

PSYCHOLOGY DEPARTMENT, INSTITUTE OF PSYCHIATRY
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BY

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The Maudsley Hospital was established by the London County Council at the suggestion of the late Dr Henry Maudsley, who contributed to the cost of the building and laid down the purposes of the Hospital, which are research and training in psychiatry. It was admitted a School of the University in 1924 and, as the Institute of Psychiatry, became a constituent of the British Postgraduate Medical Federation in 1948. In the same year, the Maudsley Hospital was amalgamated with the Bethlem Royal Hospital as a joint Teaching Hospital under the National Health Service Act, 1946. The combined hospital provides accommodation for 540 in-patients, including 30 children in a special unit, and out-patient departments for children and adults. There is close association with other hospitals for the purpose of teaching particular aspects of psychiatry, such as mental deficiency. Besides the wards and clinical departments there are laboratories in neuro-anatomy, electrophysiology, biochemistry and psychology.

The staff of the Psychology Department consists at the moment of one Reader, one senior lecturer, eight lecturers, four assistant lecturers, and various research assistants, testers, computers, animal attendants, apparatus technicians, secretaries, and so forth.

The Department has three main functions. In the first place, it supplies the usual clinical services in the way of diagnostic testing, remedial teaching, vocational advice, and so forth, which are now customarily expected from clinical psychologists. This routine work is closely integrated with the training of clinical psychologists, which will be discussed below, and with clinical research.

In the second place, the Department of Psychology is a teaching department with the following main duties:

- a. The training of psychiatrists in psychological theory and practice, test construction, administration, and interpretation, research methodology, and so forth.
- b. The training of clinical psychologists, to which are admitted candidates having an Honours Degree in Psychology (1st or 2nd class), who pass a fairly strict selection procedure. Training lasts one year (48 weeks), on a full-time basis. The course has as its chief aims: to give the students instruction and experience in the diagnostic use of personalistic tests; to provide some training in remedial work with scholastically backward children; to provide some experience in the application of psychological methods to the measurement of the course and effects of treatment, and to problems of vocational disposal of patients. The main sections of the course are: training in the use of tests; clinical work; theoretical training. Questions regarding the function of the clinical psychologist and his training are discussed in full in (1, 6, 7, 8). Trainees will normally take the Diploma in Abnormal Psychology of the University of London.
- c. The training of research students working towards their Ph. D or M. A./M. Sc. Degrees. The work of Degree students is integrated closely with that carried out by the staff, as described below, in the form of "programme research".

In the third place, the department of psychology is a research department following certain general lines and basing itself on certain fundamental tenets. The first of these is the kind called "programme design" by Marquis in his presidential address to the American Psychological Association (12). In this important paper, he defines "programme design" as the planning of an integrated series of research activities, focused on a central problem, and involving a number of scientists for several years. Its essential feature is "the attempt to plan a comprehensive, integrated series of studies in relation to a particular set of concepts focused on a central problem. It is the attempt to broaden and lengthen the scope of a research sufficiently so that we can tell whether it is really getting anywhere. It is scientific method in its full and complete form". As he points out, if a particular research project cannot be clearly related to an existing body of rigorous concepts and theory—and this is the present position of personality research—it is then necessary to design and carry out a programme of research. Anything else is apt to join the com-

pany of incomplete and forgotten research. This type of programme design, which has always been characteristic of the University of London—for instance, Spearman's "Abilities of Man" (13)—has been pursued by members of this department for a number of years, and some of the early results have been published in "Dimensions of Personality" (3).

