Contents

The New Zealand Psychological Society

Te Rōpū Mātai Hinengaro o Aotearoa

President's Korero—Frank O'Connor

As winter fades, I'm reminded of how much change is part of our lives. I have been asked many times to explain something of how I came to be doing the work with change that I do. Some use the phrase 'change management' to describe what I am busy with. I find it hard to agree, as both the change and the management implied are sometimes euphemistic and deliberately non-specific. My work as a psychologist, almost three decades of it, has always been with the deliberate changes people try to make, and the way they manage or otherwise to achieve what they want.

'The changes people try to make'. In a day, a week or a life, some people reach out to others who might be able to assist in helping them to get closer to what they want, or further from the unpleasantness of what they don't want. It seems to me that this assistance is an essential part of the practice of psychology. Without the will to change, no impetus exists to make a start. Without a means to change, no impetus will see the end achieved. So our assistance must follow a process as the change itself defines, evolves and concludes. This process manages the change. It isn't the client who manages it, nor is it me. It is the process, for better or for worse. If the process is sound, understood and completed, we can have confidence in the change. The opposite also holds.

Sometimes, the change I am to assist is clear: 'Please help us communicate the timing and reasons for a difference in work hours and staff numbers'. Sometimes it isn't: 'We're having trouble with the people who provide this service for us and want you to sort them out'. I'm an organisational consultant, so I know the conventions and laws that apply to these settings. More importantly, I'm guided by the first principle of our Code of Ethics which calls me to respect the dignity of those with whom I'm working.

My work in assisting their change will probably fail if I tread on their mana. Even when I know next to nothing of the values and beliefs of those with whom I work, this constraint applies. So before I arrived in Kiribati earlier this year, I sought advice on expectations and conduct. For the weeks I was among I-Kiribati, I was aware I was very different to them, yet not so different I couldn't assist their change. A month earlier, I was doing the same in Tonga, and before that in Vanuatu. A month later still, in Samoa.

In each case, I had a lot to learn before I was ready to give advice that would be useful. I had to know their expectations and constraints, their customs and cares. Without this, any way I suggested for them to act might fail to assist their change. The process had to fit culturally, intellectually and legally. The only people who could tell me what would work were those with whom I was working. They were capable people. If they had known how to manage the change they sought, they would have done it without me.

But they needed assistance in defining what they wanted to achieve, and in how they wanted to go about it, and in what good enough would look like when it was done. Together, we wove a process that would get them to where they wanted to be. Our friends 'Why', 'How' and 'What' became quite real. As our time together passed, they gave me deeper insights into what was hard and how their constraints really worked. I suggested techniques and words. They accepted some and not others. Some of them said things like "We feel you understand what we are trying to do – that's easier for us to work with."

Isn't that part of being a psychologist. They don't need to know about our first principle. They get the benefit anyway.

Editorial

Kia ora koutou

At the time of writing the Canterbury earthquake is foremost on everyone's minds and our thoughts are with our family members, friends and colleagues in the Canterbury region. An event such as this touches all of us in some way even if we are not personally coping with the day to day challenging and upsetting consequences. It is an event that reminds us of our interdependence and our need for warm, strong bonds with others especially in the difficult times but also when life feels calm, predictable and fun.

The Society is doing some thinking about ways to help new members to become part of the community which is the NZPsS and to support existing members who want to link more with their colleagues. The Society has supported events in Auckland where members are invited to wine and cheese guest speaker evenings. These events, initiated by executive member Kerry Gibson and put into action by Isabelle Miclette and Mieke Sachsenweger have been a great success. People clearly like opportunities to get together, to learn and feel the companionship of shared interests. The active branches and institutes around the country also work hard to help people connect, learn and enjoy. Sometimes we need to be reminded that creating and caring for relationships is one of the most important things we can put energy into.

This edition of *Psychology Aotearoa* is rich in its variety of contributions- I hope that you enjoy these. In the New Year I will hand over the editorship of *Psychology Aotearoa* to Professor Mike O'Driscoll. Mike brings a wealth of experience to this role including being on the editorial board of the *New Zealand Journal of Psychology*. I will still be involved in a managing editor capacity and look forward to working with Mike to bring you an interesting and vibrant publication.

Noho ora mai, nä
Pamela Hyde
Executive Director

Introducing the NZPsS Executive 2010/2011

The NZPsS AGM was held on 19 July at the Annual Conference. Two new members of the Executive were confirmed, Mei Williams as Director of Scientific Affairs and Iris Fontanilla as Director of Social Issues.

President – Frank O'Connor

Frank O'Connor works as a consultant to many commercial, government and community organisations, assisting better use of the talents of people and increasing the effectiveness of purposeful relationships among them. He has applied psychological research to practical situations in many countries across the Asia–Pacific region, working with the cultures of societies and groups to help them do more with what they have. A member of the Industrial and Organisational Division, he served as their Chair for five years and has been a member of the NZPsS since 1986.

President Elect – Peter Coleman

Peter worked as an educational psychologist within the Department of Education and now Ministry of Education from the early 1970s until 2009, with the last 15 years part time. He then moved into full-time private practice specialising in Family Court and child protection work. Peter was Director of Social Issues for the NZPsS and is now President-Elect.

Immediate Past President – Jack Austin

Jack has been a member of the Society since the late '70s, and is also a member of the IEDP. He was a member of the NZPsS Supervision Review Panel from its inception; a member of the Code of Ethics Working Party, and has been an Executive member in various roles. Currently in private practice, his interests focus on educational and industrial/organisational and community matters.

Director of Scientific Affairs– Dr Mei Williams

Mei has been a member of the Society since 1997. She has been active at both the local and national level of the Society, and was a member of the Supervision Review Panel. Mei is trained as a clinical psychologist and worked for a number of years in the Department of Corrections and other mental health agencies. She is currently employed at Massey University as a lecturer and is the coordinator of the clinical psychology training programme at Albany. Her research interests are in criminal justice and clinical psychology.

Directors of Bicultural Issues

Waikaremoana Waitoki

Waikaremoana has been a member of the NZPsS since 1998. She is the co-convenor of the NZPsS National Standing Committee on Bicultural Issues (NSCBI) and a bicultural director on the NZPsS Executive. She is completing PhD research focusing on the development of cultural competency training programmes. She is a clinical psychologist with work and research interests in adult mental health, supervision, child and adolescent mental health, and addictions. Waikaremoana has a blended family. Her family speak Mäori, Swedish, German, Spanish, and Portuguese and are actively involved in kura kaupapa Mäori or whare wänanga. She is also a yudansha in kyokushin.

Rose Black

Rose is a community psychologist and member of the NZPsS National Standing Committee on Bicultural Issues (NSCBI) since 1994 when she co-authored a research report on bicultural development in the NZPsS in 1995. She is a registered psychologist and community psychology programme associate at the University of Waikato. Rose was active in setting up the Institute of Community Psychology Aotearoa and is a current member. Her PhD research focused on discourses that mark päkehä culture. She is currently the lead researcher in a project looking at issues of poverty in the Waikato region.

Director of Social Issue – Iris Fontanilla

Iris is a registered psychologist specialising in health psychology. She currently works in cardiac services and the New Zealand heart lung transplant service at the Auckland District Health Board and in private practice in Auckland. Iris is an honorary lecturer at the Department of Psychological Medicine, University of Auckland where she is involved in training and supervision of pre-intern health psychology students and health psychology interns. She is a member of the Society and holds the position of Chair of the Institute of Health Psychology. Iris specialises in resilience, stress management, and long-term conditions

Director of Professional Development and Training – Dr Kerry Gibson

Kerry is a member of the Institute of Clinical Psychology and the Institute of Counselling Psychology. She has many years of experience in academic teaching as well as hands-on experience as a clinical supervisor and a practitioner. In addition to her clinical focus, Kerry has strong interests in the fields of community psychology, organisational psychology and health psychology and contributes to these areas through her academic writing and work with community-based organisations. Kerry is a senior lecturer in clinical psychology at the University of Auckland.

Director of Professional Affairs – Joanne Cunningham

Joanne has been a member of NZPsS since her student days. She has been active in the Society at branch level particularly in coordinating professional development and training. Joanne brings to her Executive role knowledge gained from a long work history as an educational psychologist and a private practitioner. She has also worked in family court and child protection. She is a member of the Institute of Educational and Developmental Psychology (IEDP) and has served on the Supervision Review Panel. She chairs the Ethical Issues Committee of the NZPsS.

Kaumatua Huata Holmes

Huata was appointed to the position of NZPsS Kaumatua in 2006. His role within the Society is to provide the Executive with assistance in ensuring that the Society conducts itself in a manner and spirit consistent with its Rules and Code of Ethics in relation to Māori. Huata's indigenous heritage is associated with an amalgam of origins stated simply as Kaitahu Fanui from Murihiku (Southland), Mouterenui (Stewart Island), Tini Moutere ki Akau Tai Toga (myriad of islands of our Southern Coasts), Ruāmogo (Fiordland) and Tai o Potene (Westland). Huata plays an active role on many Māori committees relating to environment, health and education and advises on matters pertaining to southern protocols and language. He also holds a number of kaumatua roles. He is currently employed as adviser Māori Education for Education Support Services at the University of Otago, College of Education.

OBITUARY   Teresa (Terry) Mary Gourley nee Clark   1945-2010

Terry Gourley was a longstanding member of the New Zealand Psychological Society.

She was born in Dublin, the eldest child in a family of four. She came to this country as a Holy Faith nun and taught primary school children at the Our Lady of Fatima School in Christchurch. While teaching she studied part time at the University of Canterbury and Auckland University where she graduated in psychology.

Terry married John, a young philosophy graduate. They settled in Auckland where she became the first Guidance Counsellor at Mangere College.

Terry and John moved to Belgium where John undertook post-graduate studies. The first two of their four children were born there.

I first met Terry in 1975 when she was working as a Psychiatric Social Worker at Carrington Psychiatric Hospital and studying part time for a Masters Degree at Auckland University. John and Terry moved to Christchurch where John was appointed to Christchurch Teachers' College. Terry became part time counsellor at Lincoln University and also became a member of the University Council. She and I were part of a group of Christchurch psychologists who re-established the

then Counselling Division of the Society. Terry later became the chairperson of the Canterbury Branch of the Psychological Society, a position she held for a number of years.

In 1994 Terry and John established the Counselling Skills Institute, a private training institute based at their home, a heritage home with a Historic Places classification. From the inception of the organisation till just prior to Terry's death they provided evening and block courses for lay and professionals alike. Their courses covered a wide scope.

After a brief time with the NZ Gambling Society Terry established a part time counselling practice which she ran parallel to her employment as a part time Guidance Counsellor at Catholic Cathedral College. Terry was active in the New Zealand Psychological Society having joined in 1987. She was very active in the Canterbury branch of the Society.

Terry was also active in many organisations including the Catholic Church where she served on a number of important advisory committees. For her own professional development Terry actively perused ongoing training activities.

Mercifully, Terry did not have a long illness before succumbing to cancer. John and their four high achieving adult children are presently coming to terms with the loss of such a significant person in their lives. Our thoughts are with them all.

Thanks to Bryan Wright for this obituary

Congratulations to New Life Member, Grant Amos who writes about his journey in psychology.
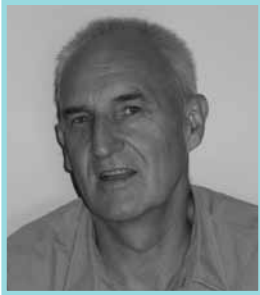
Getting involved in psychology was not part of the original plan, but I followed up on a throw-away comment from a fellow student in my sociology tutorial in 1970, and discovered a whole new world that immediately was of interest to me. I was not sure why my observation of people standing in a bus queue should mean I was already a student of psychology, but my fellow student somehow saw a relationship. So I checked this 'psychology' out the following day in the library.

Taking a range of journals off the shelves in the old Town Site library at Canterbury blew me away as to the depth and variety with which the field of psychology was studied. My early lecturers, the following year, did add to that revelation, especially Professor Crowther, with his remarkable memory of people and psychological discoveries, although I sometimes wonder if I would have been as interested if my introduction was through the formal lecture process as the initial contact. The old journals were a window into opportunities.

I have always been involved in the application side of psychology. From running bar operations and why some situations can turn difficult, to setting up customer-service training at Air New Zealand, and expanding their Cabin Crew Training School to include hands-on application of training. I have enjoyed the focus on bridging the abstract with the everyday activities of people. I realised early on that the clinical approach was for others, more suited to the health model, where I was interested in what sold and why people bought, why people were attracted to certain activities, what was occurring in a business relationship, and what traits and characteristics provided an ideal profile for certain work or activities.

In 1980 serendipity played me a second card, when a comment from one of the Air New Zealand traffic supervisors led to my investigation into the area of fearful flyers, and why most people enjoyed and looked forward to travel by aircraft, but others dreaded the prospect. Now 30 years later, we have one of the longest lasting courses in the world, with over 6,500 graduates off the programme, and a 90+% success rate. Good lecturers at Canterbury, such as Neville Blampied and Bill Black, with their focus on on-task/off-task training, provided the basis to the success here. Teaching people what is happening to them, what really occurs behind the scenes and why the physics of aircraft do make sense, provides the opportunity to demonstrate the principles of learning all the time. Practical, applicable psychology, helping people make their lives more pleasurable has been the aim.

Training cabin crew led to the question "Is there a personality profile that makes a person good at their job?" and led me into the field of psychometrics, where a lot of my current activities lie. There are a number of very good psychologists in this field in New Zealand, and it is no wonder that we are amongst the highest users of psychometric tools – there is a strong desire to know more about people, their motivations and desires, and how people really focus on work, problems and set-backs. With over 90% of NZ businesses being based on teams with seven or fewer staff, getting the right people involved is crucial, and understanding the dynamics of business is a constant enjoyment.

Others I know have voiced the issues around introducing yourself as an "I/O psych" and the vague looks this receives. I am pleased to find that after 30 years I am still providing answers to everyday people as to how they operate, what is the focus, and how things can improve.

Congratulations to Professor Jane Ritchie –Honorary Fellow of the NZPsS

The Society is delighted to award Professor Jane Ritchie an Honorary Fellowship of the New Zealand Psychological Society. Honorary Fellowship of the Society is open to persons of distinction outside the Society who have made an original and significant contribution to psychological knowledge or who have rendered outstanding services to New Zealand psychology.

Professor Ritchie, has been teaching in the Psychology Department at the University of Waikato for the last 35 years. She enrolled in psychology at Victoria University in 1953. Her father, Ernest Beaglehole was the first professor of psychology in New Zealand at Victoria University in Wellington.

Jane has always been interested in social psychology with a particular focus on women and families. She was the first to teach a university course on women and psychology which she has continued to do over the 35 years of her teaching career.

Jane, with her late husband James Ritchie, researched and published studies of childrearing practices and attitudes. It was from these studies, where they noted the high use of physical punishment in families that their research and teaching began to focus on the wider issues of violence in New Zealand society. Jane and James published seven books together, wrote many articles and attended numerous conferences through their productive collegial relationship.

Jane has been a wonderful mentor and role model to the many women and men who enrolled in her papers, or who have been supervised by her through higher degrees. The Society wishes Jane well as she approaches retirement.

Central Districts Branch News

Branch Chair- Milja Albers-Pearce

We are a small but active branch representing the Central Districts: drawing members from as far as Masterton, Hawke's Bay and Wanganui and based in Palmerston North.

At our recent AGM, we elected a new Committee with a range of new and existing members. Current Committee members are: Cheryl Woolley, Hazel Cheals, Edwin Chin, Judy Brook, Joan Barnes, Helen Foster, Collette Nixon, Gail Russell, Angela Baker, John Watson and Milja Albers-Pearce.

Socially, we organise two dinners: one at Christmas time and the other to coincide with the AGM. This is an opportunity for new members to meet other psychologists in the area. Branch members are also very welcome to attend any Committee meetings.

Each year we attempt to provide one or more training opportunities based in Palmerston North. We recently had a very interesting day presented by Tom Neser about psychophysiology and we are hoping to organise an evening early in 2011 to discuss ways of presenting our professional practice requirements for the Psychologists Board.

We have awarded a Student's Award most years for a local student who has presented a paper at a conference. We have seen some interesting research proposals attesting to the high quality of research taking place locally.

You will automatically be a member of the branch if you are registered with the NZPsS National Office as living in the district. If so, you should be on our mailing list. If you have any ideas for future training or other events that you would like the branch to be involved with, we would love to hear from you. You can contact either Milja Albers-Pearce: malberspearce@ihug.co.nz or Hazel Cheals at Hazel. Cheals@minedu.govt.nz

Otago-Southland Branch News

Branch Chair-Brian Dixon

This branch has a proud tradition of a strong active core of members that has continued into this millennium. Although we have experienced a recent reduction in student member numbers, we intend to approach this with renewed vigour over the coming months.

A regular and popular activity for our members is the "Monday seminar series" held at lunchtimes (often on days other than Monday) at the university and coordinated by Dr Louis Leland and the psychology department. These events are open to practitioners outside the university and provide excellent professional development opportunities as well as being a valuable service to the psychology community.

Recently, we hosted Professor Geoff Syme from Edith Cowan University in Perth and he presented a seminar (on a Wednesday, to prove my point above) and a Public Lecture in the evening. These generated considerable interest, including amongst those who had not been able to attend and we were busy for several weeks afterwards, supplying copies of his slides and podcast link.

The branch is pleased to be involved in the annual Aurora Science Fair for primary and secondary school students.

We contribute a prize and judges (Dr Louis Leland was joined this year by Dr Glenda Wallace) and were very impressed by the quality of psychology projects the talented youngsters produce.

Our members and students enjoy our occasional after work "PsyChats" where we have a few drinks and nibbles and a short talk or presentation. The most popular of these have featured local luminaries talking about careers in psychology but others where members have reported on conferences here and overseas have been well attended too.

Otago-Southland members are excited to be the "host branch" for the 2011 NZPsS Conference in Queenstown and will be doing our bit to make sure it's the typically enjoyable southern conference people have come to expect.

We encourage new members and those interested in joining the Society (students, practitioners, researchers, academics ...) to contact us and come to branch events. Feel free to contact the chairperson, Brian, by email brian@psy.otago.ac.nz, or the secretary, Peter (ph 4710568) or our student rep. Sabrina by email gohsa334@student.otago.ac.nz

Report from the Institute of Clinical Psychology

The Institute of Clinical Psychology (ICP) continues with its healthy growth trajectory. At the Institute's Annual General Meeting held in Rotorua last July, it was announced that current membership numbers are 211, an increase of 15% over last year.

Two new Institute management committee members were elected at the AGM. Christopher Dyson of Auckland and Angela Gibb of Waiheke Island were warmly welcomed by the existing members, Karma Galyer, Jo Clarkson, Katrina Allison, Melanie Haeata, and Laura Ely. The ICP Committee meets four times per year and will be making recommendations for keynote speakers for the 2012 joint NZPsS/NZCCP conference in Wellington in addition to plans for professional development in 2011. ICP has already put forward suggestions for keynote speakers for the 2011 conference in Queenstown. The committee wishes to extend an invitation to all ICP members for suggestions regarding

1. Keynote and workshop presenters for future conferences
2. Any particular therapy approach/ techniques and any areas of psychology you believe need to be addressed at conference or other professional development opportunities.

Please feel free to contact any ICP committee member if you have ideas to put forth for consideration. Remember, the ICP is your professional body and the committee sincerely welcomes your input.

On the final day of the Rotorua conference the Chairs of each Institute met with Dr Lois Surgenor Chair of the Psychologists Board and Steve Osborne Chief Executive/ Registrar of the Board to discuss among other things, workforce development, standardisation of clinical internships, the continuing competence programme, accreditation of training programmes and the future direction of New Zealand psychology.

The ICP Committee is looking forward to another pleasant and productive year, the upshot of which will be the enhancement of clinical psychology for the benefit of all New Zealanders.

As always we warmly welcome new members. For information and a membership application form go to www.psychology.org.nz/ICP

Report from the 43rd NZPsS Annual General Meeting
Monday 19th July, 2010, Rotorua

In accordance with the Society Rules the New Zealand Psychological Society is required to hold an Annual General Meeting in each calendar year. This is held during the annual conference. This year the AGM took place at the NZPsS Conference in Rotorua in July. Forty- seven members were present at the 2010 AGM, five people were in attendance and there were ten apologies.

The AGM considered the minutes and reports published in the AGM agenda booklet mailed out to members prior to the meeting. These reports were from the Executive, Executive Director, Standing Committees, Institutes, Division and Branches. The audited financial accounts were tabled at the meeting. Remits related to NZPsS membership processes, Māori translation of the Code of Ethics, and the role of educational psychologists were discussed.

Other business conducted at the meeting included the election of officers and the conferring of an honorary fellowship to Dr Jane Ritchie. Appreciations were expressed to outgoing president, Jack Austin and resigning Executive member Neville Blampied. Ted Wotherspoon was also thanked for his work as Auckland branch chair and Mike O'Driscoll for his role as academic convenor of the 2010 conference.

Code of Ethics
For Psychologists Working in Aotearoa/New Zealand
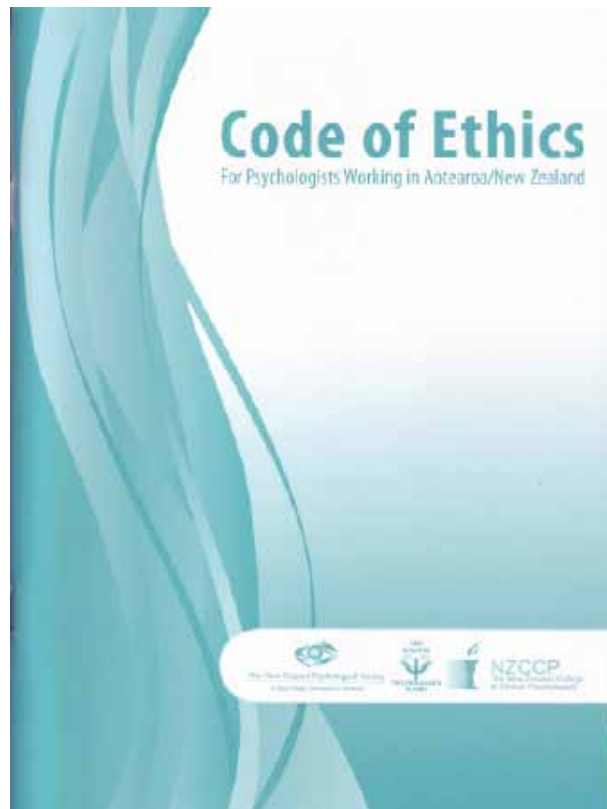
Brain training games don't work

Six weeks of computer brain training has little benefit beyond boosting performance on the specific tasks included in the training. That's according to an online study involving more than 11,000 participants conducted as part of the BBC's "Bang Goes the Theory" science programme.

Adrian Owen of the MRC Cognition and Brain Sciences Unit and his colleagues first measured participants' baseline performance on a battery of freely available 'benchmark' tests. Included were measures of reasoning, verbal short-term memory, spatial working memory and paired-associates learning (a test of longer-term verbal memory).

The participants, who had an average age of 39, then formed three groups.

- The first group spent six weeks, for a minimum of ten minutes a day, three times a week, performing computerised training tasks in reasoning, planning and problem solving.

- The second group spent the same time training on a broader range of tests of short-term memory, attention, visuospatial processing and mathematics, similar to those found in commercial brain training products. For both brain training groups, the tasks increased in difficulty in line with any gains in participant performance.

- The final control group spent the same time using the internet to find answers to obscure quiz questions.

Participants in all groups showed improvements on the specific tasks included in their training regimens, but a repeat of the benchmark performance tests used at the study outset showed that these benefits had not generalised, not even when the training tests and benchmark tests involved similar cognitive processes.

The vanishingly modest transferable benefits of brain training that were observed, were no greater than those found in the control group after they'd spent time Googling the answers to obscure general knowledge questions.

To take one example, consider changes to the number of digits participants could hold in memory. At the study end, the control group participants could remember, on average, two-tenths of a digit more than they could at the study outset. What about participants in the second brain training group? Their digit memory increased, on average, by a mere three-hundreths of a digit - actually less than the control group.

'These results provide no evidence for any generalised improvements in cognitive function following brain training in a large sample of healthy adults,' the researchers said.

What about the possibility that the training regimens in the current study weren't long enough to generate transferable benefits? This seems unlikely because there was a negligible link between the number of training sessions completed and the amount of observed transferable benefit. 'That said,' the researchers admitted, 'the possibility that an even more extensive training regime may have eventually produced an effect cannot be excluded'.

The new findings are just the latest to cast doubt on the value of commercial brain training products. A 2008 investigation by the consumer charity Which? concluded that 'none of the claims [of commercial brain training products] are supported by peer-reviewed research published in a recognised scientific journal and involving the specific product'. The Which? investigators, Adrian Owen among them, recommended a healthy diet, physical exercise and challenging mental activities, including learning a new instrument or language, or completing crosswords, as the most effective ways to maintain a healthy mind.

References:

A.M. Owen, A. Hampshire, J.A. Grahn, R. Stenton, S. Dajani, A.S. Burns, R.J. Howard, & C.G. Gallard (2010). Putting brain training to the test. *Nature.* http://dx.doi.org/10.1038/nature09042

CAN WE PREDICT THE FUTURE FROM BLOGS, TWEETS AND GOOGLE SEARCHES?

Writing in *New Scientist* Jim Giles notes that studies have shown that the frequency of Google searches can be used to forecast sales of homes, cars and other retail items. The volume of searches for terms such as "job search engine" in the United States at least is a good indicator of coming changes in the unemployment rate. The predictive power of blog posts and tweets are now also being looked at in relation to assessing voting intentions and the stock market. Researchers are looking at developing anxiety ratings based on the content of blogs and tweets in an attempt to capture the "national mood" which may have predictive value in determining levels of consumer pessimism, spending and market behaviour. Some researches are sceptical however that an analysis of the emotional content in blogs and tweets is directly linked to stock market trading behaviours. Search terms however are more likely to predict market behaviour because they more directly reflect what people are paying attention to.

References:

Giles, J. (2010) Online musings could predict the future. *New*

HOW WELL DO WE KNOW THE BACK OF OUR HANDS?

A study by Matthew Longo and Patrick Haggard reported in the Proceedings of the National Academy of Sciences, 2010; DOI:10.1073/pnas.1003483107 indicates that our mental image of the size and position of our hands does not conform with reality. The results of the study indicate that our brains retain a representation of our hand in which our fingers are perceived to be shorter and our hands fatter than they are.

The two researchers from the University College of London, Institute of Cognitive Neuroscience asked volunteers to put their left hands palm down under a board and judge the location of the covered hand's knuckles and fingertips. A camera recorded where the participant pointed and the researchers reconstructed the brain's model of the hand from this data.

The results show that the participants estimated that their hands were about two-thirds wider and about one-third shorter than their actual measurements. The results were highly consistent across participants. Neuroscientists suspect that these perceptual distortions may relate to the way the brain receives information from different regions of the skin. The most accurate representations were of the thumb and index finger which Longo indicates is not surprising as these digits have the highest tactile sensitivity and larger regions of the brain devoted to their use.

The researchers consider that the findings may help in understanding conditions involving body image such as anorexia nervosa. Longo hopes to further the study in the direction of perceptions of face, foot and belly.

References:

In Brief –You don't know your hand as well as you think you do (2010) *New Scientist 206* (2765): 17

Science Direct –www.sciencedaily.com/releases/2010/06/100614160201

How Effective are Frightening Messages in Changing Risky Behaviours?

We have all seen television advertisements aimed at motivating people to change their behaviours be it to stop smoking, not drink and drive and to protect one's skin from the sun's harmful rays. Some advertisements focus on the harm caused by the activities in question by showing graphic images of injury, illness and death. A study reported in the British Psychological Society, Research *Digest Blog* and the *Psychologist* (Vol 23 (5) : 377, May 2010) by researchers Steffen Nestler and Boris Egloff suggests that using scare tactics to motivate people to change their behaviours may not work and may undermine the efficacy of the message for some people.

Nestler and Egloff asked 297 subjects (229 of them female, average age 35) to read one of two fictional medical studies, one linking caffeine consumption with a fictional gastro-intestinal disease. This version scarily indicated that the disease was linked with cancer and that the subject's age group was particularly vulnerable whilst the other lacked these more frightening details.

Prior to seeing the articles subjects were tested on a measure of "cognitive avoidance". People who score highly on this personality dimension respond to threats by using avoidance activities such as distracting themselves, denying the threat or persuading themselves that they are not personally vulnerable to the threat.

Those subjects who scored high on cognitive avoidance rated the threat as less severe after reading the more frightening article linking caffeine consumption with gastro-intestinal disease and cancer. Added to this, these subjects were less impressed about the advice to reduce caffeine consumption and were less likely to say that they planned to do so. Highly cognitive avoidant subjects were however more responsive to the low-key report than low cognitive avoidant subjects.

Nestler and Egloff conclude that their results suggest that giving everyone the same message may back fire and that threat communications' messages need to be in tune with individual characteristics.

The future of educational psychology

Peter Stanley

Dr Peter Stanley is a registered psychologist and a senior lecturer with the University of Waikato at Tauranga. Peter teaches human development and special education and his research interests are concerned with the processes of personal adjustment and resilience.

INTRODUCTION

Educational psychology is airing its anguish in public, and if the assertions of Brown (2010), Coleman and Pine (2010), and Hornby (2010) are to be believed then this professional discipline is indeed in a parlous state. As a psychologist who worked for the old Department of Education's Psychological Service, and subsequently for the Special Education Service and Specialist Education Services, I also think that educational psychology is in trouble. However, the history of occupations is littered with the wrecks of vocations that have become redundant to requirements. At the outset of his paper, Brown (2010) raises the possibility that educational psychologists are a species that may speedily become extinct because of hostile environments, and this parallel with the natural world is another reminder that change happens as circumstances alter.

> … I believe that New Zealand society now contains significant and concerning percentages of children and youth with problem behaviours and the logical and most efficacious way of responding to them is with proven programmes and practices in homes and schools.

It is arguable that educational psychologists have largely brought about their own demise. Probably the biggest strategic 'mistake' that they made was to abandon the widespread use of intelligence testing for placement decisions, because in doing so they gave away the role and the mystic of gatekeepers in education. The stance that they took on psychological testing was professional and ethical, and it was associated with another career compromising move, and that was the active promotion of the mainstreaming and inclusion of students with special needs into regular schooling. Effectively, the more that psychologists promoted the human rights of young people with special educational needs the more they challenged their own existence. Over time, educational psychologists have worked really hard at giving away their specialist knowledge and expertise to regular class teachers and others and this is inevitably an own-goal strategy for professional preservation.

