

2013

PROFESSIONAL MASTERS IN
CLINICAL/COUNSELLING/EDUCATIONAL PSYCHOLOGY

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UNIVERSITY OF KWAZULU-NATAL
Pietermaritzburg Campus
SCHOOL OF APPLIED HUMAN SCIENCES - PSYCHOLOGY

**MASTERS DEGREE IN CLINICAL, COUNSELLING
AND EDUCATIONAL PSYCHOLOGY**

The School of Applied Human Sciences, Discipline of Psychology of the University of KwaZulu- Natal offers comprehensive professional training in Psychology. The Pmb campus of the school offers the Masters degree in Clinical, Counselling or Educational Psychology. The degree is offered over one year, and students then complete an internship in order to be eligible for registration with the Health Professions Council (HPCSA) as a psychologist. The degree is awarded on completion of all degree requirements, excluding the internship.

The Professional Board for Psychology of the Health Professions Council of South Africa oversees the training, registration and practice of Psychology in South Africa. The HPCSA has stipulated that students are required to complete all the requirements for professional training in Psychology in three years. Students will also be required to complete a national examination set by the HPCSA before they can register as psychologists. From 2013 students will be required to complete all academic qualifications, inc. the thesis, before the internship.

Please note: no student is permitted to change the direction of their Masters degree once the course has begun and until completion of the degree.

NOTE CAREFULLY: This booklet contains a full description of all aspects of the course and the course requirements. All students should carefully read and note all sections at the beginning of the year. It will be assumed that all students have been fully informed of, and have understood and accepted, all aspects of the course. **Please retain this book for future reference as no other copies will be available.**

STRUCTURE OF THE MASTERS DEGREE.

The discipline of Psychology department of this university is located in the School of Applied Human Sciences in the College of Humanities and all students will register this School, regardless of the first degree. The Masters courses in Clinical, Counselling and Educational Psychology are run in parallel, with a fair degree of overlap. The primary differentiation occurs in the practical components of course and in the internship.

This faculty has semesterized the Masters degree into a number of freestanding modules that together make up the Masters degree. However, under certain circumstances it is also possible to take the modules separately. All modules required for this degree are described below as reflected in the university calendar, showing credit points for the module, requirements for admission to the examination (DP) and assessment methods for the module. Also see table in appendix: CCE modules: content and assessment.

A brief description of each module in the course follows. Details of each module can be found in Appendices 1 and 2. For every module the satisfactory completion of the test and assignment is the DP requirement for the final examination.

PSYC 801. Interventions: Methods and approaches. 16C

This module introduces learners to different therapeutic approaches, including psychodynamic, cognitive-behavioral, group therapy, family therapy play therapy, crisis and trauma counselling, and applications of these therapies.

PSYC 802. Psychological practice. 32C

This module equips students with relevant knowledge pertaining to psychological practice. This includes professional ethics, report writing, case methodology in professional practice. Students will be required to conduct psychological interventions with clients as part of this module. Students will receive professional supervision of practical work.

PSYC 803. Psychopathology. 16C

The module equips students with theoretical knowledge in adult psychopathology, child psychopathology and neuropsychology. The module focuses on the aetiology and diagnosis of specific disorders, particular theories related to these disorders, and issues pertaining to treatment. The module will also have an applied dimension that will involve students in participating in diagnosing and identifying disorders in service delivery settings.

PSYC 804. Psychological Assessment. 16C

This applied module introduces students to relevant psychological assessments in all areas of professional practice. This will include intellectual assessments, personality assessments, education and career assessments. Particular attention will be given to cultural aspects of methods used used. Theory, administration, scoring and interpretation of tests will be examined. Each student will have opportunities to administer and interpret tests. Students will also learn report writing for different areas of assessment.

PSYC 805. Community interventions. 16C

The module focuses specifically on understanding community interventions and methods. It comprises theoretical and practical components. The theoretical component covers the basic tenets of community psychology and working in culturally diverse communities. The practical component requires that students engage in a group project in the community. The specific learning outcomes of this module include the ability to conduct a situational analysis, and to develop, implement and evaluate prevention programs in appropriate consultation with community members. Specific skills necessary for working in community settings, such as consultation and training skills, are also important learning outcomes.

PSYC 8SD. Research Dissertation. 96C

Students will be required to conduct a research project on an approved topic, written up as a dissertation report in accordance with the university and College regulations for theses and dissertations. The dissertation report should be approximately 80-100 pages long.

TOTAL CREDITS FOR MASTERS DEGREE = 192cps

As part of the Masters course students are required to do 10-15 hours of supervised practical work per week, in accordance with the regulations of the Professional Board for Psychology of the HPCSA.

