

ATP TODAY

The Magazine of the Association for the Teaching of Psychology

June 2010



INSIDE
PIAGET RULES OKAY?
GENDER DYSPHORIA
Psychoanalytic explorations

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The School has one of the largest student cohorts in the UK and this, combined with 2008 RAE results that placed the department 7th (out of 76) in the UK, provides students with a unique combination of quality and quantity. Our teaching has been assessed as 'Excellent' and is combined with innovative and extensive pastoral care all set in a vibrant, friendly city located amongst some of the most beautiful scenery in the UK.

"...the School of Psychology at Bangor is producing some of the best quality psychology graduates in the UK."
External Examiner's Report

School Facts

- Teaching Quality Assessment award of 'Excellent' (highest possible).
- Bangor is prominent in independent student support and satisfaction surveys.
- Two-thirds of our students graduate with a 1st or 2:1.
- The Research Assessment Exercise of 2008 saw Bangor Psychology rated 7th (out of 76) for research power.

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The University has topped UK wide independent polls for its student support, has a long history of academic excellence and offers accommodation to all first year students. Bangor has excellent transport links; Birmingham, Leeds, Carlisle, Dublin and even the outskirts of London are accessible within three hours. The large student union, student-focused nightlife, outdoor pursuits, sporting activities, low living costs and low crime-rate make Bangor an ideal student city.

Entry Requirements

The School operates an admissions policy based on the principles of both excellence and accessibility. Typical offers are between 300-260 points. Actual offers will vary dependent on individual circumstances although this will not disadvantage students at confirmation. GCSE Maths is required and Biology/Science is also very useful.

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BSc Psychology with Child and Language Development

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FROM THE EDITOR

It hardly seems two minutes since September began and we were all starting to teach afresh to new minds with new possibilities and ideas. Now it's June and it will soon be the exams and then be over for another year.

Phew! Where does it all go?

The magazine has received some excellent articles and continues to do so. Thank you if you have contributed so far, you have been a great help to all psychology teachers out there. Remember that if you are interested in writing for us, there is a handy guide in the back of this issue on how to write articles and

place submissions. There are certainly plenty of issues and areas to write in. For example, a current issue that I feel is affecting us all in Teaching is the move to online marking. For the next edition of the magazine, I will be writing an article about the pros and cons of online marking. This will be from a purely neutral standpoint. If you have had experience of online marking, please feel free to get in contact with me on Laura.rudd@franklin.ac.uk as I would love to hear your views.

Looking forward to seeing you all at conference. Have a great summer.

Laura
laura.rudd@franklin.ac.uk



FROM THE CHAIR

Examination time is here already, where does the time go to? I honestly don't think it gets any easier, every year there seems to be new initiatives and new challenges to face. Hopefully, ATP Members can support each other and face these challenges together.

The next big ATP event is the annual conference at Keele University 2nd - 4th July 2010. Phil Banyard is, once again, doing a wonderful job of organising and the event will be of the usual exceptionally high standard. If you haven't already booked your place, please go to www.atpconference.org.uk – you will also find full details of the conference programme here. I look forward to seeing as many of you as possible there.

The ATP held a very successful one-day event in March for NQTs and those new to teaching psychology, you can read more about this later in the magazine. It was fantastic to see so many keen and eager new psychology teachers.

OFSTED have now given a HMI Inspector responsibility for Social Science (Psychology, Sociology and Politics). Her name is Janet Palmer and I had a meeting with her a few weeks ago. As many of you will be only too aware, in the past OFSTED's approach to Psychology was somewhat ad hoc. Janet is very supportive as previously she was the PGCE tutor for Social Science at Manchester Metropolitan University. She is very keen to hear what psychology teachers would like from OFSTED. Hopefully, Janet will be able to attend the conference and hear some of your thoughts.

The ATP is committed to providing you, the Membership, with the highest quality service. Please let me know if you have suggestions of how we best can serve you. Don't forget to let us know of any changes to your contact details, including up-to-date e-mail addresses, so we can keep you informed about the latest ATP news. Finally, please recommend us to your fellow psychology teachers. Together we are a strong, vibrant and supportive community.

Deb Gajic
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MEMBERSHIP UPDATE

A big thank you to all our Members for bearing with us over the new database changes. The system is now fully up and running in a much more efficient way.

Payment

PayPal is our preferred payment method for all new Members as it is the most efficient method and enables us to keep our costs down. If new Members want to pay by standing order they will need to e-mail me for a form and, although we are trying to phase out cheque payments, it is still possible to pay by cheque for the time being: please e-mail Jackie Moody (details below). The annual membership fee is £25.00 by Paypal and Standing Order, £30.00 for cheque payment (to reflect the extra administration costs involved) and £5.00 if you qualify for student membership.

Membership numbers

You can access your details on the website and obtain your Membership number.

New Members

In order to improve the services to our Members, we would like our membership to grow. If you know any psychology teachers colleagues and friends, who may want to join, please encourage them to join and give them our website address: www.theatp.org.uk

Change of details and membership queries

If any of your details have changed please e-mail me to make the corrections on the database. If you need to speak to me regarding any other membership query, please ring me. Best wishes.

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Positive Psychology in THE CLASSROOM

There is a discrepancy between what schools teach, and what parents want for their children. Or so says Martin Seligman, founder of positive psychology. Seligman asked hundreds of parents what schools taught, and found he could sum up their answers in one word – accomplishment. Then he asked parents what they most wanted for their respective prides and joys, and he could sum up those answers in two words – well-being.

Positive psychology is commonly known as the science of well-being. It is a study of the conditions and processes that allow human flourishing and optimal functioning. Since its inception at the turn of the millennium, the movement has gained impressive momentum, and researchers are beginning to understand the patterns of thinking, feeling, and acting that lead to a fulfilling life. 'Positive Education' is an attempt to blend this science into our schools, in the hope that they might more closely align with what parents want for their children.

Flourishing Schools

First impressions of a 'well-being curriculum' might provoke the knee-jerk reactions that positive psychology in general is plagued by: it is superficial, 'touchy-feely', or 'new-agey'. But above all, positive psychology is a science, and its application is directed by the empirical research findings. So what does the evidence say about the collaboration of positive psychology and education?

The flagship project of this endeavour is the Penn Resiliency Program, which comprises 18 hours of tutoring covering such topics as developing optimism, challenging pessimistic thinking styles, assertiveness, positive coping strategies and social problem solving. The perspective offered by over a dozen studies of the program is that it is effective in preventing symptoms of depression and anxiety, and in reducing disruptive behaviour – in some cases up to two years following the intervention.¹

These large-scale interventions show that not only is it possible to teach well-being, but since the benefits seem so impressive, perhaps it should be. Results such as these have led to a number of schools taking up the Positive Education mantle; Geelong Grammar School in Australia was the first to fully integrate Positive Education throughout its curriculum, and other schools in the US and Australia are following suit.

Best of both worlds?

Although for obvious reasons, the effects of Positive Education interventions have been measured through their impact on anxiety, depression and well-being, the potential benefits do not necessarily end there. Barbara Fredrickson's pioneering work on positive emotions has discovered that their benefits may go beyond simply feeling good.

Fredrickson's 'broaden-and-build' theory of positive emotions proposes that they are evolutionary adaptations, which improved

our ancestors' odds of survival and reproduction. Unlike the so-called negative emotions, which tend to narrow people's repertoire of thoughts and behaviours in response to a particular threat (for example, fight or flight), positive emotions tend to have the opposite effect; they broaden our thought-action repertoire.

The benefits of this widened perceptual and behavioural repertoire has been demonstrated in a number of experiments, and include a widened scope of attention, increased intuition, and greater creativity². Although such effects are transitory, the prompting of approach-oriented behaviour brings a higher potential for environmental knowledge, social connections, and coping strategies; resources which accumulate and can be drawn upon over time. Hence the name 'broaden-and-build'. Perhaps the development of such personal resources partly explains why positive emotions are a significant predictor of lifespan.³

So even in accomplishment parlance, it seems that well-being promotes thoughts and behaviours that may be beneficial to success. However, none of the research presented here is intended to suggest that accomplishment, competence, and ability should not be taught in schools in favour of well-being. Far from it. In fact, if there is one question being asked by the Positive Education curriculum, it is: "Why can't we have both?"