Educational psychologists as professionals and managers have also participated in some other compromising acts, and these might have been more carefully considered. The first of these was the widespread recruitment of special education advisers as stand-ins for psychologists. Quite simply, no profession can expect to last when it accepts that people who do not possess the standard qualifications and skills are capable of doing most, if not all, of that profession's tasks. A second and substantial threat to educational psychology was the training and establishment of resource teachers: learning and behaviour (RTLB). Brown (2010) refers to RTLB as 'barefoot' psychologists', and Coleman & Pine (2010) describe them as substitute educational psychologists; and their numerical strength alone (about 800 at last count) is a force for professional marginalisation. Actually, RTLB raise a whole host of professional and management issues (see Education Review Office, 2004; Education Review Office, 2009) and included amongst the professional issues is the validity and utility of vocational scopes in psychology.

Does it matter that educational psychology is dying in this country? Brown (2010), Coleman and Pine (2010), and Hornby (2010) clearly think it does matter, and so do I but for somewhat different reasons. Briefly stated, I believe that New Zealand society now contains significant and concerning percentages of children and youth with problem behaviours and the logical and most efficacious way of responding to them is with proven programmes and practices in homes and schools. The corollary of this is that we need highly trained and skilled educational psychologists like we have never needed them before because these are the professionals who have shown that they can deliver empirically-supported procedures in the real-life settings that young people occupy.

From time to time, the media contains stories about binge drinking by adolescents and about teen suicide. Less occasionally, there are also accounts about teenage mothers, depression amongst young women, and antisocial behaviour in the streets and in schools. A typical response to the media reports is to demand tougher laws, or 'more education' about these matters for teenagers. What is less generally accepted is that problem behaviours tend to go together (Jessor & Jessor, 1977), and if we have relatively high percentages of our young people binge drinking (Alcohol Advisory Council of New Zealand, 2008), and greater numbers of teenage mothers, and more adolescents killing themselves compared to most other countries (Ministry of Social Development 2009), then it is probable that we have other problem behaviours in excess as well.

In fact, our major longitudinal studies provide evidence that this 'comorbidity' does exist (Fergusson, Poulton, Horwood, Milne, & Swain-Campbell, 2004).

We can speculate about how this situation has come to pass. The OECD points to our comparatively high levels of child poverty (OECD, 2009), while Wilkinson and Pickett (2009) suggest that it is not the poverty per se that is the issue as it is the income inequality within our community. As a consequence of poverty (whether absolute or relative), some families are subject to significantly more stress than others and, as various authorities suggest (e.g., Patterson, Reid, & Dishion, 1992), stressors of whatever type and source tend to impact on the nature and quality of care giving practices and on child outcomes. Analyses of this sort create quandaries for psychologists, social workers and others because their workloads are determined by socioeconomic circumstances beyond their control, and no matter how hard they prioritise, weight list, provide 'brief therapies', or otherwise strategise, they cannot hope to keep up (Albee, 1999).

Where psychologists with the relevant skills can make a real difference is in equipping parents, teachers, and others with the competencies to be able to do their jobs despite economic adversity and other stressors. In this regard, psychologists in this country are in an advantaged position because we can learn from the United States, which has even greater social problems than we do, but where powerful intervention systems have been developed, trialled, and proven to work. The available overseas programmes have been scrutinised by the Advisory Group on Conduct Problems that reports to the Ministry of Social Development (Blissett, et al. 2009a; Blissett, et al. 2009b)), and included in the Committee's recommendations has been The Incredible Years (IY). We already have preliminary data that show that the IY parenting programme works well here for Mäori and Pakeha (Fergusson, Stanley, & Horwood, 2009), and it has been adopted by 15 other countries world-wide (http://www.incredibleyears.

com). The Ministry of Education is fully conversant with this information and it is committed to offering IY Parent to 12,000 parents and IY Teacher to 5,000 teachers by 2014 (Ministry of Education, 2010).

Educational psychologists are key players in responding to our young people who are at risk because they have the experience, training, skills, and orientation to deliver empirically-supported group programmes to parents and teachers, while also being able to assume individual case work functions. Educational psychologists work closely and collaboratively with caregivers and schools, they have training in contextualised and evidence-based practice, and their professional orientation is positive and strengths-based (Massey University, 2009). These are the very attributes that underpin the effective implementation of a treatment system such as The Incredible Years. Moreover, because educational psychologists possess skills in assessment and behaviour change, they are also capable of working effectively with individual children, parents, and teachers.

No other occupational group is so well situated at this time to make the distinctive contribution that educational psychologists are capable of. Quite clearly, we need more of them, and we need ways of attracting younger professionals; and we also need structures and processes to ensure that the brightest and the best psychologists attain positions of influence. When Brown was Chief Psychologist and Director of Special Education in the old Department of Education he oversaw the wholesale recruitment and training of educational psychologists and this legacy has sustained special education in this country by providing innumerable service leaders and managers, as well as psychologists, for the Special Education Service, Specialist Education Services, and for the Ministry of Education. It is now time to rejuvenate and refocus educational psychology for its new role in a changed and challenging world.

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…, the history of occupations is littered with the wrecks of vocations that have become redundant to requirements.

Translating the Code of Ethics – Part I

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For the National Standing Committee on Bicultural Issues (NSCBI)

Ray is a social psychologist with many years experience in community education and action around Te Tiriti o Waitangi (The Treaty of Waitangi). A Päkehä New Zealander of Scots and English descent he was a foundation member of NSCBI (1991). His current research with Kupu Taea, analysing the ways in which mainstream media tell Mäori stories and stories about Mäori, grew out of his earlier analyses of how Päkehä speakers construct Mäori and Mäori-Päkehä relations in their talk. He retired from Auckland University in 2005, was President of the Society (2006- 2008), and has worked as a research and education consultant (media meanings) since then.

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Ka ngaro te reo, ka ngaro taua, pera i te ngaro o te moa.
(If the language be lost, man will be lost, as dead as the moa.)

WAI 11, Finding of The Waitangi Tribunal relating to Te Reo Mäori (1996, p.11)

The following remit was passed by the 2010 AGM without dissent:
That the Society actively promote translation of the Code of Ethics into te reo Mäori.

In passing the remit the members endorsed earlier efforts that had been made by our Executive, on advice from NSCBI, to have the code translated.

In seconding and moving the remit Dr Averil Herbert and I identified four reasons why our Code of ethics should be translated into te reo:

So we are not in breach of our Code of Ethics

Our commitment to act in accord with the letter and spirit of te Tiriti o Waitangi

The Mäori Language Act 1987

The increasing number of fluent Mäori speakers, both psychologists and clients.

These reasons are interrelated although, as is often the case, it makes sense to approach each separately.

Code of Ethics

Our Code of Ethics has a preamble that states:

In giving effect to the Principles and Values of this Code of Ethics there shall be due regard for New Zealand's cultural diversity and in particular for the provisions of, and the spirit and intent of, the Treaty of Waitangi.

That means that ethical practice must have due regard for the importance of nga taonga katoa (all that the hapu value), as the Waitangi Tribunal found in its 1986 report on Te Reo Mäori (WAI 11, 1986). As Te Tiriti provides a base for each principle of our code it must be borne in mind whenever we are assessing how our profession measures up against those published understandings. Doing that in relation to the translation of the Code into Te Reo Rangatira:

Principle 1 recognises the Treaty of Waitangi as "the basis of respect between the indigenous people and others" – which is most of us whether we be psychologists registered under the HPCAA (2004), members of the Society, or agents for social justice. The Comment on Practice Implication 1.3.1 identifies te Tiriti o Waitangi as the primary text. Practice Implication 1.3.2 states that we (psychologists) "seek advice…in the appropriate way to show respect for the dignity and needs of Mäori ".

I consider that means, at the very least, we should make and take opportunities to demonstrate our commitment to respect "the indigenous people" such as translating the Code into Te Reo Rangatira.

Principle 4 identifies the Treaty of Waitangi as "a foundation document of social justice".

The current version of our Code of Ethics clearly supports taking an action that acknowledges the mana of te reo, something Te Ahukaramu Charles Royal asked of us, the non-Mäori partners of Mäori people, in his 2006 keynote address (Royal, 2006, p.9).

Our commitment to act in accord with the letter and spirit of te Tiriti o Waitangi

Like all incorporated societies the New Zealand Psychological Society is governed by a set of rules, the third of which "Implementation of Objects" has, since 1993, required that we:

encourage policies and practices that reflect New Zealand's cultural diversity, and shall, in particular, have due regard to the provisions of, and to the spirit and intent of te Tiriti o Waitangi (the Treaty of Waitangi).

Currently that rule is known as our "bicultural commitment". The Society's second rule lists eight objects "for which the Society is established" of which the third states:

c. To promote high standards of

ethical and professional service and practice on the part of psychologists.

The Society's representatives in the working group that developed the current Code of Ethics were guided by the bicultural commitment and sought to make the implications of that commitment explicit at relevant points in the code. Given the importance of te reo to Mäori people and the Mäori culture it seems clear that translating the code into te reo is not only consistent with promoting high standards of professional service but is taking a further step toward cultural justice. It may also, given the nature of translations, offer psychologists an important new perspective on our ethical standards and professional practices.

The Mäori Language Act 1987

In 1985 Huirangi Waikerepuru lodged what is often called 'The Mäori Language claim' with the Waitangi Tribunal. Responding to the evidence presented, the Tribunal found that "the Crown has failed to protect the Mäori language as required by Article II of the Treaty" (WAI 11, 1986, p.59-60). Discussing use of te reo the Tribunal said (WAI 11, 8.2.8, p.57):

> Legislation ought to be introduced to enable any person to speak or write in Mäori if he or she wants to do so. It will be for the Courts, the public service and local bodies to adjust their affairs to enable this to be done.

That recommendation, described as recognising te reo as an official language of New Zealand, and the creation of a body to "supervise and foster the use of the Mäori language" (WAI 11, p.61) were realised in The Mäori Language Act 1987. I think we should see the translation of the Code of Ethics as a contribution our discipline

can make that is consistent with the Tribunal's conclusion. Te Taura Whiri i Te Reo Mäori is the body established by the Act to supervise and foster use of te reo though it was called "the Mäori Language Commission" in the legislation. Our Executive has met with some members of Te Taura Whiri and has discussed with them the possibility of the code being translated. At the end of that meeting they offered their support and assistance for the project, an offer that would guarantee that the translation was accurate.

The increasing number of fluent Mäori speakers, both psychologists and clients.

At the Waitangi Tribunal hearings that led to the Mäori Language Act significant evidence was presented showing that te reo was at a critical ebb. For example, in 1975 only 5% of Mäori school children could speak Mäori , compared to 90% in 1913. Fortunately, Mäori refused to accept that their taonga was doomed and, through kohanga reo, kura kaupapa, wananga and iwi initiatives, there are growing numbers of fluent Mäori speakers, some of whom, because te reo is their first language, are native speakers. For such people, whether as practitioners, clients, or cultural advisers, having the Code of Ethics in te reo is not only consistent with the spirit of the Mäori Language Act but also offers them a positive point of engagement with our discipline and practice.

Interpretation is not 'easy peasy'

We can all be reassured that translating our Code of Ethics is not going to create the kind of furore about 'which is the right text', or which has precedence, that dogs discussions about the Treaty (Nairn 2007). We can also take heart from jurisdictions in which there are

two or more official languages where documents are required to be published in all official languages, because such publication rarely occasions outbreaks of misunderstanding. Providing translations with the requisite level of accuracy or consistency is essential to the smooth running of such procedures and, as translations have been required in New Zealand courts for more than 100 years the requisite skills and experience are available here. However, we also need to acknowledge that literal – 'word-for-word' translations – are not always possible and, even where possible such translations may not serve the users of the document well. Consequently, accurate translations are typically interpretations that convey the essence of the original document. As in all interpretations, it is necessary and routine practice, to make regular checks to ensure that the translation remains true to the source document. Because the devil is in the detail, NSCBI will provide a second instalment on this topic in the next issue of Psychology Aotearoa that discusses such checks and other issues relating to translating a document such as a code of ethics.

STOP PRESS

The most recent meeting of the

Psychologists Board agreed to "support development of a faithful and professional translation of the Code of Ethics into te reo Mäori ".

While there are issues to be resolved it does seem that the project will proceed.

Flourish and thrive: An overview of positive psychology in New Zealand and internationally

For many people the term 'positive psychology' will draw a blank. For others, it will spark interest or even create excitement. Such is the current status of the field in New Zealand (NZ), and to a lesser extent, internationally. However, positive psychology has progressed substantially in its short 12 year history.

In what follows, I describe positive psychology, briefly review its development and history, outline a selection of current teaching and research in NZ, summarise its status within the wider government sector, and highlight a few interesting findings from the field to date. I also review trends in contemporary research and speculate as to where the field is heading in the future.

What is positive psychology?

In contrast to psychology's customary focus on the negative side of life and with what is going wrong with individuals, such as with depression, anxiety and trauma, a steadily growing number of researchers have begun to focus on the positive side of life and with what is going right with individuals (Baumgardner & Crothers, 2009; Ben-Shahar, 2007; Boniwell, 2006; Burns, 2010; Carr, 2004; Csikszentmihalyi, 1990; Diener & Biswas-Diener, 2008; Eid & Larsen, 2007; Kahneman, Diener, & Schwarz, 1999; Kashdan, 2009; Layard, 2005; Linley & Joseph, 2004; Peterson, 2006; Peterson & Seligman, 2004; Schwarzer & Peterson, 2008; Seligman, 2002). These researchers have conceptualised the new and emerging field of positive psychology in various ways. For example:

> Positive psychology is the scientific study of what enables individuals and communities to thrive (International Positive Psychology Association, 2010).

> We believe that a psychology of positive human functioning will arise that achieves a scientific understanding and effective interventions to build thriving in individuals, families, and communities (Seligman & Csikszentmihalyi, 2000, p. 5).

> Positive psychology is the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions (Gable & Haidt, 2005, p. 103).

In contrast to psychology's customary focus on the negative side of life and with what is going wrong with individuals, such as with depression, anxiety and trauma, a steadily growing number of researchers have begun to focus on the positive side of life and with what is going right with individuals.

Even with such broad conceptualisations as these, positive psychology complements, rather than replaces, traditional psychology. In doing so, the field's focus has been on constructs such as strengths (Linley, 2008), savouring (Bryant & Veroff, 2007), happiness (Diener & Biswas-Diener, 2008), meaning (Steger, 2009), flow (Csikszentmihalyi, 1990), hope (Snyder, 2000), and mindfulness (Brown, Ryan, & Creswell,

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2007) to name a few.

The development of positive psychology.

Martin Seligman's 1998 American Psychological Association presidential address is seen by many as positive psychology's inception date (Peterson, 2006; Wood & Tattier, 2010). However, psychological research into the positive aspects of life pre-dates World War II (Seligman & Csikszentmihalyi, 2000). Historically psychology itself was conceived of as a discipline that both cured mental illness, but also promoted excellence in individuals and focused on establishing positive communities (Gable & Haidt, 2005). Harold Dearden's pioneering work, The Science of Happiness (1925), is a prime example. Post-war however, the bulk of research funding was targeted towards treating disorders (e.g., the establishment of the National Institute of Mental Health in America in 1947). Since this time, psychology's focus has largely been on the negative side of life – to which it has made substantial and major accomplishments.

More recently though, psychologists have begun to focus on the positive aspects of human functioning. For example, Maslow pointed out:

> The science of psychology has been far more successful on the negative than on the positive side. It has revealed to us much about man's shortcomings, his illness, his sins, but little about his potentialities, his virtues, his achievable aspirations, or his full psychological height. It is as if psychology has voluntarily restricted itself to only half its rightful jurisdiction, and that, the darker, meaner half (1970, p. 354).

Indeed, the term positive psychology originates from Maslow's 1954 book "Motivation and Personality." Other humanists such as Carl Rogers and Erich Fromm have also been influential in the development of theories related to human happiness (Baumgardner & Crothers, 2009), with research by positive psychologists now providing empirical support for these theories (Wood & Tattier, 2010).

What is clear is that positive psychology has grown at a staggering rate since Seligman's presidential address. The first positive psychology summit took place in 1999, the first international conference in 2002, and since then a range of international and broader conferences. For example, in the past few months the 6th European Conference on Positive Psychology was held in Denmark, and two positive psychology conferences have been held in Beijing. Last year

The New Zealand Association of Positive Psychology (NZAPP) was founded in June 2008, and has since blossomed to having over 500 members and has links with international positive psychology organisations.

the First World Congress on Positive Psychology took place in Philadelphia with over 4000 participants, including the top positive psychology scholars. In addition to conferences and meetings, the field launched its signature journal, the Journal of Positive Psychology, in 2006, and the International Positive Psychology Association was founded in 2007 and now has over 3000 members. The publication of Character strengths and virtues: A handbook and classification (Peterson & Seligman, 2004), also referred to as the Un-DSM, is also seen as a milestone, representing the first attempt on the part of the research community to identify and classify the positive psychological traits of human beings. There are now graduate programmes in positive psychology, notably the University of Pennsylvania's Masters in Positive Psychology programme and the University of East London's Masters in Applied Positive Psychology programme.

Positive psychology in New Zealand.

Although the development of positive psychology as a scientific discipline has been substantial in its short history, the history of positive psychology in NZ is diminutive by comparison. The New Zealand Association of Positive Psychology (NZAPP) was founded in June 2008, and has since blossomed to having over 500 members and has links with international positive psychology organisations. The purpose of the NZAPP is to "promote the science and practice of positive psychology and its research-based applications, and to foster communication and collaboration among researchers, practitioners, teachers, and students, and across disciplines, who are interested in positive psychology" (New Zealand Association of Positive Psychology, 2010). This being the case, membership, which is free, is diverse and eclectic, involving, for example, lawyers, counsellors, clinical psychologists, coaches, journalists, health care professionals, philosophers and policy analysts. The NZAPP provides members with quarterly newsletters informing them of positive psychology activities around NZ and internationally, and in January 2011 will launch The International Journal of Wellbeing in collaboration with a number of tertiary institutions (e.g., Victoria University of Wellington, The Open Polytechnic of New Zealand, Nanyang Technological University Singapore).

In addition to the NZAPP, positive psychology is slowly beginning to register on the radar of national psychology departments, with some sooner than others to pick up on demand and follow international trends. For example, Auckland University provides an undergraduate stage two lecture (by Fiona Howard), and a stage three social psychology paper on psychological wellbeing (by Niki Harré) that is largely informed by positive psychology. Other programmes within the department (e.g., applied behaviour analysis) teach positive psychology content under a different verse, and various staff are conducting positive psychology research (e.g., Helena Cooper-Thomas' research on employee engagement, and

Fiona Howard's' research on positive supervision). It is also noteworthy that Barbara Frederickson, one of the top positive psychologists from America, will be visiting Auckland University in March 2011 to give a series of lectures. At Massey University there is mindfulness and meditation research (by Heather Buttle), and two large scale studies have recently looked at population levels of happiness to determine aspects of positive ageing (these datasets are freely available - contact Andy Towers). At Victoria University of Wellington Paul Jose integrates positive psychology material into first year psychology courses, and is soon to offer a post-graduate positive psychology course. In addition, a team (a post-doctoral fellow and many post-graduate students) are investigating the topic of savouring. At Waikato University PhD students are investigating work-life balance (Derek Riley), and mindfulness (Jenny Pevreal). Auckland University of Technology is teaching their first positive psychology paper this semester, and has recently hosted a conference on "Quality of Life". A PhD student at Canterbury University (Alison Ogier-Price) is looking at how increases in happiness can be sustained over the longer term (the holy grail of positive psychology research), and an Otago University PhD student (Denise Quinlan) is looking at student wellbeing and classroom climate in younger children. Many other Masters projects are also being conducted.

Although these are selected examples, positive psychology material is reported as being extremely well received by students. Internationally there is huge demand for tertiary level positive psychology courses; for example, the positive psychology course at Harvard University by Tal Ben-Shahar has been the most popular course for almost a decade. Most psychology departments in NZ have staff that are interested in positive psychology, and who are beginning to align their current research focus with an area of positive psychology. However, rather than offering or teaching positive psychology directly, it is common for positive psychology to be integrated into current areas of teaching and research. Given that no tertiary level training in positive psychology exists in NZ, students wishing to obtain qualifications in positive psychology are heading to the University of Pennsylvania's Masters in Positive Psychology programme, or have positive psychology PhD supervisors stationed overseas – most commonly in Australia.

Moving past the universities, the government sector is also becoming interested in positive psychology; largely in response to the national government's rhetoric regarding the importance of wellbeing. As examples, personnel at Statistics New Zealand are becoming interested in measuring national

Positive emotions build skills and resources. For example they broaden awareness, improve creativity and inventiveness, increase resilience, and encourage novel, varied, and exploratory thoughts and actions (Fredrickson, 2003).

accounts of wellbeing (for a review of this area, see: Diener, Helliwell, & Kahneman, 2010), Treasury is interested in policy initiatives related to wellbeing (for review of this area, see: Bok, 2010), the Ministry of Education is interested in assessing wellbeing and flourishing in schools (for review of this area, see: Seligman, Ernst, Gillham, Reivich, & Linkins, 2009), and

> Positive psychology is gaining in recognition with its solid emphasis on science, and its well designed research and intervention protocols; much unlike the self-help genre which bids instant change.

the Mental Health Foundation is interested in how positive psychology approaches can increase resilience and improve general mental wellbeing (for a review of this area, see: Duckworth, Steen, & Seligman, 2005) – indeed the theme for this year's Mental Health Awareness Week was "flourishing". Although this work in NZ is welcomed and promising, the extent of consultation with positive psychology experts seems lacking; many initiatives may succumb to poorer than possible outcomes.

Positive psychology research.

Research into the positive aspects of life has been conducted for some time now, however there has been exponential growth over the last 10 years. Contemporary researchers include the field's founders, such as Martin Seligman, Ed Diener, Mihaly Csikszentmihalyi, and Christopher Peterson, but also many cutting edge researchers, such as Carol Dweck, Todd Kashdan, Barbara Fredrickson, Sonja Lyubomirsky, Kennon Sheldon, Jonathan Haidt, Charles Snyder, Robert Biswas-Diener, Charles Carver and Robert Emmons to name a few. Each of these scientists has published influential and frequently cited articles, both in positive psychology and in their own areas of psychology. This research in the last decade has highlighted some very interesting findings, most of which have gained media attention. For example:

- Optimistic people are less likely to die of heart attacks than pessimists, controlling for all known physical risk factors (Giltay, Geleijnse, Zitman, Hoekstra, & Schouten, 2004).
- Happiness is contagious as people surrounded by happy friends, family members and neighbours who are central to their social network become significantly happier in the future. For example, an individual will become 25% happier if a friend who lives within a mile becomes significantly happier with his or her life (Christakis & Fowler, 2009).
- Women who displayed genuine (Duchenne) smiles to a photographer at age eighteen went on to have fewer divorces and more marital satisfaction than those who displayed fake smiles (Keltner, Kring, & Bonanno, 1999).
- Positive emotions build skills and resources. For example they broaden awareness, improve creativity and inventiveness, increase resilience, and encourage novel, varied, and exploratory thoughts and actions (Fredrickson, 2003). This is in contrast to negative emotions which prompt narrow and immediate survival-oriented behaviors.
- According to Set Point Theory, life satisfaction is approximately 50% genetic, 10-15% external and circumstantial, and 35-40% due to personal choices. For example, when externalities (e.g., weather, money, health, marriage, religion) were totalled, they accounted for no more than 15% of the variance in life satisfaction (Diener, Suh, Lucas, & Smith, 1999).
- Largely due to hedonic adaption, lottery winners and paraplegic accident victims were both equally satisfied with their lives a year on. For example, winning the lottery creates a form of unwanted cognitive dissonance as the money is viewed as not fully deserved – although this

effect dissipates over time (Schnittker, 2008).
- Positive emotion reduces at least some racial biases. For example, although people generally are better at recognizing faces of their own race than faces of other races, putting people in a joyful mood reduces this discrepancy by improving memory for faces of people from other races (Johnson & Fredrickson, 2005).
- The pursuit of meaning and engagement are more predictive of life satisfaction than the pursuit of pleasure (Peterson, Park, & Seligman, 2005).
- Economically flourishing corporate teams have a ratio of at least 3:1 of positive statements to negative statements in business meetings, whereas stagnating teams have a much lower ratio; flourishing marriages, however, require a ratio of at least 5:1 (Fredrickson & Losada, 2005; Gottman & Levenson, 1999).
- Self-discipline is twice as good a predictor of high school grades than intelligence quotient (IQ) (Duckworth & Seligman, 2005).
- People tend to exaggerate the positive impact of events they think will make them happy, as well as overestimate the negative effect on happiness of tragic events. For example, individuals tend to overestimate the extent and duration of the emotional impacts of events such as a pay rise, the death of a loved one, or moving to a warmer climate (Gilbert, 2006).
- Money has a very small effect on happiness. According to the Easterlin Paradox (named after the economist Richard Easterlin), GDP has steadily increased over the past 50 years, however levels of national wellbeing and happiness have remained almost the same (Layard, 2005).
- Happy teenagers go on to earn substantially more income fifteen years later than less happy teenagers, controlling for income, grades, and other obvious factors (Diener, Nickerson, Lucas, & Sandvik, 2002).
- Once basic needs are met, money buys additional happiness only if it can lead to higher status in society, or is spent on experiences rather than possessions (Bok, 2010).
- Relationships and marriage are robustly related to happiness (Diener & Biswas-Diener, 2008). In addition, how you celebrate good events that happen to your spouse is a better predictor of future love and commitment than how you respond to bad events (Gable, Reis, Impett, & Asher, 2004).

These are only a few examples of findings that have been of public interest. The field has come a long way since Seligman (2002) identified three paths to happiness and increased wellbeing; the pleasant life, the good life, and the meaningful life (his next book, Flourish: A new understanding of life's greatest goals – and what it takes to reach them, is due out early next year). Given the general lack of knowledge on positive functioning, there is still much uncharted territory. However, some main areas of positive psychology research are developing and coming to fruition, in particular, positive clinical psychology, the economics of happiness, positive organisational psychology, positive health, international differences in wellbeing, and positive education.

To give one example, the area of positive clinical psychology aims to equally focus helping professionals (clinical psychologists, counsellors, coaches) on positive functioning as just an important focus as on decreasing negative functioning. 'Post traumatic growth' (for a review, see: Jarden, 2010) defined as "the experience of positive change that occurs

as a result of the struggle with highly challenging life crises" (Tedeschi & Calhoun, 2004, p. 1), is an example of a topic that naturally aligns positive psychology with clinical psychology. Another topic, 'positive interventions' (for a review, see: Rashid, 2009), aim to directly increase wellbeing, and includes practical applications such as helping individuals to identify and use their strengths.

Positive psychology trends.

Positive psychology is gaining in recognition with its solid emphasis on science, and its well designed research and intervention protocols; much unlike the self-help genre which bids instant change. For example, currently Martin Seligman is training all one million soldiers in the US army in positive psychology in order to promote resilience and prevent the onset of trauma. The field of positive psychology is set to play a larger role in addressing people's drive to lead happier, more fulfilling lives. In order to do so, its research agenda and focus needs to be astute. Currently, researchers are interested in defining and measuring subjective wellbeing (or happiness), comparing hedonic and eudaimonic dimensions of wellbeing, assessing cultural and national accounts of

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I/O Psychology Programmes at New Zealand Universities: Contributions to the Profession and to Organisations in Aotearoa/New Zealand

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Introduction

Four New Zealand universities offer specialised education and training in industrial and organisational (I/O) psychology – University of Auckland, University of Canterbury, Massey University, and the University of Waikato. The aim of this paper is to summarise the main attributes of these programmes and to highlight some of the major contributions which they offer, especially in terms of post-graduate training and the overall contribution to the profession and to the business and organisational community. Teaching staff in each programme have written a short précis of their own undergraduate and post-graduate offerings, as well as a summary of their research activities. These are presented below, followed by an overview of what we (collectively) believe is the wider contribution of I/O psychology teaching programmes to the profession of psychology and to

University of Auckland

The Department of Psychology at the University of Auckland offers an initial paper taught at the third-year undergraduate level followed by one, two, or three years of full-time (or equivalent part-time) postgraduate study in Industrial, Work and Organisational (IWO) Psychology, and a doctoral programme. The one-year programme, either a Postgraduate Diploma of Arts or Science, or a Bachelor of Arts or Science with Honours, includes four IWO psychology courses addressing curriculum recommendations of international professional I/O psychology societies to provide the breadth of scientific knowledge underpinning IWO psychology practice, and other courses in the science of psychology and related disciplines. Students accepted for the second year conduct research and present a thesis in a relevant area of psychology, for a Master of Science or Arts in Psychology. Joint research supervision arrangements are quite common within the department and across various Faculties and the Business School, to allow a larger number of students to pursue postgraduate research in IWO psychology. Students accepted for the third year may opt for a doctorate to gain enhanced scientific knowledge in this area or for the Postgraduate Diploma in Applied Psychology, in which they do a practicum of supervised professional practice, develop a portfolio of practice

reports and undertake a course on professional psychology practice in Aotearoa/ New Zealand. This diploma, accredited by the New Zealand Psychologists Board as a path to registration as a psychologist, provides an opportunity to build the specific knowledge and skills relevant to practice. Graduates of all these programmes are employed nationally and internationally as psychologists, human resource and organisational development managers or as researchers within or consultant to commercial and government organisations, and as psychologists in the armed services.

Classes are small and intensive and a strong network of postgraduate IWO psychology students and alumni interacts frequently at meetings, seminars and symposia organised specifically for mutual support and continuing professional development. Core staff teaching and supervising research in IWO psychology are Dr. Helena Cooper-Thomas and Dr. Brenda Lobb, while visiting academics and professionals contribute additional expertise. Helena's research focuses on employee attitudes and behaviours and employee-employer relations, specifically newcomer adjustment and organisational socialisation, development of the psychological contract and person-organisation fit, organisational engagement, stress and bullying, and upward influence processes. Brenda's research concerns

job/work analysis and design and investigation of psychosocial, physical and work factors affecting performance and wellbeing (e.g. fatigue, stress, health, comfort and safety) at work. Both have experience in industry and as consultants. They also seek feedback regularly from an advisory committee of practitioners and from their colleagues from the other IWO psychology programmes, to provide quality assurance and enable continual maintenance and improvement of their programme. Further information about the Auckland programme can be obtained on the website http://www.psych.auckland.ac.nz/postgraduate-programme/IWO.htm or from Helena (h.cooper-thomas@auckland.ac.nz) or Brenda (b.lobb@auckland.ac.nz).