Internship

The internship will be completed in the year following successful completion of all components the Masters coursework. The regulations of the Professional Board for Psychology of the Health Professions Council of SA require that interns have a supervising university during the internship year. It is strongly recommended that students from the University of KwaZulu-Natal elect to have this university as the supervising university. In this case, students will be required to register with the University under a special internship code. (See Professional Board Web site for details of all professional training and practice - http://www.hpcsa.co.za/board_psychology.php)

Students must apply for internships during the course of this academic year. Students are advised to apply to a number of internships sites. The sole responsibility for applying for and obtaining an internship rests with each student, not with the university.

OUTCOMES OF MASTER'S COURSE IN CLINICAL, COUNSELLING, EDUCATIONAL PSYCHOLOGY.

The following are the intended outcomes of the Masters course:

- S ability to think in a psychologically informed way about a variety of issues affecting human experience and behaviour
- S ability to theorize about psychological intervention with individuals, groups, systems and communities
- S ability to establish an effective working relationship with individuals, groups, systems and communities
- S ability to assess and perform psychological interventions with individuals, groups, systems and communities
- S ability to practice psychology in an ethical and professional manner
- S ability to understand, interpret and design psychological research
- S ability to communicate verbally and in writing about psychological interventions and research
- S ability to understand the impact of culture on human experience and behaviour, and to implement psychological interventions in a culturally sensitive manner
- S ability to train and supervise other people in basic psychological and behavioural skills

COORDINATORS OF MASTERS COURSES.

Each division of the Masters course has a separate coordinator. Prof Lindegger is the overall programme director in Professional Psychology in Pmb. All inquiries about aspects of the course should be directed to the appropriate course coordinator.

Program Director: Prof G Lindegger / Mr T Sekhesa

Clinical Psychology Coordinator: Prof G Lindegger

Counselling Psychology Coordinator: Ms V O'Neill

Educational Psychology Coordinator: Ms N Buthelezi

Please note that Prof N Mhkize is the Dean and Head of this school, and Prof D Wassenaar is the Academic Leader on the Pmb campus.

COURSE DETAILS: CLINICAL/COUNSELLING/EDUCATIONAL PSYCHOLOGY

1. STAFF

The following are the members of the Pmb staff who will be directly involved in the Masters course in 2013, as well as their teaching areas and research interests.

1.1 ACADEMIC STAFF

Ms N Buthelezi – Senior Lecturer (Educational Psychologist)

Areas: Educational Psychology

Mr Molelekoa Kometsi – Lecturer (Clinical Psychologist)

Areas: Psychopathology and psychotherapy Risk-taking behaviour among adolescents; provision of psychological services in non-urban areas

Prof Graham Lindegger - Professor (Clinical Psychologist)

Coordinator: Overall Pmb CCE course coordinator; Clinical Psychology Masters coordinator.

Areas: Masculinity, psychopathology, psychodynamics inc. object relations, health psychology, psychotherapy inc. CBT, HIV/AIDS.

Ms Carol Mitchell – Lecturer (Counselling Psychologist)

Areas: Developmental psychology, Community Development, Service Learning, Counselling.

Ms Phindile Mayaba – Lecturer (Educational Psychologist)

Areas: Educational psychology

Prof Augustine Nwoye – Professor

Areas: African psychology, counselling and family therapy, memory healing and narrative therapy, African epistemologies, African mentality and postcolonial identity, psychology of African immigrants, 'healing sickness' and intervention rituals, femininity, fertility and sex selection, chewing stick research.

Ms Viv O'Neill - Lecturer (Counselling Psychologist)

Coordinator: Counselling course

Areas: Career psychology, psychology of learning and teaching, psychotherapy

Mr Thabo Sekhesa - Lecturer (Educational Psychologist)

Coordinator: Overall Pmb CCE course coordinator;

Areas: African Psychology, school violence and community violence

Mr Vernon Solomon - Lecturer (Clinical Psychologist)

Areas: Community psychology, crisis intervention, psychopathology, relaxation training, psychotherapy.

Ms Nandisa Tushinii – Lecturer (Counselling Psychologist)

Areas: African cleansing ceremonies focusing on survivors of violence in African countries, conflict resolution in Africa, impact/effect of African rituals on child development

Prof Doug Wassenaar - Professor (Clinical Psychologist)

Academic Leader (Pmb)

Areas: Psychopathology, suicidology, eating disorders, professional issues & professional ethics, research ethics.

