“...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)
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Lecturers and Other Staff Involved in Your Training

Programme and Clinic Coordinators

**Professor Charles Young**, Associate Professor and Counselling Psychologist, Head of Department, and the Coordinator of the Programme for Counselling Psychology.

**Ms Nqobile Msomi**, Lecturer and Counselling Psychologist, and Coordinator of the Psychology Clinic.

**Professor Lisa Saville Young**, Associate Professor and Clinical Psychologist, and Coordinator of the Programme for Clinical Psychology.

Academic Staff

**Professor Jacqueline Akhurst**, Professor and Counselling Psychologist.

**Mr Jan Knoetze**, Senior Lecturer and Educational Psychologist.

**Mr Alan Fourie**, Senior Lecturer and Clinical Psychologist (on sabbatical for 2020).

**Professor Lindy Wilbraham**, Professor and Research Psychologist.

**Mr Sizwe Zondo**, Lecturer.

**Mr Duane Booysen**, Lecturer and Clinical Psychologist (on sabbatical for the first semester).

**Dr Tracey Feltham King**, Senior Lecturer and Chairperson of the Research Proposal and Ethical Review Committee (RPERC).

Please note that at the time of writing we are in the process of recruiting a senior counselling psychologist who will join the staff during the course of the year.

Contract Staff

**Dr Lumka Qangule**, Counselling Psychologist in Private Practice.

**Mrs Adele van der Merwe**, Counselling Psychologist in Private Practice.

**Ms Yolanda Nongauza**, Counselling Psychologist at 6 SAI, South African National Defence Force.

**Mr Greg Wilmot**, Counselling Psychologist, Rhodes University Counselling Centre and in Private Practice.

**Mr Justin August**, Lecturer and Psychometrist, Nelson Mandela University.

**Ms Raylene Flannigan**, Clinical Psychologist, Fort England Hospital.
Clinical Associates

**Dr Sue Hawridge**, Consultant Child and Adolescent Psychiatrist, Western Cape Department of Health and Clinical Associate at Rhodes University.

**Professor Mo Nagdee**, Consultant Psychiatrist, Fort England Hospital and Clinical Associate, Rhodes University.

**Mr Iain Reid**, Principal Clinical Psychologist, Fort England Hospital, Clinical Associate at Rhodes University.

Head of the Rhodes University Counselling Centre

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

Student Counselling Psychologists

**Ms Lerato Manyike**

**Ms Mihlali Simukonda**

**Ms Nicole Keet**

**Ms Sandisiwe Nabo-Bazana**

**Ms Staci Francis**

**Ms Zuziwe Ndebele**

Intern Counselling Psychologists

**Mrs Catherine Parkinson**, Rhodes University Counselling Centre.

**Ms Moosa Maseko**, Rhodes University Counselling Centre.

**Ms Zizipho Ludidi**, Rhodes University Counselling Centre.

**Ms Thembela Zini**, Rhodes University Counselling Centre.

**Ms Adeline Duiker**, Rhodes University Counselling Centre.

Definition of Counselling Psychology at Rhodes University

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

For us, counselling psychology is a progressive, value-based specialty 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. You should take some responsibility for your own learning and pay attention the alignment between the course modules and their seminars and the competencies as defined in the document. Judge your progress against these standards.

Aim of the Programme

The aim of this programme is to train ethical and skilful practitioner counselling psychologists who can work in diverse South African contexts.

In recent years, we have slightly reduced the number of seminars to allow more time for applied work, to ensure that you can keep up with the readings and make good use of your supervision. Alongside this, we have sharpened the focus of the course on the competencies of counselling as defined by the HPCSA and others. This careful balance between coursework, practice and supervision, refined over years of training counselling psychologists, is essential to develop the knowledge and skills to become competent counselling psychologists.

A recent information-processing model of the acquisition and development of therapist skills links three crucial information-processing systems: (1) a declarative system, (2) procedural systems and a (3) reflective system (Bennett-Levy, 2006). Simply put, the declarative system is theoretical knowledge that you need to practice as a counselling psychologist, which you will primarily gain in seminars and by reading and by interacting with your peers. The procedural system involves the
skilful performance that is required in assessment and intervention. This knowledge is often tacit and much less easily taught. Supervision is a key component to developing procedural knowledge.

The third component, the reflective system, is perhaps the one most often neglected, yet it plays a key role in the development of professional expertise. It is in reflecting on practice that the transfer of declarative knowledge into procedural knowledge (and vice versa) is facilitated. The ability to be a reflective practitioner is essential in order to develop from a novice psychologist, which is the intended outcome of our training programme, into a skilled expert, which requires years of practice and supervision. Moreover, reflection is also an important requirement of ensuring that your practice is always aligned with the values of counselling psychology.

