



Department of Psychology



Masters in Counselling Psychology 2023

"...there is something of the maverick in many counselling psychologists, a quality that is likely either to attract you instantly to the field or send you off looking for something more 'mainstream' and less troublesome."

(Orlans & Van Scoyoc's, 2009, p. 19)

Definition of Counselling Psychology at Rhodes University

We are proud that at Rhodes we have long had a clear understanding of counselling psychology as a distinct area of practice and research in South Africa. A number of staff members have contributed to the literature on counselling psychology in this country, and this research has been influential nationally in developing a coherent professional identity for counselling psychology.

For us, counselling psychology is a progressive, value-based speciality that has a unique and invaluable role to play in the provision of mental health services to and the development of people South Africa and elsewhere.

The definition that we follow is the one developed by the Professional Board for Psychology that draws on some of our own research:

Counselling psychology is a specialist category within professional psychology that promotes the personal, social, educational and career functioning and well-being of individuals, couples, families, groups, organisations and communities. Counselling psychologists assist people with normal developmental issues, and also prevent and alleviate psychological and mental health disorders that range from mild to moderate severity. Psychological assessment, diagnosis, and formulation draw on a holistic appreciation of people's lived experiences and their sociocultural contexts. Counselling psychologists deliver a range of high-intensity psychological interventions that take into account the therapeutic potential of positive relationships, and people's strengths and resources.

It is important that you read the definition in conjunction with the **'Minimum Standards for the Training of Counselling Psychology'** that was recently updated by the HPCSA and which can be found on their website and as an appendix in this booklet. You should take some responsibility for your own learning and pay attention to the alignment between the course modules and their seminars and the competencies as defined in the document. Judge your progress against these standards.

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Lecturers and Other Staff Involved in Your Training

Programme and Clinic Coordinators

Professor Megan Campbell, Associate Professor and Counselling Psychologist, and Coordinator of the Programme for Counselling Psychology.

Dr Duane Booyesen, Senior Lecturer and Clinical Psychologist, and Coordinator of the Programme for Clinical Psychology.

Ms Nqobile Msomi, Lecturer and Counselling Psychologist, and Clinic Co-ordinator for Term 1

Academic Staff

Prof Lindy Wilbraham, Professor

Prof Tracey Feltham-King, Associate Professor.

Mr Alan Fourie, Senior Lecturer and Clinical Psychologist.

Mr Jan Knoetze, Senior Lecturer and Educational Psychologist.

Ms Karabelo Ramosala, Lecturer and Counselling Psychologist.

Mr Sizwe Zondo, Lecturer and Neuropsychologist.

Contract Staff

Professor Jacqueline Akhurst, Emeritus Professor and Counselling Psychologist.

Dr Wendy Vogel, Head of Clinical Unit: Division of Child and Adolescent Psychiatry, University of Cape Town

Ms Esona Bossman, Clinical Psychologist, Fort England Hospital

Ms Phillipa Haine, Counselling Psychologist in Private Practice

Ms Claire Marais, Clinical Psychologist in Private Practice

Mrs Sandisiwe Nabo-Bazana, Counselling Psychologist in Private Practice

Ms Raydene Naidoo, Counselling Psychologist in Private Practice

Ms Catherine Parkinson, Counselling Psychologist in Private Practice

Ms Adele Van Der Merwe, Counselling Psychologist in Private Practice

Mrs Tracey Whitehead, Counselling Psychologist in Private Practice

Mr Greg Wilmot, Counselling Psychologist in Private Practice

Clinical Associates

Dr Lumka Qangule, Counselling Psychologist in Private Practice.

Dr Luzuko Magula, Consultant Child and Adolescent Psychiatrist, Eastern Cape Department of Health, Walter Sisulu University

Student Counselling Centre Staff

Ms Christine Lewis, Counselling Psychologist and Head of the Rhodes University Counselling Centre.

Ms Camagwini Gqibitole, Counselling Psychologist, Rhodes University Counselling Centre

Ms Thobile Ncane, Counselling Psychologist, Rhodes University Counselling Centre

Intern Counselling Psychologists

Mrs Rendani Mabaso, Rhodes University Counselling Centre

Ms Buncwanekazi Mankantshu, Rhodes University Counselling Centre

Ms Palesa Monkhe, Rhodes University Counselling Centre

Ms Constanze Steyn, Rhodes University Counselling Centre

Mr Oreratile Tshepang, Rhodes University Counselling Centre

Ms Babalwa Zokoza, Rhodes University Counselling Centre

Student Counselling Psychologists

Ms Zama Dube

Ms Nokithula Chonco

Ms Mandisa Hadebe

Ms Mono Onalenna Majoe

Ms Gladdys Manamela

Mr Judd Viljoen

Course Modules

The Masters in Counselling Psychology programme is broken up into three coursework modules which you will be examined on at the end of the year. However, seminar series pertaining to these modules are often taught in combination with other module seminars. In preparing for your examinations refer back to your module outlines to gain a sense of which seminars belong in which module.

Module 1: Assessment

This module comprises seminars on the psychological assessment and diagnosis of children and adults. The list below provides details of most of the psychometric instruments and other techniques that you will cover, however, this is not an exhaustive list:

- Measurement & Psychometric Theory
- Intake interviews and history taking with adults, parents/guardians, teachers and children
- Child Intellectual screening (e.g., Draw-a-Person, Raven's Progressive Matrices, Beery Visual-Motor Integration Test, Bender Visual Motor Gestalt Test)
- Child Intellectual Assessment (e.g., Wechsler Intelligence Scale for Children)
- Child emotional and behavioural assessment (e.g., Conners Comprehensive Behavior Rating Scales, Vineland Adaptive Behavior Scales, & Observations: School & Play)
- Child psychopathology and diagnosis
- Report writing: Writing a case history and presenting test findings
- Adult Intellectual Screening and assessment (e.g., Wechsler Adult Intelligence Scale)
- Adult psychopathology and diagnosis
- Personality Assessment (e.g., NEO Personality Inventory and the MMPI)
- Neuropsychological Disorders and Assessment (e.g., ORCF, Finger-Tapping Test, The Rey 15-Item test)
- Career Assessment (e.g., Self-Directed Search, Values Scale, Jung Personality Questionnaire, Career Interest Profile)
- Medicolegal opinion

Module 2: Psychological therapies and interventions

This module comprises seminars on the range of interventions to enhance psychological functioning and well-being, and address psychological problems, which include typical life stresses and more severe issues, including developmental and adjustment problems, psychological crises and trauma, as well as mild-to-moderate mental and behavioural disorders.

- Person centred therapy: the skilled helper
- Community psychology interventions
- Cognitive behaviour therapy
- Psychodynamic psychotherapy
- Child therapy
- Couples therapy
- Family therapy

- Solution-focused psychotherapy workshop
- Crisis intervention workshop
- Online psychotherapy interventions
- Career psychology workshop
- Positive psychology workshop
- Health psychology workshop

Module 3: Counselling psychology professional practice

This module includes seminars that cover the theoretical, contextual and ethical topics necessary to practice as a counselling psychologist in South Africa.

- History and values of Counselling Psychology
- Cultural competencies: sociocultural contextual factors in SA (Culture, Language, Race) and Working with diversity (Disability, Sexual and Gender identities, Poverty, HIV/AIDS)
- Ethics & Legislation
- Mental health and wellbeing
- Resilience and Adjustment
- Life Span Development
- Conducting workshops
- HIV/Aids, mental health and test counselling

Research in Counselling Psychology

You will receive training in research proposal development and be required to attend the research workshops offered by the Centre for Postgraduate Studies that will support the development of your research skills.

In addition, you are required to conduct research and write a thesis under supervision that comprises a third (34%; 60 of 180) of the total credits and marks for the degree. In order to conduct the study, a research proposal should be approved by the Department's Research Proposal and Ethical Review Committee (RPERC). Should your study involve human participants, you would also normally require the approval of the Rhodes University Ethical Standards Committee (RUESC).

Very important is that in your proposal, you should make a case that your study is aligned with the practice and philosophy of counselling psychology.

You have a choice of two research formats for the dissertation.

Format A: this is the traditional format of a monograph that should be no less than 50 pages.

Format B: an alternative format is to prepare your report in the format required for an identified journal in psychology. The article must adhere to all the requirements of the specific journal, while the journal requirements should be provided to the examiners.

Either of these formats could be an empirical study, a theoretical paper, a review article, or a case study applying psychological theory to individual therapy, group therapy or a community setting.

The thesis is examined by two external examiners. To assist you to complete the thesis in good time, you will be assigned a research supervisor, required to attend research workshops and given deadlines for the submission of the various components of the thesis. If not a very specific research topic offered by a member of staff, your topic should at least be very closely aligned with a staff member's research area.

Please note that you will be expected to begin work on your dissertation early in the year. You will submit a research proposal at the beginning of the second term, which will count towards your coursework mark for the year. You will also be required to present your proposal to the Department's Research Proposal and Ethics Review Committee (RPERC) as soon as possible. The dates of the meetings will be made available. Only once the proposal and ethics protocol have been approved by the RPERC can you begin collecting data and so on. Bear in mind that all applied psychologists are researcher-practitioners, and the development of your research skills is as important as any other aspect of your training.

Please note that you may not apply to write the national Board Examination for Counselling Psychology before the examiners' reports have been returned and indicate that the thesis has passed.

Research supervisor allocations:

Zama Dube	Dr Tinashe Harry
Nokithula Chonco	Dr Tinashe Harry
Mandisa Hadebe	Prof Megan Campbell
Mono Onalenna Majoe	Prof Liezille Jacobs
Gladdys Manamela	Dr Gary Steele
Judd Viljoen	Alan Fourie

Deadline for research proposal: Monday 10 July 2023

Casework

By the beginning of week 4 you will be preparing to complete your first screening assessment. You will also attend your first casework supervision meeting with your casework supervisor. By the end of the first term, you will have been allocated your first psychotherapy cases through the Psychology Clinic and when you return from April vac you will begin your rotations through the ADC community Hub. You will gradually build up your caseload by the end of the second term. Your supervisors and the programme co-ordinator will try to ensure that all students obtain a broad range of experience in both adult and child practice in both assessment and psychotherapy.