Warren Davies
generallythinking.com

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PRE-PUBIC ANOREXIA AS AN ADDICTION

a discussion document

Andy McCarthy (2009)

**Kent College, Canterbury College
and Canterbury Christ Church University**

(Suitable for A Level and in particular AQA A: PSYA 3 Eating Disorder)

Eating disorders have some wonderfully complicated causal and maintenance theories in textbooks. These theories are often based on small sample sizes and invariably fall well wide of the mark; when you consider cases of anorexia in children as young as eight years old. This personal view discusses anorexia as the product of addictive behaviours. In doing so, I offer a broad theory which encompasses many other approaches and more specifically cause, maintenance and treatment of anorexia as an addiction.

SO WHEN DOES A REPETITIVE BEHAVIOUR BECOME AN ADDICTION?

Smoking

Most smoking starts very innocently with friends and drink. Most youngsters would claim they only smoke socially and could give up at any time. However, unnoticed by the smoker, an 'autonomous reversal' can occur. Instead of you controlling smoking, smoking controls you. It's like an external 'amorphous being' taking control of the behaviour and the addiction is firmly in place. The resulting behaviour is typified by ritual, denial and deceit.

Alcohol

Most drinking starts very innocently with friends when out socially. Most youngsters would claim they only drink socially and could give up at any time. However, unnoticed by the drinker, an 'autonomous reversal' can occur. Instead of you controlling drinking, drinking controls you. It's like an external 'amorphous being' taking control of the behaviour. The resulting behaviour is typified by ritual, denial and deceit.

Dieting

Most pre-pubic and puberty related dieting starts very innocently; often as a result of peer comments coupled with a measure of 'Body Dismorphia'. Most dieters would claim they are in control of their diet. However, unnoticed by the dieter, an 'autonomous reversal' can occur. Instead of you controlling your diet, dieting controls you. It's like an external 'amorphous being' taking control of the behaviour. The resulting behaviour is typified by ritual, denial and deceit.

The key issue is **Reversal Autonomy**... when this occurs; the behaviour is totally out of control and 'self-help' is not an option.

The other key factor is **Body Dismorphia Disorder (BDD)**. Children (and adults) with this cognitive disorder appear to have a dysfunction of self-perception (*Psychological Medicine*, vol 36, p 877); this can produce a false belief about a single feature, a vague feature or general body appearance. This dysfunction can cause psychological distress which affects social functioning (depression, anxiety and withdrawal). One cause is thought to be an inherited predisposition, triggered by the environment; and in particular for the development of pre-pubic anorexia it could be 'peer taunting' (Didie et al, 2006 and Nezirroghu et al, 2006)

A COGNITIVE BEHAVIOURAL EXPLANATION OF ADDICTION:

How we think creates belief

plus

Behaviour is learned through positive/negative reinforcement (eg. satisfying a false belief)

Faulty cognition makes the anorectic think they are overweight ('disgusting and ugly'). The internal drive* to lose weight is satisfied by reduction of intake of food (dieting).

***Drive Reduction Theory (Hull, 1943: Homeostatic Drive Reduction)**

A person with a heroin addiction injects to attain the 'high' NOT to avoid the 'downer'.

A person with Anorexia diets to lose weight NOT to avoid putting on weight.

Diet (Behaviour) = Weight Loss (reinforcement) = Pleasure (Result)

Treatment = associate weight gain with pleasure

The diet is the means of satisfying the 'urge' (addiction to diet) and the result (lose weight) is POSITIVE REINFORCEMENT and to gain weight (fear) is NEGATIVE REINFORCEMENT. Happiness (internal balance) is achieved (drive reduced) by losing weight. Reason and target is lost in the process.

So the dieting behaviour is driven by reinforced false cognition until it gains reversal AUTONOMY (we actually believe it) and then the dieting controls the person. At this point 'self-help' is not an option. Treatment is often based on Behaviourist principles; that is getting the sufferer to reverse the associations. Many clinics amongst many approaches use 'Token Economies'; that is weekend home visits if they maintain or gain weight. The aim is to create a positive association with the progression towards an ideal healthy weight.

Recommended viewing in conjunction with this article:

'I'm a Child Anorexic' BBC Three. Broadcast:

Monday 29 January 2007

(www.news.bbc.co.uk/1/hi/magazine/6301951.stm)

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Comments are welcome: amac54@btinternet.com

An English teacher's response to a Psychologist's analysis of Browning's PORPHYRIA'S LOVER

Carol Jones

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Carrying on from the last edition of the magazine, Carol Jones has put forward her analysis of the Porphyria's lover article.

I initially asked Mark Judge, the Head of Psychology, to look at the poem by Robert Browning called *Porphyria's Lover* (a text in the new OCR English AS level examination) because I had a 'lightbulb' moment and thought it would be fun to get a psychologist's take on what seemed to me to be a very disturbed persona. I felt that given the rich nature of Browning's creation, a more professionally detailed analysis would be interesting. I was right.

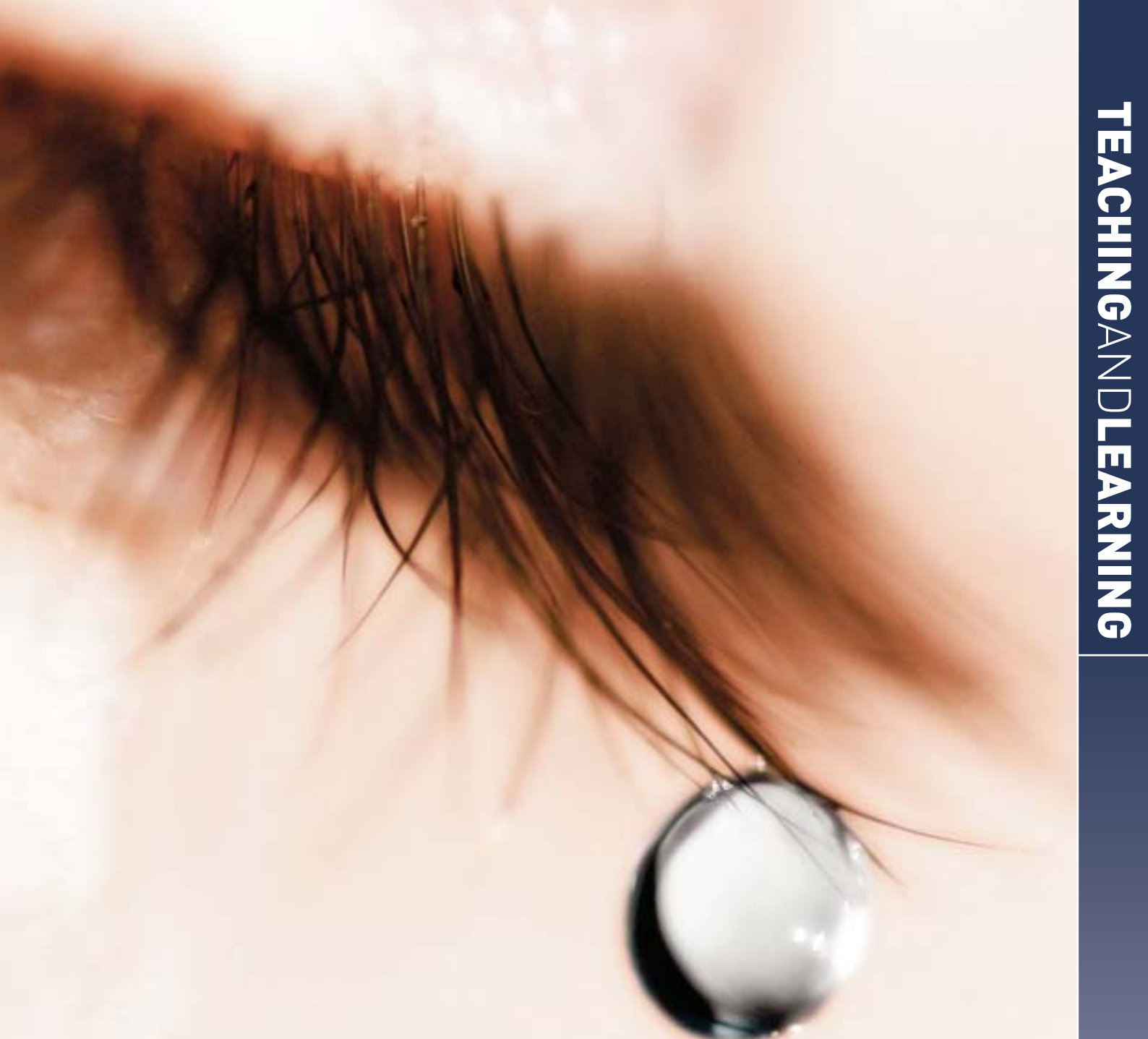
Mark identified Robert Hare's definition of a narcissistic psychopath as a 'social predator lacking in empathy'. Certainly Porphyria's depressed lover seems to have no understanding of his 'perfectly pure and good' mistress. The definition offered by the Diagnostic Statistical Manual goes further and would seem to fit Browning's killer by stating that he had a 'lack of compassion', has a 'weak ability to defer gratification' and has 'difficulty in controlling desires which leads ultimately to committing anti-social acts' (in this case, murder). So, Porphyria's lover, also her murderer, would appear to be a psychopathic narcissist. I'm glad that we have a psychological label but I feel that there is more to this case than we have discussed so far and the clue, as in all poetry, is in the language.