The second point to be noted with respect to research at the Institute relates to the central problem around which the programme has been built. The choice of problem arises from the observation that scientific investigation, in any discipline, passes through a series of stages. The first stage is one of observation, in which the scientist becomes acquainted with the type of material which he is going to study. Second, comes a stage of taxonomy, or classification, in which the material to be studied is grouped according to certain principles intrinsic to that material and independent of the whims of the experimenter. Only when this second stage is passed is it possible to attack more complex and dynamic problems. Psychology, unlike other sciences, has aborted this stage of taxonomy, and has attempted to go straight on from the first to the later stages. This fact accounts, to a large extent, for the difficulties which at present beset personality research; we cannot solve the more complex problems before we have solved the simpler problems—we cannot have the atomic bomb before we have the periodic table of elements! The central problem in our programme design, therefore, is that of taxonomy, typology, or, to put it in another way, the question of just what are the main dimensions of personality.

Given this fundamental problem, the attack has been as eclectic as possible. Theories of personality organisation have been tested ranging from those of Kretschmer, Rorschach and Macdougall, to those of Freud, Jung, and the Gestalt group. Statistical methods have been used ranging from discriminant function and analysis of variance and covariance to factor analysis, and these methods have been modified where necessary to fit in with the special problems under investigation (2). Most of the types of tests currently popular have been used and investigated, from objective tests of psychological and physiological functions, to projective tests, interview procedures, and other subjective technique (4). Subjects have included psychotics, neurotics, and normals, both male and female, young, adolescent, and adult, the subnormal

intellectually, as well as the average and the highly gifted; animals as well as humans. The only requirement on which insistence has been placed is that investigations should be planned and carried out in accordance with the full rigour of modern statistical and experimental design.

Also included in this general programme are genetic investigations (twin studies in humans, and breeding studies in animals); studies on the effects of therapy, measured along the lines of the dimensions already isolated; selection of nurses, students, and so forth, by means of personality tests validated in the course of the programme; studies of psychosomatic relationships by means of objective procedures; and longitudinal studies of personality development.

This programme has now reached a stage where theory construction and verification (Marquis, steps 4 and 5) have become possible. The theories in question are built around concepts which have specific and unequivocal relation to empirical observation and measurement. Being thus operationally defined they lend themselves to experimental disproof or verification.

For carrying out its various duties the department, which is under the direction of the writer, is divided into a number of sections, the largest of which is the clinical section under the direction of Mr M. B. Shapiro; second comes the animal research section under the direction of Professor R. W. Russell; third is the statistical section under the direction of Mr A. Lubin; and fourth is the research section under the direct supervision of the writer. In addition to these sections there are certain research units set up at the Institute which are related to the psychology department. There is in the first place the Nuffield Research Unit on student selection in which Mr W. D. Furneaux is carrying out a large-scale long-term study in the field of student selection by means of tests of temperament and character, as well as the more cognitive type of test. In the second place, there is a Medical Research Council Unit of Occupational Psychiatry which employs a number of psychologists. The functions of this unit, which again is broken up into a number of subunits doing research on various different aspects of this general topic, have been described in detail elsewhere (7). The work of these two units, under the direction of Professor A. Lewis, is closely related

to the programme research mentioned above and there is a good deal of interaction between workers in the various units.

Connected with this main programme dealing with dimensions of personality and their relevance to therapy, selection, guidance, etc., are a number of studies dealing with the investigation of social attitudes and their relation to personality. Parts of the work carried out there have already been published (5, 9, 10, 11), while other studies dealing with national differences in the organization of attitudes (comparing English, German, Swedish, American, and other groups with respect to attitude structure) are being prepared for publication.

There are several unusual features regarding this department which may merit attention. One is the close imbrication of psychology and psychiatry through the clinical and research functions which the psychologist performs in collaboration with the psychiatrist. Another is the double role played by the department; on the one hand its members are lecturers in the University, on the other hand they are also members of the hospitals on which the Institute is based. The academic and the practical training of students are furnished in one and the same place by one and the same set of teachers, and are thus most effectively combined. Another characteristic feature of this department is the combination of a severely scientific, experimental-statistical outlook with a practical application of psychological methods to clinical work.

While many of the features described in this brief report may alter through pressure of circumstances and through recognition of present weaknesses, it seems unlikely that this last feature will ever be modified.

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