University of Canterbury

The Department of Psychology at the University of Canterbury offers two graduate qualifications to students who wish to specialise in industrial and organisational psychology – the Masters of Science in Applied Psychology (APSY) and the Postgraduate Diploma in Industrial and Organisational Psychology (PGDipI/O). A third year undergraduate paper in industrial and organisational psychology is also offered, as is a PhD in Applied Psychology. A Masters specialising in I/O psychology is a prerequisite for enrolment in the PGDipI/O and the Diploma is accredited by the New Zealand Psychologists Board as a

path to registration as a psychologist. Entry to APSY is limited to 15 students per annum. The Masters in Applied Psychology requires the completion of four full-year courses (or equivalent half-year courses) in the first year, and a further full-year course (or equivalent) and a research dissertation in the second year. Course options have been developed over a number of years based on the curriculum recommendations provided in the SIOP guidelines for Master's level education in industrial and organisational psychology (see http://www.siop.org/guidelines.aspx).

Currently the APSY programme offers eight course options which are considered core subject areas, and which students are encouraged to select from: Apsy601 Advanced Industrial and Organisational Psychology (covers job analysis and selection); Apsy611 Training and Learning at Work; Apsy613 Professional Practice in Industrial and Organisational Psychology; Apsy616 Small Group Theory and Team Building; Apsy612 Performance Management and Appraisal; Apsy614 Leadership and Motivation in Organisations; Apsy615 Attitudes and Organisational Development; and Apsy617 Industrial and Organisational Psychology Measurement Issues. Students are also required to take either Psyc460: Research Methods in Psychology; or Psyc464 Multivariate Statistics and Methods in Psychology. Advice on curriculum selection is tailored to suit each student's specific career goals.

Four staff are involved in the APSY programme: Associate Professor Chris Burt (http://www.psyc.canterbury.ac.nz/people/burt.shtml), Dr Joana Pimentel (http://www.psyc.canterbury.ac.nz/people/pimentel.shtml), Dr Katharina Naswall who will join us in 2011 (http://www2.psychology.su.se/staff/knl/) and Dr Deak Helton (http://www.psyc.canterbury.ac.nz/people/helton.shtml). The APSY staff take primary responsibility for supervising dissertations, and titles of recently supervised dissertations and a list of each staff member's recent publications is linked to his/her web pages. Students are generally encouraged to undertake their dissertation research in an area aligned with staff research interests, although students are able to conduct research on any area of applied psychology.

Completion of the Masters in Applied Psychology provides the fundamental competencies for a range of career options. Recent graduates are employed in the consulting field, as organisational development managers, as human resource managers, and as psychologists in the armed services. Other graduates have started their own companies. Career progression is often rapid, and many organisations are actively seeking new graduates each year.

Massey University

The School of Psychology at Massey University offers multi-campus studies in I/O psychology at undergraduate, graduate, postgraduate diploma and doctoral levels, in Auckland, Palmerston North and Wellington, and extra-murally across NZ and internationally. The programme integrates both business and community issues, and includes issues facing not-for-profit as well as for-profit organisations working to reduce poverty.

At undergraduate levels, an increasing proportion of students combine psychology and management in their degrees, for example majoring in business psychology. For Honours and Masters students, there is a full range of papers on professional practice in psychology, well-being in organisations, culture at work, occupational assessment, organisational change, and research methods. Masters students complete a research thesis on a topic of their choice. Students aiming to work as I/O psychologists first complete their Masters degree in I/O, and then a Postgraduate Diploma in Industrial/Organisational Psychology (PGDipI/OPsych). This post-Masters diploma is heavily practical, with supervised practicum and reviews of professional issues in the practice of I/O psychology. Successful completion enables students to apply for registration as a psychologist in New Zealand, e.g., in consulting firms, government departments and large corporations. Many interns go on to become self-employed, running their own consultancy business.

Five core staff contribute to teaching and supervision within the I/O programme at Massey: Professor Stuart Carr (based at the Albany campus),

Dr. Dianne Gardner (Albany campus), Dr. Fiona Alpass (Palmerston North), Dr. Jocelyn Handy (Palmerston North) and Dr. Gus Haberman (Palmerston North). The Postgraduate Diploma in Industrial/Organisational Psychology is taught only at the Albany campus. Further information about the overall I/O programme can be obtained from either Stuart (s.c.carr@massey.ac.nz) or Dianne (d.h.gardner@massey.ac.nz).

Staff in the I/O programme are engaged in several relevant areas of research, including the Joint Centre for Disaster Research (http://disasters.massey.ac.nz/index.htm), which undertakes a wide range of teaching and research aimed at understanding the impact of disasters, risk management, and improving preparedness and recovery from disasters. A second major research project involves the Poverty Research Group (http://poverty.massey.ac.nz/), which is a multidisciplinary team that focuses on applying I/O psychology and other disciplines to poverty reduction. The Poverty Research Group is affiliated to the network called Humanitarian Work Psychology (http://www.humworkpsy.org/). The Healthy Work Group based in the School of Management on the Albany Campus, but involving researchers from the School of Psychology, undertakes research on workplace health, safety and well-being issues. Expertise in the team includes ergonomics and human factors, occupational health and safety, organisation and management, applied statistics, and I/O psychology. Finally, the Health, Work and Retirement project (http://hwr.massey.ac.nz/) investigates midlife New Zealand adults to determine the factors that predict positive health outcomes as older individuals (55 to 70 years) make the transition from work to retirement.

University of Waikato

The I/O psychology programme in the School of Psychology at the University of Waikato comprises an initial paper taught at the third-year undergraduate level, followed by a two-year Masters programme (the Masters of Applied Psychology – Organisational), and the Post-Graduate Diploma in the Practice of Psychology (Organisational) for students who wish to become registered as psychologists under the 'psychology' scope. The Master's of Applied

Psychology (Organisational) consists of taught papers in the first year and a combination of additional taught papers and a research thesis at the second year. The taught papers cover the following areas: advanced organisational psychology, personnel selection and recruitment, personnel training and development, organisational change and development, human factors psychology, employment relations (taught in Labour Studies), and a research methods' paper. These papers expose students to a wide range of relevant topics in both 'organisational' and 'personnel' psychology. The Post-Graduate Diploma is open to students who have completed a Masters degree in Psychology and have sufficient background in I/O psychology to progress to this level. Candidates enrolling in the PGDip must also be employed in a capacity which enables them to utilize knowledge, skills and competencies in I/O psychology. Those who are employed fulltime can complete the PGDip in twelve months; part-time employed candidates need to enroll for two years.

As with the other programmes described above, students specializing in I/O psychology frequently enroll in papers outside the School of Psychology. The Masters degree allows for students to take some elective papers in Management, Human Resource Management, Labour Studies, and Employment Law. Our philosophy is that, although students need to be intimately familiar with core issues in I/O psychology, at this level they also need to be exposed to other relevant areas, such as employment law and labour relations.

Two core staff teach and supervise thesis research in the programme – Professor Michael O'Driscoll (m.odriscoll@waikato.ac.nz) and Dr. Donald Cable (dcable@waikato.ac.nz). Michael's research interests centre on work attitudes/values and motivation, psycho-social health and well-being at work, and work-life balance. Current research projects include exploration of the antecedents and consequences of work-family conflict and work-life balance, the impact of workplace bullying on the psycho-social health and well-being of individual workers, and the effects of work-related stress. Donald's research interests include the psychological work contract, the impact of organisational restructuring on those remaining, the processes underlying career decision making, and the phenomenon of underemployment. Current research projects include the psychological contract of front-line police officers. Further information about our programme can be obtained by contacting either Michael or Donald, or visiting the following website: http://www.waikato.ac.nz/wfass/subjects/psychology/research/mapppsy/.

Contributions to the profession and to organisations

The programmes in I/O psychology described above contribute in many significant ways to the profession of psychology and to organisations in Aotearoa/New Zealand more generally. The main contributions that our students can make to organisations are threefold. Firstly, they have excellent technical skills and are able to immediately contribute to projects that require data analysis, critical thinking, and clear writing. Secondly, since they have only recently finished their studies, they are able to draw on their content knowledge to use the best available evidence to solve real-world problems to a high standard. Thirdly, the focus of their training is very problem-solving oriented, so that they can tackle difficult client (organisational) problems to develop appropriate solutions. In addition, those who have completed the post-graduate diploma and are eligible to become a registered psychologist have undertaken closely-supervised training to ensure that they will practice I/O psychology to a high standard, with consideration to ethical, legal, cultural and other professional issues. For example, the recruitment and selection skills which students acquire can directly lead to improvements in organisational performance, and assist in the reduction of legal risks associated with staffing. Application of their skills can shift underperforming work groups quickly and efficiently to satisfactory production levels. Students with qualification in I/O psychology can also manage organisational change in a way which significantly increases the chances of success and diminishes the likelihood of resistance to change. We work closely together to ensure that each of our programmes meets professional standards required for training I/O psychologists who are knowledgeable, competent, ethical, and critical thinkers, and who display appropriate levels of cultural awareness and safety in their professional practice.

CALL FOR PAPERS
New Zealand Journal of Psychology
Special Issue

Addiction: Theory, Research and Practice

Guest Editor: Simon J Adamson

Substance misuse and addiction are prevalent in our society. In addition to specialist addiction settings, addiction and hazardous/maladaptive substance use patterns commonly occur as comorbidities or complicating features in mental health, corrections, primary care and private practice settings amongst others. Psychological formulations and interventions have played a significant role in addressing addiction in New Zealand and internationally. Indeed, many of the leading non-pharmacological interventions in this field have been developed and refined within the discipline of psychology.

The purpose of this Special Issue is to provide a forum for the dissemination of the empirical and clinical work being conducted in relation to addiction in New Zealand, or innovations from overseas which are applicable within the New Zealand context.

The scope includes both substance and behavioural addictions. Empirical, theoretical, review, case study, and single-case designs are all appropriate submissions.

Manuscripts may be anything up to standard length (maximum 6,000 words), although briefer submissions will also be considered. All manuscripts submitted will be subjected to the usual peer review processes observed by the New Zealand Journal of Psychology. Refer to http://www.psychology.org.nz/NZ_Journal for more details.

The deadline for submission is 30 June 2011. You are encouraged to contact the Guest Editor in advance to discuss your ideas for this special issue:

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Does social connectedness lead to a greater sense of well-being in New Zealand adolescents? Findings from the Youth Connectedness Project

Paul E. Jose and Jan Pryor, Victoria University of Wellington

Associate Professor Paul Jose received his Ph.D. in Developmental Psychology in 1980 from Yale University. After teaching in Chicago, Illinois for 18 years, he moved to New Zealand 10 years ago. His research interests encompass adolescent development and adjustment broadly, and recently he has focused on positive youth

Jan Pryor is Associate Professor and Director of the Roy McKenzie Centre for the Study of Families at Victoria University. Her areas of research include separation and divorce and its impact on children, and stepfamily formation. She is the co-author of 'Children in Changing Families. Life After Parental Separation' published by Blackwell, and editor of the 'International Handbook of Stepfamilies. Policy and Practice in Legal, Research and Clinical Environments' published by John Wiley.

Over the last 10-15 years, researchers in the area of adolescence have increasingly taken up the issue of connectedness as a predictor of adjustment. Much of this interest was stimulated by the publication by Resnick, Bearman, Blum, Bauman, Harris, Jones et al. (1997) of a paper which reported that family and school connectedness were powerful predictors of various indicators of adolescent maladjustment (e.g., emotional distress, violence, and substance use). Since then, researchers have documented associations between connectedness in a variety of social contexts (family, school, peers, and community) of adolescent wellbeing and development. Examples of adolescent outcomes investigated include depression, stress, and anxiety (Armstrong & Oomen-Early, 2009), behavioral problems and problems at school (Loukas, Suzuki, & Horton, 2006), violent behavior (Loukas, Roalson, & Herrera, 2010), substance use

(Yan, Beck, Howard, Shattuck, & Kerr, 2008), school drop-out (Kearney, 2008), and self-esteem (Boutelle, Eisenberg, Gregory, & Neumark-Sztainer, 2009). The key domains of connectedness that have been used to study these outcomes are family, school, peers, and community, although seldom together. The pattern of findings has been consistent: adolescents who report high levels of connectedness also report low levels of negative indicators of wellbeing such as those listed above. In light of these findings, connectedness has been identified as a protective factor for adolescent health and development.

What has been lacking, however, is research showing that social connectedness is a positive predictor of positive outcomes over time. A few studies have examined the relationship between connectedness and positive indicators of well-being, such as optimism, hope, coping, happiness, and life satisfaction (Anderman, 2002; Camfield, Choudhury, & Devine, 2009; Gillison, Standage, & Skevington, 2008; You, Furlong, Felix, Sharkey, Green, & Tanigawa, 2008). However few of these studies have been longitudinal in nature, nor have they encompassed a wide range of positive outcomes. But what is notable is that these researchers have included positive indicators of well-being in an attempt to shift research and policy-making efforts toward the promotion of optimal levels of adolescent health (Norrish & Vella-Brodrick, 2009; Park, 2004; Seligman & Csikszentmihayli, 2000). The overarching perspective of this research is that adolescents who report no significant disease or deviant behavior are not necessarily functioning well on measures of health and well-being. This paradigm shift reflects an assumption that mental disease and mental health are not necessarily opposite poles of a continuum (Greenspoon & Saklofske, 2001; Larson, 2000).

We aimed, with our Youth Connectedness Project launched in 2004, to extend this new research area investigating the link between connectedness and well-being by focusing on positive indicators of psychological well-being, examining connectedness in four key social contexts, and using a longitudinal design. Using a large sample of adolescents, we conducted a longitudinal assessment of connectedness in four domains: family, school, peers, and community; and also assessed a variety of well-being indicators (future orientation, confidence, positive affect, and life satisfaction). Our design included three measurement occasions, each one year apart. This meant we could examine predictive relationships between connectedness and wellbeing over time. Specifically, we expected that social connectedness at one point in time would predict wellbeing at a later point in time; in other words, we predicted that adolescents who are well connected to the important people and institutions in their lives would benefit from these connections over time and resultantly report higher levels of wellbeing. A related question was whether a bi-directional relationship would be

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found between these two overall constructs: would a better adjusted adolescent at time 1 seek out more connections over time and therefore report being more highly connected at time 2? No one has examined this question before; we believed that it was important to examine both possibilities – that connectedness leads to wellbeing, and/or that wellbeing leads to high levels of social connectedness.

Definitions of connectedness in the literature are various (Barber & Schluterman, 2008). In this study we have defined it as follows:

> Connectedness is a psychological state regarding other persons (groups or institutions) that reflects a sense of belonging, a lack of aloneness, a perceived bond. This sense of belonging is characterised by the adolescents' perceptions that they are valued and accepted; that they value and believe the other persons (groups or individuals) to be important; that their needs for companionship and support are met; and that they like and enjoy being with the other person (group or institution). To this extent, connectedness is conceptualised as something not merely received, but reciprocated as well.

This definition is derived both from existing literature, and from our own conceptualisation of what it means for young people. The items chosen to measure it reflect the main features of the definition we have chosen, in particular the sense of reciprocity that is not always evident in definitions used by other researchers.

The Youth Connectedness Project

In 2006 self-report data were collected from 2,174 students from 78 schools in the North Island, with about equal numbers from our three age groups (10-11 year-olds, 12-13 year-olds, and 14-15 year-olds). The gender ratio was about even: 52% females/48% males. Our sample came close to being a nationally representative sample in several respects. Children and adolescents were obtained from a wide range of different types of schools across the full range of decile levels in New Zealand: our average decile score was 5.2, very near the average. The most important deviation from national representativeness is that percentages of participants from

It is apparent that over time overall connectedness (the sum of connectedness to families, schools, peers and communities) predicted wellbeing one year and two years later; however, in contrast, wellbeing in this model did not predict overall connectedness over time. The effects seem to be unidirectional.

urban/suburban/rural schools were 61%/33%/6%, compared to the national average of 71%/15%/14% (Statistics New Zealand, 2001).

We sought to obtain adequate numbers of European New Zealand (ENZ) and Mäori youth so that we could examine within-culture processes. We were successful in oversampling Mäori; percentages in the first year were the following: 52% ENZ (about 75% by census); 30% Mäori (about 20% by census); 12% Pacific Islanders; and 6% Other.

Questionnaires were administered yearly over three consecutive years (2006, 2007, and 2008), at the same time during each school year. Attrition meant that the number of students declined from 2174 at Time 1 to 1961 at Time 2 (9.8% attrition rate between Time 1 and Time 2), and further declined at T3 to 1809 (7.8% attrition between Time 2 and Time 3), an overall attrition rate of 16.8% between Time 1 and Time 3. This level of attrition compares well with other longitudinal studies, especially those involving adolescents. A total of 1774 participants completed all three measurement occasions. Young people who dropped out had slightly lower levels of future orientation (sample mean = 4.15; attrition mean = 4.05, p < .01) and life satisfaction (sample mean = 4.08; attrition mean = 3.97, p < .01) at Time 1, but were otherwise similar to those who remained. They did not differ in confidence, positive affect or perceptions of connectedness in any of the four domains (family, school, peers, and community).

We believed that it was important to examine both possibilities – that connectedness leads to wellbeing, and/or that wellbeing leads to high levels of social connectedness.

We ran data collection sessions with 30 lap-top computers in the schools in order to obtain self-report data from adolescents. Research assistants and teachers were always available to assist in answering queries about particular words or procedure and ensuring confidentiality. (Further details on procedures, measures and analyses are available from the authors.)

Measures

Family Connectedness. This is an 11-item scale including five family cohesion items, two family identity items, and four family mutual activities items. The family cohesion and family identity items were derived from items in the FACES II instrument (Olson, Portner, & Bell, 1982), while the family identity items were generated for this study. Participants were asked how often a range of statements applied to them and their family, such as "it means a lot to be a member of my family". The average internal reliability over the three measurement occasions was .91.

School Connectedness. Six items adapted from the Psychological Sense of School Membership scale (Goodenow, 1993) and the School Connectedness Scale (Blum, McNeely, & Rinehart, 2002) were used to assess the level of connectedness to school. The scale comprised three items assessing student relationships with teachers (e.g., "I always get an opportunity to talk with my teacher(s)") and three sense of school community items (e.g., "I feel proud about

my school"). Internal consistency averaged over the three measurements was .87.

Peer Connectedness. Seven items examining relationships with peers at school, happiness with number of close friends, and support from friends (e.g., "I can trust my friends with personal problems") were used to assess peer connectedness. All items were generated for this study. The average alpha coefficient over the three waves was .79.

Community Connectedness. Four items adapted from the Sense of Community Index (Chipuer & Pretty, 1999) were used to tap community connectedness: an example is "my family and I know at least some of the people who live in our street." The average reliability coefficient over the three time periods was .74.

Well-being. The measure of well-being was constructed from four measured indicators: future orientation (4 items), confidence (4 items), life satisfaction (3 items), and positive affect (3 items). The questions on future orientation were adapted from the Ryff Wellbeing Scale (Ryff & Keyes, 1995). Students responded to items such as "I am serious about working hard now so that I have a good future" and "I often think about my future (what I want to do with my life)." The three questions for confidence were adapted from both the Ryff Wellbeing Scale and the Rosenberg Self-Esteem scale (Rosenberg, 1965). Items included "I am proud of who I am" and "I feel I am able to do things as well as most people." The life satisfaction items were adapted from the subjective well-being scale (Diener et al., 1985) and included "I am happy with my life" and "so far I have the important things I want in life." Positive affect was measured by asking participants how many days in the last week they had been feeling: "happy," "hopeful about the future," and "enjoyed life". The three items for positive affect were adapted from positive items on the CES-D instrument (Radloff, 1977). Averaged over the three measurement occasions, the internal reliabilities for the well-being sub-scales were acceptable, $\alpha s = .78$ (future orientation), .83 (confidence), .78 (life satisfaction), and .71 (positive affect), and the overall well-being construct was highly reliable over the three time points ($\alpha s = .88$ to .92).

Findings

We sought in the first instance to see how overall social connectedness and wellbeing would be related across the three years of data collection, so we constructed a path model that displayed significant relationships between these two variables across time. Figure 1 shows the significant relationships that we identified between these two variables.
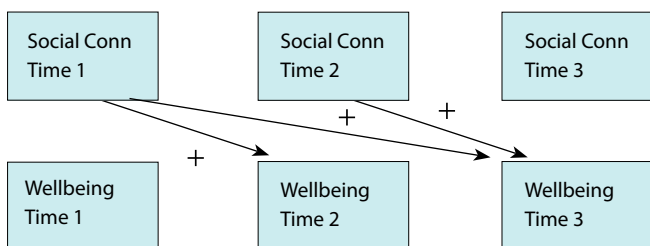

Figure 1: Relationships between social connectedness and wellbeing across three time periods.

… when the four separate domains of connectedness were considered separately, another picture emerged. For both family and school connectedness, the effects were bi-directional; thus, teenagers who reported high wellbeing at one point in time became more involved and felt more connected to their families and their schools over time, as well as the reverse dynamic of well-connected youth reporting higher wellbeing one year later.

(We left out the stability relationships, i.e., the variable correlated with itself over time, for the sake of simplicity.)

It is apparent that over time overall connectedness (the sum of connectedness to families, schools, peers and communities) predicted wellbeing one year and two years later; however, in contrast, wellbeing in this model did not predict overall connectedness over time. The effects seem to be unidirectional.

However, when the four separate domains of connectedness were considered separately, another picture emerged. For both family and school connectedness, the effects were bi-directional; thus, teenagers who reported high wellbeing at one point in time became more involved and felt more connected to their families and their schools over time, as well as the reverse dynamic of well-connected youth reporting higher wellbeing one year later. We found with respect to family connectedness, however, that the bidirectional effect was apparent only between times 1 and 2; between times 2 and 3 it was unidirectional. This result suggests that younger adolescents manifested the bidirectional relationship, but older adolescents evidenced only the unidirectional relationship. Figure 2 shows the relationships for school connectedness, and it reveals that robust bidirectionality was experienced across the full time-span of three years. For the domains of peer and community connectedness, however, the relationships were entirely unidirectional: connectedness to peers and to communities
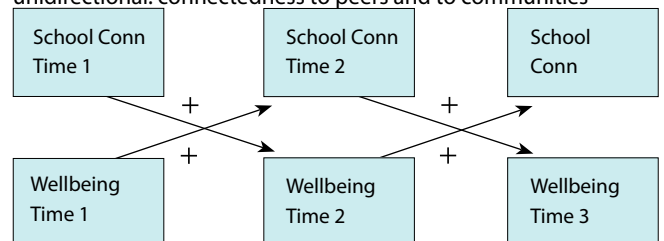

Figure 2: Bi-directional relationships between school connectedness and wellbeing across the three time periods.

predicted wellbeing but not vice versa.

Discussion

The findings described here show convincingly that social connectedness, when taken as a global measure, precedes and predicts wellbeing in young people. The extent to which they feel as if they belong, that they are valued and accepted, and that they value other people or institutions, is predictive one and two years later of higher levels of wellbeing – in

this case, confidence, life satisfaction, future orientation, and positive affect. Our interpretation of this finding is that feeling connected satisfies a fundamental social need in youth (and in all people, for that matter), which then creates a more solid psychological foundation for growing, reaching out to other people, and striving for success (see Baumeister & Leary, 1995).

A major implication of this finding is that attempts to increase wellbeing by, for example, focusing on the individual in order to raise self esteem, are unlikely to be successful. More important is the context in which young people are living and in particular, their relationships with their families, schools, friends, and communities. These are all factors that are in principle modifiable; it is possible to improve family relationships, relationships with teachers, involvement in communities, and peer relationships. We would recommend that efforts to enhance wellbeing among youth be focused on trying to enhance and support these connectedness-building types of relationships.

It is important to note, also, that we found bidirectional relationships for families and schools, namely that these two types of connectedness predicted wellbeing and, in turn, wellbeing predicted these two types of connectedness. This result suggests that confident young people find it easier to trust in and be trusted by family members and schools; this is not the case, it seems, for community and peer involvement, at least not for adolescents in this age range. We intend to tease out these differences in more detail in future analyses.

It is important to note, also, that we found bidirectional relationships for families and schools, namely that these two types of connectedness predicted wellbeing and, in turn, wellbeing predicted these two types of connectedness.

These findings of the Youth Connectedness Project are important because they give us new information about critical aspects of normal adolescent development in New Zealand. They are founded on a nearly representative and large sample of young people in New Zealand who have been assessed over a period of three years. This study is one of the first to include several dimensions of connectedness in a single sample and to take a longitudinal perspective. In that regard, it adds important information to our growing understanding of the lives of young New Zealanders.

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Providing Reports to the Family Court

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Introduction

This article has been prepared as a starting point for psychologists who may be contemplating working for the Family Court. We are mindful that there are no specific training courses available to prospective report writers in New Zealand and that few if any professional courses include a module on such work. Quite a number of workshops and seminars become available each year for experienced practitioners but there is probably a need for an introductory course. If you are interested in doing this work, you will need to go through a selection process with a panel convened by the Registrar of your local District Court or the Family Court Coordinator. This process is described in the recently issued "Practice Note - Specialist Report Writers" which with the other essential legislative references, is listed below.

Because new research in Family Court work is constantly becoming available, updating your knowledge and skills is essential to good professional practice. However it is important to recognise that the legal context for professional practice varies from country to country. For example most American states distinguish between legal custody (functionally equivalent to our concept of guardianship) and physical custody (we now talk about care arrangements). In New Zealand guardianship only becomes an issue where there are proven care and protection concerns. In a further example, case law in the United Kingdom but not in New Zealand holds that the primary caregiver's welfare is a consideration when making care arrangements that involve relocation. It is probably also useful to note that the use of psychometric instruments within Family Court work is not a common practice in New Zealand whereas it is in the USA. We emphasise that the professional references provided below are merely a starting point and that

other experienced practitioners could well provide an alternative list.

Administrative Arrangements

Referrals are made by the Family Court Coordinator to registered psychologists and include a specific brief. Most of the reports that we do are under Section 133 of the Care of Children Act 2004 (previously Section 29A of the now repealed Guardianship Act 1968) or Section 178 of the Children Young Persons and Their Families Act 1989. The brief (i.e. the set of issues to be reported on) is negotiated between Counsel and approved by the Judge; it may or may not have been shown to the parents/caregivers so psychologists should always check whether they are aware of the questions to be answered whilst obtaining the necessary informed consents for interviews.

The parties' applications (this if the referral is under s178 would include Children Young Persons and their Families Service applications for a 'Declaration' that the child is in need of care and protection), affidavits in support of the application and in response, reports of Court appointed counsellors (these report on agreements reached / not reached and depending on the section of the Act that the counselling was provided under, are otherwise confidential), reports of Lawyer for Children and previous Decisions and Judgements of the Court are sent to the psychologist at the time of referral. Psychologists are usually given a set time period (and a set fee) for doing this week, usually within 6 to 8weeks.

S133 and s178 reports once completed are forwarded to the Court who then disseminate them to Counsel namely, mother's counsel and father's counsel (designated as the Applicant or Respondent depending on who filed first), Lawyer for Children and if involved, Counsel for CYFS and Counsel to Assist The Court. The parents can read the report in their

Counsel's office but unless they are self represented, they do not get a copy. Since these reports are ordered by the Court under specific statute they have the status of a sworn affidavit. About 20% of the time when s133 or s178 reports have been commissioned, there is a defended Hearing to consider these and other (e.g. affidavit) evidence.

Specialist Skills And Knowledge

Psychologists who provide reports to the Family Court at a minimum need specialist knowledge and skills in:
- Engaging with, listening to and communicating with children at all developmental stages, including through "play" activities
- Interviewing children
- Child development
- Attachment (often referred to as bonding)
- Parenting skills
- Family systems and dynamics
- The effects of separation and divorce on children
- Family violence and the impact on children and adults
- Child abuse and neglect and understanding safety from a child's perspective
- Alcohol and drug misuse and abuse
- Psychopathology
- Recognising cultural factors and customs (including the principles of the Treaty of Waitangi) and if necessary obtaining supervision
- Alternative customary child and human development perspectives
- Developmentally appropriate care plans for children
- Local community resources for children and their families
- Relevant legislation relating to the care and protection of children in New Zealand

Psychologists may approach their work from different perspectives but should always be able to articulate their methodology and demonstrate that it fits within broadly accepted professional parameters. 'The Daubert Standard' (United States Supreme Court, 1993) provides an objective and generally accepted standard, namely:
- that the theory or technique must be falsifiable, refutable and testable
- is subjected to peer review and publication
- is known or potential error rate and the existence and maintenance of standards concerning its operation and
- whether the theory and technique is generally accepted by a relevant scientific community.

Careful attention should therefore be given to the reliability and validity of the data obtained from interviews and observations and to the opinions which flow from it. If research evidence is cited in support of an opinion, these should be referenced and care taken not to use purely correlational research data to predict future outcomes.

Section 133 Reports

The Care of Children Act (COCA) maintains the over-riding principle of the earlier Guardianship Act namely that 'the best interests of the child' is the main determinant for future care arrangements. Reflecting some of the social changes that have occurred in the last 20 or 30 years, COCA no longer refers to 'custody' and 'access', rather to 'care arrangements'. It permits the inclusion of wider family members (e.g. grandparents and whanau) in the care arrangements and strives to promote the involvement of both parents in the children's future care. This will be increasingly reflected in future High Court and Family Court decisions, forming the base of future case law. Psychologists working for the Family Court need to consider the significant changes that have impacted on decisions made by the Court, for example the move away from the presumption that young children will remain in the primary care of their mother after separation.

The Court has to consider the following factors (set by the High Court in D v W, 1995) in determining the care arrangements and the typical issues for s133 reports reflect these. In addition the Court (emphatically not the psychologist) makes rulings on material fact and in contrast to criminal and civil jurisdictions these are made 'on the balance of probabilities'.
- Strength of existing and future bonding
- Parenting attitudes and abilities
- Availability for and commitment to quality time with the child
- Support for continued relationship with the other spouse
- Security and stability of family environment
- Availability and sustainability of role models
- Positive and negative effect of role models
- Provision for physical care and help
- Material welfare
- Stimulation and new experiences
- Educational opportunity
- Wishes of the child

It is not uncommon for the Court to have what are called Section 60 (of COCA) Hearings to determine whether or not there has been family violence. These are held under the normal rules of evidence (i.e. 'beyond reasonable doubt') such that the parties make their case directly to the Court through affidavits and cross examination. Psychologists may be asked to comment on the effects of domestic violence on children who are subject to applications under COCA.

