one discipline. Awareness of your skills portfolio, experience, knowledge and attributes that will help you stand out. If you are not self-aware, you will not be able to persuade people to buy into you.

- **Make a good impression** - Even when you first start your job you should know what impression that you want to make. Walking into a new working environment that is full of people that you do not know can be intimidating at the best of times but you must set off from the outset as you mean to go on. Before you even start your job, you can ask for a familiarization visit and/or tour of the premises where you can get to meet colleagues who you will be working closely with and get the general feel and layout of your new workplace. Try and get to meet new colleagues in a social situation as this is where barriers will come down and you get to know a little bit more about the people you will be spending a lot of your time with. It also pays to read up on as much about the organization as possible through their web pages, annual reports, press cuttings etc. On meeting new colleagues, greet them with a smile and a firm handshake and repeat the person's name after you're first introduced ("This is Peter", "Good to meet you Peter").
- **Continue to develop yourself** – Get yourself a role model and/or mentor. This should be someone you admire and/or aspire to be like. Try to target recognized and respected organizations with dedicated training programmes. Don't fear mistakes as these are part of a necessary process on a continuous learning curve. Continue to develop a your plan with short, medium and long-term goals.

POSITIVE PSYCHOLOGY

2nd European Conference

5-8 July 2004

Grand Hotel Majestic, Verbania Pallanza, Italy

Positive Psychology is an innovative and fruitful approach to the study of individual behaviour and social processes that is attracting increasing interest across Europe. A growing number of theoretical, empirical and applied projects are investigating subjective well-being, creativity, personal strengths and resources, and their implications for individual and social development. This Second European Conference provides an opportunity to discuss new theoretical perspectives, to foster networking among scholars, and to explore the applications of Positive Psychology. The conference will be of value to anyone interested in the promotion of well-being and fulfilment at individual, communal, and social levels.

Submissions

Paper and poster presentations are welcome. The conference will provide broad coverage of research topics in the field of Positive Psychology, including applied areas such as education, work/organisation, health, social policies and intercultural relations. Several parallel sessions will be organised as round tables: six to eight papers grouped together, with a discussant who invites the presenters to illustrate and debate their findings in a prominently interactive environment.

Deadlines

Paper and poster submissions (500 word abstracts) are due by **December 15, 2003**. Two reviewers will evaluate each proposal, and the Scientific Committee will notify decisions about acceptance by January 30, 2004. The early registration deadline is **February 28th, 2004**.

Speakers

Eminent scholars from both the United States and Europe will be speaking at the conference. Speakers from the US include Martin Seligman (Pennsylvania), Mihaly Csikszentmihalyi (Claremont) and Barbara Fredrickson (Michigan). Speakers from Europe include

Felicia Huppert (Cambridge), Ruut Veenhoven (Rotterdam), Ursula Staudinger (Dresden) and Dmitry Leontiev (Moscow).

Location

The conference will be held at the Grand Hotel Majestic in Verbania Pallanza, on the shores of Lago Maggiore, one of the most beautiful Italian resorts. Travellers, poets and writers from all over the world have found inspiration and quiet residence here. The Borromeo Islands, the exotic beauty of the botanical gardens, museums and the Musical Weeks of Stresa offer opportunities for combining work with culture and recreation. Pallanza is 70 Km north-west of Milano Malpensa International Airport.

Registration and accommodation

Early registration fees (before February 28th, 2004) are 200 Euro (150 Euro for students).

Until March 31st, registration fees will be 250 Euro (200 Euro for students), and afterwards 320 Euro (270 Euro for students). Registration fees include coffee breaks throughout the conference and a welcome reception at Grand Hotel Majestic on Monday evening. Since Pallanza is a well-known holiday resort, hotels of various categories will reserve room allotments for conference **attendees until March 31, 2004. Details on hotel rates and booking will be provided in the second call (October 10, 2003).**

Contact

The conference is organised by Professor Antonella Delle Fave and her research team at the Laboratory of Psychology, Department of Preclinical Sciences LITA Vialba - Faculty of Medicine of the University of Milano, with the active help of the Steering Committee of the European Network of Positive Psychology.