Porphyria 'glides' in at first, suggesting serenity and confidence. Yes, she has been here before and there was certainly 'some sort of relationship' in place. We know this because of the way she busied herself about the cottage and 'made the cheerless grate blaze up'. And why is it cheerless? Who had been there before her, with his heart 'fit to break' but her lover, waiting her arrival during the awful weather. Browning used the pathetic fallacy technique here to echo the inner turmoil of the lover but Porphyria seems impervious to his anxiety. Yes there is definitely 'some sort

of relationship' because he unties her hat and lets her 'damp hair fall' in a way which is most informal and indecorous for a modest Victorian woman. The way she makes her 'shoulder bare' and spreads her yellow hair all suggest intimacy and a sensuality which might be quite shocking for the Victorian reader.

I take issue with Best's interpretation that she is physically weak. 'It is evident that her weakness is caused by an illness because the speaker is jolted to reality with: A sudden thought of one so pale. That she is 'pale' is a fundamental diagnosis regarding an underlying medical condition'. Best has failed to appreciate that the punctuation Browning uses helps us to make sense of this line. There is enjambment here: 'A sudden thought of one so pale/for love of her, and all in vain.' It is the lover who is pale – for love of his mistress. He is the one who is suffering and in his eyes, 'all in vain', whilst she has been busying herself playing house and making herself adorable and alluring. Her weakness, in his eyes, comes from her inability to commit to a complete relationship. Again it is the punctuation and the subordinate clause here which give us the key. What really troubles the lover is that she is too weak to set her 'struggling passion free from pride' and sever herself from 'vainer ties'. What these 'vainer ties' are, Browning never tells us and we can only surmise that they are connected with her other life outside the homely little cottage and her lover's embraces.

Is she a servant? I don't think so. She is dressed too finely for that in her hat, her 'dripping cloak and shawl' and her gloves. She worships her lover but it is not enough for him despite the fact that it makes his heart 'swell' with pride. He wishes to capture this moment, to possess her entirely. Is this what a narcissistic psychopath has? An 'all encompassing desire' but a desire to



possess and have selfishly? It seems to me that a key line in this poem is *'That moment she was mine, mine, fair/Perfectly pure and good'*. He relishes that for this single moment and the moment when she worshipped him, he owned her and he wanted to capture that moment and then, miraculously (as far as he is concerned) he *'found the thing to do'*: he strangled her. Browning's use of repetition shows that the lover is convincing himself that she wasn't in any pain: *'No pain felt she, I am quite sure she felt no pain'*. What might be the psychological explanation for this? Could it be that the lover and not the mistress who has the disease of porphyria which is relentlessly stripping his body of its *'security and composure'*? I think this is the more likely explanation rather than that suggested by Best and others who seem to think that Porphyria herself is the afflicted one and that the lover kills her *'as an act of mercy before she succumbed to the hideous madness of the disease'*. My interpretation would seem to fit in with the admission that the lover is the *'pale'* one. Porphyria is all *'rosy'* (note the parent/child reference here – her *'smiling rosy little head'* and the fact that Porphyria is being propped up by her lover and cradled by him. Is this more material for a Freudian profile?) and painlessly unaware of

her lover's terrible deed. After all, her eyes are laughing and *'without a stain?'* Who or what hasn't been able to stain them? Is it her faith in her lover which makes her smile or the memory of that burning lover's kiss, or, as her lover the psychopath believes, her secure knowledge that all of those *'vainer ties'* had *'fled'* and in their place was her lover contentedly *'gained instead'*. Browning suggests further satisfaction for the lover when he says happily at the end *'And yet God has not said a word'*. It is as if Porphyria's in her heaven and all's right with the world. By the use of that word *'yet'* Browning suggests that despite everything, God is happy with the result. *'Grandiosity'*? Yes, but delusional and profoundly disturbing for the reader. Browning, with his dramatic monologue has presented a masterful depiction of a deeply disturbed man and having interacted in a psychologically, I feel that I understand his persona in a much more rounded way. I can't wait for our dual investigation of the ultimate control freak in the person of the Duke of Ferrara in Browning's other masterpiece, *'My Last Duchess'*.

*Please note that the previous article *Porphyria's Lover* was written by Mark Judge. Apologies for any confusion.

PIAGET RULES OKAY?

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Placed in its historical context, Piaget made a brave attempt at trying to explain and understand how children acquire and develop knowledge. Not a psychologist by trade, he undertook this task based on biological and philosophical principles.

He conducted scientific research by employing the use of both case studies and clinical interview techniques, with the aim of attempting to explain what children can and cannot do at different ages of their cognitive development. His use of these early methods has since been questioned, Samuel and Bryant (1974) claimed that Piaget designed his tasks in such a way as to make it maximally difficult for a child to give correct answers. In his own experiments, Bryant has shown that children are capable of logical thinking well before their fifth birthdays. Also, Piaget's sample size has also been questioned and research continues to demonstrate that today, children pass through his stages at an even greater pace than he previously thought. This could be due to a number of factors that Piaget himself did not focus on during his time of writing, and to which we know much more about today. These include the influence of individual differences, personality types,



the influence of multi-cultural teaching and learning environments, together with political drives for children to attain certain levels of academic performances at school, and a general increase in those children within the UK applying to Higher Education.

The Future of Learning and Education

Today, learning makes much more use of child-centred approaches to education, learning through activities, and respecting the child's own drive to work things out. Also modern-day educational practice is more friendly and children are encouraged to be brave and make mistakes, with the understanding that learning builds on the mistakes you make. There is also a lot of education which requires students to memorise and practise what they have been told or shown by the teacher. Today also sees further advancements in the field of individual learning styles together with Howard Gardner's work on 'multiple intelligences' (see: Gardner, 1993).

We can also see how the influences of Piaget's work led the way towards looking at the links and influences within a social context and to interdisciplinary research in the fields of psychology, education and sociology, to name but a few. Currently we see research being undertaken into aspects such as diet, mental health, parenting practices and family poverty, with a view to understanding how they are associated with facilitating or impairing children's development. Added to this, we have major advancements in computer and Internet teaching and learning technologies, which allow young children to explore and obtain deeper levels of cognitive achievements.

