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COURSE OUTLINE AND STRUCTURE 2019

1. The Definition of Counselling Psychology at Rhodes University

Our understanding of Counselling Psychology is informed by the Health Profession Council of South Africa (HPCSA)’s Scope of the Profession of Psychology, the Scope of Practice of Counselling Psychology as well as the local and international literature.

This literature suggests that the domains of practice for Counselling Psychology include (1) enhancing human development and potential, including career development, empowerment and assisting those who are negotiating major life transitions and difficulties without considering themselves to be mentally ill; (2) preventive interventions to prevent or delay psychological problems, reduce the negative impact of these problems, and/or promote health and well-being; (3) assessing and evaluating life experiences or psychological distress and to assist with pertinent life decisions; and (4) the psychotherapeutic alleviation of psychological disorders and distress, especially those that affect the large majority on the mild-to-moderate part of the spectrum, who do not require inpatient psychiatric treatment and who often do not receive any sort of treatment at all. While there is an inevitable overlap with other specialities within psychology, counselling psychology is best distinguished not by the clients that are seen but rather by the values that inform practice: a focus on people’s strengths and well-being; always locating people in their socio-cultural and developmental contexts, emphasising diversity, multiculturalism and intersectionality; an emphasis on the importance of the therapeutic relationship; and promoting social justice, with attention given to the impact of socio-political and economic factors on people’s lives.

2. Objectives and Outcomes

The aim of the Counselling Psychology programme is to facilitate the development of students into a functioning professional and compassionate Counselling Psychologist. This broad aim leads to more specific objectives, involving the building of your applied knowledge and practical competence, through six overlapping teaching modules that are summarised below.

You will work towards the objectives specified in each module through a combination of seminars and practical work. The seminars will introduce the main concepts needed for applied work, while your supervised casework, both individual and within community contexts, will be the opportunity to put theory into practice and develop your applied skills.

By the time you complete the first year of training you will be ready to embark on your internship, during which you will function as a supervised paid professional with considerable responsibility. As part of the internship you will receive additional training and on-going supervision, but you will be working independently much of the time. At the end of the internship, if your work meets the required standard, you will be able to take the Board Examination and, on passing, register as a Counselling Psychologist in Independent Practice.
3. **Teaching Programme**

While there is initial overlap between the training programmes in Counselling and Clinical Psychology during the introductory block, there are a number of important differences that are incorporated into the balance of the coursework and practice. The teaching programme is built around seminars in six broad modules in the first year, including:

**a. Counselling Psychology Professional Practice**

Much of your training in contextual, professional and ethical aspects of work as a Counselling Psychologist will occur in your supervised casework, case presentations at the Counselling Centre and in your community project. In these experiences you will encounter the challenges posed by working with clients of different ethnic, cultural and socio-economic backgrounds, the questions about your role as a professional in relation to your clients and to other professionals, and the kinds of ethical dilemmas that are encountered in everyday practice. These experiences will be supported by seminars on the professional identity of counselling psychologists, and on the contextual issues of multiculturalism, poverty, inequality, the high incidence of HIV infections, heteronormativity and their relationships to well-being and mental health. The seminars on critical health psychology will draw on the current research of the CSSR under the leadership of SARChI chair prof Catriona Macleod, informing innovations in practice in public health. This aspect of the course will emphasise the role of counselling psychologists in consultancy and support work with frontline workers. This module also includes seminars on ethics and human rights and develops your skills in reflective practice. The module is assessed by a written assignment (lifespan development) and a written examination in June.

Seminars in this module include:

- Counselling Psychology Professional Identity (3 seminars)
- Multiculturalism (2 seminar)
- Heteronormativity and ‘rape culture’ (2 seminars)
- Reflective Practice (2 seminars)
- Ethics and Human Rights (5 seminars)
- Lifespan development (6 seminars)
- Inequality, poverty and mental health (1 seminar)
- HIV/Aids and mental health (4 seminars)
- Critical Health Psychology (4 seminars)

**b. Psychological Assessment Module**

In the introductory block, you will be trained how to conduct an intake interview and to write a report that organises and summarises the information gathered. You will also be trained to
use a range of assessment tools including observation, interviews and psychometric tests in domains of cognitive, scholastic, personality and career functioning. During the year you will conduct at least one general assessment and one specialised career assessment under supervision. Your progress in your assessment cases will be evaluated by your supervisors. To assess your progress, a written assignment will contribute towards your class-mark and there is also a written examination at the end of the year.

