

## BOOK REVIEW

### Human Rights for Psychologists

**Edited by Polli Hageaars, Marlena Plavšić, Nora Sveaass, Ulrich Wagner and Tony Wainwright**

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The book *Human Rights Education for Psychologists* was written to shed light on the field of human rights education and its implications in psychology. It offers knowledge and skills needed to connect theory and practice in the field of human rights education. The field of human rights is researched and studied by pedagogues, sociologists and experts from other related fields, but psychologists provide answers to questions in a special way. They focus on alleviating the consequences of individuals' human rights violation. Since human rights education is underdeveloped in psychologists' academic and vocational training, this book aims to describe how these experts can also be helpful in the promotion of human rights and prevention of their violations.

To achieve this aim, this book, the first of its kind, focuses on:

- raising awareness among professional psychologists, university teachers and psychology students about their role as human rights promoters and protectors
- providing knowledge and tools enabling them to put a human rights perspective into practice
- providing texts and methods for teaching human rights.

The book was published by Routledge, the distinguished publisher of the Taylor & Francis Group. It is written in English. The authors are mostly psychologists who take part in the protection of human rights in different parts of the world. The editorial board is also international: Polli Hageaars, private practitioner, is from The Netherlands; Marlena Plavšić, assistant professor, works at the Juraj Dobrila University of Pula in Croatia; Nora Sveaass is professor emerita at the University of Oslo in Norway; Ulrich Wagner is professor emeritus at The

Phillips University Marburg in Germany; and Tony Wainwright, senior lecturer, teaches at The University of Exeter in the UK.

Nineteen chapters written by over 30 leading scholars in the field, spanning over 18 countries and six continents, identify how psychologists can ensure that they are practising in a responsible way, as well as contributing to a wider society with a clear knowledge of human rights issues in relation to culture, gender, organisations and more. Including hands-on recommendations, case studies and discussion points, this is essential reading for psychology students as well as for professional psychologists as part of their continuing professional development.

Professor Saths Cooper opens the book with the Foreword. Four parts follow after the Preface, Contributors and Glossary.

The first part, with the title *A human rights based-and-oriented psychology includes five chapters: The Universal Declaration of Human Rights: foundations for a human rights based-and-oriented psychology* (written by Polli Hagenaars and Ava Thompson), *Human rights – How do they matter for the profession of psychology?* (by Nora Sveaass and Michael Wessells), *Main human rights instruments and bodies relevant for psychologists' interventions* (by Manfred Nowak and Anna Zenz), *Human rights: cross-national and cross-cultural perspectives* (by Rama Charan Tripathi), and *Critical human rights-based approach to applied psychology: context and power* (by Nimisha Patel).

The second part, *Psychology and social accountability*, also contains five chapters. It begins with *Human rights and professional identity* (written by George Ulrich and Tony Wainwright), and is followed by *Use and misuse of psychological science, knowledge and research* (by Tony Wainwright and Giovanna Leone), *Playing together: children's human rights and psychology* (by Kerstin Söderström and Ragnhild Dybdahl), *Human rights in business and employment: promoting the right to decent work* (by Kathleen Otto, Martin Mabunda Baluku, Ulrike Fasbender and Ute-Christine Klehe), and it ends with *Social accountability and action orientation: strengthening the policy-making capacity of psychologists* (written by Elizabeth Lira).

*Human rights and professional practice* is title of the third part which comprises six chapters: *Universal human rights – except for some* (written by Paul D'Alton), *The Convention on the Rights of Persons with Disabilities and the challenge to treatment without consent of individuals with psychosocial disabilities* (by Bernadette McSherry and Lisa Waddington), *Forced migration – psychological contributions that might help to improve the human rights situation* (by Ulrich Wagner), *Indigenous groups facing environmental racism: human rights, resilience and resistance in Palestinian communities of the West Bank and the Mapuche of Chile* (by Devin G. Atallah and

Michael Ungar), *Torture and the role of the psychological profession* (by Pau Pérez-Sales and Nora Sveaass), and *Gender and war: Bosnian psychologists dealing with conflict-related sexual violence during and after war* (written by Inger Skjelsbæk).

The final, fourth part of the book, entitled *Human rights educational practice for psychologists* encompasses three chapters: *Core competences for psychologists practising human rights-based approaches* (written by Marlena Plavšić, Tony Wainwright and Artemis Giotsa), *Planning human rights education for psychologists* (by Felisa Tibbitts and Polli Hagedaars), and *Stories of human rights – teaching and learning* (written by Sarah Butchard, Tommy Dunne, Hilda Engel and Artemis Giotsa).

All the chapters include examples of practice in addition to theory, and end with questions for reflections on the topic.

The book contains two appendices: one with teaching and learning sources and one with a list of human rights monitoring mechanisms at international, national and regional levels. There is also an index at the end of the book.

The final reflection on the content is given by professor Janel Gauthier in a form of Postscript.

This book is recommended for psychologists who can implement the content of the book into their everyday practice with various groups or clients. It can also be a valuable source for experts and students of the similar fields, like teachers, pedagogues or social workers, that can relate with topics of human rights promotion and protection.

Marina Diković