For submissions, registration, and further information, please contact:

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The Big Interview

Gareth Hagger-Johnson meets Dr Andy Field

Can you tell me a little bit about your background, and what your role involves?

I got my first degree from City University (London) in 1994, Ph.D. from Sussex in 1997, Lecturer at Royal Holloway (University of London) until 2000 at which point I returned to Sussex.

An academic basically has three roles: teaching, research and administration. These have to be juggled. The most pressure on me is from research: University funding depends on grants and so an academic's ability to get grants and publish research in good journals is key to their career development. Despite the job title of 'lecturer', most of my time is spent doing research.

Teaching-wise, I teach second year research methods and clinical psychology. I've always loved teaching and I put more effort than I have to into doing it well - it is, without doubt, the most rewarding part of the job. The rest of my time is spent doing administration. I am admissions tutor for psychology and so I do admissions days, give talks in schools, and spend lots of time responding to phone calls and emails about admissions stuff and going to meetings to decide on admissions policy and so on.

An average day is split between all three tasks which makes it very difficult to focus and I tend to find that a lot of my research writing gets done at weekends and during the evenings. It is an all-consuming job!

You're well known for your book, "Discovering Statistics Using SPSS for Windows: Advanced Techniques for Beginners " which is very popular with students. How did the book come about?

I'm delighted to hear it's popular.

It came about because when I was doing my PhD I was getting really frustrated with the lack of statistics books that told me what I wanted to know and were entertaining to read. I guess I just thought 'wouldn't it be nice if there was a book about statistics that made me laugh'. Anyway, to fund my PhD I used to teach statistics to undergraduates and then to postgraduates and I used to produce these daft little handouts with stupid examples on them that people seemed to like. At the time I still had some connections to City University and I met this bloke Dan Wright there who was very into his stats and was co-ordinating a series of books for Sage. We were out one night having a few beers and he suggested a write a book for the series. I think I probably laughed and said 'don't be an idiot I couldn't write a book', but he basically got me drunk and before I knew it I'd agreed. So, he helped me put a proposal together and luckily it got accepted.

At this point I had actually completed my PhD so it was an incredibly stupid thing to do .. you know, take on writing a book when I already had a book-length thesis to write. The other funny thing is that Sage contracted me to write a 200 page (max) book, and me being the way I am I wanted this thing to be a work of perfection so it ended up being 500 pages! They were literally screaming at me to stop bloody writing!

I discovered recently that these sorts of over-runs are very expensive and they were convinced that it wouldn't re-coup its costs, that's why they ended up persuading me to do the typesetting - basically they were trying

to save money because they thought it could potentially flop! It amuses me no end that it recently became their top-selling book (although still a very long way from the Waterstones' bestsellers shelf at this stage...).

In all the book took me about 18-24 months to write and I am very proud of it. Having said that I'm just writing a second edition and so I'm going through it spotting all the things I don't like about it ... it's also more serious than I remember it being?!! I can honestly say that I am absolutely staggered by how well it has been received. I didn't expect it to sell at all (well, I thought my mum would probably buy a copy). Most important I've had so many nice emails from people saying it has helped them - from all over the world, which never ceases to amaze me. Every time I get one, cheesy though it sounds, it really does give me warm glow - like I might've actually done something worthwhile.

Will there be a chapter on log linear models? This was the only technique not covered in the book, which was a course requirement on my statistics course.

Yes, that was supposed to be in the first edition but like I said, the publishers stopped me writing!

Which aspects of your work do you enjoy the most?

I absolutely love teaching .. it's definitely the most rewarding part of the job: contributing to someone's education is just an amazing experience. There is no better feeling than having someone tell you that they didn't understand something until you explained it to them, or that you helped them to achieve something that they didn't expect. I also (obviously) love research: one of the great beauties of this job is that you can put your mind

to answering any scientific question you like, so you have no excuse to ever be bored.

Having said that, I also enjoy the fact I get to play football twice a week.

Who do you consider to have been the most influential Psychologist in your own life?

Without a doubt it would be Graham Davey, who was my PhD supervisor (and now colleague at Sussex). I know that sounds terribly sycophantic, but I think most people would say the same - your PhD supervisor *should* have a profound impact on the way you look at psychology! There's no question that I wouldn't be doing what I'm doing now if it hadn't been for Graham, and I'm still in awe of his ability to easily pick out important theoretical issues in a way that I just can't!