Other members of the School in Pmb or at Howard College (Dbn) may be involved in aspects of the course, especially thesis supervision. Members of the Midlands hospital staff will also participate in teaching on an occasional basis.

1.2 ADMINISTRATIVE STAFF

Ms Nondumiso Khanyile: School Administrator

Area: School office matters

Tel: 033 260 5853

Room 31, Psychology Building, PMB Campus

Mrs Sharon Cranston: Assistant Administrative Officer

Area: Undergraduate students

Tel: 033 260 5369

Room 24, Psychology Building, PMB Campus

Mrs Priya Padayachee: Financial Administrator

Area: Finances

Tel: 033 260 5439

Room 26, Psychology Building, PMB Campus

Ms Poppy Eagles: (Temp) Administrator Assistant

Areas: Test library and administration of Child and Family Centre

Mr Sbonelo Dube: Administrative officer

Area: Post grad: Honours, Masters and PhD

Tel: 033 260 5549

2. REGULATIONS AND REQUIREMENTS

The following regulations and requirements for Masters students should be carefully noted:

1. All relevant regulations of the University of KwaZulu-Natal, for Masters degrees, will apply.
2. Students must be registered with the Professional Board of the HPCSA before commencing the course.
3. Students must accept that they will be regarded as professional psychologists from the Masters year. All ethical and legal codes for psychologists apply to Masters students. No deviations will be tolerated.
4. Students are required to abide by standards of professional conduct. Special attention is drawn to the matter of dress and grooming. Students are required to dress in a manner appropriate to the settings in which they work. If in doubt about standards of dress and behaviour, ask for advice or err on the conservative side. Any student who fails to comply with these requirements runs the risk of suspension from all clinical work.
5. No form of casework may be undertaken without explicit prior arrangements for supervision.
6. Attendance at all aspects of the course is compulsory unless prior arrangement has been made with

- members of staff.
7. No student may book consultations with clients at times of classes. Students are expected to attend all classes for their full duration.
 8. As this course is a post-graduate professional training course all students are required to actively participate in all aspects of the course, including classes.

3. COURSE REQUIREMENTS : CCE MASTERS COURSE

In addition to the Duly Performed (DP) requirements spelled out for each module, the following are the requirements for completion of the first year of the Masters course, and for proceeding to the internship. Failure to complete these requirements will lead to students not being allowed to proceed to the internship.

1. Attendance at all course work sessions during the academic year, unless prior permission is granted to be absent.
2. Satisfactory completion of all practical work requirements as laid down by the HPCSA and the School of Psychology.
3. Competence in the administration and interpretation of each test taught in the diagnostic skills sessions by administering the test under supervision the required number of times.
4. At least one full psychological assessment to be submitted each quarter, by the last Friday of each quarter, with a minimum of one assessment in four of the following areas by the end of the course: psychiatric assessment, neuropsychological assessment, child assessment, personality assessment, career assessment, psycho-educational assessment.
5. Satisfactory completion of all course work papers, tests and orals.
6. Satisfactory completion of all course work assignments.
7. Up to date clinical records, including supervision file.
8. All reports (including termination reports) to be completed and filed and dispatched before the commencement of exams.

4. UNIVERSITY FACILITIES AND OPPORTUNITIES.

4.1. SCHOOL FACILITIES

Offices: a general office with desks and cupboards will be made available to Masters students, space permitting. Additional rooms in the School of Psychology and in the Child and Family Centre will be available for consultations. It is possible to loan keys to enter the building after hours, on deposit of R50. Students are reminded of strict security arrangements at the University that include alarm systems in certain demarcated areas.

Teaching staff: staff teaching on the post-graduate program will generally be available to students **by appointment** only.

Notice Board: Masters students should regularly consult the notice board and check emails.

Post: post is delivered to and from the school twice daily. Please check Masters' pigeonhole regularly for post and school messages.

School telephones: Calls related to practical work in the CFC may be made with the assistance of the CFC administrator. Students are expected to make their own arrangements for other calls connected with practical work, and are strongly advised to acquire their own cell phones. Administrative staff will only take messages of a very urgent nature.

Tea: Masters students are invited to tea with staff members on payment of an annual contribution for tea/coffee. This fee also gives students access to facilities in the school kitchen, and the postgrad tea room.

Computers: We are developing dedicated study and computer space which should be available to all masters students in 2013. Access details will be made available when the facility is completed. Students are strongly encouraged to invest in a laptop computer with wireless functionality. Room 23 houses computer facilities which are available to students. The machines have LAN connections and all students must sign up at ITC to gain access to E-mail and the Internet. Psychology building is now wireless. Students must be registered with Computer Services before using latter computers. All masters students are required to be computer literate and should if necessary attend some of the basic computing courses offered by ICT.

