

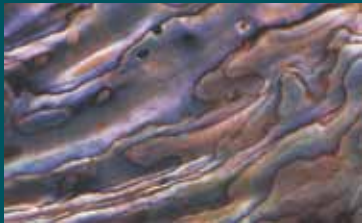


The New Zealand
Psychological Society

Te Rōpū Mātai Hinengaro o Aotearoa

Psychology Aotearoa

VOLUME 7 NUMBER 1 MAY / HARATUA 2015



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Kia ora and welcome to *Psychology Aotearoa* the official twice yearly publication of the New Zealand Psychological Society. *Psychology Aotearoa* aims to inform members about current practice issues, discuss social and political issues of importance to psychologists, celebrate the achievements of members, provide a forum for bicultural issues and highlight research and new ideas relevant to psychology. It also aims to encourage contributions from students, hear the views of members and connect members with their peers.

Being part of *Psychology Aotearoa*

We welcome your contributions to *Psychology Aotearoa*. We are looking for submissions related to psychology which readers will find stimulating and can engage with. This can include items on practice and education issues, social and political issues impacting on psychology, bicultural issues, research in psychology, historical perspectives, theoretical and philosophical issues, kaupapa Māori and Pasifika psychology, book reviews, ethical issues and student issues.

For more information on making submissions to "*Psychology Aotearoa*" – go to www.psychology.org.nz/Psychology_Aotearoa

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The New Zealand Psychological Society is the premier professional association for psychologists in Aotearoa New Zealand. Established as a stand-alone incorporated society in 1967, it now has over 1500 members and subscribers. The Society provides representation, services and support for its New Zealand and overseas members.

Psychology Aotearoa is the Society's member-only periodical published twice a year. It contains articles and feature sections on topics of general interest to psychologists including the teaching, training and practice of psychology in Aotearoa New Zealand, research and new developments in psychology, application of psychology to current and social and political issues.

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Printed by Metroprint
ISSN 1179-3961 (Print)
ISSN 1179-397X (Online)

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President's Korero—Kerry Gibson



We have recently been re-invigorating our relationships with other international psychology associations to explore how we might better share our resources in areas of common interest. To this end we have had conversations with the new president of the Australian Psychological Society, Mike Kyrios

and Lyn Littlefield who is the executive director. We also spoke with Greg Neimeyer who was out here to run the highly successful workshops on the DSM-5 that some of you would have attended. He has an influential role in the American Psychological Association as the Director for Continuing Education and Professional Development. They say size doesn't matter, but during these conversations I could not help but be conscious of the difference in scale between our own organization and these other much larger enterprises. We have a healthy membership of some 1500 members and are the largest organization for psychologists in New Zealand - but the APS has over 20,000 members and the APA is reported to have a daunting 137,000 members. It seemed clear to me that we might benefit from a better link with these organisations but I was less sure whether they would feel that they had something to gain by the association.

However in the course of our discussions I was surprised to hear that these large professional organisations were not only aware of our existence but were apparently

very impressed with some of the work we had done. In particular it seemed that our efforts in the area of biculturalism had made a significant impression in the international arena. Both the APS and APA acknowledged the importance of the ground-breaking work done in this country on culture and indigeneity. They also recognized that they had not always done well in these areas themselves and spoke about their wish to learn from our experience.

Our strengths in this area have also been upper-most in my mind since recently attending a whakatau for a task group of the International Congress on Licensure, Certification and Credentialing in Psychology (ICLCCP) which has the ambitious aim of developing competencies for psychologists that can be applied internationally. This task group consists of a number of eminent international psychologists who were invited to hold their meeting in Auckland at the invitation of the two New Zealand-based members; Steve Osborne, CEO of the New Zealand Psychologists Board and Moana Waitoki who is the Bicultural Director on the executive of the NZPsS. Given that members of the task group were nominated from a large international forum, it would be considered an achievement for New Zealand to have any representation at all but to have two members is more than any other country. Moana was asked to be a part of this group because of her particular knowledge about, and representation of, indigenous issues and culture. Her role has involved some considerable work to ensure that appropriate priority was given to culture and indigenous frameworks in the framing of psychological competencies.

