

Masters in Counselling Psychology 2025

Department of Psychology



“...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)



RHODES UNIVERSITY
Where leaders learn

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 past staff members and students have contributed to the literature on counselling psychology in this country, and this research has been influential nationally in developing a more 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.

Mr Alan Fourie, Senior Lecturer and Clinical Psychologist, and Coordinator of the Programme for Clinical Psychology.

Ms Sandisiwe Nabo-Bazana, Lecturer and Counselling Psychologist, and Clinic Co-ordinator

Ms Camagwini Gqibitole, Lecturer and Counselling Psychologist, and Community Engagement Co-ordinator

Academic Staff

Prof Tracey Feltham-King, Associate Professor.

Mr Jan Knoetze, Senior Lecturer and Educational Psychologist.

Ms Karabelo Ramosala, Lecturer and Counselling Psychologist.

Mr Sizwe Zondo, Lecturer and Neuropsychologist.

Contract Staff

Dr Phillipa Haine, Counselling Psychologist and Clinical Research Fellow

Mrs Tracey Whitehead, Counselling Psychologist in Private Practice

Ms Esona Bottoman, Clinical Psychologist, Fort England Hospital

Ms Siposetu Krutani, Clinical Psychologist, Fort England Hospital

Ms Claire Marais, Clinical Psychologist in Private Practice

Clinical Associates

Dr Lumka Qangule, Counselling Psychologist in Private Practice.

Dr Luzuko Magula, Child and Adolescent Psychiatrist, Eastern Cape Dep. Health, Walter Sisulu University

Student Counselling Centre Manager

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

Intern Counselling Psychologists

Ms Inge Ackerman, Rhodes University Counselling Centre

Ms Britney Bengstone, Rhodes University Counselling Centre

Mr Kgothatso Mmbodi, Rhodes University Counselling Centre

Ms Naledi Tsomele, Rhodes University Counselling Centre

Mr Henri Cilliers, Stellenbosch University Student Counselling Centre

Student Counselling Psychologists

Ms Stephanie Marais

Ms Andiswa Mgwatyu (Jan-June 2025)

Ms Charlotte Mkhasibe

Ms Neziswa Mqoboli

Ms Nontando Ndlolu

Ms Carola Von Schauroth

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
- Neuropsychological Disorders and Assessment (e.g., ORCF, Finger-Tapping Test, The Rey 15-Item test)
- Career Assessment (e.g., Self-Directed Search, Values Scale, Personality assessment, 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 Wounded Healer
- Community psychology interventions
- Cognitive behaviour therapy
- Psychodynamic psychotherapy
- Child therapy
- Group 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
- 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 are outlined here:

RPERC: Research Projects & Ethics Review Committee in Psychology Department	
Submit research proposal and ethics protocol electronically to Ms Vuyo Kofi by 12h00	
SUBMISSION DATE	RPERC MEETING DATE
22 January 2025	30 January 2025
28 February 2025	13 March 2025
10 April 2025	24 April 2025
26 June 2025	10 July 2025
31 July 2025	14 August 2025
11 September 2025	25 September 2025

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:

Student	Supervisor	Topic area
Ms Stephanie Marais	Dr Gary Steele	Performance Psychology
Ms Charlotte Mkhasibe	Mr Jan Knoetze	Child Psychology
Ms Neziswa Mqoboli	Dr Ntombifuthi Zwane	Employee health and well-being
Ms Nontando Ndلولu	Dr Sizwe Zondo	Neuropsychology
Ms Carola Von Schaueroth	Mr Jan Knoetze	Child Psychology

Casework

By the beginning of Term 2 you will be preparing for your first screening assessment and your first psychotherapy case. You will also 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:

Tuesday 25 March:	First casework supervision meeting
Monday 7 April:	First case allocations and ADC rotations
Tuesday 20 May:	Child screening assessment case presentations
Friday 5 September:	M1 case presentations begin
Friday 10 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 2024.

Casework supervisor allocations:

Student Psychologist	Casework Supervisor
Ms. Carola Von Schauroth Ms. Nontando Ndlolu	Ms. Camagwini Gqibitole
Ms. Charlotte Mkhasebe Ms. Neziwa Mqoboli	Ms. Tracey Whitehead
Ms. Andiswa Mgwatyu Ms. Stephanie Marais	Prof. Megan Campbell

In addition, you will receive supervision of your community interventions. The supervisor is **Ms Camagwini Gqibitole** 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.