Clients must be contacted within one week of allocation and before the next supervision meeting and should be seen within two weeks from allocation.

Important dates:

20 Feb:	Student Counselling Centre case conferences begin
7 March:	Casework supervision begins
15 & 16 March:	Child Screening Assessment
20 March:	Adult psychotherapy case allocations begin
22 March:	Assessment case presentations
20 & 21 April:	ADC Rotations begin
22 May:	Child therapy allocations begin
24 July:	Career assessment allocations begin
28 August:	M1 case presentations begin
13 October:	Hand in clinic files

Supervision

You will all be assigned a casework supervisor. Supervisors will see you in pairs and should meet with you once weekly during the term time. Your assigned supervisor will supervise your psychological assessment and psychotherapeutic interventions. You will learn a great deal from the registered counselling psychologist who supervises your casework and your student supervision partner. Below is the casework supervision allocation for 2023.

Casework supervisor allocations:

Mandisa Hadebe Zama Dube	Raydene Naidoo
Gladdys Manamela Mono Onalenna Majoe	Prof. Megan Campbell
Nokithula Chonco Judd Viljoen	Tracey Whitehead

In addition, you will receive supervision of your community interventions. The supervisor is Nqobile Msomi and supervision is in a group format (see below for more details).

Supervisors take clinical and ethical responsibility for your casework, so it is essential that you discuss the case material and your interventions fully and honestly with your relevant supervisor. Although you will no doubt receive input from other psychologists and your peers, the allocated supervisor is responsible for the case ***and you should under no circumstances conduct the case in a way that disregards the guidance offered by this person.*** When you receive external guidance that is contrary to what your supervisor has been saying to you, then you should discuss this with your

supervisor. This applies to the supervision of your psychotherapy and assessment cases and the supervision of your community intervention.

Detailed notes should be made of each contact session with your clients, and students must audio- or video-record some of these sessions for supervision purposes. You should take your case files to supervision sessions – your supervisor will inspect them from time to time so they should always be kept up to date. Always keep all case information in the file to prevent loss or misplacing information. ***Files are highly confidential documents and need to be treated as such. All confidential electronic documents, such as confidential case reports emailed to supervisors for review, must be password protected.***

The supervision you receive throughout the year is one of the most important ways in which you acquire the applied skills you need for professional practice as a counselling psychologist.

Psychotherapy cases

Your work with each therapy client will begin with an intake interview, a process that can take one to two sessions. Intake interviews are sometimes longer than the usual hour session, and could happen with greater frequency than a weekly contact (sometimes it is necessary to see the client on two occasions during the first week). ***The intake interview must include the administration of an appropriate outcome measure.*** You must write an intake report for each therapy client that you see within the first two weeks of your first appointment with the client. These should cover the client's history, presenting problems, case conceptualisation and therapy plan. The intake report must be endorsed and signed by the supervisor allocated to the case.

Assessment cases

You should complete ***at least one screening assessment and two comprehensive psychological assessments during the year*** (one of these being a general cognitive assessment and another being a career assessment). For each of these, you should complete a detailed assessment report. The intake interview for an assessment case is often considerably longer than it is for a psychotherapy case. The intake interviews will usually be followed by a battery of psychological tests that are planned and selected in consultation with your casework supervisor. You may find it useful to scrutinise one another's test protocols, checking the accuracy of the scoring and reading through one another's draft assessment with your supervision partner before meeting with your supervisor. The sequence of the process should follow the step-by-step model for psychological assessment as outlined by Goldfinger and Pomerantz (2014):

1. **Referral:** The Clinic will receive all referrals. An appropriate referral will be passed onto you.
2. **Analyse the context and determine the referral questions:** Sometimes the reason for the referral is straightforward, but often it is more complex, and in supervision you will need to analyse the context and determine the implicit and explicit referral questions.
3. **Assess data needs:** In consultation with your supervisor, you should determine what information you would need in order to answer the explicit and implicit referral questions.

This will include a determination of which of the domains of functioning should be assessed: Emotional functioning, intellectual functioning, memory and executive functions, academic achievement, behaviour, interpersonal relations, thought processes, self-concept, family functioning, family history, situational stress, and/or symptoms of a specific disorder. Sources of data may be clinical interviews and review of records, and measures of intellectual, academic and neuropsychological functioning, personality, and behavioural and emotional functioning.

4. **Gather, score and interpret the data:** Tests should be administered, scored and interpreted. You will need to consider the reliability, validity and the usefulness of the data.
5. **Draw conclusions:** You will use the data gathered to answer the referral questions
6. **Communicate the findings:** Findings should be communicated verbally and in writing.

See Goldfinger, K., & Pomerantz, A. M. (2014). Psychological assessment and report writing (2nd ed.). Thousand Oaks, California: Sage.

The assessment processes should be finalised within two months of you being allocated the client.

Case files

You will keep a clinic case file for each client. ***Psychotherapy case files should include an intake report, case notes, client correspondence, and termination report. Assessment case files should include all case notes, client correspondence, psychometric test protocols and all the relevant reports.*** All reports must be closely supervised by the case supervisor and only filed once she/he has approved it. Session records must be written/typed immediately after all contact with your clients. You must also record all other contacts that might occur by telephone or e-mail on the contact record. Once the case is closed, you must write a brief termination summary. These case files must be maintained in a professional manner and kept up to date. You should take them to supervision sessions (being careful not to mislay them on the way there or back!).

Case files should be retrieved from the Clinic Administrator for your sessions and for supervision, but should always be returned as soon as possible and stored securely in the Clinic.

At the end of the year, before your final examinations, you will need to give a list of all your cases to the Clinic Administrator, who will retrieve the files for your supervisor to review and for the external examiner¹ to review. The evaluation of your case files may be used for moderation purposes in the examination process. Please remember that the satisfactory completion of all intake and assessment reports and termination reports along with the appropriate management of the case file is a DP requirement. Student-psychologists will not be allowed to write exams or advance to internship if their case files are not complete.

¹ The external examiner will always be a registered counselling psychologist and a senior academic at another institution.

Casework time

The course calendar makes provision for time to see clients, your supervisors and your community intervention project. For your security, clients should be seen during offices hours when other people are about. ***If it is absolutely necessary to see a client on a Saturday morning, arrange it so that some of your peers are about.***

The Test Library

According to the Health Professions Act, 56 of 1974, only people who are appropriately registered as psychology practitioners ***may exercise control or have access to psychological tests***. You are therefore legally obliged to take great care of the tests and ensure that access is strictly controlled.

You are strongly encouraged to access, explore and practice administering tests from the test library.

The test library should remain locked at all times. The clinic co-ordinator will outline the process of booking, collecting and returning tests from the library. Do not deviate from this process and make sure you plan adequately in advance for the test materials you need during an assessment.

Once you have collected the test, you should sign the test out. When you sign the test out, you should check that none of the components is missing. Once you have signed for a test, you are confirming that you have all the components and accept liability for any pieces that go missing. Under no circumstances may someone else collect or return a test on behalf of anybody else. As is the case with client records and other confidential material, any breaches of the rules about access to the test library are a serious disciplinary offence.

Community intervention

It is important to note that psychotherapy is not the only mode of intervention in Counselling Psychology and you will be required to complete a community engagement project under the supervision of the Clinic Coordinator, Ms Nqobile Msomi. While you should become a competent therapist, you should also be able to provide psychoeducation, as well as community and public health interventions to prevent or delay psychological problems that fall within the scope of practice of Counselling Psychology, reduce the negative impact of these problems, and/or promote psychological health, optimal functioning and well-being. In addition to this, Counselling Psychologists should also be able to facilitate group processes, including, mediation, conflict resolution, and restorative justice, and to support and enable vulnerable groups to express their views and concerns, and access information and services, and to defend and promote their rights.

The community engagement supervision will be in a group format. You will complete a reflective exercise as an assignment that will count towards your coursework mark. **Community psychology assignment due: Friday 18 August 2022.**

Case conferences

Case conferences are an important part of your learning. Like everything else, these are compulsory. During Term 1 you will begin attending case conference presentations at the Rhodes Student Counselling Centre, by registered Counselling Psychologists who work at the centre. These presentations will take place on a **Monday morning from 9:00-10:00am**. Your calendar does not allow for you to join each week but when it does you are expected to attend and participate with questions and case discussion.

During Term 4 all student counselling psychologists will have the opportunity to present a case on a **Monday morning from 9:00-10:00am in the Psychology Clinic seminar room**.

The idea of a case conference is that you present a case to colleagues (in this case the other student, intern and registered psychologists) and invite assistance to deal with some troubling clinical issue.

However, remember, your supervisors remain responsible for your cases and if you receive guidance that deviates with what your supervisor advises, then you must discuss any proposed change in approach with your supervisor first. Below is the schedule for this case conference series:

28/08	Mandisa Hadebe
04/09	Mono Onalenna Majoe
11/09	Nokithula Chonco
18/09	Judd Viljoen
25/09	Gladdys Manamela
02/10	Zama Dube

Requirements for Passing the Course

Ongoing evaluation and feedback

You will receive feedback on how you are progressing in your training on an ongoing basis. Your supervisors will let you know how you are developing in terms of your casework and will write feedback reports for a committee chaired by the Programme Co-ordinator. These reports will be discussed with you.

In addition, your casework and research supervisors will give you extensive feedback on your written work, including intake and assessment reports, and your research proposal and draft sections of your thesis.

Finally, you will receive feedback for the academic assignments that you are required to complete as well as the case conferences that you will present. Course staff members will review your progress towards the end of every term, and if there are any serious concerns about how you are managing aspects of the course, these will be drawn to your attention to give you a chance to address them.