She, together with Bridgette Masters-Awatere and Rose Black provided some insights into the early challenges of this experience in an article published in *Psychology Aotearoa* at the end of 2013. When the task group met in Auckland last month it was an opportunity to show our visitors something of Māori culture in practice. At the whakatau that was held to welcome them, something magical seemed to happen as they experienced rather than just heard about Māori tikanga. The warmth of the hospitality and the sense of connection that went along with it provided a solid basis for the groups' agreement that culture was fundamental to any definition of psychological competency.

New Zealand punches above its weight (as the saying goes) in many areas. Our rugby, cricket (although perhaps less so after the world cup final match), rowing and sailing, our beautiful natural environment and our admirable score in the Corruption Perceptions Index are all recognized internationally. But it is important to remember that our stand on biculturalism may also be providing a benchmark for the many countries dealing with indigenous peoples (and also other minority groups). In psychology our success in this area is a testament to many people, especially those who have been involved with the Society's National Standing Committee on Bicultural Issues (NSCBI). These efforts have also been supported by previous presidents of the Society, executive members and of course other individual members. Many of you have contributed to putting biculturalism on the New Zealand psychology agenda and, in the process, have helped to develop sophisticated models for engaging psychologically with indigenous peoples.

In New Zealand it can sometimes be difficult to see our own achievements – and as a relatively recent arrival I can take no credit for these – but I think it is important to stop sometimes and pat ourselves on the back for what has been accomplished. This is especially important as discussions of Māori and psychology tend often towards deficit without recognition of the value Māori models offer not just to Māori but to us all.

In this small celebration however I don't mean to imply that we should become complacent. There is much work to be done around making services more appropriate for Māori, about increasing the Māori psychology workforce and about challenging the social disadvantages that disproportionately affect Māori. But I do want to take a moment just to appreciate what has been achieved and to say thank you to those who have done this work on our behalf.

Editorial

Tēnā koutou colleagues,



Now the weather has changed no doubt this edition will be a welcome addition to your reading material. There are many interesting articles with again a connection of themes. Notable among them is the creative application of psychology to societal or environmental problems and the promotion of wellbeing. Evident too is the commitment psychologists have to addressing inequity and social injustices in all their forms which is inspiring to read. Associated is the call to raise the profile of psychology issued initially by Peter Stanley but this is threaded throughout other offerings. In my last editorial I raised the questions - what political actions we as a profession need to be taking? How can we have more of a voice in these agendas? What can we do to build our competence in this arena? Many of the contributions in this edition re-ignite these questions and suggest pathways.

An inspiring example of psychologists applying their own strategies to be more effective is the informal leadership approach described by David Semp to promote team cohesion and mutual respect using the principles of dialectical behaviour therapy within the complex and often conflictual environment of mental health services. David has worked on this approach for many years over the course of his career and we are thankful for his creativity and wisdom. Another example of applying psychological strategies in the more public environmental arena is that presented by Marg O'Brien. Marg asks some hard questions – how to get people to care about the environment and work together with oppositional groups to bring about change? Marg's perspective is that 'the country needs psychologists to help bring about these changes' and in so doing we need to demonstrate our skills in the 'psycho-social' aspect of behaviour change as it relates to environmental issues. This creative and innovative approach is courageous indeed.

On another note, Neville Blampied's keynote address from the 2014 conference provides a useful perspective to our work in relation to what we may 'count' as evidence. He presents an historical account of the history of the nomothetic approach to science and the more recent call to include a consideration of an idiographic approach to understanding human behaviour whereby differences

Peter Adam's 2010 book *Fragmented Intimacy: Addiction in a Social World* with its spidery diagram is a great read for making sense of alcohol and other dependencies and how they impact on family and work life. Lundy Bancroft, Jay Silverman and Daniel Ritchie's 2012 book *The Batterer as Parent: Addressing the impact of Domestic Violence* on family dynamics is a must read for anyone working with children as is *Children as Victims, Witnesses, and Offenders: Psychological Science and the Law*, edited by Bette L. Bottoms and colleagues. I also really liked *New Versions of Victims: Feminists Struggle with the Concept*, edited by Sharon Lamb.

One challenge that you think psychology faces

The family court environment has thrown up huge challenges to psychologists. The professions need to ask whether psychologists in the family court can be experts in all of the areas that they are expected to be when approved for work in the family court. How can expertise be assured?