Seminars in this module include:

- Introduction to Assessment: Principles and psychometrics (5 seminars)
- Cognitive testing of adults (3 seminars); children (3 seminars); and cognitive screening testing (2 seminars)
- Emotional testing of children (2 seminars)
- Career Psychology (6 seminars) leading to a career assessment

**c. Psychological Interventions Module**

You will receive training in two major psychotherapeutic traditions: Cognitive-behavioural and psychoanalytic therapies. In addition to a thorough grounding in these two traditions, you will receive input on Narrative orientation to working with clients in your Child Therapy module. You will also receive training in group therapy, crisis counselling, HIV and AIDS counselling, family and couples therapy. For practical casework, each student will be assigned, in pairs, to a supervisor.

During the year you will have the opportunity to attend the Counselling Centre case conferences and to present a case of your own in the Clinic later in the year. Assessment is both formative and summative.

Diagnostics: You will be trained in the DSM and ICD diagnostic systems for mental disorders. Your diagnostic skills will be assessed by your therapy and assessment supervisors, during your oral and written examinations. During the introductory block, you will engage in 4 seminars as an introduction to Psychopathology, Diagnosis in Mental Health, Descriptive Psychopathology, DSM and ICD Systems.

Then, as part of your Cognitive Diagnostics and Therapy course, Depressive, Anxiety, Eating and Excessive Substance Use Disorders as well as Personality Disorders will be covered in an integrated way. Also, given the high incidence of the consequences of trauma for mental health in our context, 4 seminars will be devoted to ‘Understanding Trauma’.

To prepare you for your first casework, you will cover the following in the introductory block:

- Basic Counselling Skills (5 seminars)
- Solution-focused therapy (2 seminars)
- Introduction to Cognitive therapy (5 seminars)
• Introduction to Psychoanalytic Psychotherapy (5 seminars)
• Introduction to working therapeutically with children (5 seminars)

Therapeutics seminars in the rest of the module include:
• Cognitive Psychotherapy (8 seminars)
• Trauma and Crisis intervention (7 seminars)
• Family Therapy (5 seminars)
• Couples Therapy (5 seminars)
• Group Therapy (5 seminars)
• Crisis Intervention (5 seminars)
• Career Psychology (6 seminars)

At the end of each semester you will write examinations and you will present yourself for an oral examination at the end of the year that tests your diagnostic and psychotherapeutic knowledge. Throughout the year, your progress in your casework will be evaluated by your therapy supervisors.

d. Child Psychology Module

This module has a specific focus on applications of psychology to work with children and adolescents within school and family contexts. It incorporates both elements of the assessment and of the interventions modules, some of which are reflected above. In the introductory block, the following are covered:
• Assessment with Children (Intake) (1 seminar)
• Intellectual Assessment of children (4 seminars)
• Emotional Assessment (2 seminars)

During the two semesters, seminars in this module include:
• Introduction to working with children, including play therapy (5 seminars)
• Child Psychopathology and diagnostics (5 seminars taught by a consultant child psychiatrist)

Then, you will also focus on Child Therapy (10 seminars) as a distinctive modality, with opportunities to observe live / videotaped play therapy sessions in conjunction with this course, including:
• Narrative work with children
• Other child-specific approaches including Child-directed playroom work; attachment therapies and Theraplay; and Expressive Therapies and Sandtray work.

This work happens within the contexts of school and family (Family Therapy 5 seminars). It is evaluated during the casework supervision slot throughout the year and formally in the psychotherapy examination in November.
e. Community Psychology Module

You will receive training and supervision in community psychology interventions. During the year you will plan and implement a community intervention with weekly group supervision once these engagements with community partners kicks off. In addition, you will each have an opportunity to spend 2 weeks on the Phelophepa train, with briefing and debriefing sessions related to this experience (3 seminars). The development of your community psychology skills are assessed by a written assignment. This module incorporates 10 seminars in Community Psychology, including topics and approaches related to systemic considerations and poverty, inequality and mental health; and a practical session on how to engage in psycho-educational workshops.

f. Research Module

Your research module focusses on the application of research in service of your practice and is situated within the scientist-practitioner model of professional practice. You will attend seminars on interpreting research, and design and proposal writing. Research ethics will be attended to. We also refer you to the RU Postgraduate Studies research programme on Thursday afternoons. In addition to these workshops and seminars, you will be allocated a research supervisor who will guide your research and the writing of your thesis. You will be required to submit a research proposal in the first semester as part of your year mark. This submission is an explicit DP (Duly Performed) requirement for the first semester. Finally, this module will be assessed by the external examination of your research thesis.