PIAGET TODAY

Bryant (1974) was quick to add:

How does Piaget's theory stand today? Though every psychologist will agree that he raised some marvellous questions, many doubt that his answers are the right ones. His conclusion that children simply lack the ability to be logical for a large chunk of their

childhood was surprisingly pessimistic for someone who, as a brilliantly precocious boy, published his first scientific paper at the age of 11. (Bryant (1974).

However, we must not forget that from Piaget's extensive writings he also gave us further insight into children's play and moral development and that the theory has been more extensively developed than any other. It has changed our ideas about children and has had a general influence on educational practice. Also, like all good psychological theories, it has generated research. Despite evidence questioning the validity of stage-theory, Piaget's influential contribution to developmental psychology cannot be ignored. Piaget's proposal that the child is not a blank slate ready to be chiselled by the environment, but instead is an active participant in moulding its own intelligence, altered the course of developmental psychology. Development is indeed rapid, and most of the time qualitative, which are both traits that classify stage development. However, individual differences in development are too great to neatly pack the progression of knowledge, competence and understanding into boxes or stages. In undertaking cognitive research, we all need a starting point, and a general point of academic reference. In this, we owe a great deal of thanks and credit to the influence and writings of one Jean Piaget. He may not have been correct (and it is safe to say that development cannot be directly classified as being related to the stage theory). He may not have given us all the answers, for example what about the role of adults and their cognitive skills.

Some researchers would also claim that there are no limits to cognitive development, and that intelligence can be improved at any age. One could further add that students studying with the Open University are a good example of this, and that at the end of the day it could be based on 'wanting to learn'. However, Piaget provided us with an intellectual milestone upon which to build and further investigate this complex area of research. For this we should all be truly grateful.

The future rules okay?

Ultimately however, Piaget's most important and enduring legacy may not be his theory and research findings as much as the deep questions and issues he raised. Therefore it is safe to say that Piaget provided us with a framework and a fairly good starting point and description of the child's cognitive development, however the explanation is somewhat flawed. All that remains is for researchers in this field to continue to build on the foundations of Piaget's work by eliminating his methodological weaknesses, and to remedy the vagueness of some of his concepts, which is no easy task. Piaget got us started, and by continuing to wrestle with the issues he bequeathed us, we will continue to learn more about children's intellectual development. Piaget had a stimulating influence, however subsequent work has revealed both the need to revise his original position and the need for greater analytic precision in the formation of variables. Finally, the work continues into this never-ending field for the quest of how we learn and acquire knowledge, but praise must be given to Piaget for being the most important figure in this field of research. He did provide us with a good description but a largely erroneous explanation of cognitive development. He failed to account for social factors, language, and peer-interaction, or did he? On reflection, these issues did not form a major role in a child's development during the 1950s and 1960s and were taken into consideration at a later date. It is also interesting to note that the likes of researchers such as Vygotsky and Bruner also offered very little in terms of empirical evidence to support their claims. Similarly, the same can be said about the current information processing approach and EEG research, which again, have made the most progress thus far, but only in relation to description of cognitive phenomenon rather than in its explanation. It is an incontrovertible fact that children do develop. What is still not clear is the process or mechanism of development.

Jean Piaget... rest in peace

A footnote in Berlin's (1992) paper however, perhaps says it all:

'Assessing the impact of Piaget on developmental psychology is like assessing the impact of Shakespeare on English or Aristotle on philosophy – impossible. The impact is too monumental to embrace and at the same time too omnipresent to detect. (Berlin, 1992)

If indeed intelligence grows with accommodation and assimilation of tasks, then the child must first begin with rudimentary knowledge and gradually build complex ways of thinking in a hierarchical manner. However, only continued research into this area of psychology will hopefully one day provide us with a much clearer and detailed understanding into the realms of how we acquire knowledge and hopefully bring us nearer to understanding in what sense can we say that we know anything.

Trevor P Dunn (td301@cam.ac.uk)

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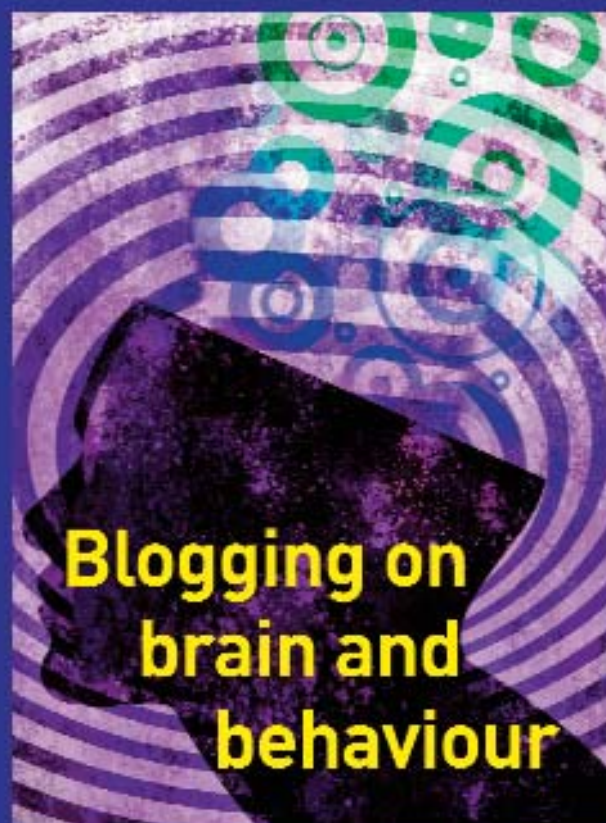
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teachers and students, at

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A stylized, colorful brain with a glowing central point and a grid overlay. The brain is rendered in shades of red, orange, yellow, green, and blue, with a bright white and yellow glow emanating from the center. A grid of thin, light blue lines is overlaid on the brain, and a horizontal red line passes through the center of the brain.

NQT/NEW TO TEACHING PSYCHOLOGY CPD Event

Saturday, 6 March 2010

The ATP recently ran a CPD event for NQTs and those new to teaching Psychology. The aim of the day was to provide high quality, low cost CPD (at the bargain price of just £30!) for Psychology teachers. In order to achieve this aim the event was held at The Polesworth School and organised by ATP committee members. The event had a lovely friendly, informal atmosphere which encouraged delegates to relax and interact with each other freely.

The day consisted of interactive workshops given by experienced teachers and examiners on a variety of topics relevant to NQTs. There was plenty of opportunity to network with like-minded professionals. Details of the workshops are as follows:

WORKSHOP 1

Nick Redshaw – Assessment for Learning

Nick has over ten years of experience teaching A-level Psychology and is the Managing Director of Advanced Success Ltd, a company that runs and develops flexible learning programmes for schools and colleges throughout the West Midlands and Shropshire. He also runs revision conferences for schools, helping students prepare effectively for the exams and has many years' experience as a team leader for AQA. Nick's enthusiasm and commitment to achieving the best for his students has led him to author the Advanced Success Independent Learner Series, four books that combine both a textbook and workbook. A combination that has allowed him to track and meet the individual needs of his students by introducing a rigorous assessment for learning (AFL) programme, which has seen his students, in the last two years, achieve results well above the national average, most notably with only one hour of teaching per week.

The aim of his workshop was to introduce delegates to the principles of AFL, as well as sharing good practice. Nick achieved this aim by demonstrating the independent learning resources he uses with his students and explaining the tracking system he uses. This tracking system allows him to identify areas of weakness and then take appropriate action. In other words, provide individualised learning plans. He provided delegates with lots of ideas and resources to enable them to put some of what they had learnt into practice.

WORKSHOP 2

Emma Shakespeare – Teaching the skills of Analysis and Evaluation

Emma Shakespeare is Head of Social Sciences at The McAuley Catholic High School in Doncaster. She teaches Psychology at KS4 and KS5 and her students consistently gain enough value added to rank the department amongst the top 10% nationally (ALPS grade 2).