One thing that psychology has achieved

The profession worked very hard to support the amendments to section 59 of the Crime's Act to ensure that violence towards children could not be used as discipline. The result was a great outcome for children.

Academic psychologists have recognized the strengths of qualitative methodologies, such as critical discourse analysis, which can answer questions that are not possible with quantitative methodologies. I think this is a great achievement.

One aspiration for New Zealand psychology

New Zealand psychology needs to be much more ethnically diverse in order to meet the needs of the various populations in Aotearoa/New Zealand. The profession needs to attract more Māori, Pasifika, Asian, African, Middle Eastern, disabled peoples and other minority groups into the profession and support them to maintain life-long careers.

One social justice issue psychology should focus on

The prevention of gender-based violence and the associated violence against children. Of course I would say that! Promoting gender equity and equity generally would help with primary prevention of gender-based violence.

One big question

What are we going to do about the harmful effects of social media and the internet, such as the proliferation of pornography that degrades women and the use of social media to bully and stalk?

One regret

I never really wanted to be a teacher – my father was one and he died before retirement. In more recent years, however, I have thought that I would have liked to have taught more.

One proud moment

When doing research with women survivors of domestic violence I asked them what they thought should be done to prevent such violence. Some of these women spoke of how important it was to have the message that such violence was not acceptable brought right into the home, perhaps through television advertisements. Sometime in the early 2000s Peter Adams, Janet Fanslow and I sat down with some key politicians and policy people and spoke to them about the importance of a mass media campaign aimed at the prevention of domestic violence. We were able to point to the research that we had done on domestic violence prevention to say that the evidence was there to proceed. I like to think that we, along with others, were a small part of the drivers of the very successful *It's Not Okay Campaign*. My proud moment was watching the first of the *It's Not Okay Campaign* advertisements.

One thing you would change about psychology

I often wonder why psychologists are so rarely in the media. With a few exceptions we seem to be people that prefer to be invisible. But if the profession wants to address social issues or the prevention of mental health problems then it needs to be more outspoken. The profession is made up of thoughtful people, who are very good thinkers and can contribute to important debates

One piece of advice for aspiring psychologists

Find some very good mentors and learn from them. A good one will support you through the difficult times and be there for you for life.

The Development of the Russian Psychological Society

This article on psychology in Russia was contributed on behalf of the Russian Psychological Society by:

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Introduction

This article discusses the history of the development of Russian Psychological Society. It describes the basic vectors of scientific and organizational activities of the Russian Psychological Society and especially international collaboration.

Keywords: Russian Psychological Society, research directions, EuroPsy, sport psychology, clinical psychology, educational psychology.

Russian Psychological Society: Main Lines of Development

The Russian Psychological Society (RPS) has a rich history. It was founded on January 24, 1885, on the initiative of M. M. Troitsky and supported by 14 professors from different faculties of Moscow University (currently, Lomonosov Moscow State University), who actually came out as its founders. At their first meeting on January 24, 1885, the founding members elected the Council of the Society, consisting of the President, the Secretary and their deputies for a term of 3 years. At the same meeting, the founding members proposed another 53 candidates for a full membership in the Society. As of today, the RPS has about 5,000 members. The RPS structure includes 62 regional branches and 16 scientific sections, among which young scientist's section is one of the most essential.

Professional Training of Psychologists in Russia

Russia joined the Bologna process in 1995, and began to implement the *Bachelor's Degree (4 years) + Master's Degree (2 years)* system in 2010. Mention should be made here of the

RPS efforts to support this educational model. It is not by coincidence that the first universities to roll out this model, were those which actively participated in the RPS activities: Lomonosov Moscow State University and Saint Petersburg State University, whose training plans place a special emphasis on supervision.

Although the society has existed in Russia for more than one hundred years, Russia still lacks legislative regulation of the professional work of a psychologist. That is why in 2008 the Russian Psychological Society initiated its search for an international standard that would validate the high quality of professional training in Russia as compared with that obtained in other countries. Intensive work began to be carried out to develop the Russian Psychological Society's relations and integration with the European Federation of Psychologists' Associations (EFPA).