Other more complex issues reflect the particular circumstances of the case and may include:
- Alienation, reconnection and attachment
- Sexual, physical and emotional abuse
- Parental neglect
- Developmental and educational issues in childhood
- Family violence
- Adult drug and alcohol addiction
- Mental health (children and adults)
- Sexual identity
- Relocation issues

These are areas in which there is a developing body of literature (especially alienation and relocation) and it is essential that report writers are familiar with this. Each of these could entail the investigation of a number secondary issues derived from the psychological literature or case law. For example case law (C v C, 1995) again as above has defined the issues that the Court must consider in relocation applications as follows:
- The child's needs
- Primary care givers emotional needs
- Extended family situation
- Material selection (of primary

caregiver in both locations)
- Future stability (particularly of primary caregiver in both locations)
- Comparative locational lifestyles
- Historical choice of residence
- Non custodial parent's relationship with child
- Distance

Section 178 Reports

Section 178 reports under the CYPF Act 1989 are ordered where there are care and protection issues such that CYFS has applied for a Declaration. A child is deemed as in need of care and protection under s14 of the Act when s/he:

- is being, or is likely to be, harmed (physically, emotionally or sexually), ill-treated, abused, or seriously deprived; or
- their development or physical or mental or emotional wellbeing is impaired or neglected, and this is serious and avoidable; or
- serious differences exist between the child and young person and the parents or guardians such that physical or mental or emotional wellbeing is seriously impaired; or
- has behaved, or is behaving, in a manner that
- is likely to be, harmful to the physical or mental or emotional wellbeing of the child and young person or others; and
- parents or guardians, or the persons having the care of, are unable or unwilling to control; or
- in the case of age 10 and under 14, has committed offence(s) the number, nature, or magnitude of which to give serious concern for their well being; or
- parents or guardians having the care of, are unwilling or unable to care for; or the parents or guardians having the care of, have abandoned; or
- serious differences exist between a parent, guardian, or other person having care to such an extent that the physical wellbeing is seriously impaired; or
- the ability to form a significant psychological attachment is seriously impaired

Social Workers reports can be ordered under s186 of the CYPF Act or s132 of COCA and cultural and community reports under s187 of the CYPF Act. Psychologists undertaking s178 reports are essentially providing data to the Court which tests the proposed CYFS plan. It is therefore not just an assessment of the child and / or the parents or caregivers. Psychologists also need to be fully familiar with the CYPF Act and with the processes within CYFS that reflect current practice. This may include reviewing case material held by CYFS and speaking to the social worker. Children who are subject to an s178 report are entitled to have a support person present during their interview(s).

Expert Witnesses In The Court

Psychologists as expert witnesses within the Family Court operate under Schedule 4 of the High Court Rules 1985. They must make a declaration within their report that they have read and have abided by these rules and provide their qualifications and experience. Psychologists should consider carefully whether their 'expertise' will allow them to answer the questions posed by the referral brief. They may either elect to gain additional supervision in a particular area or return the referral to the Court. There are diverse views amongst psychologists about how the assessments should be undertaken and how the reports should be prepared and presented. The 'Family Court Guidelines' which are currently under review provide a baseline for practice in the area. However there are no absolute 'right' ways and so psychologists should remain familiar with the literature and maintain a close watch on documents reflecting any legislative changes or professional consensus such as the Practice Notes.

Following the K v K 2004 High Court decision, the role of the psychologist is held to be exactly the same as any other specialist or expert witness. Prior to this psychologists were in practice regarded as Lawyer for Children's witness and Lawyer for Children had a role in briefing and negotiating their Court appearance. However psychologists are now firmly regarded as the Court's witness and operate independently of Lawyer for Children. Of relevance, the K v K

decision was made prior to the Care of Children Act which now allows the Court to determine the broader context of the children's views rather than simply hear of their wishes through Lawyer for Children. For example in a more recent decision in C v D and Anor (2007), the High Court ruled "that nothing in K v K was intended to affect the ability of a child psychologist to use special skills to interpret what has been said ..." There is a continuing debate however as to how psychologists should be involved in determining the children's wishes and there is also a fine line between writing a report on the children (our primary focus) versus commenting on their parents (i.e. attachment and parenting abilities etc). It is has been an area of continuing debate amongst psychologists who provide reports to the Court that the referral brief often requires careful attention to issues related primarily to the parents (such as parental violence or drug and alcohol use) but that technically, the psychologist is still required to focus on the needs of the children. Report writers need to give very careful attention to managing this issue.

Another change has come about through the appeal process. Whereas in the past this has meant a further full High Court hearing, it most often now is simply done through the papers (e.g. when a Judge's interpretation of the law or material facts in a Family Court decision has been questioned) and doesn't involve re-cross examination. A further change has come about through the Principal Family Court Judge's 'Practice Notes' (these can be accessed through the Ministry of Justice website) in that many of the grievances by disgruntled parents (e.g. of bias, unequal time given to one parent, defective methodology) that have in the past resulted in a complaint to the Psychologists Board or Commissioner of Disabilities, are now expected to be tabled in and dealt with by the Court. Preparing reports for the Family Court however remains a high risk area of work and indemnity insurance is strongly recommended. A substantial proportion of complaints to the Psychologists Board involve these cases. In addition Family Court reports

are quite often subject to a critique which must focus on specific and explicit concerns and be authorised by the Court. Psychologists who undertake Family Court work therefore need to be robust and should pay specific attention to their supervisory and collegial arrangements. Psychologists also need to consider a number of issues when undertaking this work, for example 'who is my client?' and discuss any potential ethical dilemmas with their supervisor.

Concluding Comments

Psychologists need to remember that they are not an 'investigator' for the Court and that it is not their role to make any determinations about the substantive issues. We are rarely (and probably shouldn't be) invited to make a recommendation on these issues other than perhaps provide comment on the dis/advantages of the various care options. It is also helpful for psychologists to remember that they are not always aware of all of the information or evidence that will help the Court to form its views. It is the Judge's job to weigh up the many competing factors and make a decision about what is in the child's best interests. The Court's general role is to interpret and apply the law, rule on facts and make judgements and decisions on the children's future care arrangements and related matters. The Judge's role is set in case law (D v W 1995) and judgements most often are headed under these factors. It is important to remember (and perhaps explain to clients) that the Court is not a social work agency and doesn't routinely review the outcomes of its decisions.

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Guidelines for Modes of Evidence Applications

Aqeela Mowjood, Suzanne Blackwell & Fred Seymour

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Dr Suzanne Blackwell is a clinical psychologist in private practice, and an Honorary Research Associate in the Psychology Department at the University of Auckland. In addition to providing clinical assessment and therapy, she appears as an expert witness in the Family Court, and in criminal court and tribunal settings. She also provides supervision to other psychologists working in those settings.

Aqeela Mowjood is completing a BSc (Hons) in Clinical Psychology at the University of Auckland. Her honours research dissertation is on 10-month-old infants' understanding of social interactions. She intends to complete further post-graduate study in clinical or developmental psychology. The guidelines were produced during a summer research scholarship with the Department of Psychology, University of Auckland.

Guidelines for Modes of Evidence Application reports have been produced by an Auckland based working party. The working party was established due to a concern among psychologists and crown prosecutors that the increasing demand for modes of evidence applications could not be met by the limited number of expert witnesses available in Auckland. The Working Party consisted of psychologists who specialise in clinical and forensic psychology and have had experience as expert witnesses in criminal trials. In addition to producing guidelines the working party hopes to create a network of expert witnesses to assist in the supervision and the ongoing training of others. Members of the group included Dr Suzanne Blackwell, Dr Sarah Calvert, Juanita Harrison, Sue Mafi, Dr Briar McLean, Dr Michelle Meiklejohn, Anne Raethel, Professor Fred Seymour, Eileen Swan, and Caryn Trent. Philip Hamlin, Crown Prosecutor, contributed with legal advice. The guidelines document was initially prepared by Aqeela Mowjood while on a summer studentship with the Department of Psychology at the University of Auckland.

Over the last three decades there has been much criticism of the adversarial legal system for inadequately accommodating the needs of witnesses and in particular, those of child witnesses (Blackwell, 2007). The criminal legal system was originally designed for adult participants and witnesses. However, since the 1970s there has been an increasing involvement of children as witnesses in the criminal courts in common law jurisdictions including New Zealand. During the 1980s it also became increasingly apparent that common law jurisdictions had maintained practices that were insensitive to the needs and capabilities of children as witnesses in the criminal justice system, and that fundamental legal reforms were required. Governments in common law jurisdictions began to examine the issue of child witnesses in the courts.

Child witnesses often fear that they will not understand what is happening during the trial process (Sandler, 2006) and the courtroom environment can itself be daunting from a child's perspective (Nathanson & Saywitz, 2003). Indeed, for some child witnesses experiencing the trial procedure can cause secondary traumatisation (Gutman, Tonge, King, Myerson & Wollner, 2001). The prospect of testifying in front of the alleged perpetrator of abuse, in particular, is a significant cause of distress for child witnesses (Sandler, 2006).

Accordingly, there have been a number of legal reforms in New Zealand, as in other commonwealth jurisdictions, intended to reduce the distress associated with testifying in the criminal court and improve the quality of witness testimony. The Evidence Amendment Act 1989 and the Summary Proceedings Amendment Act 1989 enabled complainants of sexual abuse who were under the age of 17 years to give their evidence in chief via pre-recorded

video taped interview, and for any further evidence and/or cross examination to proceed either with the protection of a screen that shielded them from the view of the alleged perpetrator, or conducted through Closed Circuit Television (CCTV). The Evidence Act 2006 extended the availability of alternative modes of evidence to all vulnerable witnesses regardless of age. Thus, Section 103 of the Evidence Act 2006 states that 'a party can apply to have any witness give evidence in an alternative way…'

Psychologists are often engaged as expert witnesses to advise the court on the most suitable way for a witness to give evidence. The prosecuting lawyer may make application to the judge requesting that the witness give their evidence in an alternative way. Defence counsel may choose to accept or to oppose the prosecution's application. In most cases, especially when the witness is a young child, the application is accepted. If defence counsel objects to the mode application, the prosecuting lawyer will need to obtain evidence in support of the application. This potentially includes a report from a psychologist, as well as a statement from the caregiver or from the complainant about their preferred mode. A psychologist's recommendation for the most suitable way for a witness to give evidence will be considered according to the test set out in the Evidence Act 2006, section 103. There is a 'need to ensure the fairness of the proceeding and a fair trial' and the 'need to minimize stress on the complainant and promote recovery of the complainant from the alleged offence'.

Typically, the psychologist will make their recommendation after viewing the evidential video of the witness' formal complaint and conducting a formal assessment of the witness. They may also communicate with the witness' extended family or close friends to gain an understanding of the impact of the alleged incident on the witness' psychological well being.

There are a number of reasons for recommending a witness give their evidence in an alternative way, including the current psychological status of the witness, the nature of the alleged crime, and the relationship of the witness to the defendant. Of paramount concern is the witness' current psychological status, which may include post traumatic stress disorder. In cases involving crimes of a sexual nature, some witnesses may feel intense shame discussing sexually explicit details of the alleged incident in front of the jury. This may be especially difficult for those witnesses who come from cultures in which it is considered a taboo to discuss sexual acts. For those who have been abused by family members it may be anticipated that the witness will experience mixed emotions of fear, love and anger when testifying in full view of the defendant. Such ambivalence may increase levels of anxiety, potentially leading to impaired memory recall.

When a psychologist writes a Modes of Evidence report, their client is the Court. That is, their role is to assist the court with its proceedings, and accordingly

they are bound by the High Court Rules for the Code of Conduct for Expert Witnesses. According to the Code of Conduct, expert witnesses have an overriding duty to assist the Court impartially. They are not to act as they might if a therapist or advocate for the witness.

Psychologists who work as expert witnesses for the criminal court must have knowledge of the legal process as well as psychological knowledge relevant to the particular circumstances of the case. They must be appropriately qualified both in terms of training, and experience of treating or assessing clients who have been victims of violence or abuse. Opinions expressed in Modes of Evidence Application reports must have a strong factual basis, derived from clinical observations and any other empirical evidence.

A psychologist may be required to defend their report at a pre-trial hearing in court should defence counsel not accept the report recommendations. During cross examination, defence counsel may attack the credibility of the report or the psychologist's competence as an expert witness. Under all circumstances the expert witness must maintain their impartiality and neutrality. In their verbal presentation, as in the written report, the psychologist should convey their opinions clearly to the court, striking a balance between providing as much detail as possible to corroborate opinions, whilst maintaining clarity and conciseness.

The demands of a psychologist in this expert witness work are high. It is recognised that supervision and professional support can assist psychologists, especially those new to this work. The Modes of Evidence Application reports guidelines that have been produced by the Auckland group of psychologists is a first step to supporting psychologists in this work in the Auckland region. It is anticipated that these guidelines will also be of relevance to psychologists in other regions. The document includes information relating to the Evidence Act 2006, professional practice guidelines

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Interview with Dr Lex McDonald

Head of School, School of Educational Psychology and Pedagogy, Victoria University

Lex has worked as a primary and special education teacher and was also an advisor on special education in the New Zealand Department of Education. He became a psychologist in 1977 and worked in educational and health agencies supporting children and their families in New Zealand and in the UK. At the beginning of the 1990s Lex moved to work in the Auckland region and became an office manager for the Special Education Service. In 1992 he became a lecturer at the Wellington College of Education and remained there until 1999 when he was contracted as a consultant to work in the Pacific as a teacher educator and policy adviser. He was appointed to the School of Education Studies at Victoria University in 2002 and became a senior lecturer in 2003. In 2007 he became the postgraduate director in the Faculty of Education, and in 2009 became Head of School for the School of Educational Psychology and Pedagogy.

He is currently working with students engaged in research concerning training processes in Samoa, information technology training issues, second language learning, teaching motivation and chronic illness.

What prompted you to consider providing a qualifications' pathway for educational psychologists?

We have become increasingly aware of the need for more educational psychologists in the workplace, and the fact that clinical psychologists were doing the work of educational psychologists. There are examples where educational psychologists from overseas are being brought in to take up positions and I felt we needed more New Zealand qualified professionals. Currently Massey University offers the only training programme for educational psychologists, and therefore I saw an opportunity to widen the scope of what is being offered. We currently have seven educational psychologists registered in the department so we have the knowledge and expertise to offer a training programme and we have a national and international profile in relation to working with all students, including those with severe learning disabilities.

We spoke to the Ministry of Education about the possibility of offering a qualifications' pathway for educational psychologists and they were interested in having additional advanced and entry level training being offered. The other important issue in this decision is that educational psychologists are working in an environment where teachers and specialist teachers have enhanced qualifications and therefore they need to keep abreast of contemporary research and practice models.

What will the qualifications' pathway process involve?

We are currently going through the university's approval process and we will need to ensure that we meet the standards for registration set by the Psychologists Board. The structure of the course will include a Master's level qualification and a specialist post-graduate diploma where the student undertakes an internship year. We intend interviewing students prior to the internship rather than at the beginning of the course. We think this will attract more students some of whom will decide they want to carry on gaining the educational psychology qualification.

As well as our own staff involved in working with the students, we will be working with the School of Psychology at Victoria University and liaising with the Ministry of Education, and community-based services in terms of placement opportunities for students in their internship year. All students in their third year will take part in both educational as well as community-based placements. We hope that the programme will start in 2012 but this will depend upon our progress through the approval processes.

What training philosophy will underpin the training programme?

Our programme is a research-led programme that requires critical thinking and problem-solving ability, within an inclusive framework. We believe that the programme will offer students the ability to focus on a range of theoretical positions and understand the theories behind their practice.

We will be looking for candidates who amongst other things, feel comfortable working in a range of settings; who can comfortably liaise with clients; who can work within with the changing demographic nature of New Zealand society and who are technologically literate. Ultimately, they need to understand learning.

What type of candidates will you be looking for and what pre-requisite qualifications will they need?

We will be looking for students who have high-level scholastic skills as well as highly tuned social skills- (i.e., people who could be practitioners and at the same time have a theoretical

focus). We are hoping that many of the students will have a teaching background and this will help them as educational psychologists to understand and empathise with teachers. It also helps teachers to have confidence in educational psychologists if they know they have a teaching background. What is important to me is that the educational psychologist understands the ecology of the classroom and uses this knowledge to assist and inform their work. However, there is another cohort of students who may not have teaching experience but have a unique skill-set to offer in workplace settings, and who will be able to work effectively as an educational psychologist. The ability to understand learning, to be able to work with specialist assessment and intervention strategies, to collaborate and communicate with a diverse range of people and cultures is critical.

What variant of educational psychology will you be focussing on?

We are very keen to look at educational psychologists who have the skills and affinity to work across our diverse population (e.g. Pakeha, Mäori, Pasifika and Asian people). Our focus will be on linking theory and practice and having a strong evidence-base for the course content. We also want the programme to be broad enough so that candidates are able to move between employers. We will be able to meet the needs of the Ministry of Education but also will prepare candidates so that they can work in any environment that needs educational psychologists. Students will exit with a postgraduate diploma and Masters degree.

How will the programme be funded and how many students will you aim to enrol?

It will be funded through the university EFTS funding and we will take around ten students per year. We do not anticipate any funding from the Ministry of Education. We are hoping for long-term funding which will fit in with the university's plan to increase the number of postgraduate students.

Students will be able to study full-time or part-time and we anticipate that they will be able to access scholarships through the university and from outside agencies. In the postgraduate year, students will need to study fulltime. We aim for a low attrition rate, which is usually the case for postgraduate programmes.

Given the shortage of Mäori and Pasifika educational psychologists will there be incentives to attract Mäori and Pasifika students?

We are very mindful of the need to attract Mäori and Pasifika students into educational psychology and there is a policy right across the university to attract these students. We are also looking at marae-based placements and appropriate community-based placements to enable students to feel comfortable working across settings.

How will the trainee internship work?

We will clearly want to find placements, which have an educational psychology focus. Some of these placements will be in educational settings and others in community-based settings. We will look at potential placements in any workplace environment in which educational psychologists can have an influence and a role. We recognise that there may be challenges in finding suitable placements and in anticipation we are developing our community links.

New Zealand Psychological Society Conference 2010

The NZPsS Conference held in Rotorua this year had a broad range of international and local keynote, symposia and workshop contributors with over 430 delegates attending the conference and workshops.

We thank the Mental Health Commission for their gold sponsorship of the conference and also the Psychologists Board for their sponsorship support for the conference.

The following contributions from keynote speakers have been based on their keynote addresses.

Treaty Framework for a Sustainable Future for Psychology: Cultural Competencies in Context

Averil M. L. Herbert

Dr Averil Herbert has worked for over 20 years as a clinical psychologist in community and Māori settings. She has been active in promoting Māori-centred research and cultural competencies in research, training and practice.

Abstract
Cultural understanding and competencies are considered fundamental to effective and ethical training and practice in psychology. However cultural competency training is often provided separately rather than being integrated into all aspects of professional activities. In Aotearoa New Zealand a review of the Articles of the Treaty of Waitangi suggests a framework that is applicable across cultures and countries and provides a basis for ongoing individual and agency responsibilities. Additionally, international research supports a three-pronged approach (skills, awareness and knowledge) in recognising and developing competencies that can be incorporated into ongoing professional activity. This approach will be discussed along with current developments and suggested future directions in professional practice training. Initiatives in Aotearoa New Zealand have pioneered bicultural work in psychology and wānanga settings have promoted indigenous worldviews which can be recognised and acknowledged as contributing to a relevant and sustainable future for psychology. A future which will depend on understanding diverse worldviews in an increasingly multicultural environment.

E nga mana, e nga reo, e nga hau e wha i huihui mai nei koutou i runga i te kaupapa o te rö nei. Tēnä tatou katoa
A sustainable future in a culturally diverse environment

In the course of this 2010 conference I have had the opportunity to observe and listen to an impressive diversity of presentations – from Professor Markowitsch' erudite contributions in the neuropsychology symposium to Ms Celia Hotene's enlightening presentation of her kaupapa Mäori research into whänau hearing loss. The strength and maturity of the now well established bicultural symposium together with Mäori researchers who presented in their domains of interest – Lisa Stewart in the industrial and organisational division symposium, Armon Tamatea in the forensic symposium and Dr Phillipa Pehi developing her psychology career in environment and kaitiakitanga. A number of research presentations from Bangkok, Thailand, have added to the diversity this year. The poverty reduction and psychology symposium here at conference also has particular relevance to my reflections on sustainability. A sustainable future for psychology is about developing a discipline that is relevant and meaningful for diverse groups. The various dictionary definitions of sustainability include both "to maintain and keep going continuously" and also "to give strength - to encourage and support."

To understand what may be useful and sustainable for the discipline of psychology in Aotearoa/New Zealand is clearly related to understanding what is going on in the wider world.

Diamond (2005 p.519) provided an exhaustive analysis of societies which have become unsustainable (mainly through exploitation and lack of forward planning) and a description of other societies where the environment appeared to be sustainable (mainly through a sense of planning and control). He presented a graphic illustration from the Dutch coastal lowlands - the polders - which are

situated below sea level. An episode of mismanagement in 1953 led to extensive flooding and the deaths of 2,000 people. Successful management requires each farmer to maintain the pump on their land which feeds into the neighbouring polder and so on out to the coast. They have a saying in the Netherlands, "You have to be able to get along with your enemy because he may be the person operating the neighbouring pump in your polder". Clearly communication and relationships enhance sustainability in this scenario. However Diamond's rather alarming statement of civilisation as we know it as "an exponentially accelerating horse race of unknown outcome" (2005 p.522) sounds pretty scary. When asked whether he himself was optimistic or pessimistic about the future for the globe he suggested that he was 'a cautious optimist' with the provisos that "thinking and planning had to be long term and there had to be painful decisions about values." While there is clearly an understanding that knowledge about conservation practices is essential, the other values that emerged from these case studies were the importance of communication and relationships (even with your enemies).

Sustainability also has social and economic underpinnings. Wilkinson & Pickett (2010) found that 'economic inequality' kills. These researchers presented data from developed Western countries together with African, Asian, Middle Eastern, Eastern European, and Pacific countries and showed that people died younger in countries with greater inequalities in income. They noted that only in its early stages does economic development boost life expectancy. The more significant statement is that the current data showed that inequality in incomes is the new poverty index. Based on years of research Wilkinson and Pickett showed how almost everything - from life expectancy to mental health, from violence to illiteracy - is affected not by how wealthy a society is, but how equal it is. Societies with a bigger gap between rich and poor are bad for everyone in them - including the well-off. These authors suggested that we need to find positive solutions and

move towards a happier, fairer future.

Since World War II Japan has reduced economic inequalities and increased life expectancy. Sweden also enjoys relatively small economic differences and is highly rated on health outcomes. Japan and Sweden achieved similar outcomes by different mechanisms – Japan by restricting income differences and Sweden by targeted tax regimes and benefits distribution. The opposite occurred in North America and these authors showed that the United States is now the most economically unequal society in the Western world. Aotearoa/ New Zealand is also identified as a country with increasing economic inequalities (Poata-Smith, 2006). More than 10 years ago Judge Mick Brown retiring from the Youth Court in Auckland stated that during his time serving as a judge he had seen the rich getting richer and the poor getting poorer. He saw the impacts first hand in the Youth Court. Families where violence, illiteracy, teenage pregnancies were the norm. He stated at the time that these increasing income inequalities were the greatest challenge facing New Zealand society.

It is postulated that it is not actual wealth per se – but relativity between individuals and groups that underpins the problems. Wilkinson and Pickett agreed that the mechanisms of the health outcomes are complex and include social and psychological factors – described as feelings of inferiority. They stated that ethnic differences are not intrinsically negative in society, but where there are marked inequalities in income these ethnic differences become markers in the same way as economic differences. In other words – ethnic differences do not underpin negative statistics but in an unequal society these differences can compound inequality. For psychologists in Aotearoa/New Zealand our Code of Ethics (2002) does, in fact, support the values of fairness and equitable outcomes. The four

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principles in the current Code expressed as: Respect for the dignity of persons and peoples; Responsible caring; Integrity in relationships; and Social justice and responsibility to society are meaningful – particularly the principle of Social justice and responsibility to society. The explicit social justice value is not prominent in other Western codes and Nairn (2007) describes this New Zealand position as unique and predicated on the formal inclusion of the Treaty of Waitangi in the rules of the New Zealand Psychological Society.

The New Zealand experience: The Treaty of Waitangi

One of the strategies for predicting success in the future is to consider the past. This can be expressed as – titiro whakamuri – ahu whakamua – look back and understand history and move forward building on strengths. Perhaps Mäori have some advantage in this journey as for us history is in front of us, it is seen, known and remembered and therefore must be in front of us. The future is unknown and not seen and is therefore behind us. This conceptualisation is not unique to Mäori and is shared with a number of other indigenous societies. The alternative paradigm of the past and the future are a useful reminder about different world views. The 1840 Treaty of Waitangi (TOW) is an agreement between iwi/ hapü in Aotearoa/ New Zealand and the Crown embracing sovereignty, governance, identity and rights to land and resources. The Treaty still has neither formal legal nor constitutional status (Kawharu, 1989), and yet in 2010 the TOW is popularly considered the foundation document for Aotearoa/ New Zealand. While the TOW is essentially a Päkehä document outlining an agreement between the British Crown and some (not all) hapü and iwi it has become a unique and distinctive feature of Aotearoa/ New Zealand. The enduring nature of this agreement and partnership – thanks largely to Mäori patience and perseverance – suggests a relational framework for extending our understanding of cultural competence. Cultural competence is not just a protocol for understanding difference and

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diversity, but provides a forum and a mechanism to improving understanding, communication and relationships, and ultimately addressing inequalities.

The Treaty of Waitangi Act 1975 established the Waitangi Tribunal and the hearings and evidence presented by Mäori have evolved important principles derived from the original Articles – the principles of partnership, protection, and participation (Kawharu, 1989). Reflecting on the various definitions of sustainability including "to maintain and keep going continuously" and "to give strength - to encourage and support", we can see the TOW as a document that is uniquely positioned as giving effect to these qualities. Recent commentaries show that for Mäori the Treaty of Waitangi has become embedded in the life of the nation. Durie (Debates on the Treaty of Waitangi, National Radio, 2008 February 5) outlined the broader implications of the TOW in the history of Aotearoa/ New Zealand. He suggested that over the last 2-3 decades the Treaty has led a dramatic transformation for Mäori with legal, social and economic settlements which have come to equate with establishing more equitable Mäori participation in society.

Two years later in 2010, Durie (Debates on the Treaty of Waitangi, National Radio, 2010 February 7) commented on what he described as, "A new era of Treaty relevance." He saw the Treaty as aligned to the future rather than the past with possibilities in forestry, geothermal, carbon farms – and plans for the next 100 years. He drew attention to the 2009 Central North Island (CNI) forestry settlement as historic with eight tribes forming the consortium - working across iwi. Again, the importance of communication and relationships (with your neighbours even if they are your enemy) to ensure sustainability and to develop a role in a global future. The potential of the Waitangi Tribunal in recognising modern arrangements in settling Treaty breaches and grievances gives expression to the sustainability

directives of long term planning, building relationships and communication with national and international goals. Perhaps it is timely to remind ourselves that the key to understanding diversity is as much about understanding the dynamics of power as understanding cultural differences. Sir Paul Reeves summed this up as: To Päkehä, biculturalism means being sensitive to Mäori; to Mäori it means power-sharing" (Reeves, 1998)

When the Mäori Health Hui were convened in 1984 and then in 1994 after the Decade of Mäori Health Awareness, the clear message was that Mäori health is about politics and power – put us in charge of the systems. The distinctive contribution of Aotearoa/ New Zealand in developing the issues of communication and relationships in managing diversity is the mechanism of managing power and self-determination within existing societies. It is significant that the TOW is the first requirement in the Standards of Cultural Competence in the Code of Ethics for Psychologists Working in Aotearoa/New Zealand (New Zealand Psychological Society, 2002).

difference and diversity but as a negotiation between dominant and non-dominant groups, as a mechanism to redistribute power and resources between the powerful and the powerless, and to create an environment to alter and enhance dominant cultures with cultural exchanges. Examples of cultural exchanges also emphasise the value of relationships and communication. In other words, the value of learning from each other while maintaining the integrity of each partner. The language exchanges are an example of non-dominant practices migrating into dominant culture. For example – kia ora, aroha, tangi, whänau. Black and Huygens (2007) provided another example of cultural migration with the following abbreviated excerpt: Focus group participant: I don't want to be called Päkehä – it has derogatory use. I don't want to be called by a Mäori name. I'm not Mäori and I don't want to be called by a Mäori name. Facilitator: So how do you define yourself?

Focus group participant: I'm a Kiwi! Oh yes. I suppose it was a Mäori word but it's not now! Black & Huygens (2007, p. 54)

Many Päkehä now embrace the Treaty and perceive it not as a threat but as providing the tools for distinctive national development. In the domain of cultural competency

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As a framework the TOW has clear broad provisions for Mäori recognition and self determination.

Article I: A PRESENCE in inclusive overall governance & resourcing

Article II: SELF DETERMINATION with enshrined indigenous protection

Article III: EQUAL RIGHTS with inclusive citizenship through access, fairness, and equity.

In addition, the Treaty provides a relational framework for extending our understanding of cultural competence not just as a protocol for understanding

the TOW has enabled two cultures – Mäori and Päkehä - with distinctive histories the opportunity to embrace mutual understanding and power sharing, and to provide a functional framework for multicultural practice. Cultural competency training can underpin an environment to develop individual, institutional and professional understanding of diversity and diverse world views which are essential for considering a sustainable future for psychology.

Aligning psychology with the Treaty of Waitangi

"Cultural competence refers to behaviour, knowledge, skills, attitudes, and structures that are required to work effectively across groups from diverse backgrounds. It encompasses a set of congruent behaviours, attitudes and policies that comprise a system by which an agency or practice is enabled to work effectively in cross-cultural situations." (Cross, Bazron, Dennis, & Isaacs in Whealin & Ruzek, 2008 p. 320).

> Cultural competence is not just a protocol for understanding difference and diversity, but provides a forum and a mechanism to improving understanding, communication and relationships, and ultimately addressing inequalities.

Further, the definition of cultural safety from the New Zealand Psychologists Board (2006) Standards of cultural competence for psychologists registered under the Health Practitioners Competence Assurance Act 2003 includes the statement: "effective psychological education and practice as applied to a person, family or group from another culture, and as determined by that person, family or group."

Fifteen years ago I had the opportunity to consider ways of developing and integrating cultural perspectives in clinical psychology training at Waikato University. While the international literature had established the useful multi-faceted approach of including both the knowledge-based and the personal experiential dimensions, the pre-cursor of understanding difference and diversity was the awareness of white privilege and the recognition of racism. Roysircar (2004) considered this awareness and recognition as essential to changes in professional practice.

Cultural safety workshops being run in the 1980's and 1990's were instrumental in promoting education and awareness of white privilege and racism. Establishing cultural perspectives to be sustainable in a teaching programme needed to consider a framework that was meaningful and relevant and able to be applied and understood in a range of settings. Coincidentally at that time (1996) there was a Māori in Statistics conference being held at Waikato University. Among other speakers Hekia

Parata was impressive in applying a Treaty framework to census statistical data – the gathering, interpretation, and access and public use of statistical and demographic data. Contextualising and understanding the origin and meaning of groups of data can begin to portray a fairer and more accurate depiction of different communities in Aotearoa/ New Zealand. In particular to separate the culture of Māori from the culture of poverty and to observe and note resiliency and capacity in a colonised culture.