Professionally she is interested in AFL, PLTs and independent learning techniques – in particular, the links between these. She has delivered professional development courses at school, local authority and national level. In her spare time she enjoys travelling, dancing and reading.

Emma's workshop focused on innovative ways to teach students those tricky skills of evaluation and analysis which make the difference between a C and an A*. Emma is an enthusiastic and energetic presenter and this definitely rubbed off on everyone in the room. Delegates were given some fantastic examples of activities and learning techniques they could use in the classroom to ensure their students became better at analysis and evaluation. Emma also linked this to Assessment for Learning. All the delegates were inspired to put a visualiser on their wish list, to aid peer and self-assessment.

WORKSHOP 3

Deb Gajic – Questioning skills

I am the chair of the ATP and Head of Psychology at The Polesworth School. On a personal level I enjoy travel, shopping and wine. I also enjoy spending time with my family (husband Nik and two grown up daughters, Sophie and Emily and, of course, Colin the cat). Professionally, I'm interested in active learning techniques, coaching to improve teaching and developing psychology as a science. I also occasionally pop up in Onlineclassroom DVDs.

My workshop aimed to get delegates to reflect on their own questioning skills, share good practice and gain valuable new skills and ideas. After a brief overview of relevant research (William and Black) in this area, I got delegates to reflect on their own practice and share good ideas. Delegates were also introduced to the concepts of lower and higher order questioning (Bloom's taxonomy) and were given lots of practical examples of how to improve their questioning skills.

WORKSHOP 4

Jeff Standen – Teaching Research Methods

Jeff Standen is Psychology Co-ordinator at Boston College, where he has been teaching psychology for 17 years on GCSE, A-level, Access to HE and undergrad courses. Jeff has been an examiner for AQA (B) coursework under the old specification and is now a moderator for Access to HE courses in the East Midlands. He says that teaching psychology is the most fun he has ever had while still getting paid.

The research methods workshop concentrated on suggestions for teaching the difficult concepts in research methodology, such as 'experiment', 'extraneous variable' and 'design'. There was a novel suggestion for teaching observation by asking students to observe stress-inducing situations in a supermarket and, of course, a few hand-outs! Jeff's workshop was very well received, as it was humorous and relevant. Jeff obviously has a real talent for making psychology relevant to students' everyday lives.

The event was very well attended (27 delegates) and all the feedback extremely positive. They were all very appreciative of the hard work that went into planning this day. I am sure delegates got as much out of the chance to network, chat informally and share good practice as they did from the formal workshops.

I would personally like to thank Nick, Emma and Jeff for giving up their time to be speakers at this event; Uniview and Onlineclassroom for their generous sponsorship of the raffle, which created much excitement; The Polesworth School for allowing us free use of the venue and facilities; and last, but by no means least my lovely students Sam and Tiyana for their assistance with the refreshments and being general dogsbodies.

I hope that this is the first of many one-day events to be held all around the country by the ATP. Please let us know what types of workshops you would be interested in.

Deb Gajic
Chair of the ATP

GENDER DYSPHORIA

Psychoanalytic explorations

In this article I would like to report a talk by Dr Domenico Di Ceglie¹ on psychoanalytic explorations of gender dysphoria. However, in order to put this discussion in context, I think it is important to consider current psychodynamic perspectives within the AQA syllabus, and development of psychoanalytic thinking.

As both a psychology teacher and trainee counsellor in educational settings, (from a psychoanalytic perspective), I have often been dismayed at the lack of psychodynamic content in the syllabus. The psychodynamic perspective has had a bad press, because it is too often described in simplistic terms, specifically Freud with his emphasis on sex. The new AQA specification has even left out Freud's theory of personality development! Psychology's latest label as a science, for GCSE purposes, seems to further remove psychodynamic thinking from the mainstream².

The psychodynamic perspective assumes that we are motivated by unconscious drives which are a combination of nature, – the id – and nurture, – particularly the early interactions with parents. Freudian psychoanalytic explanations of behaviour consider the relationship between the id, the ego and the superego. This way of explaining behaviour and feelings is essentially an idiographic (individual) rather than a nomothetic (generalised) account. Herein lies the strength of this perspective. Each case is individually considered, with many factors interacting in a complex way. It is far from reductionist. Therefore, the difficulty in explaining psychodynamic causes of behaviour and feelings, is putting them in a simple enough way to understand, without compromising the complexity.

Object Relations is a recent school of thought introduced by Melanie Klein, in which internal representations of the way in which we see the world are referred to as 'objects'³. The object relations approach is less instinct-bound and more interested in emotional life and meaning. Klein suggested that human development was less a matter of evolutionary progress from one psycho-sexual stage to the next, than of different states of mind, each typified by particular defences, anxieties and qualities of relationship (Waddell 2002 p2). Klein (1959) believes that the ego exists and operates from birth onwards. As well as using repression to keep instinctual impulses under control, the ego also has the task of defending itself against anxiety, using introjections, projection and splitting. These concepts are all worthy of separate articles in themselves, but I hope that this brief introduction might 'set the scene' for the subject of psychoanalytic *explorations* (a more uncertain term than explanations) of gender dysphoria.

Explanations of gender dysphoria were introduced for the first time on the AQA A syllabus this year, and I was very disappointed by psychological explanations in the text books. Recent television programmes – 'The boy who was born a girl' (BBC 4 September 2009) and 'Age 8 and wanting a sex change' (C4) – raised the profile of gender dysphoria, but with scant mention of the scientific debate concerning possible causes, or the type of therapeutic support which children and adolescents may need.

I recently attended a conference at The Tavistock and Portman Trust, (an NHS Trust dedicated to mental health in terms of treatment and training), entitled Adolescence and Adolescents: Then and Now, where a talk given by Dr Domenico Di Ceglie gave a fuller picture of the whole issue.

The Gender Identity Development Service where Dr Di Ceglie

works treats young people with gender dysphoria. The unhappiness of gender dysphoria is compounded for adolescents. 'Atypical gender identity development touches upon very basic issues of identity, belonging to a group or being excluded from it.' Di Ceglie (2009).

Gender Dysphoria is a comparatively new disorder, only being included in DSM III in 1980. In the psychiatric classification, it is called Gender Identity Disorder, but a number of professionals and members of self-help organisations are currently using the term gender variance and gender variant children. In 2004 the Gender Recognition Act allowed transsexuals to change their sex on their birth certificates, indicating an increasing public acceptance of transsexualism. When the next version of DSM (DSM V) is published in 2012, Dr Di Ceglie says there is a chance that this disorder may be removed altogether, with the possible associated (and disastrous) removal of public funds for the treatment of gender variant individuals. Dr Di Ceglie would prefer DSM to retain the category of GID with the addition of 'development' and the omission of 'disorder' so that Gender Identity Development Dysphoria would be the new category. He thinks that there is a GID *spectrum*, (in the same way as we refer to the autistic spectrum), indicating a wide range of gender variance.

Dr Di Ceglie's 2000 paper reviews the literature on the possible causative factors of atypical gender development and concludes that no single cause has been found for the development of gender dysphoria, but it is likely that the causation is multi-factorial and that it includes biological factors, family factors, and traumatic events in early childhood. A parent's wish for a child of the other gender, or direct parental pressure in rearing the child in the gender role opposite to the biological sex, are not sufficient on their own to produce a marked gender identity disorder. Many of these factors need to be present simultaneously and work together during a critical period to produce a full-blown gender identity disorder. This would explain the rarity of the condition.

Di Ceglie (1998) proposed the concept of atypical gender identity organisation (AGIO) as a clinical entity that can be examined under a number of parameters relevant to clinical management such as rigidity-flexibility; timing of the AGIO, presence/absence of traumatic events in the child's life in relation to formation of the AGIO; and the place of the AGIO on the continuum from the paranoid-schizoid position, to the depressive position. But unfortunately we do not have space here to explain these concepts.