On its way to the EuroPsy certificate the RPS faced a number of difficulties, the overcoming of which was made possible only because of the RPS's unity and EFPA's

positive experience. Over the past five years, the RPS has made significant progress in getting psychology recognized by both public and administrative bodies. This can be evidenced in the high stature of the guests arriving to the RPS Congress in 2012, among whom were the Russian Emergency Minister S.K. Shoigu, the Russian Deputy Minister of Education I.M. Remorenko, the Ambassador of Switzerland in Russia P. Helg, the Minister-Counselor for the public affairs of the US Embassy in Russia M. Hurley and others, and the greetings which were sent to the RPS address by the Russian President Vladimir Putin, the President of the Russian Academy of Sciences Yu.S. Osipov, Chairman of the State Duma S.E. Naryshkin and others. (Zhuravlev, Zinchenko et al., 2012)

Within a relatively short period of its history it has seen the emergence for Russia's first quarterly journal on psychology, which is fully published in English - *Psychology in Russia: State of the Art* (www.psychologyinrussia.com). The journal figures prominently in prestigious international indexes and citation databases (*Scopus*, *PsycINFO*, etc.). To date, only 60% of its readership is Russian specialists.

Currently, RPS members take an active part in various councils, committees and working groups held by the European Federation of Psychologists' Associations which again attests to the unique experience the RPS has gained recently. In 2014, the European Federation of Psychologists' Associations awarded its first 100 EuroPsy certificates to Russian psychologists.

Main Vectors of Scientific Development

Although the Russian Psychological Society is represented by a large number of research areas, organized in the form of 16 scientific sections, we will focus in greater detail on those which are the most relevant.

Clinical Psychology and Neuropsychology

Clinical psychology is a rapidly expanding field of Russia's psychological science. It emerged as an independent field of psychological theory and practice back in the early 20th century and is associated with the names of such prominent Russian physiologist and psychologists as S.S. Korsakov, V.M. Bekhterev, I.P. Pavlov, L.S. Vygotsky, A.N. Leontiev, A.R. Luria, B.V. Zeigarnik, V.N. Myasishchev. The development of clinical psychology in Russia, the main sections of which include neuropsychology and pathopsychology, is due to consistent implementation of L.S. Vygotsky's cultural and historical theory (Vygotsky, 1993a, 1993b, 1997a, 1997b; et al.), A.N. Leontiev's activity approach (Leontiev, 1978) and V.N. Myasishchev's theory of relations (Myasishchev, 1960).

Following Vygotsky's ideas and developing them in a creative way, A.R. Luria, the founder of Russian neuropsychology, has elaborated a psychological theory of systemic and dynamic localization of higher psychological functions (HPF) and a qualitative neuropsychological approach to the analysis of their disorders in patients, which allows to fine-tune characterization of specific mechanisms of HPF development and functioning (Luria, 1969, 1973). Today, this approach is being actively pursued in Russia in the works of A.R. Luria's disciples and followers. He has had a significant impact on neuropsychology throughout the world. Currently, efforts are under way abroad to create tests that combine the merits of both qualitative and quantitative approaches in neuropsychology. A.R. Luria's research results are used in its test version, adapted by A.-L. Christensen (Christensen, 1975); in versions of the Luria-Nebraska test (Golden, 1980; Golden, Hammeke, Purish, 1981); in the renown HPF test methods for children - NEPSY (Korkman, Kirk, Kemp, 1997; Cheie et al, 2015). A.R. Luria's ideas were reflected in the widely used Kaufman-ABC psychometric battery (Kaufman, Kaufman, 1983). The well-known procedural approach, according to its creators, was built under the influence of Luria's ideas (Kaplan, 1988; Milberg, Hebben, Kaplan, 1986). The analysis of results conformity of different tests proposed by Ida Sue Baron (convergence profile analysis) is close to the method of neuropsychological syndrome analysis developed by A.R. Luria (Baron, 2004).

Development of the psychological syndrome analysis methods in the works by L.S. Vygotsky and A.R. Luria opened up tremendous opportunities for methodological research in the field of clinical psychology in twentieth century Russia. The Vygotsky - Luria syndrome analysis methodology has stood the test of time and proven heuristic not only in neuropsychology, but also in solving theoretical and applied problems in psychopathology (Zeigarnik, 1965, 1972; Lebedinsky, 2003; Nikolayeva, 2011; Sokolova, 2012; et al.). It is increasingly used in psychosomatics and psychology of corporeality (Tkhostov, 2002; Nikolayeva, Arina, 2003; Zinchenko, 2003; Nikolayeva, 2009), as well as in the development of psychotherapeutic approaches and strategies of psychological counseling. The above directions are being intensively developed in Russia today.