4. The Thesis

You are required to conduct research and write a thesis that comprises a third (34%) of the total mark for the degree.

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

Format A (Thesis format): The thesis, which should not exceed 50 pages of 1.5 spaced text (approximately 21000 words), excluding references and appendices. Normally this thesis will be structured in conventional format with the following components: Title page; Declaration; Abstract; Table of contents; Acknowledgements; Introduction[10%]; Literature review[20%]; Methodology[15%]; Findings[25%]; Discussion [20%]; Conclusion[10%]; Reference list; Appendices.

Format B (Journal article format): Students are required to submit their research in the format of a publishable journal article. This article must adhere to all the requirements of a specific journal. The relevant journal guidelines must 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. You must also be able to demonstrate that the topic you have chosen is relevant to the practice of counselling psychology in South Africa.

Please note that you will be expected to begin work on your dissertation early in the year so as to be able to present a well-prepared proposal to the Department’s Research Proposal and Ethics Review Committee (RPERC) as soon as possible. Submission deadlines are available from the relevant staff research coordinators. 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. Furthermore, it is important to note that you may NOT proceed to the Board examination and registration before the research component (thesis) is finalised.

5. Casework

a. Assignment of cases

Towards the end of March you will be assigned your first client through the Rhodes Psychology Clinic. You will gradually build up your caseload by the end of the second term to a maximum of five clients. Cases are assigned to your supervisors who will allocate cases to you at your supervision meetings. Supervisors and Programme co-ordinators will try to ensure that all students obtain a broad range of experience in both adult and child work in both assessment and psychotherapy. Clients MUST be contacted within 1 week of allocation and before the next supervision meeting. The first appointment should be arranged within 2 weeks from allocation. All client work will include an assessment during the intake phase, however the referral question will determine the extent to which the focus is on assessment (inclusive of psychometrics) or / and therapeutic interventions.

b. Assessment cases

Each student should expect to complete at least two full psychological assessments during the year (one of these being a general assessment and another being a career assessment). The intake interview for an assessment case is often considerably longer than it is for a psychotherapy case. The intake interview will usually be followed by a battery of psychological tests that are planned and selected in consultation with your assessment
supervisor. Students must contact the dedicated assessment supervisor (GW) allocated within 2 days of the case allocation. There might be a grouping of some students per supervisor with assessment requests of a similar nature in order to streamline the supervision process. You will be organised into peer supervision pairs for your assessment work and it is essential that you use this to scrutinise one another’s test protocols, checking the accuracy of the scoring and reading through one another’s draft assessment reports before meeting with your supervisor. The structure of assessment supervision tends to follow the following process:

   i. Initial meeting with supervisor to discuss referral and unpack focus of reason for referral i.e. functional clusters and domains to be assessed.
   ii. Independently, the student does the intake, processes and structures the intake information, writes a draft case history and sets up a meeting (Meeting 2) with supervisor to discuss this information and how it will inform the psychometric battery. A follow-up psychometric testing session is set up with the client at the last intake meeting.
   iii. Meeting with supervisor is arranged (Meeting 2) to plan testing or other appropriate assessment measures. Students must come to this meeting prepared and with their own suggestions of psychometric battery.
   v. Student does scoring, draws profiles, and writes preliminary interpretative comments by integrating psychometric information as far as possible (this work should be checked through peer supervision).
   vi. Meet Supervisor (Meeting 3) with SCORED protocols and profiles to discuss interpretation. This meeting, as far as practically possible, should happen within a month of the initial intake. Feedback is discussed with supervisor.
   vii. Student writes appropriate report and submits to supervisor after this has been read through within the peer supervision forum. Supervisor responds to draft and sets up meeting to discuss comments and revisions (Meeting 4). All confidential electronic files must be password protected.
   viii. Corrections to report are conducted and the report is finalized and co-signed by supervisor (Meeting 5).
   ix. Feedback is discussed with supervisor (Meeting 5).
   x. Student sets up feedback session and does feedback session with client(s). Reports are provided to client and sent to relevant parties as appropriate with a Copy on file.