DP certificate

Before you can enter the examination process at the end of the year you must meet the DP (Duly Performed) requirements. ***For this training in counselling psychology, this means not only that you have attended classes regularly and proved yourself academically competent, but also that you have shown yourself able to function professionally by approaching your work with commitment, working collegially with peers, forming meaningful relationships with clients, acting ethically, and acquiring the requisite skills in psychological assessment, psychological intervention and report writing.***

This means that to meet these DP requirements which will allow you to take the written and oral examinations, you must demonstrate to your supervisors during the year:

- Consistently satisfactory professional conduct (e.g. ethical integrity, reliability, consistency, conscientiousness, quality of professional relationships);
- Practical competence in both psychological assessment and intervention in your casework and community project.
- Academic competence as demonstrated by your attendance and participation in the seminar programme.

If the course staff have concerns about your performance in any of these areas they will usually give you feedback as soon as possible to give you a chance to address the problem. If the problems are not addressed satisfactorily in response to feedback, you could eventually be asked to leave the course. In cases of gross ethical misconduct or where a student is found guilty of plagiarism, your DP certificate may be summarily withdrawn and you could be asked to leave the course immediately.

Plagiarism

Plagiarism refers to the practice of presenting as your own work, material which has been written by someone else. Any use of material that is derived from the work of another person constitutes plagiarism, unless the source is clearly acknowledged.

The University and the Department take the issue of plagiarism very seriously and all students in the Department are assumed to be aware of this. Anyone caught cheating by copying other people's work or taking information in an illegitimate way from reference material, the internet or from previous papers in this or any other institution is likely to end up in serious trouble with serious sanctions imposed. If there is any indication that your work is similar to, or based on, another person's work (whether this person is in the same class, from a previous year, from a published or unpublished manuscript or from the internet), this will be treated as plagiarism and steps taken against you and the person you have copied from.

The Psychology Department has a plagiarism policy which can be found on the website. You are strongly encouraged to become acquainted with the plagiarism policy.

Students are strongly advised to put all written submissions that do not include confidential client information through Turn-it-in, a text recognising program linked to RUconnected. There may be no

more than 20% matching text, excluding the references (students are advised to submit their assignments to Turn-it-in without the references attached).

Deadlines for the submission of written work

Deadlines for the submission of assignments, dissertation and file management have been set to guide you in timely completion of your work, including the time needed to get adequate supervision on the work. These are final deadlines, and the earlier you can submit drafts of work for feedback (where appropriate), the more time you will have to revise your material up to a high standard. Please remember to give your supervisors adequate time to review your work. ***Submission of work should be made to the Clinic secretary by 12pm on the deadline date as specified.*** Please always consult your course calendar for specific assignment and case file submissions.

Course mark structure

The structure of marks for the course is summarised in the table below:

Course Mark Structure for Counselling Programme 2022		
Coursework Total = 66%	Class mark, which includes: <ul style="list-style-type: none"> • Psychopathology Test (4%): 28 April 2023 • Research Proposal (4%): due 10 July 2023 • Mock Oral Exam (4%): 15 June 2022 • Community intervention essay (4%): 18 August 2023 • Lifespan Development assignment (4%): 2 October 2023 	20%
	Exam Paper 1: Assessment 23 October 2023	11.5%
	Exam Paper 2: Psychological Therapies 30 October 2023	11.5%
	Exam Paper 3: Professional Practice 6 November 2022	11.5%
	Oral Examination 13 November 2022	11.5%
Research Thesis Total = 34%	A focused research project that is relevant to the area of Counselling Psychology	

In order to pass this course, you must obtain an overall pass mark of 50% for the whole course. You must also obtain a subminimum pass mark of 50% for each of the following separately: (1) the combined mark for the three written exam papers, (2) the class mark, (3) the oral examination, and (4) the research dissertation.

Coursework Mark

The coursework mark is the average mark of the six assignments: a research proposal, psychopathology test, ethics assignment, mock oral exam, lifespan development academic assignment, and community engagement reflective exercise. This comprises 18% of the overall mark for the degree. A resubmission of any assignment, if permitted, will be capped at a maximum mark of 50%.

Unless otherwise specified, class assignments should be no more than 6-8 typed pages, excluding references. References must be cited and listed according to the format specified by the American Psychological Association's Publication Manual, 7th edition.

Written Exams

There are three written examination papers which are completed at the end of the year during the November examination period: Paper 1 Assessment, will evaluates your ability to apply the assessment concepts you have been taught in seminars; Paper 2 Psychological Therapies will evaluate your knowledge and application of various psychological therapies that have been taught throughout the year; and Paper 3 Professional Practice, which tests your theoretical and practical knowledge of Counselling Psychology and its application in professional practice.

A supplementary exam, usually for no more than one of the three written papers, may be awarded in special cases with the permission of the Head of Department. In such cases, the overall mark for the paper will be capped at a maximum of 50%. Supplementary exams may delay the start of your internships.

Oral Examinations

The oral examination in November takes the form of a panel interview in which you will present to a team of examiners including the Programme Co-ordinator and the External Examiner. These will normally take place in the week after final written paper. Normally students will individually be shown a video of an assessment interview and asked to present a diagnosis, case formulation and therapy plan. Information about the exact nature of your examination will be provided closer to the time. In preparation for the Oral Examination in November, you will also have a 'mock' oral examination at the end of the first semester. This examination will count towards your overall course mark. You will also receive formative feedback. This is an opportunity to practice for the final oral examination in November.

Research Thesis

The primary purpose of the thesis is for you to demonstrate that you are sufficiently acquainted with the appropriate methods and techniques of research. At the start of the year, you will be assigned a research supervisor who will guide you as you prepare your research proposal and, once the proposal and ethical application have been approved, will guide you as you complete a research thesis. The thesis counts a third of the course and must be completed and passed in order for you to graduate. Many students complete their research thesis over the course of the second year during their internships. ***You are advised to ensure that your proposal has been passed at the earliest opportunity and to collect data so that you can submit your thesis by the middle of your internship year.***

Interns may write the National Board Examination in the final quarter of their internship. However, to be eligible to apply for the exam, you must have passed your thesis. ***If you hope to write the Board exam in October 2023, you need to be eligible to write the exam at the end of August that year, which means that you should aim to submit your thesis for examination by the end of May to stand a good chance.*** Remember, though, that while the University asks examiners to complete their reports in 6 to 8 weeks, some examiners might take longer, so the timeframe is not guaranteed.

Readings

All seminars will have prescribed readings set by the lecturer. The onus is on the lecturer to provide the details of these readings to you a week before the seminar. ***It is extremely important that you read the prescribed readings before the seminar concerned.*** Planning in advance is important and you need to set aside some time over the weekend and in the evenings to keep up to date with the reading material. Preparation and attendance for seminars is a DP requirement. Do not risk embarrassing yourselves and the lecturer by not having done the necessary readings. The prescribed readings for this year are outlined below:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub.
- Beck, J. S. (2020). *Cognitive behavior therapy* (3rd ed.). Guilford Press.
- Hayes, S. C., & Hofmann, S. G. (Eds.). (2018). *Process-based CBT: The science and core clinical competencies of cognitive behavioral therapy*. New Harbinger Publications, Inc..
- Visser, M., Akhurst, J., Carolissen, R., Matamela, N. (Eds.). (2022). *Community Psychology - South African praxis*. Van Schaik. ISBN: 9780627039973
- Lemma, A., Target, M., & Fonagy, P. (2011). *Brief Dynamic Interpersonal Therapy: A clinician's guide*. Oxford: Oxford University Press.
- Laher, S. & Cockcroft, K. (2013). *Psychological Assessment in South Africa: Research and Applications*. Johannesburg: Wits University Press. (Freely available)

- Stead, G. B. & Watson, M. B. (2017). *Career Psychology in the South African context* (3rd Edition). Pretoria: Van Schaik.
- Goldfinger, K., & Pomerantz, A. M. (2014). *Psychological assessment and report writing* (2nd ed.). Thousand Oaks, California: Sage.

Professional and Ethical Standards

Stay in contact

The programme is a highly intensive professional training, and you are expected to adopt a professional attitude as a team member of the Department of Psychology and Rhodes Psychology Clinic. You are encouraged to see this year as a full time job with regular working hours (approx. 08h30 to 16h30). Furthermore, you may need to be called in at short notice, for example for a client in crisis or a sudden change in the training programme. You therefore need to be contactable at all times during office hours, when you are away from the Clinic or in the Department.

Time keeping

We expect that you should arrive at lectures and appointments on time. ***Repeated failure to do so will be seen as an indication that you lack the commitment and professionalism required of the profession.***

This is a very busy coursework programme, so good time management is essential. Attendance at all seminars and case conferences is compulsory. Please make sure that your casework appointments and supervision appointments take place outside the lecture times. If you need to miss any coursework for good reason, you must obtain permission from the Programme Coordinator and then inform the lecturers concerned. (It is not enough to speak only to the course lecturer concerned).

Please do not make appointments for any reason within 15 minutes of the end of a scheduled seminar or workshop. We do not want students disengaging from the course material as they prepare mentally for a rushed next appointment. In order to do justice to your clients you require space to re-orientate yourself from the academic task to the clinical task at hand, and to read case notes in preparation for seeing a client.

You are expected to be available in Grahamstown for client / course queries during office hours of a regular working week, and any deviation from this requires special motivation and permission from the Programme Coordinator.

The morning session is broken up into two 2-hour seminar sessions: 8h30 to 10h30 and 11h00 to 13h00, with a half hour tea break in between from 10h30 to 11h00. The afternoon session begins at 14h15 and ends at 16h30, with 15 minutes for a tea break. Masters students are encouraged to use the tearoom facilities in the Department and at the Clinic.

Seminars will take place in the following venues: CSR - Clinic Seminar Room in the Psychology Clinic; DSR – Department Seminar Room in the Psychology Department; CC - RU Counselling Centre in Bantu Steve Biko Building.