I suppose I'm quite behaviourist in my outlook so Watson, Skinner and Hans Eysenck have been quite influential too (but again, that's largely Graham's fault!). There are hundreds of other psychologists that I really admire and I'm constantly meeting new ones.

What can undergraduates do that would support later PhD work and teaching?

To do a PhD having a first helps (but isn't essential). The basic problem is you have to get funding which either means applying to ESRC for a grant (in which case having a first will help but isn't essential) or applying for a teaching bursary from the department you're going to (in which case it depends on who you're up against, but having a first won't do you any harm). Teaching bursaries basically mean you do teaching and in return the department pays for your PhD and living expenses! Funding is the hard

part. The other thing you have to do is find a supervisor willing to take you on and they will vary in their views of whether you need a first or not (you'll need a 2:1 for sure though). The other thing you can do is getting a stonking grade in your final year research project (that always looks good to a potential supervisor)!

In terms of teaching, I'd just say once you're on your Ph.D. put your name forward for teaching (if you're not already on a teaching bursary) - you'll get paid for it and it's good experience! Most universities have training sessions for new teachers but it really is a matter of just getting stuck in and learning from your own mistakes. The first seminar I ever took was absolutely dreadful .. I won't go into details, but suffice it to say I was quite shy back then and was absolutely scared stiff and it went hideously wrong! Still, it didn't put me off:-) Lecturing still scares me to this day, but after the first 5 minutes I usually calm down!

Desert Island Psychology Papers!

You are sent away to a desert island, which has ample food and shelter but no Psychology library. You can only take three Psychology papers or books with you. Which are the three most influential papers / books to you, which you couldn't leave behind?

Can't I take some CDs and my guitar instead? Oh, well, if I'm stuck with psychology books/papers then to be honest I've got so much I've been meaning to read that I'd probably take something I hadn't read before. However, if you're forcing me to take stuff that I have read before then I'd probably take the following:

Ecological Learning theory by Graham Davey.

Just because I thought it was a great book when I was an undergraduate, really nicely written and a very interesting view of basic animal learning.

Tabachnik & Fidell: using multivariate statistics (or possible Howell's *Statistical methods for psychology*).

I've been meaning to read Tabachnik and Fidell from cover to cover for years so a desert island would be a great opportunity .. what I have read is great though. If I took Howell it would simply be because I seem to dip into it most days when I can't find the answers in my own book (and yes, I do read my own book for statistical advice - crazy eh!?? - I'm not the oracle of statistical wisdom that some assume I am!)

Mackintosh '*Conditioning and associative learning*', because my granddad bought it for me not long before he died, and I probably need to read it again!

What subjects do you think will be taught in undergraduate Psychology departments in 20 years time?

I think this will very much depend on the BPS. One thing is for sure research methods will still be taught! I think it will always be a bit fragmented because psychology is such a diverse and interesting topic and the BPS (who accredit degrees and provide benchmarking for course content) will want to keep the breadth in the degree programs.

I don't think it will change too radically unless another discipline of psychology becomes particularly prominent. One thing I hope will change

is that clinical psychology is not currently one of the BPS core areas and I think it should be - many people do their degrees because of an interest in clinical psychology and to my mind (although I am biased) it should be in the core curriculum.

Where do you see yourself in 20 years time?

Enjoying a quieter pace of life on a beach somewhere having had a nervous breakdown:-)

Alternatively, I'll still be trying to write the perfect statistics textbook

Call for Contributions

Have you recently seen a film with a psychological theme? If so then send us a review. Not a big cinema buff? How about book reviews or conference reviews?

Your Quarterly needs you to contribute interesting reviews, articles, and discussions. Tell us about your department, your research and interesting people you've met!