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 **Community Engagement Co-ordinator Ms Camagwini Gqibitole**. While you should become a competent therapist, you should also be able to provide psychoeducation, as well

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

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.

Case conferences

Case conferences are an important part of your learning. Like everything else, these are compulsory. Throughout Terms 1 -3 you will find CBT, Psychodynamic, Child therapy and Child screening assessment case conferences scheduled into your calendar on a Tuesday morning before your casework supervision. These platforms are an opportunity for students to apply psychological theories to casework with the lecturer of that module, for feedback and learning.

During Term 4 all student counselling psychologists will present a case on a **Friday morning from 8:30am – 9:30am**. These case presentations will be formally evaluated and count towards your coursework mark. Key components of this presentation should include:

1. Identifying data
2. Presenting problem/s
3. History of presenting problem/s
4. Relevant background history
5. MSE
6. Testing protocol/s findings and interpretation
7. Diagnosis
8. Formulation – remember to use your 4 Ps!
9. Treatment plan/Recommendations

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:

29 August	Prof Megan Campbell
5 September	Ms Carola Von Schauroth
12 September	Ms Neziswa Mqoboli
19 September	Ms Nontando Ndlolu
26 September	Ms Stephanie Marais
3 October	Ms Charlotte Mkhasibe

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).

Use of AI tools for academic writing

As with any technology, Generative AI is not necessarily inherently either good or bad. This largely depends on how the technology is put to use in practice. The careful use of Generative AI tools can provide students with opportunities to foreground the process of academic writing (which is often assumed or taken for granted), to reflect on this process, and to improve on it through skills development.

1. Planning your writing

A large part of the way we use Generative AI tools depends on the prompts we feed into the generative software. One potentially useful way of using Generative AI to help improve your writing is to foreground the process of writing. You could do this by using the Generative AI to assist you in planning your essays / assignments. The algorithms upon which AI platforms like ChatGPT are built enable the trawling of huge information repositories / databases in order to generate responses to prompts / queries. As a result, one of the things that Generative AI tools are able to do relatively well (depending on how carefully they are prompted) is generate suggestions for the structure of assignments / essays / discussions on a given topic. If you make use of Generative AI in this way, it can develop an outline or plan for you to base your assignment on. Naturally, this may not always be 100% appropriate to the assessment task you have been set, so it will still require you to reflect carefully on whether the AI generated essay plan meets all of the requirements of the assignment. Nevertheless, this is a potentially useful first step in the process of developing an assignments. It is also often one of the most difficult for writers – getting a clear structure / plan for your essay down on paper. Generative AI can make this much easier.

2. Refining your writing

Another important aspect of writing in general, and academic writing in particular, is hitting the right tone / register. This is a skill that writers have to learn and practice – hopefully getting better at it over time. How many times have you received feedback on your written work that tells you that your argument has not been made clearly enough, or that you have used language that is too informal? Sometimes we also try too hard to sound “academic”, with the result that our writing ends up being overly complicated, or looks like we’re trying too hard to sound clever. Generative AI tools can help with this if you use the technology as a sort of writing respondent. You can ask the AI to provide feedback / critique of your writing, or even to assist you in tightening up the grammar, or academic tone. Again, this is an important part of the process of writing – reviewing and editing your work before submitting it – that is often not emphasized enough and which many students consequently do not think to do. Using Generative AI technology as a virtual writing respondent can assist you to reflect on **how** and **what** you write and normalise the process of reviewing and reflecting on the work you produce. As you get more familiar with the requirements of writing academically, and grow in confidence as a writer, you may find you need to rely less and less on tools like Generative AI for this kind of assistance.

