PSYCHOLOGY
A contribution to EU Policy Making

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Outline

- Why this conference?
- About EFPA
- What psychology is (not)
- What psychology may contribute to EU policy making
- Program schedule
Why this conference?
Why this conference?

- There is little evidence of psychology’s expertise being used in EU policy making. Policies focus on European citizens, and how they work and live together. Yet, human aspects are often ignored or addressed by common sense, which makes policies less effective and prone to unnecessary errors, delays, conflicts and costs.

  “Known by few, good for many”

- A modest goal for today’s conference: making clear that psychology can contribute to EU policy making, to the benefit of Europe’s citizens.

  *Psychologists are ready to do more, get involved, make targeted contributions*
About EFPA
What is EFPA?

- EFPA is the European Federation of psychologists’ Associations - founded in 1981!
- Its members are national psychologists associations (also federations, networks; ‘Member Associations’) from 35 countries with over 300,000 psychologists.
- It has links with some 20 European associations in specialist areas of psychology as well as Psychology Teachers and Psychology Students.
- EFPA offers a platform for collaboration, and for joint representation and action at the European level. “Helpdesk for Psychology in Europe”.
- EFPA is recognized as NGO by the Council of Europe.
What EFPA does

- Representation and advocacy at European level
- Developing psychology in Europe and beyond: education, profession, research
- European expert groups (Boards, Standing Committees, Task Forces)
- Support for Member Associations
- Collaboration with other professional organizations
- Publicity and information sharing
- The European Psychologist (journal)
- Bi-annual European Congress of Psychology
- European projects
What psychology is (not)
Psychology

Psychology is about *thinking, feeling, doing* of people, alone and together, and about changing these, when desired, for the benefit of people, institutions, society.

Psychologist engage in *prevention and treatment* of human and social problems, guided by measurement, based on facts, driven by theory.
Psychologists

The title and work of psychologists is *legally protected* in nearly all European countries. Psychologists have at least *5 years of academic training* (research and theory based) and at least one year of supervised practice.

Psychologists have a *Code of Ethics* and follow *Continuous Professional Development*.
What psychologists do with the knowledge they have

1. Professional work with individual clients, families, institutions.
2. Teaching psychology in secondary and tertiary education.
3. Supporting other professions (in health care, firms, traffic, prisons etc.).
4. Advice on policy development, highlighting the human & social dimensions*.

* Psychologists do this within the Member States but are ready to engage themselves at the European level.
What psychology is not

- Psychiatry
- Psychotherapy
- Testing
- Just a health profession
What psychology does

Psychology seeks to understand what drives human behavior, gives insight..

helps people to gain mastery over their lives, effectively deal with others, take informed decisions..

helps to prevent problems and reduce suffering..

helps to shape environments that promote health, wellbeing, participation, and productive performance.

*It does so in different branches.*
Several branches, one knowledge-base

- The branches of psychology cover people at different life stages and in different settings. It has a single knowledge base.
Psychology & EU policy making
A tour d’hui

- What follows is a short “tour d’hui” of psychology showing topics and forms of expertise relevant for policy areas such as:

<table>
<thead>
<tr>
<th>Poverty and social exclusion</th>
<th>Violence and health</th>
<th>Road safety</th>
<th>Active and Healthy Ageing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict prevention</td>
<td>European civil protection</td>
<td>Education and training</td>
<td>Safety and Health</td>
</tr>
<tr>
<td>Children’s rights</td>
<td>Life-long learning</td>
<td>Racism and violence</td>
<td>and other</td>
</tr>
</tbody>
</table>

Click here
1. Health

| Abortion           | Eating Disorders | Healthy life styles | Anxiety | Alzheimer | Depression | HIV & AIDS | Natural Disasters | Autism | Fitness | Sexuality | Schizophrenia | Post-traumatic Stress Disorder | Medical consumption | Cancer | Personality disorders | Emotional health | Occupational diseases | Smoking | Alcohol | Drugs | Diets | Using pharmaceutical drugs | Deviant behavior | Wellness |
|--------------------|------------------|---------------------|---------|-----------|------------|------------|-------------|-------------------|--------|---------|-----------|---------------|-------------------------|---------------------|--------|----------------------|------------------|----------------------|---------|--------|-------|-------|-----------------------|-------------------|---------|
1. Health

- Behavioral and social determinants of health, illness, and medical consumption
- Promoting healthy life styles and self-management of health
- Psychotherapy, health counseling, rehabilitation
- Assessment of functional and mental health in older people
- Early detection of e.g. dementia
- Behavioral approaches to depression and anxiety
- Prevention & treatment of addictions
- Training of emergency workers, health professionals and family caretakers
2. School

- Raising educational achievements
- Psychological consultation
- Early detection of e.g. dyslexia, ADHD
- Early school leavers
- Preventing and stopping bullying
- Deviant behavior in youngsters
- Identity and life perspective of youth
- Factors in Life long learning
- Protecting children's rights
- Crisis interventions in schools

EFPA Position Paper on Psychologists in the Educational System and their Contribution to Life Long Learning, 2010:
A psychologist in every European school

Early school entry - Dyslexia - ADHD – Learning problems - Educational testing - Children's' rights - Literacy - Developmental disorders - Bullying - Ethnic diversity - Multilingualism - Sexual education - School dropout - Teaching