Bennett-Levy makes the distinction between general reflection and self-reflection, both essential components of interpersonal and therapeutic skills development. General reflection is the ability to think through issues to do with counselling psychology practice, while self-reflection is a more personal reflection on the self as a counselling psychologist (Bennett-Levy et al., 2009). Good counselling psychologists must be self-aware, and this self-awareness comes from self-reflection.

During the seminars and especially during supervision you will be encouraged to reflect-on-action, which is to think about your casework, which will help you to develop the ability to reflect-in-action, which the ability to think about the self as a psychologist during the actual therapeutic encounter.


**Course Modules**

**Counselling Psychology Assessment**

This module comprises 50 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 and there will be others be Topics include the following:

1. Measurement & Psychometric Theory
2. Adult Diagnosis
3. Child Diagnosis
4. Adult Intake interviews
5. Parent/Guardian Interviews
6. Child/Adolescent Interviews
7. Psychometric assessment: Child Intellectual Screening (e.g., Draw-a-Person, Raven’s Progressive Matrices, Bender Visual Motor Gestalt Test)
8. Psychometric assessment: Adult Intellectual Screening
9. Psychometric assessment: Child Intellectual Assessment (e.g., Wechsler Intelligence Scale for Children)
10. Psychometric assessment: Adult Intellectual Assessment (e.g., Wechsler Adult Intelligence Scale)
12. Psychometric assessment: Adult Emotional Assessment (e.g., The Clinical Outcomes in Routine Evaluation Measures, the Beck Measures and others)
13. Psychometric assessment: Child Emotional Assessment (e.g., Projective tests (Bene-Anthony Family Relations Test, Children’s Apperception Test), Strengths & Difficulties Questionnaire)
14. Psychometric assessment: Adult Personality Assessment (e.g., NEO Personality Inventory)
15. Psychometric assessment: Neuropsychological Assessment (e.g., Osterreith Rey Complex Figure, Finger-Tapping Test, The Rey 15-Item test)
16. Psychometric assessment: Career Assessment (e.g., Self-Directed Search, Values Scale, Jung Personality Questionnaire, Career Interest Profile)
17. Report writing: Writing a case history and presenting test findings
18. Communication of findings in oral presentations
19. Medicolegal opinion

Counselling Psychology Interventions

This module comprises 50 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.

1. Cognitive Therapy (Major framework): Adult
2. Psychodynamic Therapy (Minor framework): Adult
3. Community Psychology Interventions
4. Play Therapy
5. Person Centred Therapy Workshop
6. Couples Therapy Workshop
7. Crisis Intervention Workshop

Counselling Psychology Professional Practice

This module includes 50 seminars that cover the theoretical, contextual and ethical topics necessary to practice as a counselling psychologist in South Africa.

1. Ethics & Legislation
2. History and values of Counselling Psychology
3. Mental health and well being
4. Life Span Development
5. Resilience and Adjustment
6. Sociocultural contextual factors in SA (Culture, Language, Race)
7. Working with Marginalised groups (Disability, Sexual and Gender identities, Poverty, HIV/AIDS)
8. Reflexivity
9. Conducting workshops
10. Training to train workshop
11. Family Systems Workshop / Family Therapy
12. Career Psychology Workshop
13. Positive Psychology Workshop
14. Health Psychology Workshop
15. HIV/AIDS & mental health
16. HIV/AIDS test counselling

Research in Counselling Psychology

You will 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 mark 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 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. The dates of the meetings will be made available. You will also be required to submit an ethics application to the Rhodes University Ethical Standards Committee (RUESC). Only once the proposal and ethics protocol have been approved by the RPERC and RUESC 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 also 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.

**Casework**

By the end of March, you will have been allocated your first cases through the Psychology Clinic. You will gradually build up your caseload by the end of the second term to a maximum of five individual clients and a community project. 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.

**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 supervise your casework and your student supervision partner.

The casework supervisors are Professor Charles Young, Mrs Adele van der Merwe and Ms Yolanda Nongauza (Ms Nongauza will supervise until a fulltime senior counselling psychologist has been appointed).

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

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

Detailed notes should be made of each contact session with your clients, and students must audio- or video-record some of these sessions for supervision purposes. You should take your case files to supervision sessions – your supervisor will inspect them from time to time so they should always be kept up to date. Always keep all case information in the file to prevent loss or misplacing information. Files are highly confidential documents and need to be treated as such. All confidential electronic documents, such as confidential case reports emailed to supervisors for review, must be password protected.
The supervision you receive throughout the year is one of the most important ways in which you acquire the applied skills you need for professional practice as a counselling psychologist.

**Psychotherapy cases**

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

**Assessment cases**

You should complete at least 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 outlines 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.

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

Community intervention

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

The community engagement supervision will be in a group format. You will complete a reflective exercise as an assignment that will count towards your coursework mark.

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 examiner\(^1\) 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.