Administrator: (see 1.2 above for details) the school employs 4 administrators; Ms N Khanyile (Office No 31) assists with all Masters matters. The administrators' offices and equipment are not available to students. The secretaries are not available to students for typing or other personal work during working hours. Students are responsible for the typing of all their clinical reports.

Video equipment: a comprehensive range of video equipment is available in the CFC. Students may only use this equipment after completing the introductory courses on the VCR system. Each student must acquire a VCR cassette before commencing the course.

Transport: Students will require their own transport to attend practical placements.

Stop watches: all students are required to own their own stop watches for use in the administration of psychological tests. These will not be available from the school or hospitals.

Psychological tests: the school has a comprehensive library of psychological tests. These will be available to students at pre-arranged times (see notice board) from the test librarian. The CFC administrator has overall responsibility for the test library, but students will be expected to service a duty roster for the issue and return of tests. Most tests may only be borrowed for a maximum of 24 hours, and should preferably be returned immediately after use. No tests may be removed from CFC without the permission of the CFC administrator or other member of staff.

4.2. BURSARIES

4.2.1 NRF bursaries can also be applied for and are awarded on academic merit.

4.2.2. University Bursaries: bursaries are sometimes available for students coming to the University of KwaZulu-Natal. Inquiries must be made at the Scholarships/Bursaries Office. Adverts on the university

notice system should also be consulted.

5. COMPONENTS OF THE MASTERS COURSE

5.1. DISSERTATION REQUIREMENTS.

Students are required to present a dissertation, or mini-thesis as an integral part of the Masters course. This dissertation counts 50% of the total marks for the Masters degree.

Students are required to conduct research on a select area of interest, and present it in accordance with UKZN regulations for Masters theses. Students are well advised to participate in a research project of a staff member. Written approval must be obtained from the School's Higher Degrees Committee *and* from the Humanities Research Ethics Committee (see <http://research.ukzn.ac.za/Research-Ethics/Human-Social-Science-Ethics.aspx>) before collecting research data. All research must comply with the University's research ethics policy on ethics and research integrity.

The final work should be approximately 80 pages (20,000 words) long, including bibliography.

The thesis must be fully completed, including examined, by the end of Master's year, in order to commence an internship in 2014. HPCSA regulations stipulate that all requirements for qualification as a psychologist must be completed in three years.

Supervisors will be appointed by the School after the presentation of the formal thesis proposal (see dates of submission). **Students will be required to present regular reports on theses on pre-arranged dates.**

Students are advised to consult the School's Style Manual for Theses and Dissertations (on the School's website), as well as the Publication Manual of the APA (6th Ed). It is required that students learn a word-processing system package for writing of theses, and PowerPoint for case presentations and seminars etc.

Students will be required to present reports on their research at regular intervals:

Please note: academic staff are involved in examinations from 30 October to 15 December each year, and are generally on leave 17 December to 15 January. Staff are not available for thesis supervision during these times.

5.2. INTRODUCTORY SKILLS BLOCK

After the first two weeks of the course, which are devoted to the thesis proposal preparation, the next six weeks of the course are devoted to a comprehensive introduction to all the skills and basic knowledge required for psychological practice. This block includes an introduction to interviewing, diagnosis and mental status examination; interviewing and consultation; report writing; basic psychometric instruments; professional and research ethics, report writing; case management; basic therapy and crisis

intervention; introduction to supervision. Evaluation of the introductory block involves: presentation of a full clinical report and an oral examination at the end of the year. This introductory block involves introductory components from various modules, including psychological interventions, psychological practice, psychological assessment, community interventions and the dissertation. During this block, students are required to complete two full assessments for examinations, one on a student and one on a child.

5.3. COURSE WORK MODULES.

On completion of the Introductory Skills Block, on-going coursework components of different modules are offered each week of the academic year and cover the major areas of clinical/counselling/educational psychology. Courses are generally offered for one period (approximately 90-120 minutes) each week, and last either one or two semesters. The modules, quarters and co-ordinating lecturers appear in the table at the back of this book. A brief description of the modules follows. The details of Psyc 802 – Professional Practice – are provided in Section 6 of this course guide.

5.3.1. Interventions: methods and approaches: Psyc 801

The intervention module largely consists of an introduction to various approaches to psychotherapy. It is offered as:

- a) workshops as part of the introductory block
- b) an on-going therapeutic stream throughout the academic year
- c) intensive therapeutic workshops: typically 1-2 days long.