STRATEGY ON EDUCATION & TRAINING
TACKLING EARLY SCHOOL LEAVING LIFE LONG LEARNING CHILDREN’S RIGHTS
3. Work

- Promoting decent work, improving job quality
- Prevention and treatment of work related stress and illnesses
- Unhealthy relations: conflicts, harassment, abusive leadership
- Non-discriminatory recruitment and selection
- Equal employment for men and women
- Innovative workplace and job design
- Managing organizational change
- Promoting productivity
- Shaping virtual and mobile work

EFPA Position Paper ‘Mental health and well-being at the workplace’, 2011: Prevention of mental illness through work design and workplace action.
4. Community

4. Community

- Public participation and well-being via community empowering
- Social inclusion of vulnerable families & improving family services
- Countering prejudice, intolerance, discrimination, aggression
- Crisis intervention and disaster response (natural, terrorism)
- Promoting active and healthy ageing at all life stages
- Promoting adaptation of immigrant youth
- Combatting unemployment impacts
- Suicide prevention
- Positive parenting
- Age attitudes

Lessons Learned in Psychosocial Care After Disasters
EFPA / Council of Europe, 2010:
What has been learned from Experiences with disasters in 16 European countries.
5. Transport

5. Transport

- Accident analysis
- Screening, training and rehabilitation of car drivers
- Mobility needs of senior citizens
- Enhancing traffic rules compliance
- Traffic safety education
- Demerit point system
- Selection of train drivers
- Selection and training of air pilots and air traffic controllers
- Design of Flight decks and ATC control systems

**ROAD SAFETY: HALVING ROAD DEATHS BY 2020**
SINGLE EUROPEAN TRANSPORT AREA
SINGLE EUROPEAN RAILWAY AREA
SINGLE EUROPEAN SKY

**EFPA Position Statement on Age-Based Population Screening for Fitness to Drive 2011:**
Age-based screening does not raise safety and hampers mobility.
6. Sport

- Coaching of top athletes
- Athlete stress management
- Career transitions in sports
- Fighting violence and racism
- Sport parenting
- Protection of young players
- Doping and substance use
- Psychology in physical education of Lifelong Health and Fitness
- Developing Skills for Life

**Performance** - Personality - Motivation - Athletic skills training - Sport education - Coaching - Team dynamics - **Sport parenting** - Exercise - Workload - **Competitiveness** - Injuries - Counseling - Imagery - **Aggression** - Anxiety - Kinesiology - Personal training - Communication

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- THE EUROPEAN DIMENSION IN SPORT
- PROMOTION OF PHYSICAL EXERCISE
- REGULATION ON SPORT AGENTS

**FEPSAC Position statement on Doping and substance abuse in competitive sport, 2003**
7. Law & law enforcement

- Promoting children’s rights
- Refugee assistance
- Victim support
- Countering xenophobia and racism
- Psychological profiling
- Suspect pattern recognition
- Interrogation methods
- Detection of deception
- Suspect identification
- Eyewitnesses testimonies
- Hostage negotiation
- Counterterrorism approaches


FUNDAMENTAL RIGHTS IN THE EU
CHILDREN’S RIGHTS
SEXUAL ABUSE AND SEXUAL EXPLOITATION OF CHILDREN AND CHILD PORNOGRAPHY
ORGANIZED CRIME IN THE EU
Other areas

- Significant numbers of psychologists work in other areas (consumer behavior, marketing, advertising, politics, natural environment, city planning and infrastructure design, cognitive psychology, cognitive engineering ICT, etc.).

- They can deliver valuable inputs to policy making as well.
Finally, psychology for everyone

We feel that a worthwhile aim for the future is to promote EU citizens’ psychological literacy through teaching psychology in secondary schools.

- We find it hard to understand and justify that people learn the basics of physics and biology at school but have to learn the basics of human behavior by themselves, often at high personal and social costs.
Concluding remarks
Greater effectiveness needed

- In many areas of policy the EU has still a long way to go to achieve its objectives, economically and socially. E.g.:
  - Almost 40% of the EU population suffers from mental disorders. The total associated costs amounts to 800 Billion Euro.
  - Work-related stress accounts for 50-60% of days lost which corresponds to 4% of the EU GDP.
  - Costs of road accidents are estimated to be around 180 Billion Euro, 2% of the EU GDP.
- We believe that psychology can help to enhance the effectiveness of EU policies in these and other domains, and to reduce these figures.
What psychology can contribute

- Psychologists are known for their role in mental health care, treating clients on a 1:1 basis.
- They can do much more by helping to change the behavior and the conditions of large numbers of people in the domain of health, but also that of education, work, community, transport, sports, law, and others.
- They can enhance the power of people to manage their health and wellbeing themselves.
How psychologists can contribute

- Psychologists can be made more effective by strengthening their roles as *gatekeepers* (e.g. in the schools, at work and in communities), and as *architects* of behavioral interventions that raise awareness and equip people with self-management and social skills, and as *designers* that help changing the legal and material conditions under which people live.

- The greatest effects are to be expected when psychological expertise is combined with that of other professions: law, economics, engineering, medicine, .... In EU policy making psychology can have an *amplifier effect*, enhancing the effectiveness of policies based on expertise from other fields.

- Finally, psychological knowledge and expertise needs to be shared, enhancing psychological *literacy* among EU citizens.
Experts will now make supplementary statements and answer questions
Thank you

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