Among Dr. Di Ceglie's therapeutic aims for those wanting to be the opposite sex, are to break the secrecy associated with this condition, to bring hope, and to promote separation and differentiation. The primary therapeutic aim is not to change the young person's gender identity, but to promote development. Follow-up studies suggest that, in the course of development, gender dysphoria persists to adulthood in only 20% of pre-pubertal children. The most common outcome is homosexuality or bisexuality.

Ethical dilemmas abound in this work, not least, the difficult

ethical dilemma of helping parents decide at what age their children may be able to choose to live in the gender role of their choice.

The following case studies from Di Ceglie (2000) illustrate some of the complex factors involved in gender variance.

Case study 1: James

James was referred to the Gender Identity Development Service at the age of eight years.

At the assessment interviews, he said that since the age of four or five years he had very much wished he were a girl. He had been secretly dressing up in his mother's clothes. He liked to play with dolls and cuddly toys and fantasised that he was a mother feeding them. He played weddings and liked to be in the role of a bride. At school he wanted to play with girls and avoided rough and tumble play or other activities with boys.

His maternal grandmother had looked after him from age six months to five years, as his mother was away often for her work. The grandmother involved him in many activities, including cooking and tidying up the house. After her sudden death in hospital, James developed a gender identity disorder. He could not talk about the loss of his grandmother, or even mention her, but he concretely identified with her and persistently wished to continue with all the activities in exactly the same way as he had once with her. Family therapy, focusing on a family tree constructed over many sessions, enabled the narrative of his experiences with his grandmother to be developed. The clinical features of his gender identity disorder gradually reduced in intensity and disappeared.

In this case the psychological work focused not only on mourning processes, but it also removed the secrecy about his gender problem, encouraged curiosity about its origins and established a link between his atypical gender development and the way he coped with the loss of his grandmother. Symbol formation⁴ was stimulated, so that he could have a mental picture of her and memories of the past, rather than concretely identifying with and becoming her. Increased contact with his father seemed also to play an important role.

Case Study 2: Mark

Mark, aged 16 years, presented a gender identity disorder of a transsexual type. He hated his male body intensely. Socially isolated and in despair, he had attempted suicide. Since the age of three or four years he had felt he was a girl. At the age of seven years his father had sexually abused him and this experience had confirmed that he was a girl as, at that time, he thought that men were sexually attracted only to women. At the time of the referral, he felt that his body should be changed immediately, as he could not bear living in a contradictory situation. There was a real possibility of further suicide attempts.

A structured therapeutic programme, including individual and family sessions, and also consultation with a paediatric endocrinologist, made him feel that mind and body had been taken into consideration and helped him to tolerate a transitional phase of uncertainty by containing his feelings of despair. It also supported his hope that the incongruence between his mind and body would eventually be overcome. It was important that network meetings of the professionals involved with his care were held at regular intervals.

Exploration of the patient's expectations, gender identity and roles, body image, self-perception and other people's perception of the individual is essential preparation for the young person before referral to a gender identity service for adults at the age of 18 years. No irreversible physical intervention should be undertaken before this age.

These cases have demonstrated how difficult some people's lives are, the multi-factorial nature of gender variance, and also the possibility of being helped.

Critics of the psychodynamic perspective would accuse it of emphasising the unconscious at the expense of other factors.

However, biological, social and cognitive factors are also assumed to be relevant in psychoanalytical treatment of gender variance. I think that A Level students would like to know more about real-life case studies, even if they are quite painful in their detail. For my own students, they made more sense than other explanations/ explorations of gender dysphoria, but maybe that's my bias!

Claire Monteiro

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Footnotes

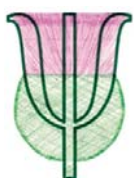
¹Dr Di Ceglie is a Consultant Child and Adolescent Psychiatrist and Director of Training, Development and Research at the Gender Identity Development Service at The Tavistock Centre. He is also an Honorary Senior Lecturer at University College, London. He was the founder in 1989 of the Gender Identity Development Clinic (for children and adolescents) at St George's Hospital, London, now at the Tavistock Centre.

²For a paper which argues that psychoanalysis is a science with distinctive and unusual features which derive logically and appropriately from the nature of its distinctive object of study, namely unconscious mental life, see:

Rustin, Michael, How do psychoanalysts know what they know? In: Braddock, Louise and Lacewing, Michael (eds) (2007) *The Academic Face of Psychoanalysis*, London, Routledge.

³This terminology came into use when Klein observed children playing with 'objects'-toys- which revealed the children's unconscious phantasies. Fantasy is the usual spelling of unconscious fantasies. A daydream is a fantasy which you are aware of, but a phantasy is something your unconscious is imagining but is not aware of. Psychoanalytic psychotherapy for young children involves helping children with their anxieties or phantasies by sensitively interpreting their play and helping them express worries in a safe and containing environment. Psychoanalytic psychotherapy for older people also helps uncover unconscious thoughts and feelings, and helps to make them more manageable, with an emphasis on the relationship between therapist and client.

⁴Encouraging symbol formation meant that James was helped to think about his grandmother abstractly by remembering how she looked and picturing her in his mind rather than trying to remember her by being her.



The ATP Scotland Conference

ALL THIS AND A GOOD LUNCH TOO!

*I attended, with some trepidation, my first ATPS Conference in 2006.
Two days later, I was a convert!*

Being the sole teacher of psychology at my college for many years has occasionally led to me feel that I work in a professional bubble; the ATPS Conference washed all that away. Sharing experiences with like-minded colleagues was a godsend, as was the refreshing and revitalising input of new ideas and techniques. Importantly, I was pleased and encouraged to discover that my own efforts and methods were very much on the right track. I found the sense of shared enthusiasm and purpose invaluable and have been back to Conference every year since.

The Conference format includes interesting and relevant workshops and presentations from professionals operating at a high level in the worlds of psychology and the teaching of psychology. A highlight of the 2010 conference for me was the guest speaker: Dr Paula Collin, Consultant Clinical Psychologist/Lead Clinician from NHS Tayside. Dr Collin gave an absorbing presentation on the aetiology of eating disorders and the services that Tayside provides for people with these disorders. This particular issue was addressed at conference in response to the SQA introducing the topic of eating disorders to the Higher specification.

The ATPS committee works hard to address contemporary issues in the teaching of psychology such as GTCS registration and teacher training; to provide insight into current research of face

perception and the psychology of traffic; to keep us up to date with SQA developments; to offer relevant speakers who stimulate and engage; and to maintain contact with the teaching of psychology outside Scotland through ATP and EFPTA.

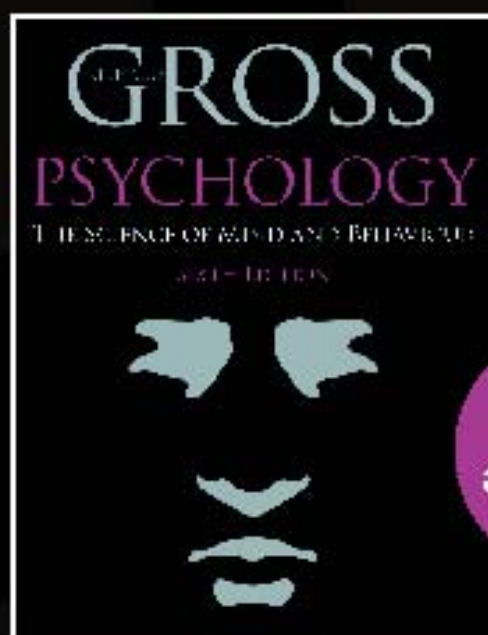
The ATPS Conference is a great way to refresh yourself professionally, gather new material and methods, establish new contacts and build bonds of support with your peers. It may even count towards your official staff development time. All this and a good lunch too!

Saturday, 5 February is the date for the ATPS 2011 conference. Go. You'll love it.