A. Introductory block: A workshop will be offered on Basic Therapeutic Skills: this workshop, done in the introductory block, covers the basic skills common to all types of therapeutic intervention. In these sessions, students are introduced to the model of counselling and therapy of Egan. Skills training will be conducted and videotaped counselling sessions supervised. There will also be a workshop on crisis intervention methods.

B. On-going therapeutic stream:

Dynamic psychotherapy: The dynamic psychotherapy section will focus on brief dynamic therapy in which processes such as transference and counter-transference and other related issues are discussed.

Cognitive & Behaviour therapy: this component will include introduction to Behaviour Therapy and Cognitive Behavioural Therapy, and a special workshop on CBT. A relaxation workshop will be presented in the introductory block as part of this component.

C. Intensive therapy workshops.

A series of workshops will also be offered on group therapy, trauma counselling, CBT, play therapy, and marital and family therapy.

Recommended texts for the module:

Beck, J.S. (1995). *Cognitive therapy*. New York: Guilford Press.

Egan, G. (2006). *The skilled helper: A problem management and opportunity development approach to helping*. Belmont, CA: Thomson. (Any edition is acceptable.)

Hawton, K., Salkovskis, P.M., Kirk, J., & Clark, D.M. (1989). *Cognitive behaviour therapy for psychiatric problems*. Oxford: Oxford University Press.

Lemma, A. (2003). *Introduction to the practice of psychoanalytic psychotherapy*. Chichester: Wiley.

5.3.2. Psychopathology: PSYC 803

This module will cover adult and child psychopathology, and neuropsychology. The psychopathology part of the course will involve a nine-seminar introduction to Object Relations Theory, as well as seminars on various aspects of adult and child psychopathology. Students will be required to have a detailed working knowledge of DSM-IV-TR (or DSM V when it is released), plus some working knowledge of ICD-10. The adult psychopathology sub-component will be largely self-taught, with some seminars. The neuropsychology sub-component will involve six seminars focusing largely on clinical neuropsychological assessment (to be confirmed – depending on staffing).

Students will also have opportunities to attend ward rounds or case conferences at local hospitals and/or Student Counselling Centre, and the Child and Family Centre, exposing them to various aspects of psychopathology in practice.

Recommended texts:

American Psychiatric Association. DSM-IV TR.

Fonagy, P., & Target, M. (2003). *Psychoanalytic theories: Perspectives from developmental psychopathology*. New York: Routledge.

OR

St.Clair, M. (1996). *Object relations and self psychology* (2nd ed.). New York: Brooks/Cole.

Lezak, M.D. (2004) *Neuropsychological assessment* (4th ed.). Oxford: Oxford University Press.

Sadock B.J. , & Sadock, V. A. (2002). *Kaplan and Sadock's synopsis of psychiatry: Behavioural sciences / clinical psychiatry* (7th ed.). Baltimore: Lippincott Williams & Wilkins

5.3.3. Psychological assessment: PSYC 804

Students are required to develop a range of skills in psychological assessment during the year. Students are introduced to the majority of these instruments in the introductory block, and will have the opportunity to practically carry out these tests or instruments under supervision. Following the completion of the introductory block students will have ongoing opportunity to gain practical, supervised experience in these methods during the course of the year.

Some of the instruments and methods will be taught in classes. The rest of the instruments must be

learned by self-instruction. The following instruments will be covered in the introductory block, with the staff teaching these instruments shown in brackets:

WAIS-III	(DM)
T.A.T./CAT	(DRW)
Children's tests.	(Vo'N)
MMPI, MCMI	(GCL)
Neuropsychological tests (??)	
Career Tests	(Vo'N)
Community-organizational methods	(VS)

All Masters Students are required to be proficient with the use of the tests listed below by the end of the module. The tests are divided into three categories. Category I refers to the most important or most commonly used, and most difficult tests. Some tuition and supervision will be offered for the use/interpretation of these tests. Students are required to do each test 3-5 times in the year, under supervision. Category II refers to slightly less important or less commonly used tests, or tests which are easier to apply. Some information (written or verbal) will be provided on these tests. Students should familiarize themselves with the use of the tests, and have applied each of them at least once. Category III refers to the least common or most straightforward tests. No supervision or instruction will be provided in the use of these tests. Students are required to familiarize themselves with the tests and manuals.

Category I. Major Tests

WAIS-III., WISC-IV, JSAIS, M.M.P.I., K.F.D., D.A.P., T.A.T. or C.A.T., MCMI.