Dress code

In keeping with your professional role as a training psychologist, you are expected to dress appropriately and professionally when in the Psychology Clinic or Psychology Department.

Cordial and respectful relationships

Professionals must learn to work cordially with other professionals even though, at times, they may not agree with each other or even like each other very much. At all times class members are encouraged to view each other as co-professionals, and to work together in a supportive manner. Students should respect the fact that their fellow students will have their own particular interests, strengths and areas of vulnerability and learn to be flexible and empathic towards their peers.

Confidentiality and ethics

From the very first term, you are going to work as a professional and need to uphold the highest standards of ethics in respect of your casework, and this includes exercising the highest standards of discretion with respect to the confidentiality of the case material you will have access to. Although this is a universal requirement for Counselling Psychologists, it is particularly important in a small town such as Makhanda (Grahamstown), on a small university campus. Here are examples of the ways in which confidentiality can be compromised quite unintentionally:

- You put a case file in your car and return to find that someone has broken into your car and taken it
- You email a report and learn a few days later that the email address is not a dedicated secure address, but one that many people have access to. Your confidential report has been read by the client's neighbour who happens to work there
- You set off home with a pile of books and a case file. You inadvertently put the case file down in the Library and forget it there
- You are worried about a case and you chat to one of your classmates about it while shopping at Pick 'n' Pay.

These kinds of events can have serious consequences and could even lead to a complaint against you being made to the Professional Board for Psychology, which could lead to a disciplinary hearing. Take care that you are not the cause of any such unfortunate breaches of confidentiality.

All confidential electronic documents (including audio files) must be password protected. In addition, the video equipment must always be used with confidentiality as a priority. The video cupboard must remain locked at all times when not in use.

Lastly, do not hap-hazardly discuss clients with fellow student-psychologists (or even a supervisor) in the passages of the Department or Clinic. Use dedicated consulting rooms for this and resist any unnecessary quick conversations that are not serving your client's best interests.

Clinic procedures

Please be advised that there are specific rules and procedures about the use of the Clinic's office facilities, including the use of the test library, photocopy machine, telephone, and computers, which will be explained to you at the start of the course. You are expected to adhere to these rules and procedures and plan your needs and the use of resources (such as test library equipment) well in advance.

Clinic offices

You will be assigned a consulting room that you will share with one of your classmates. You should see clients, by arrangement with your office partner, in your consulting rooms, unless you need to use the play room, or a larger venue for a couple, family or group, or if you need space to conduct psychometric testing. Along with a key to your office, you will be given keys to the clinic. You are responsible for these; if you lose your keys, you may be liable for the cost of replacing the locks and everybody else's clinic keys.

Personal therapy

Coursework and casework material often raise personal issues for students, while the academic demands of the programme can be stressful, so it is advisable that you obtain personal psychological therapy during your masters year, particularly if you have never experienced therapy before. There are pedagogical benefits too; you will learn a great deal about how to be therapist from the experience of being a client. The Clinic Administrator has a list of psychologists in private practice if you are able to afford private therapy. It may be possible for you to see one of the Clinical Psychologist Fort England hospital.

The winter vacation

The winter vacation does not coincide exactly with the University vacation (please see the calendar). Please bear this in mind when you make any holiday plans.

Internship and Registration as a Counselling Psychologist

In the second year, you will proceed to your internship, provided that you have successfully completed the academic requirements of the course.

The Rhodes University Student Counselling Centre has six internship spaces and you are strongly advised to accept one of these places. Those who do not wish to work at the University's Counselling Centre are advised to begin their search for an internship place elsewhere early in the year.

Please discuss your internship plans with the Programme Coordinator. The Internship forms part of your degree requirements and our university remains the collaborating university wherever you decide to complete your internship. Hence, the University may refuse to endorse your internship arrangements if the programme is deemed unsuitable.

During the internship you will be evaluated quarterly by your supervisors, who should submit, in consultation with you, three quarterly reports: the first at the end of March, then the end of June and Again at the end of September. These reports should be sent to the Programme Co-ordinator at Rhodes University, as the supervising university. At the end of your internship, your supervisors must decide whether you have reached a basic standard of professional competence. If they decide you have, they will sign you off as having completed the internship. If there are concerns about your standards of competence, you may be required to serve additional months until the required level of competence is reached.

Counselling candidates must write and pass the Board Examination that is set by the Professional Board for Psychology of the HPCSA. The earliest you can write the exam is in the final quarter of your internship. ***You may only apply to write the Board Examination once your research dissertation has been passed by both the external examiners.***

You cannot register as a Counselling Psychologist in Independent Practice until the Board Examination has been passed. Once you have completed your internship, you are not allowed to work as a psychologist unless you have passed the Board Exam and have passed your thesis examination and have registered as a Counselling Psychologist in Independent Practice.

Please note: You will need to register with the HPCSA, first as a student psychologist and then intern psychologist. Communications and registration with the Board are your professional responsibility. In addition, when you complete any stages of the processes and need the signature of the Head of Department and other officials, please allow ample time to do so. It is your responsibility to complete the form, collect the signature and submit the documentation to the HPCSA.

Important HPCSA Policy Documents and National Legislation

It is important that you are familiar with and stay abreast of any revisions to the following:

- Minimum Standards for the Training of Counselling Psychology.
- Form 160 for Counselling Psychologists provides guidelines for universities, internship training institutions and intern counselling psychologists, and describes the various expectations of your internship training.
- The Examination Policy for Psychologists, Registered Counsellors and Psychometrists (Form 255).
- The ethical code for Psychologists. This includes two documents: The first is the Ethical Rules of Conduct for Practitioners Registered under the Health Professions Act, 1974 that applies to all registered health professionals, and the second is Annexure 12 - Rules of Conduct Pertaining Specifically to the Profession of Psychology.
- You should also be familiar with the List of Classified Tests (Form 207), and understand the purpose of test classification, which is described in the Policy on the Classification of Psychometric Measuring Devices, Instruments, Methods and Techniques (Form 208).
- The revised Policy Document on Business Practices.
- The HPCSA Good Practice Guide (HIV).

Ethical practice should also comply with the laws of the country in which you will work. You should also ensure that you are familiar with the relevant sections of the following National legislation:

- Chapter 2 of the Constitution of the Republic of South Africa, 108 of 1996. This chapter is the Bill of Rights that enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom. Psychological Acts must always be conducted in a manner that is consistent with the Bill of Rights.
- The National Health Act, 61 of 2003 that provides a framework for a structured uniform health system within the Republic, taking into account the obligations imposed by the Constitution and other laws on the national, provincial and local governments with regard to health services.
- The Health Professions Act, 56 of 1974 that established the Health Professions Council of South Africa and the Professional Boards to provide for control over the education, training and registration for and practising of registered Health Professions.
- The Children's Act, 38 of 2005 governs all the laws relating to the care and protection of children and is therefore very relevant to the practice of Counselling Psychology. Similarly, the Child Justice Act, 75 of 2008 specifies the laws that apply to accused children.
- You should understand the legal aspects with regard to mentally ill offenders in South Africa, and so you should be familiar with the relevant sections of the Criminal Procedure Act, 51 of 1977.
- Section 8 of the Employment Equity Act, 55 of 1998 refers to psychological testing in the workplace, which is applicable to other settings too.



The Professional Board for Psychology

Minimum standards for the training of Counselling Psychology

February 2019

QUALIFICATION:	Board Approved Master's Qualification
FIELD:	Health or Social Sciences
SUB-FIELD:	Health Sciences
NQF LEVEL:	9
CREDITS:	Minimum of 180 credits

RATIONALE AND PURPOSE FOR THE QUALIFICATION

The qualification is aimed at producing competent, ethical and professional Counselling Psychologists who can meet the psychological needs of the people living in South Africa.

The Professional Master's degree in Counselling Psychology is aligned with the National Framework for Human Resources for Health in South Africa and the National Qualification Framework for Education and is responsive to the psychological needs of the South African population.

In as much as there is common psychology practices that overlap, this competency document details the practitioner's education and training and confines the scope specific to the category of Counselling Psychology. These competencies, as specified by Rule 21 of the Ethical Rules of Conduct for Practitioners Registered under the Health Professions Act 56 of 1974, confines the scope to areas of the profession to which counselling psychologists have knowledge, skills and experience to practise lawfully, safely and effectively, meeting specified standards. Each accredited programme in professional psychology is understood to be specific to the education and training of a set of competencies for a particular registration category. If joint teaching is offered between programmes, the training institution has to ensure that such joint teaching does not exceed 25% of the curriculum time and/or curriculum.

The qualifying practitioner will be registered with the Health Professions Council of South Africa (HPCSA) as a Counselling Psychologist in Independent Practice.

Definition of Counselling Psychology

Counselling Psychology is a specialist category within professional psychology that promotes the personal, social, and educational functioning, career functioning and

well-being of individuals, couples, families, groups, organisations and communities. Counselling psychologists assist people with normal developmental issues, and also prevent and alleviate psychological and mental health disorders that range from mild to moderate severity. Psychological assessment, diagnosis, and formulation draw on a holistic appreciation of people's lived experiences and their sociocultural contexts. Counselling psychologists deliver a range of high-intensity psychological interventions that take into account the therapeutic potential of positive relationships, and people's strengths and resources.

LEARNING ASSUMED TO BE IN PLACE

Bachelor degree majoring in Psychology and an Honours degree in Psychology (Four years)

or

An accredited Bachelor of Psychology (BPsych) degree

RECOGNITION OF PRIOR LEARNING

The recognition of prior learning (RPL) is within the ambit of higher education institutions. However academic and training programmes have to satisfy the minimum requirements and competencies stipulated by the Board.

ACCESS TO THE QUALIFICATION

Admission to an accredited programme in Counselling Psychology is open to applicants in possession of a recognised Bachelor degree with a major in Psychology and an Honours degree in Psychology, or an accredited Bachelor of Psychology degree; and who satisfy other requirements as stipulated by the training institutions.

