

SCHOOL OF APPLIED HUMAN SCIENCES

PROGRAMME GUIDE Professional Masters Degree COUNSELLING PSYCHOLOGY

2020



DISCIPLINE OF PSYCHOLOGY Pietermaritzburg Campus



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Table of Contents

1 Vision and mission of the Discipline of Psychology (in the School of Applied Human Sciences)	1
1.1 Vision of the Discipline of Psychology	1
1.2 Mission of the Discipline of Psychology	1
2 Coordination of Masters Programme	1
3 Staff	2
3.1 Academic staff	2
3.2 Administrative staff	3
4 Structure of the Professional Masters Degree in Counselling Psychology	3
4.1 Communication and Key Documents	4
5 Module Details: COUNSELLING PSYCHOLOGY	4
PSYC 818 PY: Theory and Practice of Counselling Psychology (32cp)	5
PSYC 806 PY: Psychological Interventions: African and Global (16cp)	6
PSYC 808 PY: Psychology of Personality and Abnormal Behaviour (16cp)	8
PSYC 809 PY: Assessment in Psychological Practice (16cp)	9
PSYC 810 PY Community Interventions in Professional Psychology (16cp)	10
PSYC 814 PY: Research Methods in Psychology (16cp)	10
PSYC 8CO Short Dissertation: Counselling Psychology (96cp)	11
6 Internships	12
7 Generic Outcomes of the Professional Programme	13
8 Regulations and requirements	13
8.1 Professional ethics	14
9 Course requirements: Counselling Psychology Masters programme	14
10 University facilities and opportunities	14
10.1 School facilities	14
10.2. Bursaries	16
11 Overview of the programme schedule	16
11.1. Introductory programme	16
11.2. Coursework modules	16
12 Components of practical work	16
12.1. Records of practical work	17
12.2. Practical placements	17
12.3 Professional supervision and personal mentorship	18
Supervision	18
Mentorship	18
13 Professional training monitoring	18
13.1 Staff Bi-monthly meeting	19
14 Weekly timetable	19
15 Vacations	19
16 School colloquium programme	20

1 Vision and mission of the Discipline of Psychology (in the School of Applied Human Sciences)

1.1 Vision of the Discipline of Psychology

The vision of the Discipline of Psychology (DP) is to be a standard-setting discipline of excellence in emerging niche areas within socio-psychological scholarship, *with a focus on African psychology*. The goal is to nurture and deliver excellence and innovation in knowledge production that addresses challenges in the national, regional and international development agenda in relevant ways. This will be achieved through critically informed and reflective teaching, research and community responsiveness.

1.2 Mission of the Discipline of Psychology

The Discipline of Psychology will provide enabling and innovative learning opportunities, scholarship and collaborative community activities in the socio-psychological arena that contribute to the development agenda of the global South. To this end, the DP offers theoretical and applied modules and critically informed research interventions that engage with international developments in the discipline and that are appropriate to the Southern African context. The DP values and upholds its accountability to the broader community, funders, employers as well as the professional and international academic community.

The School of Applied Human Sciences, Discipline of Psychology of the University of KwaZulu-Natal offers comprehensive professional training in Psychology. The Pietermaritzburg campus of the school offers Masters Degrees in Clinical, Counselling and 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. Students are strongly advised to complete all academic qualifications, including the thesis, before the internship.

NOTE CAREFULLY: This booklet contains a full description of all aspects of the programme and the programme 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 programme requirements. **Please retain this book for future reference as no other copies will be available.**

2 Coordination of Masters Programme

The Professional Masters degree in Counselling Psychology (i.e., Master of Social Sciences [Counselling Psychology]) runs in collaboration with the Master of Social Sciences (Clinical Psychology) and Master of Social Sciences (Educational Psychology) programmes.

Counselling Psychology Coordinator:	Dr Nicholas Munro
Clinical Psychology Coordinator:	Ms Xoli Mfene
Educational Psychology Coordinator:	Dr Nontobeko Buthelezi
Postgraduate administrator:	Ms Priya Konan

Prof Nirmala Gopal is the Acting Dean and Head of the School of Applied Human Sciences.

3 Staff

The following are the members of the Pmb staff who will be directly involved in the teaching of the masters programme in 2020, as well as their teaching areas and research interests. Contact details are also supplied.

3.1 Academic staff

Dr Nontobeko (Nana) Buthelezi – Lecturer (Educational Psychologist) 033 260 5670
buthelazin@ukzn.ac.za

Areas: Educational Psychology.

Dr Phindile Mayaba – Lecturer (Educational Psychologist): 033 260 5335
mayabap@ukzn.ac.za

Areas: Psychological assessment; Child development; Inclusive education; Languages of learning and teaching; Monitoring and evaluation.

Ms Xoli Mfene – Lecturer (Clinical Psychologist): 033 260 5588
mkhizex1@ukzn.ac.za

Area: Clinical psychology

Dr Nicholas Munro – Senior Lecturer (Counselling Psychologist): 033 260 5371
munron@ukzn.ac.za

Areas: Positive psychology, Careers psychology, Psychological assessment, Learning and academic achievement in higher education.

Prof Augustine Nwoye – Professor and Fulbright Scholar (Counselling and African Psychology): 033 260 5100, nwoye@ukzn.ac.za

Areas: African psychology, Psychological interventions and psychotherapeutic systems, Psychology of celebration, Fertility management, Chewing stick research, Psychology of followership, and Palliative care in the African context.

Mr Thabo Sekhesa - Lecturer (Educational Psychologist): 033 260 5370
sekhesa@ukzn.ac.za

Areas: African Psychology, school violence and community violence.