The results of recent specialized studies in Russia have revealed a wealth of methodological possibilities for the Vygotsky-Luria psychological syndrome analysis in clinical psychology at the present stage of development of scientific knowledge. This has been made possible thanks to the fact that methodologically the principles of the Vygotsky-Luria syndrome approach meet modern scientific standards,

above all, in their readiness to treat the understanding and study of psychology as an open self-sustaining system (Styopin, 2003; Mezzich et al., 2013; Pervichko, Zinchenko, 2014a, 2014b, 2014c; Zinchenko, Pervichko, 2012a, 2012b, 2013, 2014; Zinchenko, Pervichko, & Martynov, 2013; Zinchenko et al., 2013).

In line with the methodological tradition of the psychological syndrome analysis psychological diagnostics makes it possible to obtain diagnostic information needed for a structural and genetic analysis of complex clinical and psychological phenomena, identification of psychological factors and mechanisms of their functioning, a psychological interpretation of clinical phenomenology and, as a result, for 'a detailed diagnosis'. This makes psychological diagnostic data available to medicine, which focuses more and more on providing a holistic study of an ailing individual, addressing the issues of rehabilitation, prevention, and greater treatment compliance (Sadler, 2005; Mezzich, 2007; Salloum, Mezzich, 2009; Mezzich et al., 2010, 2013; Zinchenko et al., 2013; et al.).

Modern medicine has challenged clinical psychology with increasingly complex tasks, the productive solution to which requires a new perspective not only on psychological diagnostics, but also on mental health issues in general. This approach could be based on the traditions of Russian clinical psychology and medicine that reflect their humanistic orientation, with special attention on the patient's holistic personality and a stronger emphasis on its specifics in rehabilitation and reconstruction processes, as well as on the rich methodological possibilities of L.S. Vygotsky's cultural and historical theory. Attempts to create such an

approach in clinical psychology as part of the postnonclassical model of scientific rationality are already being made and require further elaboration (Mezzich et al., 2013; Zinchenko et al., 2013).

The Russian Psychological Society in conjunction with the Russian public organization *League for the Nation's Health* has put into the pipeline a series of pilot projects to promote a healthy lifestyle for the populace, to prevent tobacco smoking, to re-socialize those addicted to psychoactive substances: 'The First Open Russian Student Competition of Social Advertising and Social Projects *Russia Without Tobacco*', 'Developing Methods of Social and Psychological Monitoring of Smoking among Students', 'Psychological Support for Rehabilitation and Prevention of Drug Addiction', 'Health Psychology: Innovations in Science, Education and Practice', 'Psychological Support and Rehabilitation of those Addicted to Psychoactive Substances at Different Stages of Medical and Social Rehabilitation'. The RPS participates in the annual forum and exhibition 'Health of the Nation is the Basis of Russia's Prosperity' which is the country's largest interagency event promoting health protection and healthy lifestyles. In 2013 the Ministry of Health introduced the position of a leading medical psychologist, which will help to further psychology in this direction, too.

Psychophysiology

One of the objectives in psychophysiological research is to provide a comprehensive psychophysiological study of the mechanisms of mental processes (perception, attention, memory, thinking, consciousness) and states (emotions, stress). Studies are conducted in humans and animals

(apes, simple nervous systems) according to the *Man-Neuron-Model* using methods of psychophysics, EEG, FMRT and neurophysiology. The main direction of the research activities is to develop a new approach in psychophysiology - *vector psychophysiology*. This concept brings together the 'detector' and 'ensemble' theories of information coding in the neural networks of the brain within a single consistent system of concepts (Sokolov, 2003, 2010). According to this concept, the vector coding principle applies to the neural mechanisms of actuating and modulating mechanisms (Chernorizov, Sokolov 2010). The vector approach to the coding of external signals, training and management of reactions makes it possible to integrate neural mechanisms and psychological patterns into a single consistent model of a psychological process under investigation (Izmailov et al. 1989; Izmailov, Chernorizov 2010).