MINIMUM COMPETENCIES

The following minimum competencies must be achieved by candidates in order to be registered in the category of counselling psychology¹:

1. Psychological Assessment

- a) Knowledge of psychological measurement and psychometric theory, including the ability to judge the reliability and validity of psychometric tests in different social contexts and for different social groups.

¹ These competencies apply to the M1/M2 years as well as the internship year of professional training.

- b) Knowledge of a range of psychological issues and problems, including life stressors and more severe issues with which people may struggle as individuals, families, groups, communities and organisations, including developmental and adjustment problems, psychological crises, and mental and behavioural disorders.
- c) Competence using ICD and DSM diagnostic systems to diagnose mental and behavioural disorders, as well as knowledge of informed critiques of such systems.
- d) Ability to conduct a comprehensive intake interview to obtain a detailed history and coherent description of the client's (individuals, couples, families, groups, communities or organisations) psychological functioning.
- e) Ability to appropriately select and accurately administer culturally sensitive instruments and norms to assess intellectual, behavioural, emotional, personality, neuropsychological and career functioning.
- f) Ability to accurately interpret and integrate data from intake interviews, records, psychometric assessments and other sources to generate coherent case conceptualisations (formulations) that describe and explain clients' (individuals, couples, families, groups, communities or organisations) psychological functioning, including their strengths and resources, and recognising the influence of sociocultural contexts.
- g) Ability to formulate useful recommendations, including, when appropriate, clear and specific recommendations for psychological interventions.
- h) Ability to communicate the results and recommendations of assessments in written and verbal form clearly, constructively and accurately.
- i) Ability to offer a well-supported medicolegal opinion and appropriate expert testimony when required.

2. Psychological Interventions

- a) Knowledge of the theory and practice of more than three evidence based models of psychological therapy (for example, cognitive therapy, psychodynamic psychotherapy, narrative therapy, person-centred therapy etc.).
- b) Ability to formulate and conceptualise cases and plan interventions utilising at least one consistent theoretical orientation, drawing on the relevant empirical

research and appropriately matched to own clinical expertise and client preferences.

- c) Ability to implement counselling and psychotherapeutic interventions to enhance psychological functioning and well-being, and address psychological problems that fall within the scope of practice for Counselling Psychology, including typical life stresses and more severe issues, including developmental and adjustment problems, psychological crises and trauma, as well as mild-to-moderate mental and behavioural disorders.
- d) Ability to implement these interventions in different contexts, including educational, community, health, correctional and work/organisational settings.
- e) Demonstrates an appreciation of sociocultural contexts in which people are situated, including the ways in which socio-political and economic factors cause human distress.
- f) Ability to initiate and sustain mentoring relationships utilising sound interpersonal and communication and other counselling skills to assist people in their learning, personal and professional development.
- g) Ability to design and provide psychoeducation, as well as community and public health interventions to prevent or delay psychological problems that fall within the scope of practice of Counselling Psychology, reduce the negative impact of these problems, and/or promote psychological health, optimal functioning and well-being.
- h) Ability to facilitate group processes, including, mediation, conflict resolution, and restorative justice.
- i) Ability to support and enable vulnerable groups to express their views and concerns, and access information and services, and to defend and promote their rights.

3. Professional Practice

- a) Knowledge of the theories of mental health and well-being, life-span development, family systems, resilience and adjustment, career psychology, positive psychology and health psychology, and the application of these in assessment and intervention.
- b) Knowledge of the history and values of Counselling Psychology; demonstrates understanding of self as a Counselling Psychologist.

- c) Committed to holistic strength-based development, and, while able to diagnose symptoms effectively, avoids excessive focus on pathology in treatment planning and case conceptualisation.
- d) Demonstrates understanding that historical, social and contextual factors influence human development and functioning across multiple life domains.
- e) Knowledge of important features of the South African social contexts, including poverty, inequality, and unemployment, the high prevalence of HIV, and race and racism; demonstrates understanding of the principles of social justice.
- f) Ability to work sensitively with marginalised groups, and address psychological issues related to racism, sexism, homophobia, transphobia and disablism.
- g) Demonstrates reflectivity both during and after professional activity, based on an understanding of own personal strengths and weaknesses, patterns of behaviour, emotional and cognitive biases, motivation, beliefs and values, and how these may impact on clients and professional functioning.
- h) Communicates clearly using verbal and written skills in a professional context; demonstrates clear understanding and use of professional language.
- i) Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines.
- j) Ability to identify and network with local resources and facilities, and empower clients to access health, community, legal, labour and educational resources.
- k) Ability to refer clients to relevant professionals in a variety of systems, including health, education, legal and labour systems.
- l) Competence in information management, which includes the appropriate management of records and psychometric instruments.
- m) Ability to promote the profession of Counselling Psychology

4. Research

- a) Ability to design, manage and conduct ethical and responsible research, utilising quantitative, qualitative and mixed-methods, which contributes to psychological knowledge, theory and practice, to report on such research, and implement the findings of such research in policy and practice

5. Policy Development and Programme Design

- a) Ability to provide advice on the development of policy applicable to a variety of sectors and issues, particularly those that impact on psychological functioning and wellbeing of people, based on psychological theory and research.
- b) Ability to design, manage and evaluate a range of psychologically-based programmes in diverse settings and organisations such as health, education and labour that promote strengths, wellbeing and optimal functioning.

6. Training and Supervision

- a) Ability to develop training programmes and to train other practitioners (including, for example, registered counsellors, psychometrists, nurses, teachers, lay counsellors and community workers) in basic psychological skills.
- b) Ability to make appropriate use of supervision and to be able to demonstrate this (so as to also be able to provide, after three years of appropriate post-qualifying experience, supervision of student psychologists, intern Counselling Psychologists, registered psychologists, and training and registered counsellors)

7. Ethics and Legislation

- a) Demonstrates advanced knowledge and application of the code of professional ethics of the HPCSA and the Professional Board for Psychology.
- b) Knowledge of relevant legislative frameworks which impact on psychological practice and research.
- c) Ability to act in accordance with these ethical and legal frameworks.
- d) Understanding of the limitations and boundaries of own professional competence.

CRITICAL CROSS-FIELD OUTCOMES**1. Assessment Criteria**

- a) Identifying and solving problems is demonstrated during the assessment and planning phases of client care as well as during the intervention phase of client care.
- b) Critical and creative thinking skills are used in developing therapeutic interventions.

- c) Working effectively with others as a member of a team, group, organisation or community is demonstrated in the interactions with other psychologists and health professionals.
- d) Cultural and aesthetic sensitivity is evidenced through providing acceptable and satisfying professional care across social contexts.
- e) Organising and managing the self is demonstrated in the successful management of clients.
- f) Collecting, analysing, organising and critically evaluating information is indicated in the successful generation and execution of research and appropriate psychological services.
- g) Effective communication, both verbally and in writing, is demonstrated through the successful engagement of clients, the psychological team, other health professionals and the broader public and other relevant stakeholders in all spheres of practice.
- h) Demonstrating an understanding of the world as a set of related systems is indicated in the range of activities of the successful Counselling Psychologist and how this professional locates her/himself within the broader psychology system.
- i) Continuous self-assessment is performed as indicated in the life-long learning activities and accompanying professional growth.

INTEGRATED ASSESSMENT

Formative and summative assessment strategies should be used throughout the qualification programme to ensure that exit level and cross critical outcomes are met.

Formative assessment may include:

- Tests
- Written and practical assignments
- Practical assessments, for example, client assessment
- Literature reviews
- Case studies
- Class presentations
- Role plays
- Seminars
- Peer evaluations
- Simulations in structured learning environments

- Learning portfolios.

Summative assessments include:

- Written examinations
- Oral examinations
- Practical examinations
- Supervisor reports
- Objective simulated evaluation scenarios
- Research dissertations.

INTERNATIONAL COMPARABILITY















Many of the competencies described in this document are adapted from the competencies of Counselling Psychology as described by the Society of Counselling Psychology (Division 17 of the American Psychological Association) and the American Board for Counselling Psychology, the New Zealand Psychologists Board, the Australian Psychological Society and the Health and Care Professions Council (UK). This qualification, compared to similar qualifications internationally, produces a comprehensive and balanced practitioner, equipped to address issues of assessment and intervention within a wide range of psychological and life challenges. The practitioner functions within the internationally recognised domains of therapist, counsellor, health promoter, researcher, educator, change agent, expert witness and practice manager.

ARTICULATION POSSIBILITIES

Horizontal and vertical articulation with the following programmes is possible.