Category II. Important Tests

Wechsler Memory Scale, Neuropsychological battery, Bene-Anthony Family Relations Test, WISC-IV, Ravens Progressive Matrices, Career Development Questionnaire, Self Directed Search, Bristol, Vineland Social Maturity Scale, McCarthy Scales, Keirse-Bates.

Category III. Other tests

Form Series Test, Piers Harris, Bar-Illan semi-projective test, Columbus, Duss, School counselling tests

5.3.4. Community interventions: PSYC 805

There will be six seminars on Community Psychology, introducing the theory and practice of community interventions. In addition, students will be required to conduct a community intervention project. This will involve participating in applied community work. Ideally, students will gain experience in some of the following areas: project initiation, consultation and advocacy, skills training and action research. Students may participate in ongoing community work in various organizations in Pmb, or they may initiate projects of their own.

Students will work in triads with research masters students on one specific community project. The project should be designed and ready for implementation by the beginning of the second term. Each project group (3 students) will be required to submit a short community project report, by August 31.

Further details on the Community Project, including the write-up will be available early in the year. The project work will be coordinated by Vernon Solomon, however all staff will be involved in supervision of projects and staff will outline their interests and areas of community involvement early in the year.

6. PSYCHOLOGICAL PRACTICE: PSYC 802

The Masters course in CCE, in addition to being an academic course, is also designed to prepare students for professional practice as a psychologist. The Professional Board for Psychology of the HPCSA requires all Masters Students in professional psychology to be registered with the Board and to abide by the codes of professional and ethical conduct. In addition, students are required to have supervised practice averaging about 10 hours per week during the Masters year. These requirements are part of the module on Psychological Practice Psyc 802.

6.1. Introduction to psychological practice.

During the introductory block and the ongoing coursework, students are introduced to various theoretical aspects of psychological practice, especially ethics, forensics and legal aspects of psychological practice.

6.2. Components of practical work.

The exact format of the practical work will vary from week to week, and will be made up of different components including:

Case conferences: this will involve attendance at conferences at the Child & Family Centre, Midlands Hospital, and other possible sites, including preparation and follow-up.

Observations: this will include a variety of *in situ* clinical observations, e.g. neuropsych assessments, group therapy, play therapy.

Service delivery site visits: this will involve visits to various organizations to see aspects of applied psychology in practice.

Applied psychological skills: these sessions will look at applied psychological skills, primarily diagnostic and therapeutic. Some of these sessions may involve follow up or demonstration of skills learned in workshops.

Practical assignments: will involve performing diagnostic and/or therapeutic assignments or other assignments.

Formal case presentations: students will be required to do formal case presentations for class discussion. These may be based on actual clinical cases or simulated case studies. Students will present cases according to a pre-arranged roster.

Group supervision: student presentation of ongoing cases for case supervision. Will include diagnostic, therapeutic, research and community interventions. These will also include supervision of VCR simulations. Students will present cases according to a pre-arranged roster.

Case work: will involve clinical interventions in various settings, including diagnostics and psychotherapy.

Staff demonstration: seminars where staff members/visitors present illustrations of personal case work.

6.3. Records of practical work.

Each student is required to keep a weekly **LOG SHEET** of all practical work completed, to be submitted to the supervisor. All components of practical work in 6.2. should be recorded on this log sheet.

Copies of all reports written must be submitted to supervisors for record keeping. In addition, for all ongoing cases students MUST keep formal record files in the manner prescribed. Students must make supervision files available to supervisors on a regular basis. All case records will be kept in these files, which remain the property of the school and will be kept filed in the secretary's office. These files must regularly be shown to supervisors.

All students are also required to keep a **SUPERVISION FILE**, with records of all cases seen and all practical work completed. This should be brought to all supervision sessions.

Preservation of confidentiality of all the above files is strongly emphasised.

All case work files must be submitted to the CFC by the end of the year.

6.4. Practical placements:

Cases for assessment and intervention will be drawn from various placements where students do practical work, including psychiatric hospitals (Fort Napier and Townhill), general hospitals including Greys, Edendale and Northdale Hospital outpatients, Child and Family Centre, Student Counselling Centre, and various schools and educational settings in Pmb.

6.5. Professional supervision

Each student will be appointed a professional supervisor for a semester at a time. These supervisors will oversee all casework done by students in that quarter. **Note: No case work may be undertaken without the full knowledge and consent of the supervisor.** At times, it may be necessary to consult other staff members on particular cases. This must be by arrangement with the case supervisor, and will be by appointment. **Students are expected to attend supervision every week, regardless of their caseload.**

Students will be required to present their supervision file to new supervisors at the beginning of supervision.

All students are required to arrange to attend one hour of individual supervision per week during the academic term.