Sharon Syme
Carnegie College, Dunfermline

ATPS holds its conference on a Saturday in February each year, usually in a central location such as Stirling or Edinburgh. ATP Members from south of the border are very welcome to attend – the programme is not exclusively geared towards the Scottish specs, but is of general interest to psychology teachers from elsewhere too. Watch the Scottish website – www.atps.org.uk – for details. Come north to the conference – make it a weekend break!

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The product is well developed, colourful and contains many interactive presentations which can be used to introduce or recap

on the core area of AS psychology. It would be suitable for those students who enjoy the use of the interactive SMART board element in class.

While there are some useful components for the OCR syllabus in terms of strengths, weakness of research methods and some of the featured core studies from the social and cognitive approach, the package itself is much more appropriate for those following the AQA syllabuses, especially in terms of exam-styled questions and study focus.

For more information please check out
www.boardworks.co.uk

LIFE BEYOND A-LEVELS

The Access to Higher Education Diploma

Jeff Standen

The Access to Higher Education Diploma is an award intended for mature students (19+) who have no formal level 3 qualification yet wish to proceed to higher education. This might be to study for a typical University degree or take up a vocation such as nursing for which a degree is now being seen as a requirement.

Although learners do not need a formal qualification, most will have some GCSEs or older equivalent certificate. However, some go into teaching – they will need English, Maths and Science GCSE or acceptable equivalence. Access programmes can deliver all these. So on the face of it the Access Diploma is a kind of A-level programme for mature learners. Well, 'programme' and 'mature learners' are accurate, but then the similarity weakens! First, although the programmes are accredited by the Quality Assurance Agency (QAA) via Access Validation Agencies (AVAs), they can be built to reflect local needs and aspirations. Second, assessment is continuous and criterion-based without formal examinations. (Some programmes may include formal examinations as part of a study skills unit, but this is to develop exam technique, not necessarily to assess content.)

The Access to HE Diploma requires completion of enough units to achieve 45 credits at level 3 and 15 at level 2. Level 2 units are mainly core, basic competences such as IT, English and study skills. But level 3 units are certainly equivalent to A-level modules and include subjects such as Biology, Business Studies, English Literature and of particular relevance here, Psychology. There are 30 psychology units accredited by QAA varying in size from 1 to 3 to 6 credits in value. The psychology element of a programme might consist of units making up as many as 24 credits, and can be tailor-made to meet either the needs of the learners, the preference of the tutors or both. The psychology taught at my college includes the following units:

- Cognitive psychology – 6 credits
- Research methods in psychology – 3 credits
- Early socialisation – 3 credits

- Understanding stress – 3 credits
- Cognitive development – 3 credits
- Abnormal psychology – 3 credits
- Conformity and obedience – 3 credits

This represents a cross section of topics which match the choices in any A-level specification. The unit content is dictated by the unit specification, including the methods of assessment. But there are no surprises there – assignment methods include extended writing, questions and answers, presentation, practical report etc. A particular favourite of mine would require a commentary or analysis of stimulus material from recent news. This maintains interest and brings the subject to life by applying it to the real world.

LEARNING OUTCOMES ASSESSMENT CRITERIA

The learner will:

The learner can:

Understand theories of children's cognitive development.

Evaluate Piaget's, Vygotsky's and Information Processing theories of cognitive development.

Analyse and evaluate the research studies used to support these theories.

Understand the practical application of cognitive development theories.

Discuss how each of the above theories might be applied in the classroom.

Assessment criteria for the level 3 unit 'Cognitive Developmental Psychology'. The similarities with a typical A-level specification are clearly apparent.

All level 3 units are graded pass, merit or distinction. The mandatory grading system has been introduced this year and although it appears complex is really quite

easy to apply. But with a requirement that assignments are submitted within a set time (late submission is penalised unless there are very special circumstances – good training for university!) and a universal grading system in place, the Access Diploma does have strong credibility. Quality and consistency are maintained through moderation and standardisation at centre and subject level.

So what about teaching psychology on an Access course? Well to be honest, I don't know of any job where it's possible to have so much fun and still get paid! Try teaching child development to a class of mothers – priceless! I have been teaching Access psychology (although not in this present form) for 14 years and last summer I met a former student who is now a senior lecturer in psychology at Sheffield Hallam University. I am confident that if I ever have to undergo hospital treatment in my area I will be cared for and nursed by former students!

Access courses are becoming more and more popular and during a recession, when unemployment is higher, there is a surge in demand for level 3 education to meet the increasing numbers of adult learners. There are also many young adults who may have left school at 16, and after a few gap years seek the education that they may have squandered in their teens. Such people are highly motivated and usually very able learners.

Jeff Standen is Psychology Co-ordinator at Boston College, a Centre and Subject Moderator for OCNEMR (East Midlands Region Access Validation Authority) and ATP Committee member. Jeff will be holding Access Psychology workshops at the ATP Conference at Keele University, July 2010.

HE In focus

What are HE Departments' research?

Often students have asked me what departments are studying what and truthfully I find myself worryingly ignorant. In this section, we are focusing on the University Psychology departments across the country and what they are researching.



THE UNIVERSITY OF HULL

THE UNIVERSITY OF HULL

Psychology department research

Our research specialisms range from theoretical work in cognition and emotion to the application of psychological theory and research to real-world situations. This link between theory and practice is reflected in our staff's research interests and specialisms. In keeping with the applied nature of much of our research, staff maintain close contact with local and national schools, NHS trusts, community centres, and business organisations and training centres. We are well equipped to support fundamental and applied research in most areas. Facilities include psychophysiology, human performance and human interaction laboratories, and an extensive occupational/educational test library. Excellent computer facilities are available for data analysis (both quantitative and qualitative), experimental control and task simulation. We have a neuroimaging analysis lab, transcranial magnetic stimulation (TMS) lab, magnetic resonance imaging (MRI) scanner simulator and social cognition lab, among others. Our Clinical Neuroscience Centre, focusing on research into degenerative brain disease, formally opened in January 2005. Within this centre, a Memory Protection Clinic is dedicated to the study of degenerative dementia.

Our research strategy is designed to maintain our research profile of international excellence as reported in the recent Research Assessment Exercise.

There are superb opportunities for research in the department, which has always maintained links between its research activities and its teaching programme. Over the last few years, more than a hundred papers have been published or

presented at conferences by members of the department. These have covered the wide range of expertise of staff members and include papers on pharmacoinaging, preclinical markers in Alzheimer's disease (AD), genetic influences on linguistic development, neuropsychiatric symptoms in AD, suggestion and suggestibility, placebo effects and hypnosis, cognitive factors in reading development, mechanisms underlying false memories, decision-making and emotional processing in humans, the role of the two hemispheres in word recognition, multisensory integration, autism, face, sound and action perception, the automatic capture of attention, prism adaptation and spatial attention, attentional processing in near and far space, cue-competition in spatial learning, attention to social cues, autobiographical memory, eye-witness testimony, occupational tests via the Internet, mental toughness in sport, stress and fatigue management.

Staff have commitments to a range of activities in many areas of psychology, specialising in three main areas of interlinked research. The three research groups are as follows.

Cognitive and Clinical Neuroscience

Research in clinical neuroscience focuses on the study of cognitive decline in degenerative brain disease such as Alzheimer's disease, other forms of degenerative dementia and Parkinson's disease; the study of the cognitive and functional indicators of cognitive decline for differential diagnosis in dementia; the evaluation of treatment effects in dementia with functional neuroimaging; the investigation of the biological basis of delusional disorders; disorders of social cognition such as those observed in autism; cognitive impairments in schizophrenia; and cognitive or motor impairment following stroke or surgery in epilepsy.

Cognitive neuroscience focuses on the study of the neural and cognitive bases of word recognition and on how language processing is modulated by cerebral asymmetries; the understanding of human attention processing and perceptual motor skills; the broad area of human performance, including cognitive factors and social interaction; the phenomenon of malingering and deception; image generation; the analysis of movement control, including normal and dysfunctional movements and peripheral aspects of writing.