   **ALL assessments MUST have a final report summary on file** (even if not sent out). Processes should be concluded within 2 months of first meeting with client.

c. **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 (e.g. 2 or even 3 sessions during
the first week). 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.

In all cases the assessment, management decisions and treatment must be closely supervised. Supervisors take clinical responsibility for your casework, so it is essential that you discuss the case material and your interventions fully and honestly with them and do not initiate interventions that have not been first discussed. Detailed notes should be made of each therapy session, and students must audio- or video-tape some of these sessions for supervision purposes. You should take your case files to supervision sessions – your supervisor will request to 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. (Couns20**). These case files will be submitted at the end of the year for inspection by the external examiner.

d. 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!). All files must be submitted to supervisors one week in advance of the Supervisors’ Meetings. Towards the end of fourth term, before exams begin, all files must be thoroughly reviewed and updated. You should give the Clinic Secretary a list summarising all the clients you have seen during the year, and, for each case, give the diagnosis and number of sessions of assessment and intervention. Supervisors will come into the Clinic to review your files. These evaluations 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.
e. Case supervision

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. You will learn a great deal from the registered psychologists who supervise your case work, as well as from your fellow students in the child therapy and general psychotherapy supervision groups. There are four ways in which you will receive supervision of practical applied work:

**Therapy Supervision Group:** Counselling psychology trainees will, in pairs, attend weekly two hour supervision with three supervisors (JK/NG; JA; AvdM). Times for the regular weekly meetings are scheduled in the course calendar. In these groups you will learn a great deal not only from your own cases, but also from cases being assessed and treated by other students, so you must attend even when you do not have a therapy case yourself. A pragmatic and integrative approach is followed, but with a focus on the main modalities and orientations aligned with theoretical seminars of CBT and Psycho-dynamic therapy.

**Assessment Supervision:** You will be allocated a supervisor for the assessment aspect of two primary assessment cases (your first career assessment and then a full psychometric assessment – often an examination concession request).

**Community Project Supervision:** In small groups, students will conduct a community project which will be allocated to you. This work will be supervised, and the supervision will take place on Wednesday afternoons. This will follow a structured peer group supervision (SPGS) model developed by Jacqui Akhurst. You will write a reflective report on the project, which will be assessed and the mark will count towards your year mark. The report provides an opportunity for you to consolidate and reflect on the work you have done, and is a valuable part of your learning process.

**A note about supervision:** 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 ALL supervision opportunities inclusive of therapy, assessment, community and research supervision.*

f. Case conferences

There will be occasional case presentations at the Counselling Centre (from the second term onwards) by staff, interns, students and practising psychologists. Later in the year, all students do at least one case presentation (of a psychotherapy or an assessment case). The format will be explained to you. Attendance is, of course, always compulsory.
6. Requirements for Passing the Course

a. 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 the assessment, formulation and interventions of your cases and will write feedback reports for a committee chaired by the Programme Co-ordinator. These reports will be discussed with you.

Also, you will be writing psychotherapy intake and conclusion reports and you will receive extensive feedback as these reports typically have to be revised several times, especially the first two or three. The same is true for your psychological assessment reports.

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 handling aspects of the course these will be drawn to your attention to give you a chance to address them. In return, you will also be asked regularly for written feedback on your experience of modules on the programme. We ask that you provide this feedback honestly. The evaluation forms that you complete are taken seriously by the Programme Co-ordinator and lecturers concerned. You will also meet individually, twice a year with the Programme Co-ordinator to discuss your progress as well as your experience of the programme. The regular co-ordinators’ clinic meetings are another forum in which to provide the co-ordinator with feedback on the course. In addition, a counselling psychology student representative will be elected and meet with the programme co-ordinator each term. This representative should feel free to raise issues that perhaps you are not comfortable discussing personally and that pertain to the course.

b. 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.

c. 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 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).
d. Course mark structure