- Horizontally with Master's degrees in other areas of Psychology and the broader Social Sciences
- Vertically with Doctorate in Psychology

	Mon 2/6	Tue 2/7	Wed 2/8	Thu 2/9	Fri 2/10
6am					
7am					
8am					
9am					
10am					
11am					
12pm					
1pm					
2pm					
3pm					
4pm					
5pm					

	Mon 2/13	Tue 2/14	Wed 2/15	Thu 2/16	Fri 2/17
8am					
9am	 Welcome, introduction and orientation to the programme 8:30am - 10:30am	 Skilled Helper Workshop: Dr Lumka Qangule 8:30am - 10:30am	 Skilled Helper Workshop: Dr Lumka Qangule 8:30am - 10:30am	 History and Values of Counselling Psychology: Prof Jacqui Akhurst 8:30am - 10:30am	 History and Values of Counselling Psychology: Prof Jacqui Akhurst 8:30am - 10:30am
10am					
11am	 Orientation to the clinic - Sis' Busi 11am - 1pm	 Skilled Helper Workshop: Dr Lumka Qangule 11am - 1pm	 Skilled Helper Workshop: Dr Lumka Qangule 11am - 1pm		 History and Values of Counselling Psychology: Prof Jacqui Akhurst 11am - 1pm
12pm					
1pm					
2pm	 Community Hub and Schools Orientation: Babalwa Zokoza 2pm - 5pm	 Skilled Helper Workshop: Dr Lumka Qangule 2pm - 4:30pm		 Research Proposal: Prof Tracey Feltham-King 2pm - 4:30pm	
3pm			 CPGS Workshops 3pm - 4pm		
4pm					
5pm					 Welcome drinks 5pm - 7pm
6pm					
7pm					

	Mon 2/20	Tue 2/21	Wed 2/22	Thu 2/23	Fri 2/24
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	SCC Case Conference series: SCC Staff 9am - 10am	Cognitive Behaviour Therapy: Dr Duane Booysen 8:30am - 10:30am		Cognitive Behaviour Therapy: Dr Duane Booysen 8:30am - 10:30am	Cognitive Behaviour Therapy: Dr Duane Booysen 8:30am - 10:30am
10am					
11am	Cultural Competencies: Socio-cultural context: Nqobile Msomi 11am - 1pm	Cognitive Behaviour Therapy: Dr Duane Booysen 11am - 1pm	Cognitive Behaviour Therapy: Dr Duane Booysen 11am - 1pm	Cognitive Behaviour Therapy: Dr Duane Booysen 11am - 1pm	Cognitive Behaviour Therapy: Dr Duane Booysen 11am - 1pm
12pm					
1pm					
2pm	Cultural Competencies: Socio-cultural context: Nqobile Msomi 2pm - 4:30pm	Cognitive Behaviour Therapy: Dr Duane Booysen 2pm - 4:30pm	Cognitive Behaviour Therapy: Dr Duane Booysen 2pm - 4:30pm	Cognitive Behaviour Therapy: Dr Duane Booysen 2pm - 4:30pm	Cognitive Behaviour Therapy: Dr Duane Booysen 2pm - 4:30pm
3pm					
4pm					
5pm					
6pm					

	Mon 2/27	Tue 2/28	Wed 3/1	Thu 3/2	Fri 3/3
7am					
8am	<div>Clinic Meeting: Prof Megan Campbell 8am - 8:30am</div>				
9am	<div>SCC Case Conference series: SCC Staff 9am - 10am</div>	<div>Cognitive Behaviour Therapy: Dr Duane Booysen 8:30am - 10:30am</div>	<div>Cultural Competencies: Working with Diversity: Nqobile Msomi 8:30am - 10:30am</div>	<div>Cultural Competencies: Working with Diversity: Nqobile Msomi 8:30am - 10:30am</div>	<div>Cultural Competencies: Working with Diversity: Nqobile Msomi 8:30am - 10:30am</div>
10am					
11am	<div>Cultural Competencies: Socio-cultural context: Nqobile Msomi 11am - 1pm</div>	<div>Cognitive Behaviour Therapy: Dr Duane Booysen 11am - 1pm</div>		<div>Cultural Competencies: Working with Diversity: Nqobile Msomi 11am - 1pm</div>	
12pm					
1pm					
2pm	<div>Cultural Competencies: Socio-cultural context: Nqobile Msomi 2pm - 4:30pm</div>	<div>Cognitive Behaviour Therapy: Dr Duane Booysen 2pm - 4:30pm</div>			
3pm			<div>CPGS Workshops 3pm - 4pm</div>		
4pm					
5pm					
6pm					

	Mon 3/6	Tue 3/7	Wed 3/8	Thu 3/9	Fri 3/10
7am					
8am					
9am	<div>Clinic Meeting: Prof Megan Campbell 8am - 8:30am</div> <div>Measurement and Psychometric Theory 1: Prof. Megan Campbell 8:30am - 10:30am</div>		<div>Conducting Interviews with parents/teachers: Adele VD Merwe 8:30am - 10:30am</div>		<div>Adult Psychopathology: Esona Bossman 8:30am - 10:30am</div>
10am					
11am	<div>Child screening battery: Prof. Megan Campbell 11am - 1pm</div>	<div>Case Supervision 11am - 1pm</div>	<div>Conducting interviews with children: Adele VD Merwe 11am - 1pm</div>		<div>Adult Psychopathology: Esona Bossman 11am - 1pm</div>
12pm					
1pm					
2pm	<div>Child screening battery: Prof. Megan Campbell 2pm - 4:30pm</div>	<div>Ethics and Legislation for Counselling Psychologists - Case Management 2pm - 4:30pm</div>	<div>School observations, SIAS and Assessments for children: Raydene 2pm - 4:30pm</div>		<div>Adult Psychopathology: Esona Bossman 2pm - 4:30pm</div>
3pm					
4pm					
5pm					
6pm					

	Mon 3/13	Tue 3/14	Wed 3/15	Thu 3/16	Fri 3/17
7am					
8am	<div><div></div><div>Clinic Meeting: Prof Megan Campbell 8am - 8:30am</div></div>				
9am	<div><div></div><div>SCC Case Conference series: SCC Staff 9am - 10am</div></div>			<div><div></div><div>School screening: Assessment battery with learner 8:30am - 1pm</div></div>	
10am					
11am	<div><div></div><div>Mental Health and wellbeing: Karabelo Ramosala 11am - 1pm</div></div>	<div><div></div><div>Case Supervision 11am - 1pm</div></div>			
12pm					
1pm					
2pm	<div><div></div><div>Mental Health and wellbeing Karabelo Ramosala 2pm - 4:30pm</div></div>	<div><div></div><div>Ethics and Legislation for Counselling Psychologists - Case Management 2pm - 4:30pm</div></div>	<div><div></div><div>Report Writing 1: Prof Megan Campbell 2pm - 4:30pm</div></div>	<div><div></div><div>Report Writing 2: Prof Megan Campbell 2pm - 4:30pm</div></div>	
3pm					
4pm					
5pm					
6pm					

	Mon 3/20	Tue 3/21	Wed 3/22	Thu 3/23	Fri 3/24
		Human Rights Day			
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	Resilience and Adjustment: Karabelo Ramosala 8:30am - 10:30am		Child Screening Case Conference presentations 8:30am - 1pm	Child emotional assessment: Raydene 8:30am - 10:30am	Adult Psychopathology: Esona Bossman 8:30am - 10:30am
10am					
11am	Resilience and adjustment: Karabelo Ramosala 11am - 1pm			Child emotional assessment: Raydene 11am - 1pm	Adult Psychopathology: Esona Bossman 11am - 1pm
12pm					
1pm					
2pm	Research Proposal: Prof. Tracey Feltham King 2pm - 4:30pm				Adult Psychopathology: Esona Bossman 2pm - 4:30pm
3pm			CPGS Workshops 3pm - 4pm		
4pm					
5pm					
6pm					

	Mon 3/27	Tue 3/28	Wed 3/29	Thu 3/30	Fri 3/31
	Vac				
7am					
8am					
9am					
10am					
11am					
12pm					
1pm					
2pm					
3pm					
4pm					
5pm					

	Mon 4/3	Tue 4/4	Wed 4/5	Thu 4/6	Fri 4/7
					Good Friday - Public Holiday
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	Psychodynamic Psychotherapy: Alan Fourie 8:30am - 10:30am	Research Proposal: Prof. Tracey Feltham King 8:30am - 10:30am	School screening: Feedback and report' 8:30am - 1pm	Psychodynamic Psychotherapy: Alan Fourie 8:30am - 10:30am	
10am					
11am	Psychodynamic Psychotherapy: Alan Fourie 11am - 1pm	Case Supervision 11am - 1pm		Psychodynamic Psychotherapy: Alan Fourie 11am - 1pm	
12pm					
1pm					
2pm		Psychodynamic Psychotherapy: Alan Fourie 2pm - 4:30pm		Psychodynamic Psychotherapy: Alan Fourie 2pm - 4:30pm	
3pm			CPGS Workshops 3pm - 4pm		
4pm					
5pm					
6pm					

	Mon 4/10	Tue 4/11	Wed 4/12	Thu 4/13	Fri 4/14
	Family Day - Public Holiday				
7am					
8am					
9am		<div><div></div><div>Psychodynamic Psychotherapy: Alan Fourie 8:30am - 10:30am</div></div>		<div><div></div><div>Crisis Intervention Workshop: Prof Megan Campbell 8:30am - 10:30am</div></div>	<div><div></div><div>Adult Psychopathology: Esona Bossman 8:30am - 10:30am</div></div>
10am					
11am		<div><div></div><div>Case Supervision 11am - 1pm</div></div>		<div><div></div><div>Crisis Intervention Workshop: Prof Megan Campbell 11am - 1pm</div></div>	<div><div></div><div>Adult Psychopathology: Esona Bossman 11am - 1pm</div></div>
12pm					
1pm					
2pm		<div><div></div><div>Psychodynamic Psychotherapy: Alan Fourie 2pm - 4:30pm</div></div>		<div><div></div><div>Crisis Intervention Workshop: Prof Megan Campbell 2pm - 4:30pm</div></div>	<div><div></div><div>Adult Psychopathology: Esona Bossman 2pm - 4:30pm</div></div>
3pm			<div><div></div><div>CPGS Workshops 3pm - 4pm</div></div>		
4pm					
5pm					
6pm					

	Mon 4/17	Tue 4/18	Wed 4/19	Thu 4/20	Fri 4/21
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	SCC Case Conference series: SCC Staff 9am - 10am			Solution-Focused Psychotherapy: Sandie Nabo Bazana 8:30am - 10:30am	Adult Psychopathology: Esona Bossman 8:30am - 10:30am
10am					
11am	Community Psychology Interventions: Nqobile Msomi 11am - 1pm	Case Supervision 11am - 1pm	Intellectual assessment children: Adele VD Merwe 11am - 1pm	Solution-Focused Psychotherapy: Sandie Nabo Bazana 11am - 1pm	Adult Psychopathology: Esona Bossman 11am - 1pm
12pm					
1pm					
2pm	Community Psychology Supervision: Nqobile Msomi 2pm - 4:30pm	Ethics and Legislation for Counselling Psychologists - Case Management 2pm - 4:30pm	Intellectual assessment children: Adele VD Merwe 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm					
4pm			CPGS Workshops 3pm - 4pm		
5pm					
6pm					