Case conferences

Case conferences are an important part of your learning. Like everything else, these are compulsory. All student psychologists will have the opportunity to present a case during the year. The idea of a

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\(^1\) The external examiner will always be a registered counselling psychologist and a senior academic at another institution. The current external examiner is Professor Nhlanhla Mkhize of the University of KwaZulu-Natal.
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.

The Phelophepa Health Trains

The Department has secured the opportunity for our student psychologists to join the Phelophepa Health Trains from 16 to 27 March, either in Stutterheim or Ulundi. Although this means some time away, it is an excellent opportunity to gain primary-healthcare exposure in under-serviced, rural communities. Most students report that this is a most valuable experience.

If for some good reason, you are unable to take up this opportunity, then you should let your course coordinator know early in the year.

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.

The test library should remain locked at all times. You may collect the key when you need to use a test. Once you have collected the test, you should return the key and 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 not collect or return a test on behalf of anybody else.

Access to the library is restricted to certain times that will be communicated to you. Please plan around these times.

As is the cases with client records and other confidential material, any breaches of the rules about access to the test library are a serious disciplinary offence.

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 that do not include confidential client information 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).

Course mark structure

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

<table>
<thead>
<tr>
<th>Course Mark Structure</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework &amp; Exams = 66% (two thirds of the degree)</td>
<td>66%</td>
</tr>
<tr>
<td>Coursework (20%)</td>
<td>20%</td>
</tr>
<tr>
<td>Career Assessment Assignment (May, Term 2)</td>
<td>5%</td>
</tr>
<tr>
<td>Research Proposal (June, Term 2)</td>
<td>5%</td>
</tr>
<tr>
<td>Lifespan Development Assignments (Term 3)</td>
<td>5%</td>
</tr>
<tr>
<td>Community Intervention Reflective Essay (Term 4)</td>
<td>5%</td>
</tr>
<tr>
<td>Exams (46%)</td>
<td>46%</td>
</tr>
<tr>
<td>Exam Paper 1 (3 hours): Psychological Assessment (June)</td>
<td>11.5%</td>
</tr>
<tr>
<td>Exam Paper 2 (3 hours): Counselling Psychology Professional Practice (November)</td>
<td>11.5%</td>
</tr>
<tr>
<td>Exam Paper 3 (3 hours): Psychological Therapies (November)</td>
<td>11.5%</td>
</tr>
<tr>
<td>Oral Examination (November)</td>
<td>11.5%</td>
</tr>
<tr>
<td>Research = 34% (one third of the degree)</td>
<td>34%</td>
</tr>
<tr>
<td>Research Thesis (34%)</td>
<td>34%</td>
</tr>
<tr>
<td>A focused research project (either a traditional monograph of around 50 pages or a journal article written according to the author guidelines of an identified journal in psychology) under supervision of your assigned research supervisor that is demonstrably relevant to the practice of counselling psychology in South Africa.</td>
<td>34%</td>
</tr>
</tbody>
</table>

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

Coursework Mark

The coursework mark is the average of four assignments: a career assessment report, a research proposal, a lifespan development academic assignment, and a community engagement reflective exercise. This comprises 20% 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 20 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: Paper 1, which is written in June, will involve a number of essay questions that test your theoretical and practical knowledge of Counselling Psychology Professional Practice. Papers 2 and 3, which are both written in November, will each involve a single detailed case study with compulsory and optional questions prepared by various lecturers and covering various aspects of psychological assessment and therapies respectively. A supplementary exam, usually for no more than one of the three written papers, may be awarded in special cases with the permission of the Head of Department. In such cases, the overall mark for the paper will be capped at a maximum of 50%. Supplementary exams may delay the start of your internships.

**Oral Examinations**

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

**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 2021, 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. 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.

Professional and Ethical Standards

Stay in contact

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

Time keeping

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

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

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

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

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

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

Dress code

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

Cordial and respectful relationships

Professionals 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.

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 an 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, and telephones, which will be explained to you at the start of the course. You are expected to adhere to these rules and procedures and plan your needs and the use of resources (such as test library equipment) well in advance.

Clinic offices

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

Personal therapy

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

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.

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 winter vacation

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

Internship and Registration as a Counselling Psychologist

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

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

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

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

Counselling candidates must write and pass the Board Examination that is set by the Professional Board for Psychology of the HPCSA. The earliest you can write the exam is in the final quarter of your internship. You may apply to write the Board Examination when your only be able to apply to write the Board Examination once the 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, so 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:
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.

Minimum Standards for the Training of Counselling Psychology.

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.

List of Department Policies for the Counselling Psychology Masters Course

- Plagiarism Policy
- Selection Policy
- Student Impairment Policy
Electronic copies of these policies are available on RU Connected. Hard copies (for reference) are available in the Clinic Administrators office

Prescribed Texts


Appendix: The Course Calendar