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

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<th>Course Mark Structure</th>
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<tr>
<td><strong>Coursework</strong></td>
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<td><strong>Year mark</strong>, which includes the combined mark of 4 assignments:</td>
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<tr>
<td>- Career Assessment assignment (5%)</td>
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<tr>
<td>- Lifespan Development Assignments (5%)</td>
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<tr>
<td>- Research Proposal (5%)</td>
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<td>- Community Intervention Reflective Essay (5%)</td>
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<td>Total = 20%</td>
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<tr>
<th>Exams</th>
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<tr>
<td><strong>Exam Paper 1</strong> (3 hours): Counselling Psychology Professional Practice; and Ethics and Human Rights (June) 11.5%</td>
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<tr>
<td><strong>Exam Paper 2</strong> (3 hours): Psychological Assessment (November) 11.5%</td>
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<tr>
<td><strong>Exam Paper 3</strong> (3 hours): Psychological Therapies (November) 11.5%</td>
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<tr>
<td><strong>Oral Examination</strong> (November) 11.5%</td>
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<td>Total = 46%</td>
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<th>Research</th>
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<tr>
<td>A focused <strong>research project</strong> (thesis or journal article format) that is linked to a staff member’s research area/project. 34%</td>
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<td>Total = 34%</td>
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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 exam papers, (2) the class mark, (3) the oral examination, and (4) the research dissertation. Should minimum requirements not be met, students may be afforded the opportunity to write a supplementary examination in January of the following year. This is only allowed at the discretion of the combined decision of the HoD, external examiner and programme coordinator and not an automatic “right”. Normally, students will not be allowed to re-write more than one examination in January. The extension of the M1 programme and delay of starting of internship will be inevitable. It is the responsibility of students to make appropriate arrangements with internship sites should there be a delay in starting the internships. Resubmission of assignments, for whatever reason, will be subject to a capped mark of 50%.

Consult your course calendar for dates of specific examinations in June and November. The oral examination 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 take place in the week after the two end-of-year examination papers have been written. Before
the interview you will be given something to prepare. For example, in previous years students have been shown a video of an assessment interview and been 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 not count towards the overall course mark, but you will receive detailed formative feedback and this is an opportunity to practice for the final oral examination in November.

The class mark is based on the marks awarded to the assessment and career assessment exercises, the child psychotherapy case report, the lifespan development essay and the community project reflective exercise.

Unless otherwise specified, class assignments should be no more than 20 typed pages (10000 words), A4 in length (1.5 spacing, excluding references). References must be cited and listed according to the format specified by the American Psychological Association’s Publication Manual, 6th edition.

**e. Prescribed 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.* As the first term is very full, we have scheduled the programme to include time for reading. However, 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.* In addition, a list of recommended texts is provided at the end of this guide.

**7. Professional and Ethical Standards**

**a. 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. 08h00 to 17h00). 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.
b. **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.

c. **Cordial and respectful relationships**

Professionals have to 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.

d. **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 case work, 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 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 an unnecessary quick conversations that are not serving your client’s best interests.

e. Clinic office 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) in advance.

f. Personal therapy

Coursework and casework material often raise personal issues for students and therefore it is advisable, and strongly encouraged, to be in your own personal therapy during your masters year. Yvonne Scheepers has a list of psychologists in private practice if you are able to afford private therapy. If not then please talk to the Programme Coordinator about how to access affordable individual therapy. The trained Clinical Psychologists at Fort England hospital is a resource for our Counselling Programme.

8. The Time-Table

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 after consultation with the lecturer. (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 10h00; 11h00 to 13h00) with a half hour tea break in between (10h30 to 11h00). The afternoon session begins
at 14h00 and is two hours long. Masters students are encouraged to use the tea room 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.

A course calendar can be accessed on google calendar. This is a “live” calendar and is updated regularly by the course coordinator.

a. **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 **11am** on the deadline date as specified. Please consult your course calendar for specific assignment and case file submissions.

b. **Casework time**

Once you begin your community project and case work, most Monday to Thursday afternoons (and from semester 2, Wednesday mornings) are kept free of seminars, other than the community project supervision, in order to ensure that there is time for your casework, your community project work and assessment supervision. The actual time of your dedicated assessment supervision will be negotiated between students and their assigned supervisor, when an assessment case has been allocated. Please also remember that your Saturday mornings could also be used for casework (and very occasionally for seminars, if necessary). It would be a good idea to get into the habit of reading and/or seeing clients on all Saturday mornings during the university terms.

c. **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.