Subsequent planning for clinical training began to make sense under Treaty imperatives. The co-existing three Articles of the TOW clearly delineated that the governance and resourcing (for Māori and others) under Article I Partnership as an institutional and organisational responsibility. Thus institutions and organisations need to understand the history and social background to TOW relationships and the relevance to a bicultural perspective. Organisations can accept responsibilities by establishing structures to accommodate TOW and a bicultural system, and identify and implement practical actions consistent with these views (Herbert, 2002). Training programmes can acknowledge Article II Protection by establishing networks and guest speakers including kaumatua and tohunga to present dimensions of (psychological) Māori knowledge which as described by Durie (2005 p.138) "recognises the interrelatedness of all things, draws on observations from the natural environment, and is imbued with a life force (mauri) and a spirituality (tapu)". Article III Participation

embodies the responsibility for fair access and fair treatment for all. A Māori-friendly curriculum and Māori-friendly assignments including, for example, marae-based assignments are a legitimate approach in teaching (Herbert, 2002). In other words – the integration of cultural issues into regular teaching and study as part of the day-to-day bicultural environment. Other distinctive concepts include: mana whenua, raising awareness of cultural racism, recognising diversity and an emphasis on personal development.

Class feedback to the questions, "How has the course increased your understanding of the Treaty and bicultural issues?" included the following comments

"A great deal. Most importantly, it has made me see that Māori culture has to be integrated into every aspect."

"It was entirely valuable to be introduced to bicultural issues on different levels – not just academic."

"This multi-faceted approach has produced many 'aha' reactions."

"Increased awareness and sensitivity. It opened a new perspective for me"

"This has been a rich experience which has enhanced my learning from undergraduate years."

"My understanding continues to deepen."
   (Herbert, 2002 pp.114-115)

The TOW in a global context

A sustainable future for psychology is about establishing and maintaining relevance in societies and communities. It is not about social control but about relationships – learning to get on with your neighbours – and identifying the barriers to relevance and acceptability. Psychology has to understand the people – the people don't have to understand psychology. People belong to and relate to their communities which are diverse. This suggests that psychology has to be diverse. The distinctive contribution from the

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psychology of Aotearoa/ New Zealand is the demonstration that diversity can be managed in a relational framework and it can be managed in a TOW framework including self-determination for each diverse group.

Moghaddam (1987 p.912) summarised a version of the worlds in which psychologists research and practice. She described the First World as consisting of the United States, the Second World comprising other industrialised nations such as the United Kingdom, the Soviet Union, and Canada (and including Australia and New Zealand and the Third World including developing nations such as Bangladesh, Cuba and Nigeria. Nikora and others (in Allwood & Berry, 2006 p.254) identified a Fourth World of nations comprising indigenous communities positioned within First and Second World nations, for example Hawai'ians, Aboriginals, and Māori - the original inhabitants of the lands in which they dwell.

A feature of Second, Third and Fourth World psychologies is the extent to which psychological knowledge is 'imported' from, in particular, the First World to other nations. 'Imported knowledge' is culture-bound with First World values. Additionally, the indigenous worldviews are seen as separate and generally not relevant to mainstream developments. Allwood & Berry (2006) explored the origins and development of indigenous psychology from a range of international perspectives and summarised the importance of diversity and its significance for First World or mainstream psychology. Their views were that indigenous psychology had a number of advantages including being able to build theories from the "bottom up" on the basis of local phenomena.

A sustainable future for the discipline of psychology - "to maintain and keep going continuously" and "to give strength - to encourage and support" - depends on understanding and embracing diversity…

This meant that indigenous communities were much more effective in solving local problems. These authors maintained that by presenting more

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Many Pākehā now embrace the Treaty and perceive it not as a threat but as providing the tools for distinctive national development.

flexibility and incorporating different worldviews indigenous psychology was able to open up and invigorate mainstream psychology. Thus, rather than an either (mainstream) or (indigenous) approach, the TOW has a framework for negotiation and communication, alongside protection and self determination for indigenous and special interest communities in an inclusive discipline. More significantly, the TOW is based on differences between dominant and non-dominant, more powerful and less powerful and now has the evidence of cultural exchanges with examples of non-dominant culture migrating into the dominant culture. The TOW example in Aotearoa/ New Zealand demonstrates knowledge and cultural migration between Fourth World – Māori communities - and Second World (Pākehā New Zealand). My suggestion is that these experiences and exchanges are relevant and feasible across and within other worldviews in Moghaddam's Worlds of psychology.

From a Fourth World perspective the discipline of psychology continues to be aligned with a First World position. A First World perspective has imbalances in dominance and resourcing, and therefore has a need to extend relationships and communications – perhaps become an importer – and to consider global values and actions in planning for sustainability become a reality. In Aotearoa/New Zealand we have in place

- a relational framework that recognises diverse world views
- provides for shared governance
- accommodates self determination
- values fairness and equity

Nikora (2001) in her keynote address described how The NZ Psychological Society was challenged in 1989 to put preaching into practice by accommodating Māori psychologists as a kaupapa Māori group. Subsequent accommodation led to the formation of the National Standing Committee on Bicultural Issues (NSCBI) in 1991 and eventually to the acceptance by the New

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Zealand Psychological Society in 1993 of Rule 3:

"to encourage the policies and practices that reflect New Zealand's cultural diversity … and to have due regard for the provision, spirit and intent of the Treaty of Waitangi."

The NSCBI continues to have a pivotal and important role in the development of psychology in Aotearoa/ New Zealand. The chairing and membership of this committee has always reflected the responsibility of Pākehā picking up the challenges and working alongside Māori researchers and psychologists. Establishing a presence for Māori in the discipline – in print, at conferences, and reflected in the Rules of the Society, and most significantly as an advisory in the President's Foreword in the Society's Professional Practice of Practice of Psychology in Aotearoa/ New Zealand (Nairn, 2007), "I encourage the readers to become familiar with the NSCBI guidelines and to utilise the questions about cultural preconceptions and assumptions as they engage with this body of work."

A sustainable future for the discipline of psychology - "to maintain and keep going continuously" and "to give strength - to encourage and support" - depends on understanding and embracing diversity:

- Distinctive psychologies located within diverse world views
- Respect for and recognition of self-determination
- Psychologies alongside each other with shared decision-making for a shared global future

With your contributions and mine we can build strengths for the future.

Ki to rourou, ki taku rourou, ka ora te iwi.

Kia ora koutou katoa

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Eva Anderson *Kete whakairo* courtesy of the artist's family
Photo: Alan Marchant

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Psychology and the Rhetoric of Sustainability

Geoffrey J Syme

Dr Geoff Syme is a psychologist and Professor of Planning at Edith Cowen University. He has had 33 years experience as a social researcher in the area of water resources management and natural resource management in urban and regional planning. He has led major national research projects in the areas of catchment management and social justice issues associated with water re-allocation.

The concept of sustainability has become ubiquitous. While there are arguments about precisely what sustainability means it is meant to guide us towards the best possible outcomes for humans now and for future generations within well nurtured ecosystems.   The literature on sustainability has suggested that we need to integrate a number of interacting domains. These are the environment; the economy and society including its formal and informal institutions and our underlying cultures. By integrating all these considerations the long term wellbeing of humanity can be assured.

As with all such broad concepts the goals of sustainability have to be regarded as aspirational. In practice we have focused on economic analysis. There is still much room for improvement in environmental management. In the area of society and its constituent institutions and underlying culture we have performed far less well. Since these factors underlie our values and therefore our mode of decision making this lack of progress is disturbing.

Psychology is a discipline which has the theoretical background and methodologies to potentially significantly improve this situation. Indeed there are several examples of increasing efforts in the sustainability area. The rise of environmental, community and economic psychology and their associated journals have provided some focus on the area of sustainability. There have also been noticeably more contributions by psychologists

to multidisciplinary studies of environmental issues. But the discipline of psychology has markedly under-achieved in environmental management and policy. The reason may be that psychological studies concentrate on individual, household or local community level which is hard for policy makers to aggregate up to state level. But there are also wider contextual issues that need to be addressed. In what follows I provide examples of psychologically based studies in the context of matching supply and demand for water in Perth, Western Australia. These show how psychological research can help with an applied sustainability problem but also illustrate that even with this knowledge impact cannot be guaranteed.

Matching demand and supply for Perth's water provision

Demand

Supplying quality domestic water for Perth has always been challenging. There have been several major droughts during the 20th century which have turned the focus onto water conservation. While in the early days "shortage" of water could be addressed by building a dam or tapping another

source of groundwater such options have become extremely difficult environmentally, economically, politically and socially. The water supply problem

in recent years has been significantly exacerbated by climate change. Thus water demand management has become a major issue. Since water conservation has a large behavioural component there is room for significant contribution by psychologists.

Within the Perth context this has been recognised for many years by the Water Corporation and its predecessors. A variety of studies have been funded since the early 1980's. These have included studies to understand the motivations behind behaviours to save water; acceptance of a range of policies for water restrictions and their behavioural and attitudinal bases; household studies to see what the lifestyle and behavioural consequences of lowering water pressure standards would be, the effects of monetary rebates on water using patterns, the behavioural basis of the effects of differing pricing levels on water consumption and the influence of cognitive dissonance on water use. Such research demonstrated the difficulties of implementing conservation programmes but also the readiness of the community to respond to demand management measures. For example, the preferred restrictions policy revealed that the community wanted more stringent restrictions than those operating during that period. The water pressure study showed that households could adapt to significantly lower water pressures without loss of quality of life. In sustainability terms this was likely to save water but also demand less large water pipes. This saves money, energy and natural resources. Finally, the attitudinal studies showed the desire of the community to conserve because of a feeling of "citizens' duty" rather than purely self interested motivations. Thus through psychological investigation

…the discipline of psychology has markedly under-achieved in environmental management and policy.

some firm bases for demand management policy could be derived.

Supply Augmentation

Psychologically based research has also been commissioned for understanding the community's response to new sources. These include transporting water from the Yarragadee aquifer 300 kilometres south-west of Perth as well as attitudes towards using treated wastewater stored in aquifers. Generally it was found that the south-west communities did not want to transport water to Perth for social justice or fairness reasons, concern that the decision was made on too little information and the feeling that if the water was over allocated it would be hard to reverse the decision given the investment in infrastructure. To the surprise of many these feelings were largely echoed by the Perth community. They wanted to be reassured that the allocation was sustainable in environmental and social justice terms and that opportunities for adaptive learning were assured. There was a much higher level of support for localised water recycling through the aquifer by the Perth community which did have the potential for a sustainable outcome. For a number of reasons, including community opinion, the Yarragadee option was shelved.

Balancing Supply and Demand

There is a demand by the Perth community for conservative water use. Climate change and its consequences, particularly in regard to rainfall are well understood and landscape change is accepted if it contributes to sustainability. In some cases the psychological research conducted has been adopted by decision makers. But as is often the case the rhetoric of water conservation which is common in media and elsewhere in Perth is not mirrored by the actualities.

Despite the challenges outlined above Perth has the largest household usage of water of all major capital cities in Australia and has been for some time. The difference is not small. Recently a "climate independent" desalination plant has been commissioned for Perth without significant public discussion. A second desalination plant has been commissioned. The Water Corporation at the time of writing has asked for a greater allocation for domestic supply from the Gnangara Mound a currently distressed aquifer. It seems that regardless of the above research that the priority is to guarantee supply.

To gain traction we need to understand the psychology of the policy decision making process within which our community research is considered. My colleagues and I have found similar gaps in the public's willingness to accept personally inconvenient climate change policies and the willingness for the government to deliver them at state and national levels. It seems that our

Australian institutional system is driving us to supply current societies with opportunities to consume regardless of broader community sustainability values. What causes the sustainability gap?

The obvious response to this question is to blame the politicians for lacking vision and courage. This is somewhat misguided. Politicians are provided advice by public servants and political advisors who bring with them their own professional and personal biases which often relate to environmental knowledge or skills relating to negotiation what is possible in the political environment.

The advice provided by scientists to politicians and the general public is often not in a form which is easily digestible by the community and often conflicting in issues involving the environment and risk. This is particularly the case for climate change.

Finally, often the general public assume that they are represented by advocacy groups or feel that they cannot comment on the trade-offs associated with science. The general public are too seldom provided with procedurally just decision making processes that will enable them to do so. This results in apparent silence by the public on many issues and therefore assumptions that they are too ignorant to have meaningful input or will only be interested when personally affected (the NIMBY syndrome) or are just apathetic. Thus we all are caught in a malfunctioning system which has little hope for delivering adaptive learning and sustainable outcomes. Surely concerned psychologists can help. There are three issues we urgently need to address.

Devaluation of psychological

measurement

Internationally there has been a tacit development of a culture based on "rationalism" and "evidence based policy". For some years economic rationalism has become the currency of decision making. Economists whether intentionally or unintentionally have governed the rhetoric around the policy table. Economically literate people

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… the attitudinal studies showed the desire of the community to conserve because of a feeling of "citizens' duty" rather than purely self interested motivations. Thus through psychological investigation some firm bases for demand management policy could be derived.

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have dominated the public service and there has been a parallel tendency to substitute rational management for substantive knowledge of the natural resource or the community context within which policies are applied. Everyone knows the value of a dollar and everyone knows that the public are self interested and therefore selfish in the pursuit of that dollar. In public, acceptable argumentation has to revolve around tough economic logic and pseudo economic expressions. This has been identified as the development of a tacit culture which insidiously limits the scoping of alternatives considered and the inclusions of social, justice and environmental considerations. When it comes to selection of senior policy advisors in this area psychologists need not apply. This is not necessarily the desire of economists, it is a product of our decision making systems. Some ecological economists are now colonising the space of social psychologists. They should be welcomed and opportunities sought for enabling psychology to influence economics.

The second devaluation of psychological information is the assumption by non psychologists in this area that everyone can do social science. This perception is led by the fact that most research conducted in this area is commissioned as surveys conducted by market researchers. Many of these surveys are highly competent but the style of the reports encourage policy makers to look at uni-variate frequency tables and over extrapolate on what they mean. The subtleties of reliability, validity and multivariate analysis are missed. If percent

agreement or disagreement with a single item which is put in simple English is the basis for judgment then anyone can do it!

Finally, there is a tendency for social psychological findings to only be paid attention to if the findings are compatible with the direction the government wishes to take. If the findings are seen to be "counter intuitive" they are dismissed often with inference that the researcher lacked competence in that policy space. This problem is not peculiar to psychologists but the general underestimation of the skills required makes this phenomenon more common for social scientists than others.

Lack of integration between psychology and economics

If the full scope of wellbeing that natural resources can provide is to be included in decision making then it is important for psychologists to engage more with economists. For example, the same volume of water can provide for utilitarian outcomes such as health and wealth but also non utilitarian inputs into human wellbeing such as recreation, aesthetics, culture and spirituality. Economics provides useful insight into the utilitarian outcomes but struggles with the humanities side of the equation. Too often the wider cultural and spiritual outcomes are ignored or assessed using inappropriate dollar value generating preference techniques.

Because of the dominance of economics in the argument too frequently water reform is framed as allocation of gigalitres of water to the highest value usage. A better approach would be to find ways of integrating the wide variety of "benefits' provided by natural resources such as water and understanding the implications of different policies in sharing these benefits. Including social psychological justice theory to evaluate how and with whom these benefits have been shared would create a greater understanding of the outcomes of water allocation in sustainability terms.

Pseudo-Urgency in Decision Making

Often policy relevant social research is undertaken at a time when there is reform mooted or there is conflict in relation to a particular resource. Generally decision makers want to dispose of high profile issues as soon as possible and preferably without too much pressure from the general public who are often considered unaware of the "public good" issues. In contrast psychologists will wish to engage the community in ways leading to greater understanding of the framing of the "problem" and the wider consequences of different solutions. This is the classic contrast of "top down" versus "bottom up" decision making. The problems for the psychologist are that participative programmes are seen as taking too long. This belief is often incorrect as conflict can frequently be exacerbated by top down decision making because of concerns by the community about the framing of the problem and lack of procedural justice

If that's the context how do we respond?

This paper has discussed some of the contextual issues that have the capacity to limit the influence of psychology in sustainability policy development and evaluation. The following suggestions are made in the hope of engaging more in this area.

There is a need for the psychology profession to give greater priority to the environment within the discipline and clearer paths in the discipline for those who seek to work in this area. Currently areas such as environmental psychology are marginalised somewhat as a specialism and are consequently quite weak in Australasia. On reflection this is highly surprising as much of our psyche is a consequence of where we live in the landscape, what we see as aesthetically pleasing and how our social organisation has developed. Our interactions with the environment and our "use' of natural resources provides the bases of the development of our culture

Psychologists should develop the confidence to take the lead and instigate multi-disciplinary studies rather than our usual role of occasionally being invited to do the "social stuff". The possible reason for this is the adherence of psychology to the scientist practitioner model whereby compromise methodologies are discouraged and acceptance of "near enough" as a contribution is hard to obtain. In sustainability issues there are no "right" answers and major contributions can be made by simply using psychological insights into "what if" questions. It is these "what if" questions that can frame the research of other disciplines.

There is also a tendency for psychologists and other social scientists to develop a "poor me" syndrome when talking among ourselves at conferences about how our work had no or little uptake. We need to take more time out to talk to other disciplines and be willing to lead by inviting them into projects of our own derivation. Perhaps we just need confidence. Many economists have confidence to predict what will happen based on a uni-dimensional set of assumptions about humans profit maximising. While not suggesting that psychologists make highly speculative statements there is still room for a lot greater confidence to engage in environmental matters by articulating possible social outcomes from alternative policies.

Finally, psychologists who have an extremely good grasp from their training about emotive and cognitive processes in individual and group decision making tend not to apply for environment policy related positions. This has led to senior policy makers coming from disciplines such as environmental science or ecology and economics. It is important for psychologists to realise that policies are often formulated by small groups with inherent biases which will implicitly affect decision making outcomes. Understanding the psychology of such processes is vital in ensuring that the policy questions are framed in an eclectic manner and with knowledge of possible social consequences. Psychologists therefore should be confidently competing for policy positions. The likelihood of succeeding will be greatly enhanced if the environment becomes a central focus for our discipline.

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Keynote address:

Reconsidering Findings on the Relationship Between Employee Happiness and Job Performance

Cynthia D. Fisher

Cynthia Fisher is Professor of Management at Bond University in Queensland, Australia. Professor Fisher has published on employee attitudes and work behaviour, emotions at work, performance appraisal and feedback, and employee relations. She has served on the editorial boards of a number of journals and has also been a member of the Australia Research Council's College of Experts for the Social, Behavioural and Economic Sciences.

Are happy workers more productive workers? This question has been of interest to industrial psychologists for nearly a century. Research on the question has gone in and out of vogue and beliefs about the relationship have changed over time. Yet another change now seems to be in the wind.

In 1955, Brayfield and Crocket published a review of the relationship between job satisfaction and performance and concluded that despite popular opinion, the relationship was vanishingly small. Vroom's review in 1964 produced a median correlation between satisfaction and performance of .14. Recent meta-analyses have also reported non-zero but distinctly modest uncorrected mean correlations between satisfaction and performance, in the neighbourhood of .18 (Judge, Thoresen, Bono, & Patton, 2001; Iaffaldano & Muchinsky, 1985). This means that satisfaction accounts for about 3% of the variance in performance.

Despite these discouraging empirical results, lay people strongly believe that happy workers are productive workers (Fisher, 2003). This belief has been termed a "common sense theory" (Kluger & Tikochinsky, 2001) and an "illusory correlation." Although psychologists have spent the past 50 years trying to disabuse managers and students of their naïve beliefs,

some scholars have voiced a nagging suspicion that work attitudes and job performance may still, somehow, be related. The relationship has been called the "Holy Grail of organizational behaviour research," and in his book "Attitudes In and Around Organizations", Art Brief noted, "I still suspect a consistent, significant job satisfaction-task performance relationship is out there to be found" (1998, p. 43). Recent research is beginning to suggest that the illusory relationship may have been found, though not precisely where we have been looking for it for decades. The relationship may be stronger at a different level of analysis or when using different operationalisations of happiness and/or of performance than usually studied.

Levels of Analysis

At least three distinct levels of analysis may be pursued in connection with the happy-productive worker question Typically, we ask about the relationship between overall job satisfaction and job performance at the between persons level. That is, whether more satisfied

employees are better performers on average than less satisfied employees. This is certainly one way to operationalise questions about whether happy workers perform better, but it is far from the only way.

The past decade has seen an explosion of research at the within-person level as more scholars use experience sampling methodology (ESM) to tap the fluctuating experiences of individuals in situ over time (Beal and Weiss, 2003; Fisher, 2007). In ESM studies, participants respond to brief surveys several times per day for several days or weeks, reporting current or recent feelings and activities on each survey. Analyses are conducted at the within-person level, assessing how momentary experiences covary, and sometimes whether stable individual differences moderate the strength of within-person relationships. Applied to the happy-productive worker question, a within-person approach might ask whether employees are happier at moments they are performing better, and less happy at moments they are performing less well. Research related to this question will be discussed later.

Until fairly recently, there was little research asking whether happiness and performance might be related at the unit level. That is, whether team, department, branch, or company performance is related to the collective happiness of employees working in

those units. There is now a sufficient volume of research and several meta-analyses allowing questions about unit level relationships between satisfaction and performance to be addressed.

Definitions of Happy and Productive

Another way to broaden the search for a happy-productive worker relationship is to consider how each side of the equation may be operationalised in new ways. A variety of constructs might fall under the heading of "happiness" at each level of analysis. These include short-term mood, emotion, and transient satisfaction at the within-person level, attitudes such as affective organisational commitment and engagement as well as job satisfaction at the person level, and indicators of collective happiness such as average satisfaction or engagement at the unit level. On the performance side of the equation, short-term core and contextual performance might be used for within-person research. There has been a consistent call to broaden person level performance criteria to include not just core task performance, but also organisational citizenship behaviour, counterproductive work behaviour, and various forms of withdrawal including absenteeism, lateness, and turnover. At the unit level, measures such as productivity, profit, return on investment, share price, safety, turnover rate, and customer satisfaction are relevant as indicators of performance. The following sections will summarise recent research at each of the three levels of analysis and employing (in some cases) broader or alternative definitions of happiness and performance, before drawing conclusions about the existence and strength of the relationship.

Between Persons Research on the Happy-Productive Worker Relationship

One might first ask why satisfaction and performance might, or might not, be related at the between persons level. See Judge et al. (2001) for a comprehensive review of casual perspectives. One view is that

behaviours consistent with the attitude, that is, approach and favourable acts toward the attitude object. Social psychologists have studied attitude-behaviour relationships for years. After a period of disillusionment about the weakness of many attitude-behaviour relationships, they came to understand that attitudes can predict behaviour, if one measures attitudes that correspond in level, breadth, and specificity with the behavioural criterion (Ajzen & Fishbein, 1977). Also, attitudes that are strong, stable, certain, accessible, and formed on the basis of direct personal experience predict behaviour reasonably well (Kraus, 1995). Overall job satisfaction would seem to meet the last set of requirements. However, overall satisfaction is a broad attitude toward an object (the job), which is not congruent with a single-behaviour criterion like job performance, so might not be expected to be highly predictive (Fisher, 1980). What a broad global attitude ought to predict is a broad criterion made up of a number of different kinds of behaviours toward the attitude object over time.

A major alternative view is that performance might cause satisfaction, possibly via the intervening mechanism of contingent rewards, either extrinsic or intrinsic. Individuals who perform well receive more rewards, and in consequence are happier. There is some meta-analytic evidence that satisfaction – performance relationships are stronger when contingent reward systems are in place (Podsakoff & Williams, 1986). I will now summarise recent research which has found

performance ratings, they produced an estimated true population correlation between overall job satisfaction and performance of .30. When they assessed job complexity as a potential moderator, they found that the estimated true satisfaction – performance relationship in the most complex jobs

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Until fairly recently, there was little research asking whether happiness and performance might be related at the unit level. That is, whether team, department, branch, or company performance is related to the collective happiness of employees working in those units.

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was an impressive .52. In complex jobs, there is more discretion and autonomy, so perhaps incumbents are more free to act on their attitudes. Or, from the alternate causal perspective, it may be more satisfying to have performed well in an important, challenging, and complex job than a simple, routine, and highly controlled one, so performance more strongly leads to satisfaction.

Harrison, Newman, and Roth (2006) have pursued Ajzen and Fishbein's (1977) correspondence model as suggested by Fisher (1980). They proposed the *Attitude-Engagement Model*, suggesting that a broad attitude should predict an equally broad performance criterion. Using meta-analytic structural equation modelling, they showed that a higher order latent construct, overall job attitude, with job satisfaction and organizational commitment as its indicators, was a strong predictor of a higher order latent construct of individual effectiveness with core job performance, citizenship behaviour, lateness, absenteeism, and turnover as its indicators. The relationship between these two latent constructs was $\rho = .59$. This impressive finding means that close to 35% of the variance in a broad performance criterion is accounted for by individual job attitudes.

I have recently proposed that a complete person level job attitude measure would target attitudes toward the work itself, the job, and the organization, so might be composed of work engagement, job satisfaction, and affective organizational commitment (Fisher, in press). On the attitude side of the equation, Harrison et al. were not able to include engagement in their analyses. On the criterion side, they

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There has been a consistent call to broaden person level performance criteria to include not just core task performance, but also organisational citizenship behaviour, counterproductive work behaviour, and various forms of withdrawal including absenteeism, lateness, and turnover.

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satisfaction might cause performance. Dating back to early social psychology research on attitudes, one might expect that satisfaction, as a positive attitude, should increase the likelihood of

relatively strong relationships between forms of happiness and performance at the between persons level.

When Judge et al. meta-analytically corrected for extreme unreliability in

did not include counterproductive work behaviours. Had they done so, one might expect the correlation between the higher order constructs to be even greater than .59. Harrison et al. also did analyses on lagged data, and found that the most likely causal direction was from attitudes to performance rather than the reverse. A meta-analysis of panel studies by Riketta (2008) supported the same causal direction. Harrison et al. concluded that, "A general, positive, job attitude leads individuals to contribute rather than withhold desirable inputs from their work roles" (p. 320).

Working on the attitude side of the equation, Schleicher, Watt, and Greguras (2004) considered not just how satisfied employees were, but also how strongly their attitudes were held, in the form of affective-cognitive consistency. In the attitude literature, a number of studies show that the affective component of attitudes, that is how one feels about an attitude object, is distinct from the cognitive component, or beliefs about the object, and that these components predict outcomes independently. If both affective and cognitive components are in line, that is, people both feel good (bad) and believe good (bad) things about the attitude object, the attitude is more stable, is more accessible and automatically activated, and therefore is more likely to affect behaviour. Schleicher et al. (2004) found that affective-cognitive consistency moderated the strength of the job satisfaction – job performance relationship. The subgroup correlation among individuals with high consistency was .57 in study 1 and .54 in study two, and near zero in the low affective-cognitive consistency subgroups. Schleicher et al.'s predictions are derived from the attitude literature, suggesting that attitude is the cause and performance is the consequence. While Schleicher et al. could not provide a direct test of this causal order, it is difficult to construct a rationale for why affective-cognitive consistency would moderate the relationship if performance led to attitudes.

Further evidence for the importance of job attitudes, and their likely causal role in behaviour, comes from a number of studies showing that attitudes mediate the effects of both objective and perceptual aspects of the work environment on performance. For instance, attitudes appear to mediate the effects of job design, work practices, share ownership schemes, justice, and personality, on performance related outcomes. In sum, there is increasing evidence that attitudes are causally related to relevant work behaviours at the between persons level. This is especially true on complex jobs, when rewards are contingent, when affective-cognitive consistency of attitudes is high, and when higher order constructs involving broad job attitudes are used to predict broad measures of overall contribution to the organization.

Within-Person Research on the Happy-Productive Worker Relationship

Several studies have shown significant relationships between various measure of momentary happiness and concurrent job performance at the within-person level (c.f. Alliger, & Williams, 1993; Fisher, 2003; Fisher & Noble, 2004; Totterdell, 1999; Zelenski, Murphy, & Jenkins, 2008). I conducted an

for these findings exist. One is that feeling good precedes and enables better performance. Mood researchers have spent decades studying the relationship between induced mood and performance on laboratory tasks, and have concluded that positive mood can affect cognitive processing and facilitate performance on some kinds of tasks. However, negative mood can also improve task performance in some circumstances. Further, research on induced mood does not address the question of where mood/affect might come from in everyday life, such as at work. One logical place is current activities and how they stack up against individuals' goals. I therefore prefer the alternative causal rationale for the happiness-performance link at the within-person level – that individuals feel happy because they believe they are performing well at the moment. The emotions literature clearly states that emotions arise when individuals appraisal the current situation against their goals and interests, and work performance should be relevant to most individuals' concerns. Performing

I have recently proposed that a complete person level job attitude measure would target attitudes toward the work itself, the job, and the organization, so might be composed of work engagement, job satisfaction, and affective organizational commitment.

experience sampling study in which people were signalled five times per day for two weeks. At each signal they reported aspects of their current affective experience and also their perceived job performance at that moment. The average within-person correlations between performance and happiness for the 120 respondents (who collectively provided about 3800 reports) were .57 for satisfaction with the current task, .47 for positive emotions, -.43 for negative emotions, and .41 for a one item faces measure of mood (Fisher, 2003; Fisher & Noble, 2004). I concluded that people felt happier when they believed they were performing better than usual for them, and less happy when they believed they were performing worse than usual for them. This relationship is substantial in magnitude.

At least two causal rationales

well should create positive emotions, and performing poorly should create negative emotions. Control theory, attribution theory, and goal setting theory make the same point about affect flowing from judgments of performance or progress on a task or against a goal.

Core task performance is not the only short term behaviour found to be related to affect at work. Dalal, Lam, Weiss, Welch, and Hulin (2009) report two ESM studies in which affect was measured several times per day, together with organisational citizenship or counterproductive work behaviour since the last report. They found that when people were experiencing greater positive affect, they performed more citizenship behaviour and less counterproductive work behaviour toward the organisation. When they were experiencing greater negative affect, they engaged in more counterproductive work behaviour

toward supervisors and coworkers. In this case, the most logical direction of causality is from mood to behaviour, though it is also conceivable that behaving responsibly or helpfully makes one feel good and behaving badly makes one feel bad.

In summary, there is a strong relationship between measures of happiness and self-appraised momentary task performance at the within-person level. The predominant direction of causality for this relationship is likely to be from task performance to affect. The reverse causal direction may predominate in the case of discretionary work behaviours that have been hypothesized to be "affect driven" (Spector & Fox, 2002).