6.6. Biweekly CCE staff meeting

All staff working on this Masters programme meet for a bi-weekly meeting on Mondays at 13:00. The weekly programme and other issues are discussed. A representative from each of the Masters Student groups is requested to be at this meeting to convey important information about the course to and from the student group. Any matters regarding the course can be brought to the attention of staff for discussion at this meeting.

6.7. Introductory block practical work.

Each student is required to find a single volunteer for practising tests in the introductory block. The school will pay a lump sum to all volunteers. The CFC will organize child clients for the introductory block.

6.8. Professional ethics

Students and interns are bound to adhere to the current ethical code of the Professional Board for Psychology which is available for free from the HPCSA website see http://www.hpcsa.co.za/conduct_rules.php Psychologists should also be familiar with the American Code which is available at <http://www.apa.org/ethics/code/index.aspx> and the Canadian Code available at <http://www.cpa.ca/cpasite/userfiles/Documents/Canadian%20Code%20of%20Ethics%20for%20Psycho.pdf>

7. PROFESSIONAL TRAINING MONITORING.

All professional aspects of clinical, counselling, research and educational psychology training at UKZN is ultimately controlled by the Joint Training Committee. This committee consists of representatives from University and institutions where internships are done (e.g. Midlands Hospital and Student Counselling Centre, CFC, Technikon) and monitors the training of Clinical, Counselling and Educational Psychologists. The committee also reports to the Professional Board for Psychology of the HPCSA on the progress of students. ***NB: A representative from each of the Masters course and interns is invited to attend 'open' sections of these meetings.***

The progress of all students is reviewed quarterly. Anyone who does not make satisfactory progress will be notified to this effect in writing. ***The Training Committee reserve the right to terminate, or defer, the training of any student considered not to be making adequate progress.*** Students may also approach the Chairperson of the Training Committee with respect to matters concerning their training. However, it is essential that all routine academic issues should be directed to course co-ordinators and supervisors.

7.1. MENTORS

As part of professional training in Psychology, each student is allocated to a member of staff who will be available as a mentor during the year. The mentor's role is to facilitate each students' professional development as a person rather than focus on technical issues as in supervision. Personal issues impacting on professional growth should be discussed with your mentor.

The mentor will be responsible for overseeing the student, monitoring her/his progress, acting as a professional model, and acting on behalf of the student. Each student should keep in regular contact with his/her mentor, discussing her/his progress and development. Any difficulties with the course should also be addressed to the mentor. Mentoring is confidential and mentors do not report mentoring to the training committee without students' consent, except in extreme circumstances. All students will be required to arrange at least one meeting with her/his mentor per quarter. ***As mentors are allocated on a random process it is possible for students to request a different mentor by arrangement with the course co-ordinator.***

8. TENTATIVE TIME-TABLE.

8.1. WEEKLY TIMETABLE.

The general weekly timetable will be following the schedule as shown below.

	08:30- 10:00	10:30- 12:00	13:30 -14:45	15:00 -16:30
MON	Practical placements	Lect 1	Practical work supervision. Formal case presentations.	
TUES	Practical placements	Lect 3	Staff presentations or visits. Group supervision.	
WED	SCC Case Conf	Lect 4		
THURS	08:00-09:00 CFC Case conference. 09:30-11:00. Child psychopath seminar 11:00-13:00 Child psychology seminar			
FRI	Practical placements Research for theses			

PLEASE NOTE:

- 1) Every attempt is made to keep Fridays free for practical and research work.
- 2) Where two events are scheduled for one time (indicated by split box), these events will alternate.

8.2. Vacations.

As far as Masters students are concerned, vacations are times where there is no structured academic/clinical programme. During these times students **are expected to continue their research work** (and case work, where necessary). ***The winter semester is regarded as a time for research. It is expected that students will take 7-10 days leave during this time. December is regarded as the main vacation time of the year.***

9. SCHOOL COLLOQUIUM PROGRAMME.

The School participates in a colloquium programme for staff and postgraduate students. The schedule will be made available early in the academic year. Various topics are presented in this colloquium, many of them by distinguished scholars from SA or overseas. This is a wonderful opportunity to expand your general knowledge of Psychology. **Attendance at these seminars will be compulsory for all Masters students.**

10. INTERNSHIPS: CLINICAL/COUNSELLING/EDUCATIONAL PSYCHOLOGY

PLEASE NOTE: *Interns are required to register with the university during the internship year. Please consult the appendix for details of courses for which to register.*

10.1. Internships.

The Professional Board for Psychology of the HPCSA requires that all students in professional psychology complete a 12-month internship at an approved site in order to qualify. There are two types of internships: those at accredited sites and those based on individually approved internships. If an internship is completed at a site accredited by the HPCSA, the intern has no other responsibility except to do 12 months at the site (or 2 x 6 months at different sites). The Midlands Hospital Complex is accredited for 12 months for clinical internships. The Student Counselling Centre of UKZN is accredited for 12 months for counselling and educational psychology. The Child and Family Centre is accredited for 6 months for clinical and counselling psychology interns, and one year for educational interns.