9. **Internships and Registration as a Counselling Psychologist**

In the second year you 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 discuss the report with you before placing it on file. This quarterly report is sent to the Programme Co-ordinator at Rhodes, 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. **Counselling candidates must have passed their research dissertations before being allowed to sit for this exam.** Once you have successfully passed your research dissertation, you may take the Board Exam during the internship year or afterwards. **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 at the beginning of each year-long period. Communications and registration with the Board are your professional responsibility. In addition, when you complete any stages of the processes and need ‘sign off’ from the HoD concerned or university officials, please allow ample time to get the relevant signatures.

10. Texts

   a. Prescribed Books


b. Recommended Books


11. Staff Portfolios

Counselling Masters Programme Co-ordinator: Jan Knoetze / Lisa Saville Young
Clinic Secretary and Administrative Co-ordinator: Yvonne Scheepers (till June 2019)
Clinic Co-ordinator: [Duane Booysen (on leave)]

a. Lecturers in the Psychology Department involved in teaching on the course

| JA | Jacqueline Akhurst, Professor and Counselling Psychologist |
| SB | Sandiso Bazana, Lecturer |
| AF | Alan Fourie, Senior Lecturer and Clinical Psychologist, Clinical Psychology Programme Co-ordinator |
| JK | Jan Knoetze, Senior Lecturer and Educational Psychologist (Programme Co-ordinator 1st semester) |
| LSY | Lisa Saville Young, Associate Professor and Clinical Psychologist (Programme Co-ordinator 2nd semester) |
| GS | Gary Steele, Lecturer and Research Psychologist |
| LW | Lindy Wilbraham, Professor and Research Psychologist |
| CY | Charles Young, Associate Professor and Counselling Psychologist, Head of Psychology Department |
| SZ | Sizwe Zondo, Lecturer |
| DB | Duane Booysen, Lecturer, Clinic co-ordinator, Clinical Psychologist |
| CSSR | Critical Studies in Sexuality and Reproduction (CSSR); SARChI Chair and Head of Centre: Prof Catriona Macleod |
| HvZ | Henriette Van Zyl, Lecturer |
| LJ | Liezille Jacobs, Senior Lecturer |

b. Clinical Associates of the Psychology Department involved in teaching

| SH | Sue Hawkridge, Clinical Associate, Rhodes University and Consultant Psychiatrist, Western Cape Department of Health |
MN Mo Nagdee, Clinical Associate, Rhodes University, Consultant Psychiatrist, Fort England Hospital and Associate Professor (WSU)
IR Iain Reid, Clinical Associate, Rhodes University and Principal Clinical Psychologist, Fort England Hospital

c. Contract Lecturers and Supervisors
CL Christine Lewis, Counselling Psychologist, RU Student Counselling Centre
LQ Lumka Qangule, Counselling Psychologist in Private Practice
AvdM Adele van der Merwe, Counselling Psychologist in Private Practice
GW Greg Wilmot, Counselling Psychologist, RU Student Counselling Centre and in Private Practice
NG Nicola Graham, Counselling Psychologist
CvV Cora Van Vuuren, Educational Psychologist

d. Counselling Interns at RU Student Counselling Centre (and at Clinic for some casework)
Rachel Bennie
Lekha Daya
Phillipa HaiOne
Tracey Whitehead
[Phumeza Mahe-Poyo]

e. Clinical Interns at Fort England Hospital
Ashleigh Craig
Nisha Michau
Rea Molobela
Brian Robson
Akhona Williams
[Sabi Baninzi]

f. Counselling Students 2019 (Room 18, Psychology Clinic) Phone ext. 7417
Adeline Duiker
Jeslyn Goosen
Zizipho Ludidi
Moosa Maseko
Catherine Parkinson
Thembela Zini

g. Clinical Students 2019 (Room 17, Psychology Clinic) Phone ext. 7416
Mae du Toit
Tsholofelo Khumalo
Sbongile Matebese
Lubayna Moola
Aphiwe Ntsokwana
Brandon Young