3. Opening up access to Knowledge Production

A third potentially important aspect of Generative AI technologies in the context of Higher Education is the potential these technologies entail for creating access to knowledge production conversations. This is especially important for students who are still finding their academic voice. It is also essential for students from the so-called ‘global South’, or contexts characterised by stark socio-economic inequalities that impact on the kinds of educational opportunities that people may have been exposed to. Through using these technologies in the ways described above, Generative AI tools can be useful in assisting students whose educational background may not have prepared them perfectly for the demands of the Higher Education setting, or those for whom the language of instruction at

University is not their first (or even second) language. Generative AI tools can be used to clarify and develop students' thinking and academic writing skills. This is hugely important in the context of increasing access to spaces of Higher Education, processes of transformation in Universities as well as the democratisation of spaces of knowledge production.

Possible tools you could explore include:

- Writing: ChatGPT
- Citations: Junia and Scite
- Systematic reviews: Covidence and Rayyan

All of these abovementioned advantages of using Generative AI tools do, however, rely on one important thing: ***the orientation of the student making use of them***. You have to be prepared to ***reflect on and engage critically with the process and purpose of academic writing*** in order to derive the most benefit out of using AI tools in the ways mentioned above.

The use of Generative AI technologies is not, unfortunately, all positive. There are some serious ethical issues that do require careful consideration. Some of these are set out, briefly, below.

4. How the AI algorithms work and learn

Generative AI platforms function according to programming algorithms that allow them to search for relevant information in incredibly vast databases of stored information, incredibly quickly.

'Relevance' is determined by the parameters of specific prompts that are fed into the AI. Based on searching through these databases, the AI algorithms then generate responses to prompts ***based on statistical probability***. In other words, the Generative AI program looks at how information in the databases it has searched through is typically / most commonly arranged. Once it identifies these patterns, ***the AI generates its responses by calculating what words / phrases / sentences are most likely to occur together, or to follow each other***. Importantly, this means that what the Generative AI produces may not always be 100% correct, or perfectly relevant to the specific topic you want it to generate text about. There is a chance that the AI has identified patterns in the databases incorrectly, or that the predictions it has made about which words / phrases should occur together may be incorrect. It also means that what the Generative AI produces is based on what sentences / phrases occur most frequently in the information databases it has searched through. This can result in the potential for informational bias. For instance, if the AI is mostly searching through information databases from the 'global North' or the USA, then what it produces may have a North American flavor (*sic*). As a result, the content produced by Generative AI may not be perfectly appropriate to the specific assignments that students are tasked with writing. It is therefore really important not to rely on the Generative AI to generate the content of your assignments for you. The AI itself is not able to judge (or even understand) the ***meaning*** of what it produces. Remember, Generative AI tools generate responses to prompts based on statistical predictions about what words / phrases are most likely to be paired together, ***not on the basis of what those words mean***. So, if you are going to make use of Generative AI tools, be aware of their limitations and always critically reflect on what has been produced. ***You, the student, have to be an active participant in the writing process.***

5. Acknowledgement of source material in Generative AI outputs

An important ethical consideration regarding the use of Generative AI tools is that the information databases that AI algorithms trawl through are made up of writing and academic labour produced by other people. As you know from your own academic writing up to this point, this means that thought, work, time, effort and creative energy have gone into the information that is trawled through in the databases that AI platforms have access to. As a result, ***whatever the Generative AI produces is based on the labour of others. This is certainly not acknowledged or explicitly referenced.*** There are also questions to be asked about whether the collation of information into the databases accessible to Generative AI platforms has been done consensually and with the foreknowledge of everyone whose creative labour has in some way (large or small) been incorporated and drawn on in this manner. To some degree ***it is possible to make the case that anything generated by AI tools is at least in part premised upon the unacknowledged labour of others.*** While this may not constitute outright plagiarism, it certainly feels like an ethical grey area. Consequently, you are urged to think carefully about the ways in which you make use of Generative AI tools and to limit this use to that which is least ethically questionable.

Probably the safest and least contentious way to use Generative AI is to engage with it as a writing development / refinement tool.