	Mon 4/24	Tue 4/25	Wed 4/26	Thu 4/27	Fri 4/28
				Freedom Day - Public Holiday	
7am					
8am	<div>Clinic Meeting: Prof Megan Campbell 8am - 8:30am</div>				
9am	<div>Community Psychology Interventions: Ngobile Msomi 8:30am - 10:30am</div>				
10am					
11am	<div>Research Proposal: Prof Tracey Feltham-King 11am - 1pm</div>	<div>Case Supervision 11am - 1pm</div>	<div>Intellectual assessment children: Adele VD Merwe 11am - 1pm</div>		<div>Adult Psychopathology Test 11am - 12pm</div>
12pm					
1pm					
2pm	<div>Community Psychology Supervision: Ngobile Msomi 2pm - 4:30pm</div>	<div>Ethics and Legislation for Counselling Psychologists - Case Management 2pm - 4:30pm</div>	<div>Intellectual assessment children: Adele VD Merwe 2pm - 4:30pm</div>		<div>Counselling Students ADC 2pm - 4:30pm</div>
3pm			<div>CPGS Workshops 3pm - 4pm</div>		
4pm					
5pm					
6pm					

	Mon 5/1	Tue 5/2	Wed 5/3	Thu 5/4	Fri 5/5
	Public Holiday - Workers Day				
8am					
9am					
10am					
11am		<div><div></div>Case Supervision 11am - 1pm</div>	<div><div></div>Child Behaviour assessment: Raydene 11am - 1pm</div>	<div>Measurement and Psychometric Theory 2: Prof. Megan Campbell 11am - 1pm</div>	
12pm					
1pm					
2pm		<div><div></div>Ethics and Legislation for Counselling Psychologists - Case Management 2pm - 4:30pm</div>	<div><div></div>Child Behaviour assessment: Raydene 2pm - 4:30pm</div>	<div>Counselling Students ADC 2pm - 4:30pm</div>	<div>Counselling Students ADC 2pm - 4:30pm</div>
3pm			<div><div></div>CPGS Workshops 3pm - 4pm</div>		
4pm					
5pm					
6pm					
7pm					

	Mon 5/8	Tue 5/9	Wed 5/10	Thu 5/11	Fri 5/12
7am					
8am					
9am	<div><div></div><div>Child Psychodiagnostics - Dr Wendy Vogel and Dr Luzuko Magula 8:30am - 4:30pm</div></div>	<div><div></div><div>Child Psychodiagnostics - Dr Wendy Vogel and Dr Luzuko Magula 8:30am - 4:30pm</div></div>	<div><div></div><div>Child Psychodiagnostics - Dr Wendy Vogel and Dr Luzuko Magula 8:30am - 4:30pm</div></div>	<div><div></div><div>Child Psychodiagnostics - Dr Wendy Vogel and Dr Luzuko Magula 8:30am - 4:30pm</div></div>	<div><div></div><div>Child Psychodiagnostics - Dr Wendy Vogel and Dr Luzuko Magula 8:30am - 4:30pm</div></div>
10am					
11am					
12pm					
1pm					
2pm					
3pm					
4pm					
5pm					
6pm					

	Mon 5/15	Tue 5/16	Wed 5/17	Thu 5/18	Fri 5/19
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	Child Therapies: Phillipa Haine 8:30am - 10:30am	Child Therapies: Phillipa Haine 8:30am - 10:30am	Child Therapies: Phillipa Haine 8:30am - 10:30am	Child Therapies: Phillipa Haine 8:30am - 10:30am	Child Therapies: Phillipa Haine 8:30am - 10:30am
10am					
11am	Child Therapies: Phillipa Haine 11am - 1pm	Case Supervision 11am - 1pm	Child Therapies: Phillipa Haine 11am - 1pm	Child Therapies: Phillipa Haine 11am - 1pm	Child Therapies: Phillipa Haine 11am - 1pm
12pm					
1pm					
2pm			Child Therapies: Phillipa Haine 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm					
4pm			CPGS Workshops 3pm - 4pm		
5pm					
6pm					

	Mon 5/22	Tue 5/23	Wed 5/24	Thu 5/25	Fri 5/26
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	Neurocognitive Conditions - Sizwe Zondo 8:30am - 10:30am	Neurocognitive Conditions - Sizwe Zondo 8:30am - 10:30am	How to run a workshop: Thobile Ncane 8:30am - 10:30am		
10am					
11am	Community Psychology Interventions: Nqobile Msomi 11am - 1pm	Case Supervision 11am - 1pm	How to run a workshop: Thobile Ncane 11am - 1pm	Research Proposal: Prof. Tracey Feltham King 11am - 1pm	
12pm					
1pm					
2pm	Community Psychology Supervision: Nqobile Msomi 2pm - 4:30pm			Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm			CPGS Workshops 3pm - 4pm		
4pm					
5pm					
6pm					

	Mon 5/29	Tue 5/30	Wed 5/31	Thu 6/1	Fri 6/2
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	SCC Case Conference series: SCC Staff 9am - 10am	Neuropsychological Assessment: Sizwe Zondo 8:30am - 10:30am	Neuropsychological Assessment: Sizwe Zondo 8:30am - 10:30am	Neuropsychological Assessment: Sizwe Zondo 8:30am - 10:30am	Neuropsychological Assessment: Sizwe Zondo 8:30am - 10:30am
10am					
11am	Community Psychology Interventions: Nqobile Msomi 11am - 1pm	Case Supervision 11am - 1pm			
12pm					
1pm					
2pm	Community Psychology Supervision: Nqobile Msomi 2pm - 4:30pm			Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm			CPGS Workshops 3pm - 4pm		
4pm					
5pm					
6pm					

	Mon 6/5	Tue 6/6	Wed 6/7	Thu 6/8	Fri 6/9
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	SCC Case Conference series: SCC Staff 9am - 10am		Research Proposal: Prof. Tracey Feltham King 8:30am - 10:30am	Online Psychotherapy interventions: Nqobile Msomi 8:30am - 10:30am	
10am					
11am	Community Psychology Interventions: Nqobile Msomi 11am - 1pm	Case Supervision 11am - 1pm		Online Psychotherapy interventions: Nqobile Msomi 11am - 1pm	
12pm					
1pm					
2pm	Community Psychology Supervision: Nqobile Msomi 2pm - 4:30pm			Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm			CPGS Workshops 3pm - 4pm		
4pm					
5pm					
6pm					

Mon 6/12		Tue 6/13		Wed 6/14		Thu 6/15		Fri 6/16	
				Mock Oral Exam Prep		Mock Oral Exam		Vacation	
7am									
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am								
9am	SCC Case Conference series: SCC Staff 9am - 10am								
10am									
11am	Community Psychology Interventions: Nqobile Msomi 11am - 1pm		Case Supervision 11am - 1pm						
12pm									
1pm									
2pm	Community Psychology Supervision: Nqobile Msomi 2pm - 4:30pm					Counselling Students ADC 2pm - 4:30pm			
3pm					CPGS Workshops 3pm - 4pm				
4pm									
5pm									
6pm									

	Mon 6/19	Tue 6/20	Wed 6/21	Thu 6/22	Fri 6/23
	Vacation				
7am					
8am					
9am					
10am					
11am					
12pm					
1pm					
2pm					
3pm					
4pm					
5pm					

	Mon 6/26	Tue 6/27	Wed 6/28	Thu 6/29	Fri 6/30
	Vacation				
7am					
8am					
9am					
10am					
11am					
12pm					
1pm					
2pm					
3pm					
4pm					
5pm					

	Mon 7/3	Tue 7/4	Wed 7/5	Thu 7/6	Fri 7/7
	Vacation				
7am					
8am					
9am					
10am					
11am					
12pm					
1pm					
2pm					
3pm					
4pm					
5pm					

	Mon 7/10	Tue 7/11	Wed 7/12	Thu 7/13	Fri 7/14
	<div> <div></div> Research proposals due: 4pm </div>				
7am					
8am	<div> <div></div> Clinic Meeting: Prof Megan Campbell 8am - 8:30am </div>				
9am	<div> <div></div> SCC Case Conference series: SCC Staff 9am - 10am </div>	<div> <div></div> Lifespan Development: Prof Lindy Wilbraham 8:30am - 10:30am </div>	<div> <div></div> Intellectual Screening adults: Adele van der Merwe 8:30am - 10:30am </div>		
10am					
11am	<div> <div></div> Community Psychology Interventions: Nqobile Msomi 11am - 1pm </div>	<div> <div></div> Case Supervision 11am - 1pm </div>	<div> <div></div> Intellectual assessment adults: Adele van der Merwe 11am - 1pm </div>		
12pm					
1pm					
2pm	<div> <div></div> Community Psychology Supervision: Nqobile Msomi 2pm - 4:30pm </div>		<div> <div></div> Intellectual assessment adults: Adele van der Merwe 2pm - 4:30pm </div>	<div> <div></div> Counselling Students ADC 2pm - 4:30pm </div>	<div> <div></div> Counselling Students ADC 2pm - 4:30pm </div>
3pm			<div> <div></div> CPGS Workshops 3pm - 4pm </div>		
4pm					
5pm					
6pm					

	Mon 7/17	Tue 7/18	Wed 7/19	Thu 7/20	Fri 7/21
7am					
8am	<div>Clinic Meeting: Prof Megan Campbell 8am - 8:30am</div>				
9am	<div>SCC Case Conference series: SCC Staff 9am - 10am</div>	<div>Lifespan Development: Prof Lindy Wilbraham 8:30am - 10:30am</div>	<div>Intellectual assessment adults: Adele van der Merwe 8:30am - 10:30am</div>	<div>Measurement and Psychometric Theory 3: Prof. Megan Campbell 8:30am - 10:30am</div>	
10am					
11am	<div>Community Psychology Interventions: Nqobile Msomi 11am - 1pm</div>	<div>Case Supervision 11am - 1pm</div>	<div>Intellectual assessment adults: Adele van der Merwe 11am - 1pm</div>		
12pm					
1pm					
2pm	<div>Community Psychology Supervision: Nqobile Msomi 2pm - 4:30pm</div>			<div>Counselling Students ADC 2pm - 4:30pm</div>	<div>Counselling Students ADC 2pm - 4:30pm</div>
3pm			<div>CPGS Workshops 3pm - 4pm</div>		
4pm					
5pm					
6pm					