Intensive research is now underway to study the brain's rhythmic mechanisms that modulate the processes of information encoding at sensory and actuating levels. These studies are focused on the gamma rhythm as a universal activation mechanism involved in all sensory and cognitive processes (Danilova, Lukyanchikova 2009).

The themes of applied research deal with the development and improvement of methods of biofeedback, detection of hidden knowledge, diagnosis and correction of human stress and functional states, etc. Methods for preventing and treating stress disorders and psychosomatic disorders of different genesis have been proposed based on the research results (Daniel 1992; Lobacheva et al. 2013).

Sports Psychology

The development of sport psychology

is closely linked with sport achievements in the former USSR and today's Russia. Sport psychology was given a new impetus in the 2000s when it acquired the status of a unit incorporated into Russia's Federal Medical-Biological Agency, and sports psychologists were formerly put on the staff of youth sports schools. This, in turn, focused the scientific community's attention on the training of sports psychologists and the introduction of specializations in the field of sport psychology, e.g., at Lomonosov Moscow State University in 2008.

Sports psychology is an important focus of the Russian Psychological Society. The research conducted has allowed the introduction of psychological practice in the training of athletes of various skill levels enabling to highlight the possibilities of psychological science against the background of past and future major sporting events. The cooperation between the Russian Psychological Society and sports federations, youth sports schools resulted not only in numerous scientific publications, but also in the actual achievements of the Russian national teams in such fields as archery, synchronized swimming, wrestling, boxing and others. (Sports Psychology, 2011)

Particularly noteworthy is the use of modern technologies in training athletes. Thus, the research made provides data on the use of a specially designed device "Chronoscope-2006" (Bespalov, Leonov, 2008), which allows diagnosis of athletes' temporal perception. Individual characteristics of the athlete's 'sense of timing' have been developed as part of the research. The proposed method for diagnosis of time perception in synchronized swimming allows the definition of the rate of silent counting or athletes' sense of rhythm by objective parameters. It can also be used as a mechanism for feedback in the elaboration of a professional simulator in developing temporal perception among athletes. The series of studies on the use of eye tracking technology presents the results of research conducted among mountain climbers and archers. They feature differences in the characteristics of the oculomotor parameters when performing in different specific professional situations and suggest ways to optimize the training process. (Grushko, Leonov, 2014; Veraksa et al, 2015). Of great importance is the development and adaptation of sports-specific diagnostic techniques (Veraksa, Gorovaya, 2012; Veraksa et al., 2014).

Educational Psychology

The foundation of educational psychology in Russia was laid down in the works of L.S.Vygotsky and his followers (A.N. Leontiev, P.Ya. Galperin, D.B. Elkonin, A.V. Zaporozhets, V.V. Davydov, L. A.Venger and others). The

approach was based on the idea of scaffolding in child development. In this case, development itself is seen as mastering the system of means to rebuild the child's psyche. The main research focuses on the organization of the educational process and an adult's role in the way children learn various content in an effective way (Akhtutina, Pylaeva, 2012).

This approach has proved to be highly productive at every age. This, for instance, explains the popularity of educational programs for preschoolers outside Russia - *Key to Learning* (www.keytolearning.com), *Tools of the Mind* (www.toolsofthemind.org) and others. The Russian approach to the problems of educational psychology is analyzed in current monographs and special issues of journals (Veraksa, 2011; Veraksa, van Oers, 2011; Glozman, 2012, Veraksa, 2014, etc.).

Among the RPS's achievements is, undoubtedly, the development of federal educational standards for primary schools in conjunction with the Ministry of Education and Science of the Russian Federation and the Federal Institute for Educational Development, featuring psychology as a methodology for building an educational process.

Beginning from 2012, All-Russian Olympiads in psychology for students of grades 5-11 have been held largely through the RPS's efforts. The winners of these Olympiads were able to enter the psychology faculties at most prestigious Russian universities on a preferential basis (Zinchenko et al., 2013).

Psychology of Emergency Situations

Development of the psychology of emergency situations is closely linked with the collaboration between the RPS and the Psychological service of EMERCOM – the Russian Ministry of Emergency Situations, which was founded more than 15 years ago. At present, EMERCOM's Psychological Service unites employees of EMERCOM'S Center of Emergency Psychological Aid and its seven branches, professional psychologists and structural units within EMERCOM's territorial agencies, educational institutions and research institutions under EMERCOM, as well as specialists in organizations, institutions, military units, rescue teams, fire brigades. Today the total number of those employed by the Service is more than 800 professionals.