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gareth@hj-web.co.uk or A.Z.Valentine1@student.derby.ac.uk

Dates for the Diary: September – December 2003

From Date	To Date	Conference Title	Organiser
01, September, 2003	02, September, 2003	BREATHE Workshop: Practising Theory in Health Psychology Led by Prof. John Weinman & Prof. Marie Johnston	British Research and Training in Health Psychology initiative
03, September, 2003	03, September, 2003	The British Psychological Society Northern Ireland Branch Annual General Meeting	Northern Ireland Branch
03, September, 2003	05, September, 2003	Cognitive Psychology Section Annual Conference 2003	BPS Cognitive Psychology Section
03, September, 2003	05, September, 2003	BPS Division of Health Psychology Annual Conference	Division of Health Psychology
04, September, 2003	04, September, 2003	Effective Coaching - DOP Workshop	Division of Occupational Psychology
08, September, 2003	09, September, 2003	British Psychological Society Division of Clinical Psychology Faculty of Addictions 2003 Conference - 'New Developments in the Psychology of Addiction	BPS DCP Faculty of Addictions BPS DCP Faculty of Addictions
08, September, 2003	09, September, 2003	British Psychological Society Division of Clinical Psychology Faculty of Addictions 2003 Conference - 'New Developments in the Psychology of Addiction	
10, September, 2003	12, September, 2003	The British Psychological Society Psychobiology Section Annual Scientific Meeting	BPS Psychobiology Section
10, September, 2003	12, September, 2003	BPS Social Psychology Section Annual Conference	
10, September, 2003	12, September, 2003	BPS Social Psychology Section Annual Conference	
10, September, 2003	12, September, 2003	BPS Social Psychology Section Annual Conference	
10, September, 2003	13, September, 2003	XXXIII Annual Congress of the European Association for Behavioural and Cognitive Therapies - 'Science, training and practice of cognitive and behavioural therapies'	European Association for Behavioural and Cognitive Therapies
11, September, 2003	12, September, 2003	MOVING TO THE FUTURE: Research and Practice - Faculty of Children and Young People Annual Conference 2003	BPS Division of Clinical Psychology Faculty of Children and Young People (BPS/DCP)
11, September, 2003	14, September, 2003	BPS Developmental Section Annual Conference	Developmental Psychology Section

PsyPAG Quarterly Newsletter – September 2003

11, September, 2003	11, September, 2003	Motivational Interviewing	BPS Scottish PSIGE & Scottish CPD
11, September, 2003	11, September, 2003	DCP Race & Culture SIG London Group Meeting	BPS Division of Clinical Psychology
12, September, 2003	12, September, 2003	The British Psychological Society Division of Neuropsychology Post-qualification Training Day - Stroke Rehabilitation	Division of Neuropsychology
12, September, 2003	15, September, 2003	BPS Transpersonal Psychology Section Seventh Annual Conference	Transpersonal Psychology Section
17, September, 2003	17, September, 2003	One-Day Conference - Helping families affected by road crashes get on the "Road to Recovery"	Brake, the road safety organisation
18, September, 2003	19, September, 2003	The 1st Annual BPS DOP Professional Practice Workshop	Division of Occupational Psychology
18, September, 2003	18, September, 2003	Counselling & Personal Development - DOP Workshop	Division of Occupational Psychology
19, September, 2003	19, September, 2003	The British Psychological Society - West Midlands Branch Media Training Workshop	BPS West Midlands Branch
24, September, 2003	24, September, 2003	Change at the BPS: Statutory Registration and the new Mental Health Act	Division of Clinical Psychology
25, September, 2003	25, September, 2003	The British Psychological Society - West Midlands Branch "Practising as a Psychologist in the 21st Century - Statutory Registration of Psychologists, ~Being Chartered, and Continuing Professional Development	BPS West Midlands Branch
29, September, 2003	29, September, 2003	The British Psychological Society Media Training Day	
30, September, 2003	30, September, 2003	Working with stories in organisations - DOP Workshop	Division of Occupational Psychology
02, October, 2003	02, October, 2003	British Psychological Society Division of Clinical Psychology West Midlands Branch - 'Psychotherapy and Learning Disability: Implications for hard to treat people in other specialties	BPS Division of Clinical Psychology (West Midlands)
03, October, 2003	03, October, 2003	Fathers: A benefit or a danger to children?	Fathers Direct
08, October, 2003	08, October, 2003	CBT for Somatisation in Children and Adults	