Between Units Research on the Happy-Productive Worker Relationship

Another level at which satisfaction – performance relationships might exist is at team, branch, or organisational level. Employee attitudes are sometimes touted as a "lead indicator" of other business performance measures in balanced score card approaches. Ostroff (1992) did some of the first empirical work on collective job satisfaction and performance, publishing a study on the relationship between average teacher job satisfaction and school level outcomes such as student learning and delinquency rates across schools. The first meta-analytic review of collective attitudes and unit performance relationships used the Gallup measure of engagement and found reliable relationships between average unit level engagement and unit outcomes including profit, productivity,

predicted by a broad general attitude like engagement, it is possible they would have found a stronger relationship, as Harrison et al. (2006) did at the between persons level.

Marketing scholars have been interested in the relationship between employee satisfaction and customer satisfaction. Brown and Lam's (2008) meta-analysis found an estimated population correlation between unit level average employee satisfaction and average customer satisfaction of .34. The relationship with customer perceptions of service quality was .53.

Further, the unit level relationships were considerably stronger than the between persons relationships among the same variables.

A recent meta-analysis of relationships between unit job satisfaction and unit performance by Whitman, Van Rooy, and Viswesvaran (2010) produced higher estimated population correlations than Harter et al. (2002): .35 for overall unit productivity, .42 for unit citizenship behaviour, -.23 for turnover, and -.44 for absenteeism. Whitman et al. (2010) also found that the relationships between satisfaction and outcomes were stronger when there was high rather than low within-unit consensus. They theorised that in uniformly more satisfied units, there might be more collaboration, shared views of how to deal with problems, increased social control of behaviour, greater tendency to accept the organisation's goals, and positive spirals

to work, and hence more satisfying. Lagged studies of unit satisfaction and performance have produced mixed results, with two studies of smaller organizations suggesting that attitudes cause later unit performance (Koys, 2001; Patterson, Warr, & West, 2004) and one study of larger organizations suggesting reciprocal causation but with a stronger effect from performance to subsequent satisfaction (Schneider, Hanges, Smith, & Salvaggio, 2003). In sum, there do appear to be statistically and practically significant relationships between aggregate measures of

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There is now ample evidence to support the view that how people feel at and about their jobs is related to their performance in some ways.

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employee satisfaction and unit level performance.

Conclusions

There is now ample evidence to support the view that how people feel at and about their jobs is related to their performance in some ways. At the within-person level, most individuals are affectively reactive to their momentary performance. They feel happier when they believe they are performing well and less happy when performance falls below their baseline. Between persons relationships are stronger than previously thought when jobs are complex, if affective-cognitive consistency of attitudes is high, or when broad measures of attitudes and behaviours are used. Between unit relationships, between average attitudes and unit performance can also be sizable, and may be a source of potential benefits to organisations. The weight of evidence suggests that it is time for organisational scholars to update their views about this no-longer illusory correlation. Brief (1998) was right that "a consistent, significant job satisfaction-task performance relationship is out there to be found," and in fact can be found at three different levels of analysis. Lay people have been correct all along in believing that "a happy worker is a productive worker."

Further evidence for the importance of job attitudes, and their likely causal role in behaviour, comes from a number of studies showing that attitudes mediate the effects of both objective and perceptual aspects of the work environment on performance.

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customer satisfaction, turnover, and safety (Harter, Schmidt, & Hayes, 2002). The relationships were not huge, but even modest relationships can produce a substantial benefit to the organisation. If Harter et al. had combined the discrete performance measures explored in their paper into a broader latent performance criterion of the type that should be better

in which collective satisfaction enhanced collective performance which further enhanced collective satisfaction.

Logically, causality at unit level could go in either direction. Satisfaction might lead to greater employee contributions which increase unit performance, or high performing units might be more enjoyable or better resourced places

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The New Zealand Psychological Society
Te Ropu Mātai Hinengaro o Aotearoa

PRELIMINARY NOTICE

The New Zealand Psychological Society is pleased to announce the following professional development opportunity.

Philip Stahl is visiting New Zealand in 2011 and will hold a workshop in Wellington on 25 March 2011. He will present on child development & custody, including issues regarding joint custody and developmentally appropriate parenting plans, with reference to conflict and relocation.

Philip Stahl, Ph.D.

Philip Stahl, Ph.D. is a psychologist in private practice in Dublin, California. He has been a frequent presenter at meetings of the Association of Family and Conciliation Courts, the American Psychological Association, California Psychological Association, American Orthopsychiatric Association, and local interdisciplinary meetings in Contra Costa County. As a provider of continuing education for Psychologists, Marriage and Family Therapists, and Family Law Specialist attorneys in California, Dr. Stahl has conducted trainings for child custody evaluators and others working with high-conflict families of divorce.

Dr. Stahl has written extensively on various issues in high-conflict divorce and custody evaluation and is the author of Complex Issues in Custody Evaluations (Sage, 1999) and Conducting Child Custody Evaluations: A Comprehensive Guide (Sage, 1994). Among his articles, he has written on ethics in AFCC's Resource Guide for Custody Evaluators (1995), on Second Opinion Reviews in Custody Evaluations (Family and Conciliation Courts Review, June 1996), and on Parental Alienation (California Psychologist, March, 1999). His newest book, "Parenting After Divorce", was designed for parents and has just been published.

Psychologists practising in the presence of history[1]

Aroha Waipara-Panapa[2] and Dr Ingrid Huygens[3]

Aroha is a clinical psychologist with iwi affiliations to Waikato-Maniapoto, Rongowhakaata, Ruapani and Ngati Porou. She has a number of areas of interest including working with children and women who experience mental health issues; child care and protection; custody and placement issues for Māori children and young people and professional supervision. Guided by an interest in bicultural practice Aroha has developed workshops focusing on the interplay between bicultural competence and bicultural practice.

Ingrid has recently completed a PhD in processes of Treaty-focused change in Aotearoa and works nationally as a Pakeha Treaty educator and consultant. Her background is in social and community psychology. She is co-author of a chapter in the NZPsS publication "Professional Practice of Psychology in Aotearoa New Zealand."

Aroha Panapa

Ko Taupiri te maunga
Ko Waikato te awa
He piko, he taniwha, he piko, he taniwha
Kei te taha o toku papa – No Waikato-Maniapoto ahau
Kei te taha o toku mama
Ko Manawaru te maunga
Ko Te Arai-te-uru te awa
Ko Manutuke to hau kainga
Ko Rongowhakaata te iwi
E tu au ko Aroha Waipara-Panapa

Many Mäori have long considered psychology a dangerous profession. Dangerous for students, practitioners and recipients of its services and products.

As a Mäori student of psychology, I learned that it was not okay to be Mäori. I learned that while my unique perspective and insights were acknowledged, it was my ability to conform and articulate a non-Mäori world view of psychology that was valued. I learned that even in my oppression – that somehow I was less than my Mäori male colleagues. For I saw their views valued over mine – that they were somehow considered to be more of an authority on things Mäori than I was. I was not unique in my observations – for other wähine Mäori had experienced the same.

And so, I passed on my 'words of wisdom' to the generation of wähine who followed behind. I encouraged them to put their 'Mäori ness' to the side – to do what they needed to do in order to get through. Like many others, I held the view that once we had graduated – we would be free to be Mäori and that as qualified Mäori, we would be able to make significant changes.

> I learned that while my unique perspective and insights were acknowledged, it was my ability to conform and articulate a non-Māori world view of psychology that was valued.

Today, I heard from the same wähine that they had also passed these words of wisdom on successive generations. I felt shame and guilt about the legacy I had passed on – that I had encouraged and condoned dangerous practice. I felt rage.

Rage that I had done this thing – that I had encouraged generations of wähine Mäori to do this thing. Rage that I had felt it necessary to deny who I was. Rage that this legacy continued. And I decided, 'No more'. I decided I could no longer allow us to live with the illusion, the lie of our success, the legacy of shame. I know as I share these words – the dirty little secret - that many of my Mäori colleagues, friends and whanau also feel whakamä for what we have done.

It is time for us to expose this legacy for what is. For us all – Mäori and non-Mäori alike – to share and take responsibility for ensuring such a legacy does not continue. As we ponder how to achieve change, I ask the question – "If we are willing to allow this legacy to continue - what then are we willing to do to the more vulnerable who access our services?"

Over the years, I have had a number of Mäori whanau say to me – "when a psychologist sees our kids – they give them back to us wrong". The children fit even less than they did and their whanau are unable to engage with them in meaningful

ways. I acknowledge, that often when Māori whanau engage with psychologists – it is typically due to a whole range of issues – however, that does not make their view of us as dangerous any less valid.

I acknowledge that there has been a gradual shift in clinical practice. As clinicians, many of us have come to add in some cultural practices (e.g. Karakia) when working with Māori whanau. There is a greater awareness and willingness to engage in cultural practices. That is a good thing. Yet, I am also aware that after the cultural aspects have been 'attended to,' clinicians often continue with the assessment or therapy the same as for any other non-Māori family. While some state that "any therapy is better than no therapy", I would argue that poor practice is dangerous practice.

I have also heard some clinicians express consternation when working with kaumatua. Some have espoused a sense of being unable to manage or control the cultural aspects. For others – a concern that kaumatua appear to place more significance on whanaungatanga, whakapapa and geographical location than on the clinical information gained during an assessment. Such views reinforce the notion of culture as additional and highlight a significant gap in understanding. Further, such views fail to recognise clinical practice is a cultural practice; that cultural practices are clinical practices.

It is important to recognise that it is not just clinical practice which should be considered dangerous. Dangerous practice extends to all aspects of psychological work. For example, at a recent workshop, a participant told me: "I just work with the brain and behaviour. There's nothing cultural about that." My response was, "That's a cultural view".

As psychologists, if we are to reduce the level of dangerousness in our practice – then we have to actively reflect on and examine the premises on which our psychological practices are built. I recognise that this is not an easy task. Yet this is something we must all do – not just Māori students or practitioners. All of us who engage in psychological work must examine and take responsibility for the work that we do, the ideas that we share. We can no longer be unaware.

So, as we practice – fully aware of our shared history and legacy – we must ask for ways to change. We must start with ourselves – with our beliefs about who we are and who we expect to be. We must challenge and develop our training programmes so that they do more than reflect an acknowledgement of things Māori. We must create an environment where Māori students no longer feel they have to put aside their Māori ness in order to succeed. We must actively create a legacy we are proud to pass on.

Dr Ingrid Huygens

Aroha, you have done what many Māori keynote speakers have done before you – to present us with a wero about the pain of not being free or safe to be Māori in our contemporary world. Such a challenge as yours can be the beginning of a painful but fruitful conversation. I thank you, because it is a mark of trust in the relationship that you present the pain, and the ensuing challenge, to us. I will do my best, on behalf of non-Māori psychologists, to respond.

My parents, who were Dutch, migrated here believing that they were coming to a bilingual country of harmonious race relations. They found instead a country maintaining European and British mono-culturalism and racism. The indigenous people were treated negatively and their language seldom heard. I have held onto their dreams of a trustworthy relationship between Māori and settlers, and a bilingual future. Those beliefs are the source of my passion for my work as a Pakeha Treaty educator. I am a community psychologist who spends part of every week doing Treaty education for new migrants, Pakeha locals, and organisations.

Learning to "practise in the presence of history" (Nairn & NSCBI, 1997, p. 135) is a powerful notion for psychologists. It suggests that we must practise not only in the context of contemporary assessments, as we have been taught, but in the context of those looking over our shoulders. In the Māori metaphor, they would be those towards whom you face as you go into the future. A past Society president, Ray Nairn, together with the National Standing Committee on Bicultural Issues, developed the phrase from concepts used by Samoan family therapist Kiwi Tamasese and Māori psychologist Donna Awatere, in reference to Māori and Pacific clients:

> To treat them in the absence of history would be to incriminate them, and exacerbate their self-blame...our continual endeavour to treat these problems in the context of history, of racism and sexism, makes the difference.

Taimalieutu Kiwi Tamasese (1993), p. 11, cited in Nairn & NSCBI (1997)

Kiwi is saying that unless we treat someone in the presence of history we may incriminate them. The concept 'incriminate' is important for those working closely with criminal justice, family court or social welfare systems. We know from the negative statistics that contemporary New Zealand society continues to be dangerous for Māori and continues to 'incriminate' them. It is in our efforts to treat people in the context of history that we can make a difference.

I want to encourage psychologists in our responses to the challenges that Aroha has made, and which indeed have been presented to us over the past 20 years by Māori keynote speakers. We have a number of encouraging foundations to support us in our response.

> To treat them in the absence of history would be to incriminate them, and exacerbate their self-blame... our continual endeavour to treat these problems in the context of history, of racism and sexism, makes the difference.

For instance, although our discipline originally developed in North America and Britain, we have our own unique political

and social history to inform us. The growing wealth of research and practice by indigenous psychologists in Aotearoa is open for us all to learn from and draw upon. Our Psychological Society has a unique National Standing Committee on Bicultural Issues (NSCBI) which has influenced the Society's decisions and development. With the guidance of NSCBI, and drawing upon the Canadian code's emphasis on collective accountabilities and social justice, our Society created a unique Code of Ethics incorporating te Tiriti o Waitangi. Te Tiriti is applied not only in the section on Social Justice and Responsibility, but is woven through our code as a framework for the Dignity of Persons and Peoples, for Responsible Caring, and for Integrity in Relationships. Together, the ethical principle link easily with our country's founding agreement concerning the relationship between two peoples.

> The growing wealth of research and practice by indigenous psychologists in Aotearoa is open for us all to learn from and draw upon.

If your response at this point is, "I don't actually know the Treaty or our Code very well", then that is a sign that you need to leave with some homework! Withdrawing to do further learning is in fact an appropriate response to painful challenges. It is seldom fruitful to respond with an instant "Will you forgive me?" It is generally more useful to do some homework, go on a journey of learning and understanding, and to ask oneself, Why has this challenge come now? What is the background to the challenge? What is its historical context? What might be a useful response? Such personal homework allows us to re-enter a dialogue with Mäori colleagues and with our organisations wherein we are sincerely conversing "in the presence of history".

Considering the unique history of the psychological profession here, and our unique professional Society with its declared commitments, there are now a growing number of assumptions we can make about our collective knowledge base.

Key understandings for psychologists

Firstly, we are coming to appreciate the continuity of Te Ao Mäori, historically and into the future. Given the stream of laws passed by settler governments over the past century and a half, aimed to dismantle the Mäori world, this continuity is a triumph. We can be deeply grateful to the whanau and hapu who determined that their world would survive to issue the challenges made today.

Secondly, we can assume that psychologists in New Zealand understand the primacy of the Mäori text (Te Tiriti o Waitangi, Feb, 1840), in contrast to the English one (The Treaty of Waitangi, April/May 1840). The English text first appeared in history several months after the signing at Waitangi. It says Mäori will hand over their sovereignty to the British. I have recently been attending the Waitangi Tribunal hearings on Ngapuhi understandings of He Whakaputango and Te Tiriti. The oral history and tribal records held by Ngapuhi suggest that rangatira were certainly aware of the English draft, and had rejected it. In its place, Williams and Busby created the Mäori text, in which Mäori kept their sovereignty on their own terms. To make arrangements

for the British, they granted a more delegated function of kawanatanga, allowing the British to live here under their own laws and governance, rather like another hapu. Our Society is continuing to develop a greater understanding and stronger commitment to this Mäori text, Te Tiriti o Waitangi. For instance, there is a growing appreciation of the fourth article of Te Tiriti as important in our work as psychologists. In the fourth article, or spoken promise, the Governor promises to protect ritenga Mäori alongside European religions. International law says that anything agreed before signing is part of a treaty agreement. So the fourth article of Te Tiriti is yet another strengthening of the guarantee to Mäori that they would receive institutional support for their own cultural forms and practices.

A third key understanding for New Zealand psychologists is that once a settler government was established, the Pakeha settlers passed laws and policies intended to replace Mäori cultural and authority with those of Pakeha. These laws and institutional policies were in breach of Te Tiriti o Waitangi. Their enactment created dispossession and loss - becoming the historical context that affects Mäori lives today.

A fourth key understanding used in many psychology training programmes and workplaces is the 'three principles' of the Treaty. Such principles were originally developed by the Waitangi Tribunal to find middle ground between the opposing positions on sovereignty in the two texts. Three of these principles - 'partnership', 'protection' and 'participation' - were popularised by the 1988 Royal Commission on Social Policy, first in their briefing booklets, then in their final report, and thence into the health and social services sectors.

When we place together our key background understandings and our commitment to our Tiriti-based Code of Ethics, we can see that students having to "put their Mäoriness to the side " when entering psychology training programmes, and of children "coming back wrong" when treated by psychologists are serious challenges indeed. Our practice still has a long way to go to live up to our aspirations.

Do the Treaty texts matter in practice?

I say yes, both because I am a Treaty educator, and because our Society says yes.

The Mäori text is important because it clarifies that Mäori will retain their own cultural institutions and their control over how those institutions will continue into the future.

The Mäori text is important because it gives us clarity about the role of the settlers' institutions. Our institutions were not supposed to be imposed on the Mäori world to the detriment of whanau and hapu.

The Mäori text is important because it is the one that many non-government organisations (NGOs) have aspired to follow. Because they are not governed by statute, NGOs have been free to reshape their constitutions and structures to express Mäori political power and authority at the highest decision making levels. It is worth noting that the Mäori text is avoided by governments because it brings into question the constitutional foundation of a settler-established government. For them, adoption of the Mäori text would require negotiation with Mäori about constitutional arrangements. The only two political parties who include the Mäori text in their policies are

the Mäori Party and the Green Party. So in giving primacy to the Mäori text, our Society, and many other NGOs, are ahead of our current government.

If your response at this point is, "I don't actually know the Treaty or our Code very well", then that is a sign that you need to leave with some homework! Withdrawing to do further learning is in fact an appropriate response to painful challenges. It is seldom fruitful to respond with an instant "Will you forgive me?"

I could also say "yes" and "no" about whether the texts of the Treaty matter in our current practice. Statutory organisations, set up by government statutes, follow the English text of the Treaty in assuming control over and responsibility for Mäori. This means that those psychologists who work for government institutions in health, education, justice or social welfare, are often in a position of seeing their organisations claim the final say about Mäori clients, Mäori programmes and Mäori authority in the organisation. Mäori culture is given a small place within the institution, and ultimately held to be accountable to Pakeha decision-makers. Mäori cultural consultation, cultural expertise and Mäori models of healing are maintained with low or ambiguous authority. This contrast between our professional aspirations as psychologists, and our workplace constraints, creates tension. The institution says that Mäori do not have decision-making authority about the place of their world and culture, whereas our professional commitments say that we support such authority and cultural justice for Mäori.

To be pragmatic, the English text in Articles 2 and 3 also gives Mäori very clear protections of their possessions and culture, as do the three principles of partnership, protection and participation. So if your institution shies away from the constitutional implications of the Mäori text, you can nevertheless use either the Treaty or the three principles to assert your professional aspirations and ethics. As the Ngapuhi kuia Dame Mira Szazy has said: "There is only one thing wrong with tokenism – there just isn't enough of it!

Therefore, as psychologists we are in a position to make change in New Zealand today. We can sit down, dialogue, plan and enact change in our organisations and training programmes, not because we are so radical, but because we are in the solid and secure position of drawing upon our Code of Ethics and our Society's professional commitments

To conclude, practising in the presence of history puts us in a very strong position as psychologists. Professionally, we are concerned with human wellbeing, and social and cultural justice. We generally have high professional status and authority in our organisations, second only to the medical profession. Our Code of Ethics draws on Te Tiriti o Waitangi as a framework. Our professional association is an NGO that gives primacy to the Mäori text.

Therefore, as psychologists we are in a position to make change in New Zealand today. We can sit down, dialogue,

plan and enact change in our organisations and training programmes, not because we are so radical, but because we are in the solid and secure position of drawing upon our Code of Ethics and our Society's professional commitments. We can lead change by 'pulling' our institutions and workplaces towards political and cultural justice for Mäori. From a history of colonisation and its legacy of pain and guilt described by Aroha, we can create a different future – a professional legacy we are indeed proud to pass on.

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Conference Trade and Exhibition

The Society would like to thank the following exhibitors for their support and for providing delegates with a stimulating and useful range of resources:
New Zealand Council for Educational Research
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Conference Workshop Review

Prof Chris Fairburn: Transdiagnostic CBT for Eating Disorders – CBT-E

Review by John Fitzgerald PhD, The Psychology Centre, Hamilton.

Professor Chris Fairburn

Dr John Fitzgerald

At the 2010 annual conference of the New Zealand Psychological Society it was my great pleasure to attend the workshop offered by one of the leading international practitioners and researchers in the field of eating disorders (ED), Professor Christopher Fairburn. Fairburn is Professor of Psychiatry at Oxford University, a position he has held since 1996. He is also a Principal Research Fellow with the Wellcome Trust, and became a member of the Trust's governance board in 2008. He has authored/co-authored nine books and over 300 scientific publications. Professor Fairburn is very well credentialed.

Professor Fairburn's workshop, entitled "Transdiagnostic CBT for Eating Disorders – CBT-E" was very well attended. As an excellent review of the workshop is already available (Sorensen, 2010), I will limit my comments to key points and those aspects of his presentation that had a more personal impact.

On the day of the conference workshop Prof Fairburn drew attention to the beneficial effects of jet-lag. He commented that since waking up (early) that morning he had already conducted three therapy sessions with clients in the UK – one on the telephone and two by Skype. He stated that the transdiagnostic model that his team has developed required that both the therapist and the client make a commitment to the therapy/change process, and that being a much sought after international speaker was no excuse for neglecting one's commitment to one's clients. From a personal perspective this was an important point as it clearly expressed the presenter's commitment to his clients, and to the therapy process as a service rather than simply being of academic interest. At the end of the day I enquired further about this, and Prof Fairburn disclosed that he regularly had to decline quite 'high profile' speaking engagements because they did not fit in with his clinical commitments.

At the start of the workshop Prof Fairburn made it clear that he was not going to give a presentation that was primarily about research. Indeed, the day was characterised by the almost complete absence of empirical data, discussion of research methodology, or even probing questions from the audience about comparative theoretical models. Fairburn pointed out, somewhat 'tongue in cheek', that if attendees wanted this information then he was quite willing to recommend several books and papers as

excellent resources. Rather, he stated his intention to focus on therapy and cover in detail the key elements of his transdiagnostic approach. He stated that he is primarily a CBT therapist rather than a "pill pusher".

Fairburn commented that his team at the Warneford Hospital in Oxford had not formally diagnosed anyone using their service with a formal eating disorder within the previous 10 years. This was motivated by two considerations. Firstly, the difficulty that they experienced in delineating the eating disorders (Anorexia Nervosa, Bulimea Nervosa, and ED – Not Otherwise Specified). Specifically, he noted that the most prevalent form of an ED was the more diffuse ED-NOS, and that it was not unusual for service users to move between diagnostic categories during the course of their ED experience. The second, and more interesting, factor was their finding that distinguishing between ED diagnoses is not only difficult, but it is also generally unnecessary because the underlying psychopathology is similar. Further, diagnosis does not have any impact on the treatment they use (transdiagnostic CBT), which has been shown to facilitate reliable change across the range of ED presentations (Fairburn, Cooper, & Shafran, 2003; Fairburn et al, 2009).

Enhanced Cognitive Behaviour Therapy for Eating Disorders (CBT-E) was presented as having two forms. A focused version which consists of 20 sessions, and contains all the core elements of the treatment protocol, and a 40-session format for those with lower Body Mass Index at the commencement of therapy, and those who present with more entrenched 'external' maintaining factors. Experience has shown the Oxford team that 2/3 of their clients do well with the briefer focused version of the treatment. The relative brevity of the intervention is possible because it focuses on the ED presentation, ensuring that other issues (e.g., clinical levels of depression, other substance misuse, major life distractions) are addressed prior to commencement of the intervention.

CBT-E consists of a four-stage intervention protocol, which Fairburn covered in some detail during the workshop. The stages are, (a) 'starting well' and establishing the foundations for treatment, (b) identifying barriers to change, (c) addressing the primary maintaining mechanisms, and (d) 'ending well', maintaining change and minimising the risk of relapse.

Of particular interest in the early stages of the treatment was the importance given to the development of a psychological formulation, albeit fairly formulaic. Fairburn also stressed the critical importance of clients self-monitoring their food consumption in real-time both as a method of gaining information about key behaviours, feelings and thoughts, but also as a way of objectifying and externalising processes that may be maintaining their eating disorder. Other key elements of the early sessions were collaborative weighing, establishing a regular eating pattern, and the provision and discussion of educational material. As all these elements are generally covered within the first four weeks, in twice weekly sessions, it is clear why a significant level of commitment and motivation is required from client and therapist.

The third stage of the protocol is where the main maintaining mechanisms operating in the client's particular case are addressed. The metaphor underlying this process was the house of cards. Fairburn explained that little impact is made on the house of cards if one only removes a card from the top layer. However, the identification and removal of a card from the bottom (foundational) layer has a much more telling impact on the stability of the whole structure. He did go on to admit that the identification of the most significant maintaining elements can be difficult, as can their removal. However, he stated that over their years of experience his team had identified a number of mechanisms that were consistently present in an 'unhelpful' way. These being, (a) over evaluation of shape and weight (body image), (b) over evaluation of control over eating, (c) dietary restraint (existence of rules), (d) dietary restriction (undereating), (e) being underweight (and its subsequent biological effects), and (f) event related changes in eating. Prof Fairburn spent a large part of the afternoon covering each of these mechanisms in some detail, exploring how they are manifest in the lives of clients, how they present in therapy, and how they can be addressed. His interactions with the audience during this time were most engaging and instructive. The workshop ended too quickly and while one could read Fairburn's book (Fairburn, Cooper, & Shafran, 2008) for a more comprehensive outline of CBT-E there is nothing quite like hearing it from the source.

Finally, as I had the pleasure of introducing Prof Fairburn's workshop I also had the great pleasure of taking him to the bar for a drink when the day was winding down. It was wonderful that so many other delegates were able to join us. Before he was forced to admit defeat by jet-lag we shared a further hour of wide ranging conversation and learned that Chris was a England schoolboy rugby representative, is a bit of a wine buff and collector, had mutual friends with someone at the workshop, and has a soft spot for New Zealand. He was genial, generous, and good company.

I am grateful to have had the opportunity to attend the workshop, and grateful to Prof Fairburn for his immense effort in travelling to New Zealand for a stay of only 2-3 days. Many thanks to the Society for securing Prof Fairburn's services.

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Going international: The future for psychology

Prof Bob Montgomery FAPS
Immediate Past President, Australian Psychological Society
Vice President, Allied Health Professions Australia

Bob Montgomery is in full-time private practice on the Gold Coast, in clinical, health and forensic psychology. His 40-year career in psychology has been spent about equally in professional practice and academic positions. He is Adjunct Professor in Psychology at the University of the Sunshine Coast, where he contributed to the establishment of their new psychology program. Until recently he was the President of the Australian Psychological Society and he is Vice President of Allied Health Professions Australia.

Why go international?

The biopsychosocial model of psychology acknowledges the importance of cultural factors, interacting with biological and psychological factors, to provide the fullest account of human behaviour, as an essential basis for understanding behaviour, both adaptive and maladaptive, and for effective interventions, preventive and remedial. However, there is an international trend to blend cultures, conveyed particularly by entertainment, trade and marketing. Cultural differences are shrinking, however much we may try to preserve them.

Human biology and much individual psychology are more similar than different across countries. Geneticists have been telling us for decades that there is no biological basis for the notion of race, actually a construct based on superficial appearances and prejudice. Recent research has identified the same core set of basic emotions in people from a wide range of national and cultural backgrounds, expressed uniformly within the first few hundred milliseconds after an event, and only then overtaken by cultural norms regarding emotional expression.

People face many of the same psychological issues and develop many of the same problems, even when they live in different countries. Common issues include the increasing pace and demands of modern life, especially in countries moving into first world status. From the beginning to the end of the 20th century the majority of humanity moved from rural to urban living. Abundant research has identified the social pathology arising from crowded living. Schizophrenia, bipolar disorder, anxiety and depression are much the same anywhere in the world. The psychological disorders with the strongest cultural aetiology, such as eating disorders in young Western women, or koro (an irrational fear that one's penis is shrinking) in some Asian men, are the exception rather than the rule.

Many of the biggest problems facing a person today are transnational, even global. Humans have been migrating, to find better living opportunities or to escape intolerable living circumstances, since our original ancestors spread out from the Rift Valley. But the difficulties facing migrants - loss of familiar culture and relationships, coping with new cultures and making new relationships – remain, perhaps exacerbated by the speed of international movement. Asylum-seekers often have additional problems, as victims of torture or survivors of war.

However much we hope for peace, conflicts occur, intranational, as in Iraq and Afghanistan, and international, as in the Middle East or between Iran or North Korea and the Rest of the World. Each day brings another generation of war survivors, including the frontline protagonists, the civilians in the sandwich, the orphans and the displaced.

Travel especially brings home the constant threat of terrorism, as do events like 9/11, the London Underground bombings, the various plots fortunately discovered in time, even recently in Australia. Without entering into political debate, it can be acknowledged that some terrorists see themselves as victims, acting justifiably. As well as man-made disasters, there is a perpetually renewing supply of natural disasters: earthquakes in New Zealand, bushfires and floods in Australia, hurricanes in Haiti.

A 21st century disaster, growing globally, is the spread of health-damaging, Western lifestyles. Wherever I go, I find the same junk food chains and overwhelming desire to own a car and drive it on roads that can barely cope with the traditional bicycles. I read recently that the number of obese people in China is now greater than the number of those who can't get enough to eat. There are now a number of small Pacific nations where, to meet the medical needs of their diabetics properly would require the entire national budget. Not just the health budget, the lot. Which doesn't

Many of the issues facing national psychological organisations are the same or similar. First, there is the challenge, especially in the context of global financial downturns, of obtaining adequate support for research, teaching, and professional training.

happen, of course, their diabetics just don't get proper treatment. If you think this could only happen in small, backward countries, think again. As one leader in the field dubbed it, this situation results from the Coca Colanisation of developing countries. Not that Coke is any worse than all the other high sugar, high kilojoule, low nutrition, junk food being foisted onto the developing world by the traders from the developed world. It's just that the appearance of Coke in the regular daily intake of people signifies a range of health-damaging changes to eating and drinking habits. And we First Worlders have been enjoying Coke for a long time.

I believe the available research shows beyond doubt that there is world-wide, deleterious climate change and that the preponderance of this is due to or exacerbated by human activity. There is a shell around the world where we humans can live. Go much below it and the pressure and temperature become too high; go much above it and the atmosphere becomes too thin and too cold. It's too cold in the polar regions. We can invade all of these spaces but only with massive technology and expense, not in large numbers. The shell is our econiche, the part of the environment humans evolved in and where we must mostly live. Yet we are rapidly polluting it, removing the drinkable water and breathable air, degrading its capacity to support us. This global problem is most urgent of all because, if we don't solve it, we simply will cease to exist. Humans must significantly change their climate-affecting behaviour, on a world scale, or go extinct. Who are the experts in behaviour change, available throughout the world? We are.