The psychological service of EMERCOM of Russia has two main tasks:

1. Psychological support of professional activity of the personnel of the EMERCOM of Russia.

2. The provision of emergency psychological aid to victims in emergency situations (Shoygu, 2007).

The specialists at EMERCOM's Psychological Service have many years of experience working with victims in various emergencies. In addition, the specialists of the Psychological Service have repeatedly delivered aid to victims during international humanitarian operations in other countries: China, Chile, Haiti, Indonesia, Belarus.

One of the main aspects of international cooperation at EMERCOM's Psychological Service is to organize and hold the international scientific and practical conference 'Psychological Consequences of Radiation Accidents and Other Emergencies' as part of the business program at the International salon 'Integrated Security' which is held annually in Moscow, Russia, and is attended by experts from the Netherlands, Switzerland, France, Czech Republic, Japan, South Africa, Turkey, Azerbaijan, Belarus, Ukraine, Israel, USA, China, etc. This conference serves the purpose of creating an international platform to discuss issues of extreme psychology, new approaches, technologies used in this field.

In conjunction with EMERCOM's Psychological Services the RPS has succeeded in developing and implementing a system of public and professional voluntary certification of psychologists employed by the law-enforcement agencies. In 2013, 18 EMERCOM psychologists successfully passed all the stages and received certificates.

Opportunities for Cooperation

The Russian Psychological Society has a rich history of international cooperation and is truly open for it. In the past, its honorary members

included Wilhelm Wundt, Williams James, Theodule Ribot and other prominent psychologists.

The past few years have seen the Russian Psychological Society take part in organizing such major international events as the UNESCO Annual Early Childhood Care and Education International Conference, the Annual International Vygotsky Memorial Conference in conjunction with the Quintino Aires Institute (Lisbon, Portugal), the Annual Russian-Japanese Seminar on Problems of Modern Psychology and many others.

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Three books this time around. The first is the latest contribution under the JK banner. Depression awareness in New Zealand has been greatly enhanced by JK's limitless energy and influence in this area. The National Depression Initiative continues to thrive with JK as the public face of their campaigns and programmes, and I see that the NZCCP has confirmed him as their Patron. There are stories circulating of ‘staunch kiwi blokes’ visiting their family doctors admitting to a ‘touch of the JKs’. Maybe a few barriers are being eroded by the presence of both a strong role model and a re-languaging that is prompting some repositioning in relation to depression. With such a shift comes an opportunity to adopt a more resilient stance, which is the focus of our second book, *Ordinary Magic*, by Ann Masten. Enjoy the reviews. The third book looks to be a weighty tome on supervision. It comes highly recommended

by our reviewers and the scope suggests that all those engaged in any aspect of supervision are likely to find it useful.

Stand by Me: Helping your teen through tough times

Reviewed by Jan Marsh

Sir John Kirwan (JK), former All Black and now coach, has served us well in opening up the subject of depression by generously sharing his experiences via a high-profile TV campaign and his 2010 memoir *All Blacks Don't Cry*. His advocacy has made it more acceptable for men to seek help and has given them the language to do so.

In *Stand by Me* JK turns his attention to teens and offers advice to parents who have concerns about their young ones. He calls it parenting for mental wellness and opens with examples from his own teenagers.

The book is made up of extracts from interviews with young people and their parents, with explanations and comments by the collaborating psychologists, Elliot Bell and Kirsty Loudon-Bell and psychiatrist Lyndy Matthews. It has a list of resources, a detailed index and it references a number of reports including the Youth ‘12 Report and the Dunedin and Christchurch longitudinal studies.

The tone is friendly and approachable for lay readers with examples from real life experiences which are engaging and memorable. It is organised into nine parts with titles such as ‘The Adolescent World’, ‘Seeking Help’, ‘Resilience’ and so on. Within each part the short chapters include information and advice, some of it pithy -

JK: *When you don't have control, it's not risk-taking, it's stupidity. So what is risk-taking? Drink-driving? No, that's stupidity. Going away to a university in a different city? That's risk-taking.*