Cognition and Perception

This group is concerned with basic perceptual and cognitive processes, ranging from low-level psychophysical research on face recognition to the interaction between cognition and emotion and higher-level skills such as spatial learning, memory and problem solving.

This work has varied applications, including forensic science, real-world problem-solving, cognitive processes in emotional disorders, disorders of social communication, spatial learning in physically disabled children and problems in learning to read.

Applied and Clinical Psychology

This group is concerned with the application of psychological knowledge to the understanding of practical concerns in the workplace, in education and in recreation. Research themes focus on varied ways of identifying and assessing problems and difficulties at individual and organisational level that may impede effective operations in these settings, and on techniques for enhancing performance and efficiency at work, in learning at school, college and university, and in sports. Subjects of studies

carried out by group members in recent years include bullying in the workplace; delivery of occupational tests via the Internet; effects of displays on performance in ship navigation; computer-based assessments for identifying learning problems in education; computerised diagnosis of dyslexia; visual problems in reading; mental toughness in sport; computer-based training programs in the classroom; and development centres for managerial selection. The group is also interested in individual development and well-being in social contexts, ranging from early family relationships to professional-client interactions in health care settings. The interplay between interpersonal and personal processes and outcomes is explored using quantitative and qualitative research paradigms. Much of the group's work is conducted in real-world settings or is applicable in life-challenging situations. Examples of current research include explorations of attachment theory in the context of bullying and aggression management in children; the impact of relationships (and their dissolution) on individual identity; social influences on health-related decisions and behaviour; and individuals' and couple's understanding of infertility.



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The Association for the Teaching of Psychology

NOMINATION FORM FOR ATP COMMITTEE

Your completed form must be given to the Chairperson or Secretary at least 15 minutes before the start of the Annual General Meeting. If unable to attend the AGM, please send the form by post to the Secretary ensuring that it will arrive at least three days before the start of the conference.*

*Morag Williamson, 84/10 North Meggetland, Edinburgh EH14 1XJ

Committee information

ATP Committee normally meets four times per year, in September, January, April and June. Meetings are held on a Saturday, 11am-4pm, in various cities such as Birmingham, Newcastle, Sheffield. Travel and subsistence expenses are paid. All members are

expected to attend and to play an active role in Committee tasks, and, if possible, to attend Conference. There is always a full agenda so the meetings are hard work, but stimulating and sociable too!

Name of Nominee (print): _____

ATP Member No (if known): _____

Proposer: I (print) _____

nominate the above for the position of: _____

☐ Chair ☐ Deputy Chair ☐ Secretary ☐ Treasurer ☐ ordinary committee member
(tick one box only)

Seconders: I (print) _____

second the nomination _____

I (the nominee) accept this nomination.

Signatures: _____

Nominee: _____

Date: _____

Proposer: _____

Date: _____

Seconders: _____

Date: _____

To be completed by the nominee:

Home Address: _____

Postcode: _____

Home Tel No: _____

Mob No: _____

E-mail (please print very clearly): _____

Nominee statement:

Opposite, please write/type a brief statement about what you feel you can offer ATP, for example: help with membership tasks, organising events, writing or seeking items for the magazine and website, regional group(s), etc. Your statement will be displayed and/or read out to Members at the AGM.

You are invited to attend the Annual General Meeting of the Association for the Teaching of Psychology, to be held on:

Saturday, 3 July 2010 at Keele University, Staffordshire, ST5 5BG

You must be a current ATP Member on the date of the AGM in order to attend, and you may attend the AGM whether or not you are also attending the 2010 Annual Conference being held at the same venue on 2-4 July. At the AGM, elections will be held for all Committee positions. Please consider standing for election, as it is only through the active involvement of the membership that the ATPS can achieve its aims. If you wish to stand, please seek nomination by two other ATP Members (a proposer and a seconder) and submit the form above to the Chairperson or Secretary.

Host a researcher and expose students to

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Adopt a psychology researcher and boost student motivation, enhance the curriculum and develop your own CPD.

That is the message for psychology teachers from Researchers in Residence, a UK-wide scheme that arranges placements between researchers and host secondary schools.

Researchers can help bring the curriculum to life to enhance students' learning experiences and embed knowledge, as well as providing good role models for young people.

Free to schools, the scheme, funded by Research Councils UK and supported by the Wellcome Trust, has a pool of leading post-doctoral psychology researchers, readily available to support teachers.

Drawing on their specialist knowledge, RinR researchers can work with students for a period of up to 24 hours, exposing students to the latest theoretical arguments in psychology via exciting activities, such as: practical classroom demonstrations, after school-clubs, lunchtime talks or even getting involved in PHSE. Using researchers can help support delivery of some of the more challenging aspects of the curriculum through novel and innovative approaches to learning.

Commenting on her RinR experience, Alana James, Psychology researcher at the University of London, stated: "The aim [of the placement] was to work with psychology students within the school. During my placement I gave two presentations about my research and psychology as a career, helped out during regular classes and was even asked to participate in a staff/pupil meeting on anti-bullying.

"I felt that the scheme was very beneficial for schools, and could encourage students to think about research as a career. My area of research is very applied, so I feel it gave the students a good example of how psychology can be used in the real world."

Past placements have seen human behaviour examined through the medium of dance, law and politics analysed via party elections role play and brain function examined through fun perception games. Over 300 placements were organised in 2008/09 and teachers were overwhelmingly positive, with many applying for a second placement.

Teacher effort necessary to support each placement is dependent on individual prerogative. All researchers are fully vetted, undergo CRB checks and are trained in our highly regarded communication training course.

**To apply or for more information call
0845 365 7470 or visit www.researchersinresidence.ac.uk**

RinR is not just for psychology teachers but can provide schools and teachers with researchers from every subject area.

Researchers in Residence is continually expanding its portfolio of case studies and profiles on past placements, to read on and find out more about these placements, please visit www.researchersinresidence.ac.uk/cms/case-studies/

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Helpline

The ATP runs a telephone and e-mail Helpline service for Members. Please contact Dorothy Coombs who will try to answer your query or refer you to someone who can.

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Writing Articles for ATP Today

What kind of articles are we looking for?

We are looking for a variety of articles such as:

- Teaching & learning articles
- Lesson suggestions (activities and suggestions that have worked well for you)
- Resources that can be used by teachers or students (worksheets etc)
- Psychology research
- Current research by University Departments
- Reviews of books (Exam and non-exam texts welcome)
- Articles of interest including current teaching issues

Who can write for the ATP?

Anyone can write for the ATP. We particularly welcome articles from teachers, researchers, University departments, University lecturers and PGCE students.

How long should my article be?

Your article can be anything from half a page to three pages of A4. Articles should be submitted in Arial font size 12.

Can I submit pictures?

Yes. We welcome photos to be used for the articles. If you want to submit them, once you have checked copyright, please attach them to your e-mail separately and do not embed them into the article. All photos need to be taken in the highest resolution setting on your camera possible and in jpeg format.

ADVERTISEMENTS

What kinds of advertisement is the ATP looking for?

Here at the ATP, we pride ourselves on offering our Members the highest quality resources and facilities available in the Psychology teaching world. This is the same for advertisements.

- Teaching resources
- Trips and conferences
- CPD opportunities
- Exam boards
- University information

What constitutes an advertisement?

If you wish to invite Members to an upcoming event, issue a call for papers, or other items that you think may provide a service to our Members; we may be able to waive some or all of the fees for advertising. This decision will be made at the discretion of the editor. Please contact us for more information.

If you would like to submit an article, need any clarification on your article or are interested in advertising then please do not hesitate to contact the editor via e-mail on Laura.rudd@franklin.ac.uk



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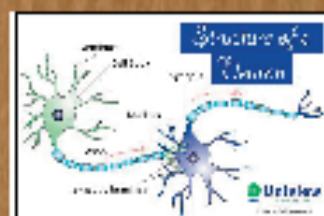
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