Given the preceding discussion of some of the advantages and disadvantages of using Generative AI technologies in academic writing, the Department of Psychology recommends the following practices for using these technologies in academic writing:

- If you do make use of Generative AI technologies in your academic writing, it is important to be open and honest about the nature and extent of this usage, and to provide evidence of how you used Generative AI in your work. A good guideline to follow is to consider whether the AI output is ***based on*** your own writing, or ***instead of*** your own writing. The former is acceptable, the latter is not.
- It ***is acceptable*** to make use of Generative AI technologies to ***summarize / synthesise already published research, or theoretical material.*** There are specific AI tools / platforms that are geared towards this particular function. However, when you use Generative AI tools in this way and draw on it in your own academic writing, you should acknowledge that these summaries / syntheses have been produced by an AI tool through ***appropriate citation / referencing.*** In addition, you should ***provide evidence*** of the prompts you used to get the AI to generate summaries / syntheses of the original material through the inclusion of relevant ***appendices to your work.***
- It ***is acceptable*** to make use of Generative AI prompts to ***generate essay plans / outlines*** that assist you in structuring your assignments. If you make use of Generative AI in this way, you will be expected to ***submit screenshots of the AI prompt(s)*** you generated, ***as well as the essay plan / structure that the AI tool generated*** for you as ***appendices*** to your assignment. This will enable the markers of your work to assess how you wrote your essay in response to the structure / plan developed by the Generative AI.

- It **is acceptable** to make use of AI technology to assist in **refining your writing, or to obtain editing / grammatical feedback** on your work. If you make use of Generative AI in this way, you will be expected to **provide examples** of your **original unedited writing**, screenshots of **the prompt(s)** you generated, **as well as the AI generated output** as **appendices** to your assignment. This will enable markers of your work to assess how you responded to feedback on your writing from the Generative AI.
- However, you choose to make use of Generative AI tools in your academic writing, the overarching principle should always be that **the writing you submit for assessment should be your own work**. It is therefore **not acceptable** to submit assignments for grading **where the text has been, in whole or in part, generated by an AI tool** in response to student-generated prompts **instead of having been written by the student themselves**.

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.

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.

Course mark structure

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

Course Mark Structure for Counselling Programme 2025		
Coursework Total = 66%	Class mark, which includes: <ul style="list-style-type: none"> • Psychopathology Test (5%): Fri 9 May 12pm • Research Proposal (5%): due Mon 7 July 12pm • Community intervention essay (5%): Mon 25 August 12pm • Case Conference presentations (5%): Term 4 Friday mornings 8:30am • Lifespan Development assignment (5%): Fri 10 October 12pm • Midyear Oral Exam (10%): Thurs 12 June 	35%
	Exam Paper 1: Assessment Monday 20 October	7%
	Exam Paper 2: Psychological Therapies Monday 27 October	7%
	Exam Paper 3: Professional Practice Monday 3 November	7%
	Oral Examination Tuesday 11 November	10%
Research Thesis Total = 34%	A focused research project that is relevant to the area of Counselling Psychology	

Coursework Mark

The coursework mark is the average mark of the five assignments: psychopathology test, a research proposal, community engagement reflective exercise, case conference presentation and lifespan development academic assignment, as well as the midyear oral exam. This comprises 35% 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 evaluate 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 examinations in June and November take 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 last week of T2 and the week after the final written paper in November. 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. You will also receive formative feedback for both exams.

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.

Bateman, A., Brown, D., & Pedder, J. (2010). *Introduction to psychotherapy: an outline of psychodynamic principles and practice*. Routledge.

Beck, J. S. (2020). *Cognitive behavior therapy* (3rd ed.). Guilford Press.

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

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..

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.

It is not necessarily a requirement that you own a copy of these books as copies are available in the RU library, however, your own copy is obviously much more convenient.

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 Makhanda 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 14h00 and ends at 16h00. Masters students are encouraged to use the tearoom facilities in the Department and at the Clinic between seminars and over lunch breaks.

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.

Your office colleagues are as follows:

Student Psychologist	Office Number:
Ms. Carola Von Schauroth Ms Neziswa Mqoboli	7
Ms. Nontando Ndlolu Ms. Andiswa Mgwatyu	8
Ms. Stephanie Marais Ms. Charlotte Mkhasibe	9

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. You will complete your internship at the **Rhodes University Student Counselling Centre**. It is now an HPCSA requirement that student psychologists registered at a particular university complete their internships at the linked university internship site. The linked site for Rhodes University is the Rhodes University Student Counselling Centre which includes a rotation at the Joza Assumption Development Centre Counselling Hub.

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.