It is also possible to design individual internships at different sites, with a variety of placements. However, the School and the HPCSA must formally approve these well in advance. Such internships must be at each site for at least four months. In order to apply to the HPCSA for an individual internship, the following documents are necessary: detailed internship programme based on HPCSA guidelines; letter of agreement for all internship sites; letter of agreement for all supervisors; letter of agreement from UKZN. Approval for such internships must be applied for by July of the year preceding the year of the intended internship.

The Joint Liaison Training Committee oversees internships completed through UKZN (Pmb). Masters students and interns should elect representatives from each of the Masters streams onto this committee. This committee is accountable to the HPCSA for the training of psychology interns, and is required to receive and review reports on each intern quarterly.

Quarterly reports: *These reports are required by the HPCSA for all interns. If interns are doing internships outside of Pmb, the onus is on the intern to ensure that reports are received by each quarterly meeting. If progress reports are not received, the university cannot sign internship certificates on the completion of the internship.*

10.2. Community Service

All clinical psychologists must complete 12 months of community service before they may qualify for practice. This can only be done once all components of the degree have been completed. Community service is administered by the National Department of Health. The University is not involved in allocation or administration of community service.

CALENDAR 2013

JANUARY:

Monday	28	09:00	First course meeting Register with university and HPCSA
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FEBRUARY:

Monday	11	08:30	CCE introductory block commences
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March:

Thurs	28		Term 1 ends
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APRIL:

Monday	15	14:00	Training Committee Meeting
Mon	08		Term 2 begins

JUNE :

Monday	10	12:30	Clinical supervisors meeting
Thursday	20		Trial Oral examinations
Friday	21		Masters vacation starts
Monday	24	14:00	Training Committee Meeting

JULY:

Monday	24		2 nd Semester starts
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AUGUST:

Thursday	15	08:00	Clinical selection
Friday	16	8:00	Counselling/Ed Psych selection

SEPTEMBER :

Friday	23		Vacation starts
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OCTOBER:

Monday	07	12:30	Clinical supervisors meeting
Monday	14	12:30	Training Committee Meeting
Monday	28	08:00	Oral Examinations begin

NOVEMBER:

Monday	04	09:00	Written Examination 1
Monday	11	09:00	Written Examination 2

DECEMBER :

Monday	02		Register with HPCSA as interns.
		14:00	Training Committee Meeting

Appendix 1

CONTENT OF MODULES

Psyc 801 (16C) Interventions	Basic Counselling Skills; Crisis Intervention Evidence based therapy. Psychodynamic Therapy Behavioural & CBT Play Therapy; Group Therapy Trauma Counselling Marital & Family Therapy HIV Counselling
Psyc 802 (32C) Psychological practice	Professional psychology in SA Clinical vs statistical methods Professional ethics Forensic psychology Legal issues in psychology Cultural aspects of psychological practice. Report writing Formulation Consultation HIV and psychol practice
Psyc 803 (16C) Psychopathology	Adult psychopathology Child psychopathology Neuropsychology Psychopharmacology Object Relations Theory Educational issues and problems
Psyc 804 (16C) Psychological Assessment	Theory of: cognitive, personality, family, systems and child assessment. Adult personality tests: objective & projective. Intelligence tests. Child tests. Educational assessment. MSE methods. Career assessment & counseling
Psyc 805 (16C) Community Interventions	Theory of community psychol interventions. Community project

Appendix 2 CCE MASTERS MODULE ASSESSMENT 2013

	TEST (15%)	ASSIGNMENT (35%)	EXAMINATION (50%)
PSYC 801 Interventions	June Oral	HIV Counselling Essay	Written examination
PSYC 802 Psychological Practice	Ethics Paper	Culture and Psychology Essay	Therapeutic Case Study
PSYC 803 Psychopathology	DSM Test	Neuro Essay/Prac OR Psychopath Essay	Written examination
PSYC 804 Psych Assessment	Assessment Test	Student Case Report Child Case Report	Oral examination
PSYC 805 Community Psychology		Community Psyc Essay (20%)	Community Project Report (80%)