	Mon 7/24	Tue 7/25	Wed 7/26	Thu 7/27	Fri 7/28
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	SCC Case Conference series: SCC Staff 9am - 10am	Lifespan Development: Prof Lindy Wilbraham 8:30am - 10:30am	Career Counselling: Prof Jacqui Akhurst 8:30am - 10:30am	Career Counselling: Prof Jacqui Akhurst 8:30am - 10:30am	Career Counselling: Prof Jacqui Akhurst 8:30am - 10:30am
10am					
11am	Community Psychology Interventions: Nqobile Msomi 11am - 1pm	Case Supervision 11am - 1pm		Career Counselling: Prof Jacqui Akhurst 11am - 1pm	Career Counselling: Prof Jacqui Akhurst 11am - 1pm
12pm					
1pm					
2pm	Community Psychology Supervision: Nqobile Msomi 2pm - 4:30pm			Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm			CPGS Workshops 3pm - 4pm		
4pm					
5pm					
6pm					

	Mon 7/31	Tue 8/1	Wed 8/2	Thu 8/3	Fri 8/4
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	SCC Case Conference series: SCC Staff 9am - 10am	Lifespan Development: Prof Lindy Wilbraham 8:30am - 10:30am	Career Assessment: Prof Jacqui Akhurst 8:30am - 10:30am	Career Assessment: Prof Jacqui Akhurst 8:30am - 10:30am	Career Assessment: Prof Jacqui Akhurst 8:30am - 10:30am
10am					
11am	Community Psychology Interventions: Nqobile Msomi 11am - 1pm	Case Supervision 11am - 1pm		Career Assessment: Prof Jacqui Akhurst 11am - 1pm	Career Assessment: Prof Jacqui Akhurst 11am - 1pm
12pm					
1pm					
2pm	Community Psychology Supervision: Nqobile Msomi 2pm - 4:30pm			Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm			CPGS Workshops 3pm - 4pm		
4pm					
5pm					
6pm					

	Mon 8/7	Tue 8/8	Wed 8/9	Thu 8/10	Fri 8/11
			Women's Day - Public Holiday		
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	Personality Assessment: Raydene 8:30am - 10:30am	Lifespan Development: Prof Lindy Wilbraham 8:30am - 10:30am			
10am					
11am	Personality Assessment: Raydene 11am - 1pm	Case Supervision 11am - 1pm			
12pm					
1pm					
2pm	Personality Assessment: Raydene 2pm - 4:30pm			Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm					
4pm					
5pm					
6pm					

	Mon 8/14	Tue 8/15	Wed 8/16	Thu 8/17	Fri 8/18
	Selection week				
					Community Psychology
10am					
11am					
12pm					
1pm					
2pm				Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm			CPGS Workshops 3pm - 4pm		
4pm					
5pm					
6pm					
7pm					
8pm					

	Mon 8/21	Tue 8/22	Wed 8/23	Thu 8/24	Fri 8/25
	Varsity Vacation				
7am					
8am					
9am					
10am					
11am					
12pm					
1pm					
2pm					
3pm					
4pm					
5pm					

	Mon 8/28	Tue 8/29	Wed 8/30	Thu 8/31	Fri 9/1
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am		Lifespan Development: Prof Lindy Wilbraham 8:30am - 10:30am	Couple Therapy: Prof Megan Campbell 8:30am - 10:30am	Couple Therapy: Prof Megan Campbell 8:30am - 10:30am	Couple Therapy: Prof Megan Campbell 8:30am - 10:30am
10am	M1 Case Conference presentation 9am - 10am				
11am	Couple Therapy: Prof Megan Campbell 11am - 1pm	Case Supervision 11am - 1pm	Couple Therapy: Prof Megan Campbell 11am - 1pm	Couple Therapy: Prof Megan Campbell 11am - 1pm	
12pm					
1pm					
2pm				Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm			CPGS Workshops 3pm - 4pm		
4pm					
5pm					
6pm					

	Mon 9/4	Tue 9/5	Wed 9/6	Thu 9/7	Fri 9/8
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	M1 Case Conference presentation 9am - 10am	Lifespan Development: Prof Lindy Wilbraham 8:30am - 10:30am	Family Therapy: Jan Knoetze 8:30am - 10:30am	Family Therapy: Jan Knoetze 8:30am - 10:30am	Family Therapy: Jan Knoetze 8:30am - 10:30am
10am					
11am		Case Supervision 11am - 1pm		Family Therapy: Jan Knoetze 11am - 1pm	
12pm					
1pm					
2pm				Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm			CPGS Workshops 3pm - 4pm		
4pm		Couple Therapy Workshop 4pm - 6pm			
5pm					
6pm					

	Mon 9/11	Tue 9/12	Wed 9/13	Thu 9/14	Fri 9/15
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	M1 Case Conference presentation 9am - 10am	Lifespan Development: Prof Lindy Wilbraham 8:30am - 10:30am		HIV and Mental Health: Sandie Nabo-Bazana 8:30am - 10:30am	HIV and Mental Health: Sandie Nabo-Bazana 8:30am - 10:30am
10am					
11am	Family Therapy: Jan Knoetze 11am - 1pm	Case Supervision 11am - 1pm		HIV and Mental Health: Sandie Nabo-Bazana 11am - 1pm	HIV and Mental Health: Sandie Nabo-Bazana 11am - 1pm
12pm					
1pm					
2pm	Family Therapy: Jan Knoetze 2pm - 4pm			Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm			CPGS Workshops 3pm - 4pm		
4pm					
5pm					
6pm					

	Mon 9/18	Tue 9/19	Wed 9/20	Thu 9/21	Fri 9/22
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	M1 Case Conferences 9am - 10am	Positive Psychology: Camagwini Gqibitole 8:30am - 10:30am			
10am					
11am	Case Supervision 11am - 1pm	Positive Psychology: Camagwini Gqibitole 11am - 1pm			
12pm					
1pm					
2pm		Positive Psychology: Camagwini Gqibitole 2pm - 4:30pm		Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm			CPGS Workshops 3pm - 4pm		
4pm					
5pm					
6pm					

	Mon 9/25	Tue 9/26	Wed 9/27	Thu 9/28	Fri 9/29
	Heritage Day - Public Holiday				
7am					
8am					
9am	M1 Case Conferences 9am - 10am	Positive Psychology: Camagwini Gqibitole 8:30am - 10:30am		Group Therapy: 8:30am - 10:30am	Group Therapy: 8:30am - 10:30am
10am					
11am	Case Supervision 11am - 1pm	Positive Psychology: Camagwini Gqibitole 11am - 1pm		Group Therapy: 11am - 1pm	Group Therapy: 11am - 1pm
12pm					
1pm					
2pm		Positive Psychology: Camagwini Gqibitole 2pm - 4:30pm		Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm			CPGS Workshops 3pm - 4pm		
4pm					
5pm					
6pm					

	Mon 10/2	Tue 10/3	Wed 10/4	Thu 10/5	Fri 10/6
	Lifespan Development Essay				
7am					
8am	Clinic Meeting: Prof Megan Campbell 8am - 8:30am				
9am	M1 Case Conferences 9am - 10am		Medicolegal Work: Claire Marais 8:30am - 10:30am	Medicolegal Work: Claire Marais 8:30am - 10:30am	Medicolegal Work: Claire Marais 8:30am - 10:30am
10am					
11am		Case Supervision 11am - 1pm		Medicolegal Work: Claire Marais 11am - 1pm	
12pm					
1pm					
2pm				Counselling Students ADC 2pm - 4:30pm	Counselling Students ADC 2pm - 4:30pm
3pm			CPGS Workshops 3pm - 4pm		
4pm					
5pm					
6pm					

	Mon 10/9	Tue 10/10	Wed 10/11	Thu 10/12	Fri 10/13
					Clinic case files due
7am					
8am					
9am					
10am					
11am					
12pm					
1pm					
2pm					
3pm					
4pm					
5pm					

	Mon 10/16	Tue 10/17	Wed 10/18	Thu 10/19	Fri 10/20
	Swot week				
7am					
8am					
9am					
10am					
11am					
12pm					
1pm					
2pm					
3pm					
4pm					
5pm					

	Mon 10/23	Tue 10/24	Wed 10/25	Thu 10/26	Fri 10/27
	<div><div>Paper 1: Assessment</div><div>Exams</div></div>				
7am					
8am					
9am					
10am					
11am					
12pm					
1pm					
2pm					
3pm					
4pm					
5pm					

	Mon 10/30	Tue 10/31	Wed 11/1	Thu 11/2	Fri 11/3
Exams					
Paper 2: Psychological					
7am					
8am					
9am					
10am					
11am					
12pm					
1pm					
2pm					
3pm					
4pm					
5pm					

	Mon 11/6	Tue 11/7	Wed 11/8	Thu 11/9	Fri 11/10
Exams					
<div><div></div> Paper 3: Professional Practice</div>					
7am					
8am					
9am					
10am					
11am					
12pm					
1pm					
2pm					
3pm					
4pm					
5pm					

	Mon 11/13	Tue 11/14	Wed 11/15	Thu 11/16	Fri 11/17
	Exams				
	Oral Exams		Feedback		
7am					
8am					
9am					
10am					
11am					
12pm					
1pm					
2pm					
3pm					
4pm					
5pm					

	Mon 11/20	Tue 11/21	Wed 11/22	Thu 11/23	Fri 11/24
6am					
7am					
8am					
9am					
10am					
11am					
12pm					
1pm					
2pm					
3pm					
4pm					
5pm					