What's happening to psychology?

Many of the issues facing national psychological organisations are the same or similar. First, there is the challenge, especially in the context of global financial downturns, of obtaining adequate support for research, teaching, and professional training. Government support is often declining and universities are being told to find other sources of funding.

Second, there is the further challenge of obtaining adequate support for consumer access to psychological services. The inclusion of psychological services in the Australian universal health insurance scheme, Medicare, has resulted in a

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huge upsurge in demand for those services, far greater than expected. Yet survey data show that there is still a large, unmet need for access to psychological services, particularly in rural and regional areas, and in specific populations, particularly indigenous Australians. These are common needs world-wide, increased support to produce an adequate psychological workforce and to support consumer access.

Third, there is the need for professional regulation, to establish and maintain adequate standards for the education and training of psychologists before they begin and then throughout practice. The basic purpose of systems of accreditation and registration is consumer protection from untested practices masquerading as psychology, while facilitating access to current, best-practice, evidence-based interventions.

Fourth, wherever I go, including here at home, I hear the same lament: 'Why don't they value us?' Why don't governments, politicians, administrators, and our colleagues in other professions recognise the potential contribution of psychology to a staggeringly wide range of activities, not only in health, but in most fields of governmental, corporate and community activity. We all face a challenging task to educate decision-makers.

Some possibilities

The most basic, core activity that already occurs at an international level is the sharing of ideas. Traditionally done by publishing in internationally available journals, which need to be developed to facilitate an equity of

opportunity to publish and to have access, and by participation in both international and national conferences. There are also instances of established links between individuals or institutions in different countries. I believe the Memoranda of Understanding now proliferating amongst national psychological organisations can add a range of mechanisms and an on-going momentum to this sharing of ideas and resources. I am proud of the resources for facilitating preparedness for and recovery from disasters we have been able to make freely available through our new web portal at www.psid.org.au. Take a look. We simply don't have to reinvent a hundred local wheels when the basic pattern of a smooth round shape has been shown to work pretty well somewhere else. With absolutely necessary cultural respect and adaptation to local context, we can be sharing many successful ideas.

In July I attended in Sydney the 4th International Congress on Licensure, Certification and Credentialing of Psychologists. This was a very exciting meeting with some dazzling prospects for future developments in psychology. One of the most fundamental, and in my opinion overdue, is to shift from an input model for accreditation and registration to an output model. The traditional input model assumed that if we put the right ingredients into the mix – what courses did you complete, what were the qualifications and experience of your teachers, what were the facilities at your learning institution – then out would emerge someone we could comfortably license to practise. We would never accept psychological interventions as evidence-based without assessing their outcomes, yet traditionally we have not really assessed the outcomes of our training programs.

There was broad agreement

Human biology and much individual psychology are more similar than different across countries.

that it is possible to identify a set of core competencies – knowledge and skills – that a person should acquire during training to be eligible to begin psychological practice. There also needs to be assessment of further competencies to be allowed to continue in practice. This approach will require the operationalisation of those key competencies, including those for specialised practice, but work has already begun on this exercise and I can see no real reason why we can't do to our own activities the process we do to anybody else's.

Such a shift will have many significant benefits. It would encourage innovation in the teaching of psychology. With internationally agreed sets of competencies being the required output from accredited psychology courses, graduates would enjoy immediate mobility, restricted only by language barriers, as would psychology teachers and researchers. A truly international psychological community would be much more viable, better able to address the global issues listed above.

It would be much more possible to provide mutual support across nations, always with appropriate cultural respect. A more fluid exchange of teachers and researchers would enrich all host psychology programs. Psychologists with established solutions to issues like those above could more easily share those solutions. In particular, if there is an internationally agreed set of competencies required to practise as a psychologist, this becomes a very useful argument for insisting these standards be adopted in my country and supported realistically by my government. What government claiming a sincere interest in its citizens' well-being could justify doing less than agreed world's best practice?

Finally, we could be mounting effective support for neighbouring countries struck by large scale disasters, which can reduce or even wipe out the support capacity within the stricken country. The needs for psychological support for disaster survivors go on for years after the event, straining local resources, long after the emergency is commonly thought to be over. The United Nations IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings are available on the APS website (www.psychology. org.au).

How?

In Osaka in September I participated in a symposium on the internationalisation of psychology at the Japanese Psychological Association Annual Convention, where we discussed these issues. It was agreed that MoUs between national psychological organisations were desirable and useful, but inevitably focus on interactions between just two bodies at a time. There is a need for something more comprehensive and inclusive. We recognised the valuable roles of the International Union of Psychological Science and the International Association of Applied Psychology, but also their predominantly Euro-American flavor and focus. Dr Saths Cooper, President of the coming International Congress of Psychology in Cape Town in 2012, made some telling points. The Asian-Pacific area is home to more than half of the world's population, the two largest, growing economies, and growing numbers of psychologists. There is already an Asian Psychological Association but it seems to have achieved patchy recognition to date, despite a successful conference in Darwin in July. Is it the transnational vehicle, more focused on our region, to carry forward the possibilities above? If it isn't, what is?

It's our future. Let's invent it.

Brian Dixon was randomly selected from our male NZPsS members. He reflects on his career in psychology.

Brian was brought up in the Waikato and Bay of Plenty. He trained at Otago, completing a Diploma in Clinical Psychology and a Master of Science degree in 1981. He worked in the Department of Justice in Hamilton until 1990 then moved back to Dunedin to the position of Regional Senior Psychologist for the Otago-Southland region, for what was soon the Department of Corrections Psychological Service. Brian was instrumental in the establishment of community-based programmes for violent offenders, a professional pursuit that resulted in his being awarded an ANZAC Fellowship to travel throughout Australia exchanging ideas with those involved in specialist intervention services for offenders. Brian's passionate interest in professional ethics had an outlet in his membership of the Society's ethical issues committee during the 80s and as its chairperson in the 90s. The teams he led were busy with the numerous complaints the Society received before the profession's complaint systems were well developed, and the EIC put a great deal of effort into ethics education and the establishment of fair processes. From that work emerged the need for a new Code of Ethics and Brian's efforts over several years to promote a values and principles based Code similar to that developed by the Canadians led to the adoption of that model as the basis for our current (2002) Code.

Brian is self-employed in a busy independent practice and also has a position as a professional practice fellow in the Otago clinical psychology training programme. Brian has been Chairperson of the Otago-Southland branch since 2005 and keeps busy with a variety of community based and sports organisations. He and Judy have a 17 year old son and a five year old dog.

One aspect of your role that you find really satisfying
It's hard to single out any one aspect as I enjoy my independent practice work and the challenges of supervising clinical psychology trainees (who keep me interested in learning). However, as Branch chairperson, I love seeing great attendances of academic and practitioner colleagues and students at lunchtime seminars jointly arranged by the Psychology Department and Otago-Southland branch.

One event that changed the course of your career
After completing the clinical psychology programme at Otago, I decided to return to Hamilton because my Mum was terminally ill and, against all predictions, took up a position in the Department of Justice. I stayed there for 17 years, during which time I met many amazing people from around the world and gained valuable experience in programme development and evaluation, professional ethics, and offender assessment and treatment – all of which still feature in areas of my work today.

One alternative career path you might have chosen
Environmental psychology (in Australia); I had applied for and been accepted into a cross-disciplinary post-graduate training programme in Adelaide and was seriously contemplating a move "across the ditch" when I got news that I had been selected for the "brand new" Otago clinical psychology programme. Perhaps because I had never been too keen on big moves (my family had relocated seven times before I was 12), Dunedin won out. (OK ... acceptance into the programme was a factor too).

One learning experience that made a big difference to you
Learning to read was probably a rather significant factor in my subsequent development as I have needed to do a fair amount of it over the years! But, on a more serious note, academic mentors like Dick Kammann and Peter Bradshaw inspired me to see community advocacy and activism as a legitimate focus for my psychological knowledge and skills – which has influenced me in choosing to take on active roles in environmental and social justice issues over the years.

One book that you think all psychologists should read
Bill Bryson's "A Brief History of Nearly Everything"; made me realise how remarkably improbable life is and yet how insignificant we are in the expanse of time and space (the ultimate "good news, bad news" story) and, by inference, how important human wellbeing/ happiness really is (there just might not be anything else that's really worth striving for – in fact, probably isn't!).

One challenge that you think psychology faces
Psychology has a huge challenge to prove its relevance to the future of humanity which we are starting to realise will be remarkably different from the past on which our knowledge-base is predicated. Psychology can and must contribute in meaningful ways to the crucial issues that are poised to dramatically affect our futures: e.g. the looming energy crisis and conflict over resources; environmental and social impacts of climate change; and major changes in economic, social and political systems. I believe that psychology

has a very significant role to play in understanding how attitudes are shaped and what motivates life change as well as assisting people to develop resilience to cope with the immense stresses this century will bring. In the years ahead, psychology should be as important a force as medicine was in the 20th century – and will be if we are up to that challenge.

One thing that psychology has achieved
One only has to look through any issue of the APA Monitor to appreciate the vast range of things psychology is achieving across diverse fields of research, practice and policy. However, my feeling is that we have done particularly well in terms of the ability (if not yet capacity) to alleviate much individual suffering.

One aspiration for New Zealand psychology
Extending that achievement with individuals to properly address and challenge the conditions that cause suffering in our communities and marginalise increasingly large numbers of people.

One social justice issue psychology should focus on
Equality of access to resources and opportunity – working to remove the barriers and constraints that impede or distort the ability of many to participate fairly and fully in society.

One big question
How different might this country be if we had a psychologist with a strong ethical background as our Prime Minister?

One regret
I have few regrets but maybe not completing a doctorate.

One proud moment
Becoming a father has to be "up there", and has resulted in many subsequent proud moments. Career-wise, though, being the lead developer of the Montgomery House Violence Prevention Project in 1987-88, recognised by the Ministerial Committee of Enquiry into Violence as a model for community-based interventions with offenders, and knowing that it has survived more than 20 years is a source of considerable pride. We had a tremendous team of psychologists, kaumatua, advisors and community contributors over the five years or so of implementation and evaluation, many of whom I am still in contact with and count as friends.

One thing you would change about psychology
I'd like to see important psychology components incorporated into the school curriculum. Aotearoa/ New Zealand would benefit from having our young people better informed on problem solving strategies and essential personal coping skills, and having a better understanding of communication and relationships.

One piece of advice for aspiring psychologists
William James in the early 1900s said "Act as if what you do makes a difference. It does." I'd add "… and set out to make a GOOD difference!"

Welcome to the book and on-line resource review section. We have a number of books for review in this edition and we will get straight into it. Grateful thanks to the book suppliers and the reviewers for their contribution. We are always interested in hearing from people who would like to read a book and write a review. You can get in touch with me through the NZPsS National Office at office@psychololgy.org.nz.

We were invited to review a new book for children (4-10 years) whose parents are separating. Bessie Bump Gets A New Family by Amberley Meredith is a short picture book following Bessie the turtle from the initial separation of her parents to an eventual harmonious future. While the book addresses an area of need children should be warned that Bessie does not get a new family, but does get promised a horse by her father. I found the book pretty gloomy, not hopeful. Bessie seemed to be sad or crying for most of the story, unhappy at school, and isolated from friends. I think some children may find the story daunting rather than encouraging. I also wonder if it may not have been more helpful to have the main characters being humans rather than critters. The publisher is Eloquent Books and costs US$13.95. You can find other reviews at www.bessiebump.com

John Fitzgerald
Editor Reviews

Counselling and Helping (2nd Edition)

Review by Bill Farrell, Registered Psychologist and Psychotherapist, Auckland.

The authors of this book, both British clinical psychologists with a range and depth of experience, have sought to update and develop the first edition one generation later. The original aim has been retained, that is to provide a detailed but accessible introduction to the field, suitable for people considering training as a counsellor, developing counselling skills as part of their professional role, or engaging in counselling as a client. This edition includes writing on coaching, spirituality, and a contemporary range of approaches to counselling.

The book is in three parts, exploring in turn the foundations of counselling and helping, the range of styles and approaches, and working with social networks and groups. The text is deliberately free of references, but instead there are clear pointers to further readings and sources of information.

Empowerment is a core value for the authors, so the relatively unusual targeting of a book at both counsellor and client is a firm step in that direction. Because the foundations are well laid in Part One, the accounts of the range of styles and approaches in Part Two can take these for granted. These are each organised around a key feature of the style or approach, including helping people to cope; to do things differently; and with their thinking, their feelings, their bodies, their unconscious processes, their spirituality and by coaching.

I liked the care that the authors take to underline that this is not a training manual. They also strike a balance between the fact that some of the most effective helping can be accomplished without extensive professional training and the importance of the counsellor's professional wellbeing and development. Their elaboration of common factors and processes alongside a wide range of different emphases offers a helpful map to those new to the field, and avoids the kind of anschluss that can result if books like this are written from the perspective of the author's personal enthusiasm.

The counselling process model depends heavily on Prochaska and di Clemente, with a resulting bias towards goals and action, which I think challenges the authors' otherwise relative even-handedness.
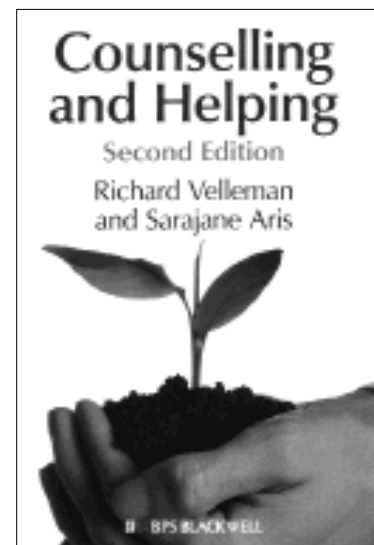
Their view of personal counselling and therapy, as an optional part of training, in my view limits the otherwise invaluable inclusiveness of having one introductory text for both client and counsellor, and the location of both coping and helping as universal human processes. However, on balance, this book meets its aim really well. It could

The Social Psychology of Power

Reviewed by Cate Curtis, University of Waikato

Guinote and Vescio have undertaken a challenging task with this wide-ranging book: an overview of power theory and research in social psychology over recent decades. As the editors note, despite interest in power across a variety of sub-topics ranging from cognition through social influence to group processes (and many more besides), there has not been a comprehensive publication for some years. This edited collection goes some way to addressing this deficiency.

As is logical, the introductory chapter includes a brief discussion of conceptions of power, and its functions and importance, followed by central themes in power research and an overview of the chapters to follow. Power is defined as 'the potential to influence others in psychologically meaningful ways'. The volume consists of a further 15 chapters in three sections: I: Concepts, theoretical perspectives and basic mechanisms; II: Power in interaction: the negotiation of a shared reality; and III: Power in intergroup relations; this is followed by a conclusion which includes discussion of potential future directions. Some of the 31 contributors, such as Susan Fiske, Adam Galinsky and Russell Spears, may be familiar to social psychologists, though several of the chapter topics and authors sit outside mainstream social psychology. With the exception of one from Spain and one from Ireland, the contributors are located across the UK and North America; one wonders if the book would have benefited from the wealth of knowledge able to be derived from wider European and Latin American perspectives – not to mention Pacific and Asian. However, this volume is note-worthy for its attempts to move beyond individualistic and small group framings to include macro-social and structural processes - as discussed in chapters on system justification theory, immigration and social class, and (albeit brief) references to broader social theories and theorists, including Pierre Bourdieu, Paolo Freire, Michel

Foucault, Anthony Giddens, Karl Marx, Talcott Parsons, Max Weber and Richard Wilkinson - though it is only partially successful in this endeavour.

The volume does cover a broad range of topics, and perhaps as a result of this it suffers from some lack of coherence. Perhaps there was an absence of a clear organising principle or shared understanding of key concepts; some of the chapters do not address the topic as one might expect. For example, the chapter titled 'Dominance and health: The role of social rank in physiology and illness' (rather to my surprise) consists of a discussion of biology, with a focus on hormones. In particular, the five chapters comprising part I do not fit together well. One wonders why the book was not organised around the central themes discussed in the introduction (power and corruption; power and stereotyping; power, action and goal pursuit); these would seem to provide a useful framework.

As noted above, this volume attempts to address macro-social and structural factors relevant to power, and in this reviewer's opinion this is a prerequisite for a thorough discussion of individual and interpersonal factors, though it is frequently missing in the extant literature. For example, as noted in the chapter 'Social class and power', where class-related power differences have been considered in psychology, this has typically been done through the use of indirect measures such as education or income levels rather than real distance from resources and power. Yet there is little mention in this volume of political determinants of power and oppression, apart from a very few sentences citing the work of Freire and Marx. Nonetheless, this volume does represent a beginning of a more integrated approach to power. In addition, existing deficiencies are noted in the concluding chapter, which
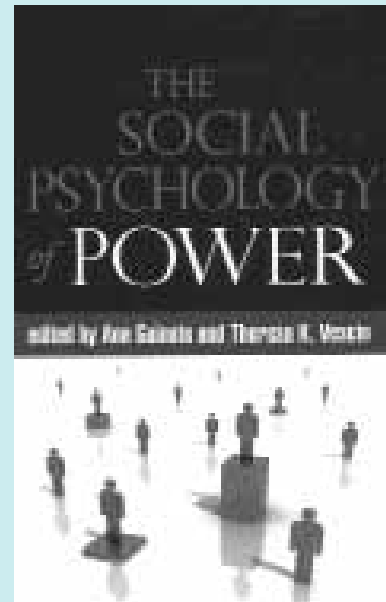
asserts that several challenges to a full understanding of the social psychology of power remain, including further development of conceptualisations that account for power differences between groups, and the social functions that power serves.

Of greater concern is the lack of discussion of some fundamental concepts relevant to power, including key social psychological models. Discussions of cultural and social capital, social mobility, the self-fulfilling prophecy and the fundamental attribution error are largely absent – though it is possible that these discussions have been underestimated by this reviewer when confirming inclusions, as the index is not comprehensive. On a similar (minor) note, a name index (or an integrated name and subject index) would have been useful.

Notwithstanding these criticisms, this book brings together much of the recent work on the social psychology of power in a fairly comprehensive manner. It is an interesting read and

Lesbian, Gay, Bisexual, Trans & Queer Psychology: An Introduction

Reviewed by Jeffery Adams, SHORE and Whariki Research Centre, Massey University, Auckland

This book makes a very welcome contribution to the field of lesbian, gay, bisexual, trans and queer (LGBTQ) psychology. While many other LGBTQ psychology books have been written (including two edited by some of these authors) this is the first specialist introductory text aimed at students. The authors state the book is designed to support the teaching of a course or lecture block on LGBTQ psychology, but in addition the broad range of topics are presented in stand alone chapters to make it suitable for those wanting an introduction to particular aspects of LGBTQ psychology.
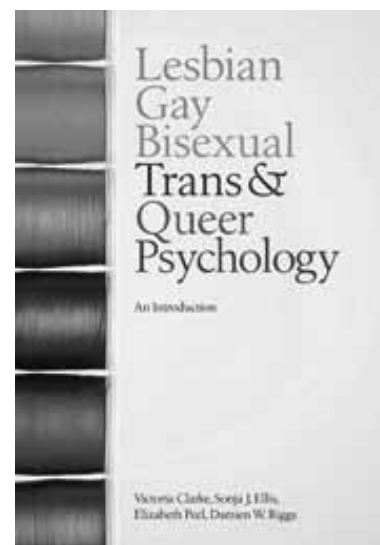
LGBTQ Psychology: An introduction comprises three sections and a concluding chapter. In Section One three chapters cover: the history and development of LGBTQ psychology; key debates and theoretical and political perspectives that inform the area; and practical issues in undertaking LGBTQ psychological research. The focus of Section Two is on understanding the social marginalisation of LGBTQ lives. Marginalisation is explored in relation to diversity within LGBTQ communities; prejudice and discrimination (which the authors noted is the most well investigated topic in LGBTQ psychology); and sexual, mental and physical health. In Section Three the focus is on significant events across the LGBTQ lifespan. This covers: young people (including coming out and identity and development); adults, with chapters on relationships and parenting and family; and older adults with a focus on ageing, dying and bereavement. The concluding chapter considers future directions for LGBTQ psychology, identifies areas that have been neglected and outlines key concerns for future research.

A key strength of this book is the way that the authors introduce themselves early on and present their research interests and approaches, outlining their experience (and limitations) and making their commitment to enhancing LGBTQ psychology explicit. It is immediately quite obvious that this is not intended to be a passionless, 'scientific' text. This book will, I suspect, challenge some psychologists and more 'traditional' views of how psychology should be conducted. It strongly advocates for the proper inclusion of LGBTQ peoples in research; not to be viewed as some kind of 'add-on' or ignored entirely. It also challenges those conducting LGBTQ research to move beyond the 'usual suspects' or the easy to include sections of the LGBTQ population (usually white, 'middle-class' gay men and lesbians). In this vein the authors have successfully incorporated trans(gender) perspectives in this book – a task which they acknowledge is made more difficult as they do not have personal experience living as trans.

The book also questions the dominance of mainstream approaches to LGBTQ psychology. Broadly speaking positivist/essentialist approaches have been dominant in the US, while social constructionist approaches have been much more prevalent in the UK. This book promotes a more balanced view of mainstream and critical approaches to LGBTQ psychology than is often encountered and in this respect I think resonates more with the situation in New Zealand. In many parts of the book the authors illustrate the field with examples from their own research – but they also draw on a much wider range of examples, resulting in a book with a truly international focus.

The book is presented in a way that is useful for both students and academics and researchers alike and throughout pedagogical needs have been well attended to. In most chapters 'key researcher' boxes, 'highlights boxes, 'key study' boxes, 'gaps and absences' sections and questions for discussion and classroom exercises are included, and an extensive list of resources are provided as is a glossary of key terms and concepts at the end of the book. These features will help students (and others) to think critically about LGBTQ psychology. Some aspects of psychology taken for granted are questioned, and student researchers are encouraged to think about the implications of their assumptions on their research and practice. The book provides a comprehensive coverage of the main debates and issues in LGBTQ psychology. The flow of the chapters works well for those reading it from the front to back, but as intended the chapters also work to stand alone. The writing is very clear, and even the more complex ideas are easily digestible for those without knowledge in the area.

There are no significant weaknesses in this book. However, the authors note that a couple of topics (work and leisure) were not explored in detail due to space limitations. In any future editions it would be good to see them included. I also wonder whether the authors' enthusiasm and investment in enhancing criticality in areas where they believe mainstream approaches have been dominant will be interpreted negatively by some readers.

As an introductory text it passes with flying colours and deserves to be read widely within psychology and among those interested in the lives of LGBTQ people. Given the inherently heterosexist nature of mainstream psychology and the exclusion of LGBTQ concerns from most mainstream psychology texts, I would recommend this book as essential reading for all psychologists

# Working with Families: Strength-Based Approaches

Reviewed by John Fitzgerald, The Psychology Centre, Hamilton

I was keen to review this book because it is authored by two of the top family and social work scholars in New Zealand, and because good quality clinical practice books grounded in the New Zealand service environment are hard to find. I was anticipating a thorough coverage of 'local' issues with homegrown examples, and was not disappointed. While the text is primarily aimed at a social worker and family support worker readership there is much in it for a psychologist working in Aotearoa.

While there are (brief) sections on 'intervention' at various points in the book the general stance taken by the authors is that using a strength-based approach to support families is less about the delivery of instrumental interventions, and much more about facilitating effective communication, listening to the aims and aspirations of each family, and working to support change that makes sense to the family. The first chapters of the text focus on those historical and social circumstances that have made it difficult for many families to meet their own needs independently. Much of the data employed to develop this point is taken from New Zealand's own social and welfare history. The interactions between societal norms and values, external social constraints and intranet-familial factors are presented to give the reader a framework within which to consider the demands on families. Specific attention is given to the social changes that occurred between 1980-2000. However, it is the impact of social changes on independence, self-sufficiency, individual responsibility and well-being that are the focus, and which informs two case studies regarding sole parenting and the impact of poverty.

Two excellent chapters on the support process and 'strengths practice in action' provide a grounding in how strengths principles can be applied to work with families. The authors advocate for the application of basic counselling skills within a post-modern framework. However, it is the focus on family narratives, engaging natural support networks, finding family strengths, and practicing change that is the most useful for clinical practice.

At this point the authors take a step away from the practitioner and the family, and apply their strength-based approach to organisations and management.
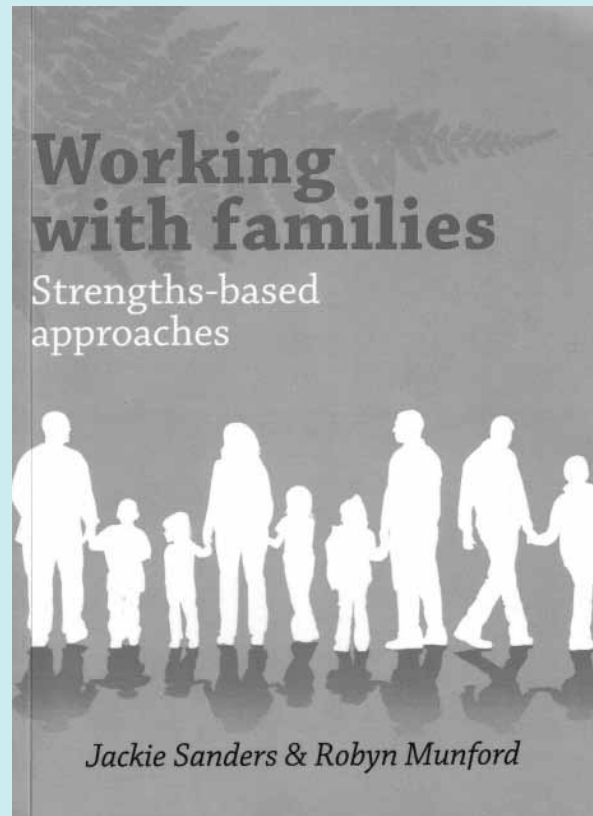
They advocate for organisational processes that support a strengths based approach, and present a model that parallels that applied to families.

The final sections focus on reflective practice illustrated by further extended case studies which are most illuminating.

This book is a useful text for those working with families. It provides a good primer on key issues to consider within the New Zealand environment, and provides some excellent advice for those who work with systems, be that families or work organisations. It is not controversial and is unlikely to reshape practice, but it will certainly help workers consolidate what they are doing in their everyday

The Spirit Level: Why Equality is Better For Everyone

Reviewed by: Dr Raymond Nairn

I sincerely hope that there will be a more detailed review of this book in our journal in the near future. Why should a psychologist say that of a book by epidemiologists that is firmly grounded in epidemiology, in population data? Well I see two reasons for psychologists to be interested in this book and a further reason why New Zealand psychologists should be particularly concerned.
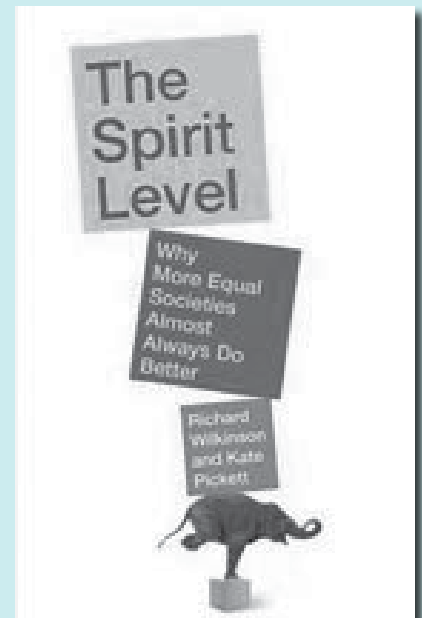
This is a book of three parts:
"Material Success, Social Failure"
"The Costs of Inequality"
"A Better Society".

The first three chapters state the author's thesis that inequality is socially corrosive starting with the received wisdom that increasing wealth is a precondition for increasing wellbeing. While that may be true for developing countries it is demonstrably not true for the 23 "rich countries" (p. 275) examined throughout the book. In those countries, which includes NZ, inequality – quantified as "How much richer are the richest 20% than the poorest 20%" of the population –correlates with lower levels of wellbeing. In NZ the richest are nearly 7 times better off than the poorest, the sixth worst ratio among the 23 countries. Comparing these countries the authors show that differences in national income show no relation to the incidence of health and/or social problems, while there is a close, positive relation between level of inequality and the level of such problems in the country. The authors are scrupulous in describing where the data they're using originates and, most of the time they employ data provided to the UN or similar international bodies by the countries themselves. What makes it a tough read for liberal minded social democrats is that the 23 rich nations in which the impact of inequality is assessed are all democracies.

The central part of the book examines how inequality relates to each of the issues combined in creating the Index of Health and Social problems: level of trust, mental illnesses, life expectancy (and infant mortality), obesity, children's educational performance, teenage births, homicides, imprisonment rates, and social mobility data. Whenever possible the authors triangulate their interpretation of the international evidence by assessing the impact of inequality across the 50 US states. Consistently they find, and their graphs demonstrate, that the less equal a society the poorer the quality of life. To bring that home, in NZ – a relatively unequal society – people feel more alone, experience poorer mental health and higher drug use, have poorer physical health and lower life expectancy, more obesity, poorer educational performance/failure, more teenage births, more violence and incarceration, and lower social mobility than people in more equal countries like Japan, Sweden, Finland and Norway. As those are areas in which psychologists have, and continue to, expend considerable effort to develop effective theory and practice we have one reason why we, as psychologists, should be reading and talking about these findings.

In the final part the authors explore the implications of their analyses and try to formulate ways in which as individuals and societies we might create positive changes to improve life for all. They begin by considering whether inequality might be caused by the problems – it isn't - and assembling evidence from psychology and other social sciences about the social nature of people and hence why inequality and the status differentials that accompany it "acted like a pollutant spread throughout society" (p. 179). Because the way ahead is largely uncharted territory, the last two chapters: "Equality and sustainability" and "Building the future" do not have the evidential solidity of the earlier chapters. I think the second reason why psychologists should be concerned about this thesis is that there needs to be a credible account of how increased inequality and hierarchy could be socially corrosive and how a given marker of lack of quality of life such as obesity might be powered by such inequality. Surprise, surprise the authors draw heavily on psychology for those explanations. I don't think our discipline is misrepresented in their accounts but surely we should be engaging with those ideas because if they are correct our theories and practices will need to reflect this negative relationship between inequality and quality of life.

There is a further reason why New Zealand psychologists should be interested in this book. The authors explore the contribution ethnicity makes to the poorer social outcomes in more unequal societies and conclude that there are effects but of lesser magnitude than the inequality effects, though the authors are not as dismissive as that summary may make them sound. Only four of the developed countries in the studies reported are colonial societies: USA,

Are we the new Dreamcatchers?