PsyPAG Quarterly Newsletter – September 2003

15, October, 2003	15, October, 2003	What do you need to be good at this job? The development and value of competency frameworks - DOP Workshop	Division of Occupational Psychology
15, October, 2003	15, October, 2003	NorthWest Branch AGM & Evening Buffet	BPS Northwest Branch
15, October, 2003	17, October, 2003	Sidewalk University ADHD Conference in Antigua and Barbuda	Sidewalk University
16, October, 2003	16, October, 2003	Assessing people meaningfully: Designing effective assessment exercise for selection and development - DOP Workshop	Division of Occupational Psychology
17, October, 2003	19, October, 2003	Performing the World 2 - The Second International Conference - Exploring the Potential of Performance for Personal, Organizational and Social-Cultural Change	
17, October, 2003	19, October, 2003	Performing the World 2 - The Second International Conference - Exploring the Potential of Performance for Personal, Organizational and Social-Cultural Change	
17, October, 2003	19, October, 2003	Performing the World 2 - The Second International Conference - Exploring the Potential of Performance for Personal, Organizational and Social-Cultural Change	Performing the World Performing the World Performing the World Performing the World
17, October, 2003	19, October, 2003	Performing the World 2 - The Second International Conference - Exploring the Potential of Performance for Personal, Organizational and Social-Cultural Change	
18, October, 2003	18, October, 2003	The British Psychological Society Division of Counselling Psychology Information Day	Division of Counselling Psychology
19, October, 2003	21, October, 2003	Third International Conference on The (Non)Expression of Emotions in Health and disease	Tilburg University, The Netherlands Tilburg University, The Netherlands
19, October, 2003	21, October, 2003	Third International Conference on The (Non)Expression of Emotions in Health and disease	
21, October, 2003	21, October, 2003	Advanced Formulation Skills with Complex Cases	Division of Clinical Psychology
24, October, 2003	24, October, 2003	Therapeutic and Research Challenges of Working with Refugees and Victims of Torture - One Day Workshop	Centre for Trauma Studies & Traumatic Stress Service
28, October, 2003	30, October, 2003	Critical Incident Stress Management: Group and individual crisis intervention: Conference & Workshops	Centre for Trauma Studies & Traumatic Stress Service

PsyPAG Quarterly Newsletter – September 2003

30, October, 2003	01, November, 2003	Association of Educational Psychologists (AEP) Annual Course	Association of Educational Psychologists
02, November, 2003	04, November, 2003	The New Mainstream of Psychotherapy for the Dissociative Disorders: Theory, Practice and Research	International Society for the Study of Dissociation
05, November, 2003	05, November, 2003	20:20 Vision - Alcohol Concern Annual Conference and AGM 2003	Alcohol Concern
06, November, 2003	07, November, 2003	The British Psychological Society Northern Ireland Branch Conference - 'Health, Work & Psychology'	Northern Ireland Branch
06, November, 2003	07, November, 2003	The British Psychological Society Northern Ireland Branch 'Health Work & Psychology Conference	Northern Ireland Branch
07, November, 2003	09, November, 2003	BPS Psychology of Education Section Annual Conference - Transition and Coping with Change	BPS Psychology of Education Section
10, November, 2003	10, November, 2003	Focus on Practice: Theory, research and clinical skills	BPS Division of Clinical Psychology
17, November, 2003	17, November, 2003	Ethical Issues in Clinical Psychology - Diagnosis of Functional and Organic Disorders	BPS Scottish PSIGE & Scottish CPD
19, November, 2003	19, November, 2003	BPS North West of England Branch & the Chartered Institute of Personnel and Development 'Applying Occupational Psychology in a Business Setting - a practical workshop	North West of England Branch
27, November, 2003	28, November, 2003	New Ways of Working Diabetes	Diabetes UK The Royal College of Psychiatrists
28, November, 2003	30, November, 2003	The British Psychological Society Scottish Branch Annual Conference	Scottish Branch
01, December, 2003	01, December, 2003	The British Psychological Society London Lectures	The British Psychological Society
01, December, 2003	01, December, 2003	The British Psychological Society Press Committee Media Training Day	Press Committee