Isabelle Miclette
Student forum editor

Tēnä koutou katoa.
Greetings and Welcome!

Welcome to this third edition of the Psychology Aotearoa, Student Forum. This forum is a space for you. For you to think, say, contribute, argue, reunite, celebrate, share. Share your knowledge, experience, certainties, doubts, news, research, practice, goals and dreams.

"I have no theory about dreams, I do not know how dreams arise. And I am not at all sure that my way of handling dreams even deserves the name of a "method." I share all your prejudices against dream-interpretation as the quintessence of uncertainty and arbitrariness. On the other hand, I know that if we meditate on a dream sufficiently long and thoroughly, if we carry it around with us and turn it over and over, something almost always comes of it. This something is not of course a scientific result to be boasted about or rationalized; but it is an important practical hint which shows the patient what the unconscious is aiming at. Indeed, it ought not to matter to me whether the result of my musings on the dream is scientifically verifiable or tenable, otherwise I am pursuing an ulterior-and therefore autoerotic-aim. I must content myself wholly with the fact that the result means something to the patient and sets his life in motion again. I may allow myself only one criterion for the result of my labours: does it work? As for my scientific hobby-my desire to know why it works-this I must reserve for my spare time".

– C.G. Jung, (1931). The Aims of Psychotherapy.
In Collected Works, 16: 36-52.

The New Zealand Psychological Society (NZPsS)'s Annual Conference took place in Rotorua from 17th to 20th July 2010. The event was a great success with over 430 attendees, including students from several universities across New Zealand. In line with the Society's encompassing nature and purpose, a wide variety of topics were discussed in the diverse symposia, individual presentations, and group workshops. Accordingly, attendees were left with the task of deciphering the charged programme in order to choose where to go next: eating disorders, criminal justice, or poverty reduction? Clinical, health, environmental, counselling, or neuro-psychology? I empathise with other curious minds who, despite succeeding in making their way through the maze of interesting presentations, failed to attend to all they would have wished for.

The theme of the conference: "Psychology for a Sustainable Future", resonates particularly well the idea that we, as psychology students, have the opportunity to make a positive difference to our society. Whether through research, practice, or a mix of both, we have the ability to contribute towards creating a sustainable future for our parents, our children, and all of those we love.

In the Ojibwe (a large group of Native Americans-First Nations) it was believed that dreamcatchers (handmade objects based on a willow hoop) can change a person's dreams: bad dreams stay caught in the loop, which increases the number of good dreams coming through. Now many Indian people (and souvenir purchasers) have a dreamcatcher above their bed to sift their dreams and visions. Essentially, it is said that dreamcatchers hold the destiny of the future. As the up-coming generation of psychologists and psychology researchers, are we the new dreamcatchers?

The students' contributions for this edition reflect the breadth of ways in which we can intervene, via psychology. Despite an invitation in the last edition for contributions related to ethics, today's proposals revolve around Māori health, poverty reduction, children living with parental mental illness, and the use of horses in a therapeutic context. Slightly more interesting than ethics? I am not one to argue. This forum is a space for you.

Australia, Canada, and New Zealand. In each of these societies colonisation has resulted in the structured imposition of inequality for the indigenous peoples and, given that these are population data, their experience has been rendered invisible. So this book offers a lens through which we may view our current society, a lens that may help us see both the structured inequality with which Māori continue to struggle and to appreciate why we need to approach so many health and social issues in other ways than we do now.

Finally, and this is not a reason for interest but a reminder for psychologists in Aotearoa, we have been offered new ways of engaging with the problems of our discipline. For example, there can be few psychologists, at least I hope there are only a few, who have not heard about Te Whare Tapu Wha – the four-sided house – an image that encapsulates Māori understandings of persons and peoples. In that understanding, where the whare stands on the whenua (land), four essential facets: wairua (spirit), whanau (family, relationships), hinengaro (mind, thought, feelings), and tinana (physical body) must balance and sustain each other. Looking at the inequality data from within, or even beside, that whare it becomes so glaringly obvious why people

Thank you very much Lisa, Ishbel, and Kirsty for your contributions, and well done on your awards! Congratulations also to Angela McFarlane (Massey University Palmerston North): Joint winner – NZPsS Best Student Conference Paper; Liza Dickie (Victoria University of Wellington): Institute of Clinical Psychology – Best Student Paper; Pikihuia Pomare (The University of Auckland): Joint winner – NZPsS 2009 Karahipi Tumuaki President's Scholarship; and Matt Shepherd (The University of Auckland): Winner – NZPsS 2010 Karahipi Tumuaki President's Scholarship.

To all fellow psychology students, alias dreamcatchers, I wish you a successful end of semester in view of a splendid summer ahead. I will look forward to receiving your comments, feedback, letters, posters and articles for our next publication. Email: office@psychology.org.nz with 'student forum' as the subject. See the NZPsS website for publication guidelines: http://www.psychology.org.nz.

Veuillez agréer, chers collègues, mes plus sincères salutations.

Isabelle Miclette
Doctoral Student in Clinical Psychology
Massey University, Albany

Student Forum – Contributors:

Lisa Stewart

Lisa is currently completing her Master's degree in Industrial Organisational Psychology at Massey University, Albany. Her iwi affiliations are to Te Atihaunui-a-Paparangi (Ngati Kurawhatia ki Pipiriki), Nga Puhi (Ngati Rehia ki Takau Bay), and Tuwharetoa (Ngati Rongomai). Lisa is passionate about helping Mäori achieve their goals, which most recently has involved Mäori students achieving their study goals. However, in the next couple of months, she will be shifting her attention to helping Mäori employees achieve their work goals. In particular, her focus in the next few years will be to help build healthy workplaces for Mäori employees, and help managers learn how to engage more effectively with their Mäori employees. As a step in that direction, Lisa has involved herself with the Coaching Psychology Special Interest Group, and she looks forward to learning more about how coaching psychology can improve conditions for Mäori in the workplace.

Lisa is the co-recipient of the NZPsS 2009 Karahipi Tumuaki President's Scholarship. Her paper, titled Developing Mahi Oranga: A Mäori-Specific Measure of Healthy Work consists of a brief summary of her Master's research.

Ishbel McWha

Having worked with non-government organisations in India and Cambodia in project management, training, and capacity development roles since 2004, Ishbel returned to New Zealand in mid-2007 to take up the role of Project Manager of a DFID-ESRC funded research project, Project ADDUP, based at Massey University's Poverty Research Group in Auckland. She is currently nearing completion of a PhD within the scope of this project, focusing on the relationships between local and expatriate workers in aid organisations, and the impact of these relationships on worker performance specifically, and the success of aid initiatives generally. Ishbel's research interests focus on humanitarian work psychology (the application of I/O psychology to poverty alleviation), including the social marketing of aid, and methods for improving the effectiveness of NGOs, both internally (within the organisation) and externally (in terms of effective use of donor funds).

Ishbel's article: Do remuneration differences between local and international workers undermine poverty reduction work? is based on the Best Student Paper Award winning presentation which she gave at the conference in Rotorua.

Kirsty Furness

A first year doctoral student in clinical psychology at Massey University, Albany, Kirsty's current interests include anxiety in adults, equine assisted psychotherapy, and strengths based approach to working with adolescents. Inspired by her volunteer work as a Project K mentor, Kirsty's doctoral research is aimed at investigating the protective factors of self-efficacy, resilience, and connectedness in Year 10 students taking part in Project K, and comparing these results with a control group.

From the NZPsS conference, Kirsty took home the Best Conference Student Poster Prize for her poster titled: Making Visible the Invisible (see below). For her Honours' research, Kirsty argued that providing support to children living with parental mental illness is important, as it helps strengthen protective factors for children and therefore assists in reducing the risk of these children experiencing mental illness themselves. In addition to her winning poster, Kirsty also proposed a brief and interesting article for this edition of Psychology Aotearoa: Looking the Horse in the Mouth. Enjoy!

Developing Mahi Oranga: A Maori-Spēcific Measure of Healthy Work

Lisa Stewart, Te Ātihaunui a Paparangi, Ngāpuhi, Tūwharetoa, Massey University, Auckland

Lisa Stewart

Foreword

I extend my thanks to the New Zealand Psychological Society, for encouraging and supporting Mäori student psychological research by providing the Karahipi Tumuaki award, as well as for deeming my research worthy of the award in 2009. I would also like to extend my congratulations to my joint recipient, Pikihuia Pomare, for her research He Kakano: Engaging Mäori in Child and Adolescent Mental Health Services. Finally, I would like to thank my supervisor, Dianne Gardner, for her constant support and guidance.

This paper is a very brief summary of my Master's research, and as such, it is not possible to provide the level of detail best left to the thesis document. However, it will provide an overview of the key themes that emerged from my research, and it is hoped this summary generates interest in future publications produced from my study.

Introduction

Occupational stress reduces job performance, and when it comes to healthcare professionals, patient care also suffers when staff experience high levels of stress (Kahn, 1993; Simon, 2004). In Aotearoa New Zealand, Mäori are underrepresented across a range of disciplines in the healthcare workforce (Gillies, 2006), but in the general population continue to have poorer health status and outcomes compared to non-Mäori (Ministry

of Health, 2010). In addition, both recruitment and retention of Mäori in the Health and Disability workforce were identified as issues of concern in the Rauringa Raupa report (Ratima, et al., 2007).

This Master's research is about developing Mahi Oranga, a Mäori-specific self-report measure of occupational wellbeing for the healthcare sector in Aotearoa New Zealand based on Te Whare Tapa Whä - a Mäori model of health. Although measures of occupational stress already exist, none of them take into account that Mäori experience occupational stress and wellbeing differently to the mainstream population. Te Whare Tapa Whä is symbolised by the four walls of a house. These four walls include wairua (spiritual), hinengaro (thoughts and feelings), tinana (physical), and whänau (extended family) (Durie, 1998). In the occupational context, whänau has been extended to include work colleagues.

This Master's research is about developing Mahi Oranga, a Māori-specific self-report measure of occupational wellbeing for the healthcare sector in Aotearoa New Zealand based on Te Whare Tapa Whā – a Māori model of health.

This research was conducted in two phases. Phase one involved consultation with Mäori healthcare professionals to establish whether there was a need to develop Mahi Oranga. Phase two involved developing and piloting Mahi Oranga.

Method

Phase One Participants

Thirteen Mäori healthcare professionals (three male and ten female) took part in interviews for the

project. Participants belonged to the nursing, mental health, community health, or Mäori Health Promotion disciplines.

Participants confirmed there was a need to develop Mahi Oranga as Māori staff experience occupational stress differently from mainstream staff.

Phase One Procedure

Participants were identified through the researcher's personal, whänau, and friends' networks and interviewed individually. Interviews started with an explanation of the overall study, and the possibility of developing a Mäori-specific measure of occupational stress and wellbeing. Participants were then asked questions related to how the research might help them, what the self-report measure should include, and how they might use those results in the workplace. Responses were thematically analysed.

Phase Two Respondents

One hundred and seventy three respondents (36 male and 137 female) from a range of disciplines within the health sector, including nursing, mental health, alcohol and other drugs (AOD), community health, health promotion, general practitioners, dental therapy, social work, and rongoä (traditional Mäori healing) practitioners. In addition, respondents also included health researchers and a lecturer in nursing education. Respondents were located from as far south as Invercargill to as far north as Kaikohe.

Phase Two Procedure

Draft questions were developed to measure workplace demands, coping strategies, and wellbeing outcomes related to the four walls of Te Whare Tapa Whä. Feedback from phase one participants was then gained on these

draft questions, and the questionnaire developed further. The finalised questionnaire (Mahi Oranga) was then made available online for four weeks to Mäori working in the healthcare sector to complete. Qualitative responses were thematically analysed, and at the time of writing, statistical analysis was ongoing.

Key Findings

Phase One

Participants confirmed there was a need to develop Mahi Oranga as Mäori staff experience occupational stress differently from mainstream staff. Participants saw this research as an opportunity to educate key stakeholders including policymakers, management colleagues and Mäori staff about those differences.

Some respondents reported they had no issues at work, and that some healthcare organisations deserve to be congratulated for their attention to the wellbeing of Mäori staff.

Participants provided feedback on the content, usability and relevance of Mahi Oranga, and advised they wanted results to be used to provide evidence of the need for healthy workplace initiatives.

Phase Two Findings

Some respondents reported they had no issues at work, and that some healthcare organisations deserve to be congratulated for their attention to the wellbeing of Mäori staff. However, most respondents reported a range of workplace demands relating to wairua, hinengaro, tinana and whänau, grouped around the themes of cultural safety, organisational constraints, role overload and interpersonal conflict. Respondents reported successful use of a range of coping strategies related to wairua, hinengaro, tinana and whänau, but wanted more information about other coping strategies and how to use them. Respondents reported both negative and positive wellbeing

outcomes. Negative outcomes affected wairua, hinengaro, tinana and whänau, while positive outcomes predominantly affected hinengaro. Positive outcomes included feeling good about restoring Mäori patients to health, and reducing health disparities for Mäori.

Respondents also made a range of constructive suggestions on how to address workplace demands.

Discussion

The health sector is under considerable pressure in terms of shrinking resources and the drive to recover costs where possible. These demands on the system are creating pressures in terms of workload and job insecurity for staff. There may be disproportionate impact on Mäori staff due to their underrepresentation in the healthcare sector while numbers of Mäori patients continue to increase (Ministry of Health, 2010).

The lack of a Mäori-specific measure of wellbeing at work has meant a lack of awareness that Mäori experience occupational stress (and wellbeing) differently from non-Mäori, and how these experiences differ. Not only does this mean that causes of occupational stress for Mäori working in the healthcare sector do not get addressed, it may mean that Mäori patients do not receive the best possible care to restore them to health, and that health disparities will continue.

… most respondents reported a range of workplace demands relating to wairua, hinengaro, tinana and whānau, grouped around the themes of cultural safety, organisational constraints, role overload and interpersonal conflict.

These issues highlight the need for strong leadership in the health sector, and the will to make a positive change. It is the responsibility of all healthcare staff to provide the best possible care to all patients. When Mäori patients

The lack of a Māori-specific measure of wellbeing at work has

meant a lack of awareness that Māori experience occupational stress (and wellbeing) differently from non-Māori, and how these experiences differ. Not only does this mean that causes of occupational stress for Māori working in the healthcare sector do not get addressed, it may mean that Māori patients do not receive the best possible care to restore them to health, and that health disparities will continue.

receive culturally safe and appropriate care, Mäori staff find meaning in their work and take pride in seeing patients restored to health, and in their contribution to reducing health disparities for Mäori. When leaders in healthcare organisations ensure workplaces are healthy, the benefits extend beyond job satisfaction and increased productivity of Mäori staff, to better health outcomes for Mäori patients. In addition, healthy workplaces can make a significant contribution towards retention of Mäori staff in the healthcare sector.

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Do remuneration differences between local and international workers undermine poverty reduction work?

Ishbel McWha, Poverty Research Group, School of Psychology, Massey University

Ishbel McWha

In the year 2000, 192 United Nations member states agreed to the Millennium Development Goals (MDGs), which have an overall aim of halving human poverty by 2015. The first of the MDGs includes reference to the importance of decent work and fair wages for poverty reduction, a goal with particular relevance for industrial/organisational psychologists (Yiu & Saner, 2005). Building on the MDGs, in 2005 the Paris Declaration proposed five principles for improving the effectiveness of aid, including the principle of alignment (OECD-DAC, 2006). According to this principle, donors must try to align their aid with local priorities and policies, and must work to be as locally sustainable as possible, and to use local (material and human) resources wherever possible. Despite these goals, however, within aid organisations themselves the salaries paid to similarly qualified and experienced international and local workers are not aligned, in that international workers coming from higher-income settings tend to be paid according to the higher-income country economy (MacLachlan & Carr, 2005).

While pay can function to motivate good performance at work (Latham, 2007), it can also negatively impact motivation, particularly when the pay received is not perceived by the worker to be congruent with their inputs at work, or with the pay of those around them (Adams, 1965; Bloom, 1999). Considerable pay diversity has been linked to reduced organisational performance, through negatively impacting productivity, job satisfaction, and a reduced likelihood of collaborating on work (Pfeffer & Langton, 1993; Siegel & Hambrick, 2005). Within the aid context, where issues of inequality are already salient, considerable pay diversity between local and international workers has been found to foster feelings of injustice and de-motivation (Carr, Chipande, & MacLachlan, 1998; MacLachlan & Carr, 2005; Marai, 2002). Moreover, salary levels have important implications for status perceptions of workers (Baron & Pfeffer, 1994), and can reinforce power differences between groups (Carr, 2004; Dudley, 2003; Ila'ava, 1999). Pay diversity may contribute to building divisions between worker groups, thereby undermining attempts to develop local capacity and reduce poverty, and reinforcing rather than reducing the inequities inherent in the status quo (Prilleltensky, 2003).

Project ADDUP (Are Development Discrepancies Undermining Performance?) aimed to systematically i) study the extent of pay differences between local and international workers in poverty-focused organisations, and ii) explore the consequences of these differences on key motivation and performance outcomes. The research was undertaken across six country sites: the island economies of Solomon Islands and Papua New Guinea, the land-locked economies of Malawi and Uganda, and the emerging economies of India and China, by a team of interdisciplinary researchers drawn from each of those sites.

Method

A total of 1290 respondents (local, n = 992; international, n = 298) from 202 organisations across government, aid, commercial and education sectors participated in the research, which was undertaken over three years, commencing in March 2007. Participants completed a questionnaire which included measures of self-reported pay and benefits, self-assessed ability, pay comparison, feelings of pay justice, demotivation due to pay, thinking of turnover, and thinking of international mobility (see Carr, McWha, MacLachlan, & Furnham, 2010, for full details and data reduction). Self-reported pay and benefits were compared using the World Bank's (2007) measure of purchasing power parity (PPP), which calculates the purchasing power of different currencies in their home economy for a given basket of food, taking account of the relative cost of living and inflation rates of different countries. Essentially these conversions to an 'international currency' enabled salaries in different currencies and economies to be compared as fairly as possible.

A number of covariates were also included in the questionnaire: gender, age, years experience, highest qualification, culture shock (Mumford, 1998), cultural values (horizontal/vertical individualism/collectivism, Triandis & Gelfand, 1998), social desirability (Hays, Hayashi, & Stewart, 1989), and personality (Costa & McCrae, 2008).

Findings

In terms of documenting the extent of pay differences between the two groups of workers, respondents reported an overall pay ratio of 4:1 where international workers were earning on average four times the salary of their local counterparts. This ranged from 10:1 in the Solomon Islands sample and 8.5:1 in Papua New Guinea, to 1.9:1 in China (see Marai, et al., 2010; Zhou, et al., 2010). Respondents reported that some difference (mode=2-3:1) in pay between the groups was tolerable; however the actual ratio in almost all sites clearly exceeded this threshold. We also asked respondents whether their pay was sufficient to meet their everyday needs, and while 81% of international workers reported that it was enough, 80% of local workers said their pay was not sufficient to meet their everyday needs. In all, therefore, these results suggest that pay differences may be contributing to both relative and absolute poverty amongst local workers.

Table 1: Mean (and standard deviation) of variables (n=1180)

Variable	Total Sample	Type of Remuneration	
		Local (n=964)	International (n=216)
Self-assessed ability	3.33 (.72)	3.34 (.72)	3.36 (.70)
Pay comparison	3.34 (.85)	3.41 (.87)	3.17 (.76)**
Feelings of pay justice	2.71 (.73)	2.60 (.72)	3.09 (.61)**
Demotivation due to pay	2.94 (.85)	3.05 (.86)	2.49 (.69)**
Turnover thoughts	2.56 (.99)	2.63 (1.03)	2.35 (.83)**
Mobility thoughts	2.42 (1.06)	2.43 (1.10)	2.40 (.90)

Scale ranges from 1 (strongly disagree) to 5 (strongly agree).
** $p < .001$
Source: Carr, McWha, MacLachlan & Furnham (2010).

With regard to the impact of international vs. local salary differences on key motivation and performance outcomes, the results in Table 1 suggest that local workers undertook more comparison of pay and benefits than international workers ($F_{(2,207.978)} = 10.949$, $p \leq .001$, partial eta squared=.095). Local respondents also reported experiencing more feelings of injustice ($F_{(2,77.879)} = 52.261$, $p \leq .001$, eta squared=.077), as well as demotivation ($F_{(2,79.768)} = 58.010$, $p \leq .001$, eta squared=.078) due to the pay differences, while international respondents generally did not. Neither local nor international respondents reported thinking a lot about leaving their organisation (turnover), however local respondents were significantly less likely to disagree ($F_{(2,82.153)} = 14.154$, $p \leq .001$, eta squared=.018).

Extending the above findings further we used multilevel regression modelling to partial out the effects of the respondents being nested in organisations (thereby allowing for respondents from the same organisation being more likely to respond in similar ways than respondents from different organisations) (Tabachnick & Fidell, 2007, see Carr, et al., 2010, for full details). We explored two-level models for demotivation and turnover. Findings suggested that, irrespective of pay group, feelings of pay injustice ($F_{(1, 922.39)} = 219.83$, $p < .001$), self-reported ability ($F_{(1, 936.82)} = 42.09$, $p < .001$) and undertaking comparison of pay and benefits ($F_{(1,930.91)} = 14.49$, $p < .001$) were significant predictors of demotivation. At the same time turnover was predicted by undertaking comparison of pay and benefits ($F_{(1, 846.38)} = 25.89$, $p < .001$), feelings of demotivation ($F_{(1, 842.65)} = 22.78$, $p < .001$), feelings of injustice ($F_{(1, 831.94)} = 6.91$, $p < .01$), and self-reported ability, ($F_{(1, 844.69)} = 4.71$, $p < .05$). Extrapolating from these findings, therefore, suggests that unjust pay differences foster feelings of demotivation, feelings which in turn link with thinking about turnover, and which ultimately hamper capacity development and poverty reduction initiatives.

Through multilevel modelling, organisations were identified as playing a moderating role in links with both demotivation and turnover. Adopting Kenny and La Voie (1985), we calculated both individual and organisational level correlations. Organisations with higher levels of pay comparison ($r=.37$, $p<.001$) and feelings of pay injustice ($r=.85$, $p<.001$) had more demotivated staff. Organisations with higher levels of demotivation ($r=.59$, $p<.001$), pay injustice ($r=.37$, $p<.001$) and pay comparison ($r=.46$, $p<.001$) had higher levels of thinking about turnover. The findings clearly have important implications for organisational climate, and highlight the potential unintended consequences of organisational policies and practices, including diverse pay structures, on the success of aid initiatives.

In-country stakeholder workshops, attended by policymakers, aid organisation representatives, government officials and other key stakeholders (some of whom had participated in the research), were held in each country site during May/June 2009 (except for China which was unable to go ahead due to an outbreak of the H1N1 virus). The research findings were presented and their meaning discussed with participants. Across all country sites, workshop participants suggested and agreed on three recommendations for addressing the dual salary problem: 1) closing the salary gap between the local and international worker groups, 2) enforcing transparency of compensation systems, and 3) linking pay to performance through structured performance management/appraisal, selection, and career management in organisations. The nature of these recommendations highlights the need and potential for I/O psychology, as a profession, to contribute to poverty reduction initiatives both by assisting organisations with the implementation of these recommendations, as well as by undertaking systematic research into the potential implications such strategies might have for both the organisation and the local economy.

In conclusion, Project ADDUP is an example of how research can be used to address a taboo topic of relevance to one of the key challenges facing global society. The issue of dual salaries is an elephant in the parlour of many development organisations, and within the development sector in general. Indeed, the absence of dual salaries in discussion around the Millennium Development Goals and Paris Declaration is noticeable, particularly since the existence (whether formally or informally) of dual salary policies and practices in aid organisations may in fact undermine the principle of alignment, a principle which underpins poverty reduction and aid initiatives generally.

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Looking the Horse in the Mouth

Kirsty Furness

The use of animals to form part of mental health treatments appeared as early as the 18th century (Trivedi & Perl, 1995). Animal assisted therapy (AAT) facilitates therapeutic goals through interaction between a person and a specially trained animal, commonly used animals include dogs and horses (Marx & Cumella, 2003). Research on the use of animals in therapy has been discussed in psychological literature since the mid-1900s (Klontz, Bivens, Leinart, & Klontz, 2007). Although there has been much discussion about AAT, most studies have focused on having animals present whilst therapy is conducted as usual. To date there have been positive findings such as reduced psychological distress and improved wellbeing on the use of animals in helping people with both physical and psychological difficulties (All, Loving, & Crane, 1999; Beck, Seraydarian, & Hunter, 1986; Folse, Minder, Aycock, & Santana, 1994; Nimer & Lundahl, 2007). However much of this research comes from case studies and theoretical literature (Frewin & Gardiner, 2005).

Research literature on the use of horses in a therapeutic context can be divided into two groups: therapeutic horseback riding and equine assisted psychotherapy. Therapeutic horseback riding uses the horse's natural rhythmic gait for physical benefits of the rider. The literature for therapeutic horseback riding comes primarily from descriptive work (All et al., 1999). Reports are focused on physical benefits such as improved balance, posture, muscle strength, coordination, and muscular control (All et al., 1999; Biery, 1985). Research has demonstrated some gains in physical skills through the use of horseback riding in rehabilitation therapy with those with physical disabilities (All et al., 1999; Frewin & Gardiner, 2005).

On the other hand, equine assisted psychotherapy which uses horses in the treatment of psychological difficulties (Klontz et al., 2007), is an emerging form of psychological intervention. Equine assisted psychotherapy uses the horse as a therapeutic tool to address issues related to trust, boundaries, communication, and self-esteem (Schultz, Remick-Barlow, & Robbins, 2007). Equine assisted psychotherapy which has demonstrated a reduction in psychological distress has integrated concepts from specific theoretical approaches such as humanistic-existential. This approach combines direct experience with a focus on the "here and now" as the primary mechanism for change. The presence of a horse appears to act as a catalyst that allows psychological issues to surface (Klontz et al., 2007). In part this could be attributed to the ability of horses to mirror back a person's behavioural responses and thereby providing insight into the sorts of responses that a person may elicit in others.

Much of the literature to date on equine assisted psychotherapy has come from practitioners and as such the quantitative research is limited (Taylor, 2001). A recent study by Klontz et al. (2007) assessed treatment outcomes using a pre-test/post-test design on a 4½ day equine-assisted experiential therapy residential programme, and found a stable reduction in psychological distress and an enhancement of wellbeing. The positive findings could be attributed to this study locating itself within an already established treatment approach (experiential therapy). However the uncontrolled design of the study means that potential confounds such as maturation and placebo effects cannot be ruled out. Marx and Cumella (2003) discussed a number of case studies in which they described the efficacy of equine assisted psychotherapy with troubled youths. The authors argued that this form of therapy was effective in the treatment of various DSM-IV-TR Axis I disorders and in the treatment of Axis II disorders, but again the use of case study methodology means that these results must be interpreted with caution.

Most of the literature evaluating equine assisted psychotherapy is international with almost no New Zealand research (Taylor, 2001). However, there are now a small number of organisations throughout New Zealand who are engaging with this equine assisted psychotherapy. Much of the drive for this therapy in New Zealand appears to be coming from equine specialists. For example Dune Lakes Lodge is an equine assisted learning organisation situated at South Kaipara Heads that is attempting to further research potential benefits of equine assisted psychotherapy. Dune Lakes Lodge has just run their first five-week programme for high risk young adults. Self-reported evidence from participants in this programme suggests that equine assisted psychotherapy shows promise as an addition to established interventions. It appears that this form of therapy may have a lot to offer as an intervention. However, further research—preferably using rigorous controlled trials—is necessary to determine the efficacy of equine assisted psychotherapy and investigate the conditions under which it may be helpful.

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Making Visible the Invisible

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Research objective. To explore the needs and experiences of children who are living with parental mental illness.

Study design. For this exploratory study, three families that were part of a pilot service in Auckland participated in the research (name withheld) at the request of the organisation. This study used a thematic analysis approach to explore the perceived needs, and the mental health service experiences, of New Zealand children. Thematic analysis is a useful research tool as it gives a rich account of the collected data and involves the search for emergent themes which are important in describing the data (Braun & Clarke, 2006; Daly, Kellehear, & Gliksman, 1997). Using in-depth face to face semi-structured interviews the author interviewed children in their own homes once they had been referred to the pilot service. The next phase of this research is currently underway and the pilot service which is providing support to children and parents is on-going.

Population studied. Participants in this study are members of families where the parent was engaged with a mental health service at the time of the research. Over a ten month period in 2009 three children were interviewed. All children participating in this study were aged between 5-16 years old.

Principle findings. Six themes emerged: Support Networks, Mental Health Literacy, Social Isolation, Planning Ahead, Support for Parents, and Expressing Emotions. During the analysis of the themes an overarching theme of Difference seemed to emerge from the participants experiences.

Conclusions. This research provided those affected by parental mental illness with an opportunity to give an account of their needs and experiences. The themes identified from the interviews with participants indicated that participants need on-going support across a number of areas and this support was often difficult to access. The research provided a new opportunity for participants to talk about the sort of support that they needed.

Implications for policy and practise. Professionals have advocated the need for improved support services for children affected by parental mental illness (National Health Committee, 2005). Involving the children who are living with parental mental illness in research about their needs and experiences gives relevancy to this research which highlights themes where greater support is required.

Why this research is important. Providing support to children living with parental mental illness is important as it helps strengthen protective factors for children and therefore assists in reducing the risk of these children experiencing mental illness themselves.

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Social support.
The key message expressed in this theme was a need for increased support from peers and people from outside the family.

"Just someone to talk to and rely on so they won't tell anyone."

Mental health literacy.
Key messages related to being able to recognise the symptoms of their parents mental illness, knowing where to source information, and how to access help in times of crisis.

"He tells us, like when he does daily things like shopping and all that, he'll sometimes hear voices, yeah, and they sort of like for him to do bad things - like that's like voices and stuff, they think they hear things that's not really there"

Social isolation.
Key messages highlighted the stigma associated with having a parent who was mentally ill, isolation from others.

"Yeah they could like mock you with anything and like you say you're better than them and stuff and then they'll say, oh shut up, your Dad's in a mental hospital where you should .....and all that."

Planning ahead.
Key messages related to knowing what to do in a time of crisis and having a clear plan to follow that provided support for the family.

"Um, yeah more support from people that weren't there at the time, Mm."

Support for parents.
Key messages covered behaviour change in children, getting help from support services, and spending time together doing family activities.

"Just to stick together and no fighting with each other. Having people to come and talk to Mum."

Expressing emotions.
Key messages included worrying about their parents and themselves, feeling scared and sad, especially when parents were in hospital or respite care.

"When he went into the car ... he was growling at mum in the car mum was crying, I was worried about her, I felt sad because she was sick."

Difference.
Throughout the themes participants recognised that their experiences and needs were different from many of their peers and this left them feeling invisible, unsupported and isolated.

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