Other members of the School (Pmb or Dbn) may be involved in aspects of the programme, especially thesis supervision. Members of the Midlands hospital staff and Pietermaritzburg professional practice community will also participate in teaching on an occasional basis.

3.2 Administrative staff

Ms Priya Konan: Administrative officer.

Area: Post grad: Honours, Masters and PhD.

033 260 5549 konan@ukzn.ac.za Room 5, Psychology Building, PMB Campus

Ms Konan will assist students with all Masters related matters. These include:

- Registration
- Changes to your curriculum
- Ethical clearance applications.
- Submissions of assignments, proposals and dissertations.
- Appointment of examiners
- All examinations results
- Re-registrations for completing your degree in subsequent years.

Ms Amanda Benecke: School Administrator.

Area: School office matters. Tel: 033 260 5853 beneckea@ukzn.ac.za Room 31, Psychology Building, PMB Campus.

- Assistance with access to Psychology facilities

Mrs Sharon Cranston: Assistant Administrative Officer

Area: Undergraduate programme. Tel: 033 260 5369 HattinghS@ukzn.ac.za Room 24, Psychology Building, PMB Campus.

Mrs Priya Padayachee: Financial Administrator

Area: Finances. Tel: 033 260 5439 PadayacheeP@ukzn.ac.za Room 26, Psychology Building, PMB Campus.

4 Structure of the Professional Masters Degree in Counselling Psychology

The Discipline of Psychology at UKZN is located in the School of Applied Human Sciences in the College of Humanities and all students will register in this School, regardless of their first degree.

Professional Masters Degree in Counselling Psychology

Psyc 814 PY Research Methods in Psychology 16 CP	Psyc 800 PY Short Dissertation: Counselling Psychology 96 CP
Psyc 806 PY Psychological Interventions: African and Global Approaches 16 CP	Psyc 808 PY Psychology of Personality and Abnormal Behaviour 16 CP
Psyc 809 PY Assessment in Psychological Practice 16 CP	Psyc 810 PY Community Interventions in Professional Psychology 16 CP
Psyc 818 PY Theory and Practice of Counselling Psychology 32 CP	

Total CP = 208

2015 saw the introduction of newly developed changes to the professional masters degrees in line with HPCSA guidelines as well as emerging new directions in Professional Applied Psychology. These are summarised above in the list of modules making up the Counselling Psychology programme for 2018.

The Masters modules in the Counselling Psychology Programme are run in parallel, with some of the clinical and educational psychology modules. The primary differentiation between the three clinical, counselling, and educational psychology programmes occurs in the taught specialisation theory and practice modules, the practical components of the programme and in the internship. The scope of practice for each category differs and our programme endorses and promotes these in training and fostering the development of the differing professional identities and roles in society.

We have semesterised the Masters degree into a number of freestanding modules that together make up the Masters degree. All modules required for this degree are briefly described below together with the methods of assessment for each. Detailed outlines will be provided for each module together with recommended readings when the programme begins.

For modules with final examinations, the satisfactory completion of all tests and assignments is the DP requirement for the final examination. For other modules, specific assignments and oral exams, case presentations etc., serve as exam equivalents. Please note that the specialised theory and practice modules have a subminimum of an average of 50% for the supervisors' ratings of professional practice for the module. **Any student who fails to achieve 50% for the component of professional practice will fail** the module irrespective of their overall average for the module.

4.1 Communication and Key Documents

We make extensive use of electronic communication in managing the programme. The timetable is communicated electronically (see section 14 below) and important documents, such as schedules for assignment submissions, scheduling of exams, and rosters for case presentations are communicated via shared files on Google drive or moodle.ukzn.ac.za (i.e., Moodle, the UKZN online learning platform). It is essential that all students have access to Gmail and its associated features, and their UKZN student email accounts to facilitate ease of access to shared documents.

Note that some important communications will only be sent to your UKZN email address - especially communications from Learn. Be sure to regularly check your UKZN email and the private email address you have provided to us.

5 Module Details: COUNSELLING PSYCHOLOGY

Note: for the specialisation module, take note of the subminimum requirement in the assessment of each module:

Quarterly reports from case supervisors together with feedback from the relevant Professional Training Committee will be used to assess the extent to which students have met the learning outcomes as well as the professional, applied and ethical conduct requirements. Supervisor evaluations require subminimum of 50% overall in order to proceed to internship subject to all other modules having been completed successfully.

As part of the Masters programmes associated with the specialisation, assessment and personality and abnormal psychology modules, students are required to undertake supervised practical work, in accordance with the regulations of the Professional Board for Psychology of the HPCSA.

SPECIALISATION MODULE:

PSYC 818 PY: Theory and Practice of Counselling Psychology (32cp)

Module coordinator: Dr Nicholas Munro

Module overview and aim:

Theory and Practice of Counselling Psychology is a compulsory 32 credit point module offered within the Masters of Social Science in Counselling Psychology.

Aligned to the HPCSA's specifications for Counselling Psychology, this module adopts the scientist-practitioner model to prepare graduates to work as professional Counselling Psychologists in community agencies and public institutions serving a diverse range of clientele. The module draws from different theoretical orientations and practice principles to expose students to current thinking in Counselling Psychology, highlighting the variety of conceptualisations, changes and developments, practice assumptions, scope of practice and services, and counselling practice challenges in the South African context, and ethics and the law. In addition, specialist skills in conducting career and other counselling procedures in the South African context will be taught. The module is organised so as to prepare graduates to be both consumers and producers of counselling research and writings.

In terms of structure and content, the module comprises both a theoretical and practical component. The theoretical component introduces students to the historical and philosophical underpinnings of the counselling field, including the basic concepts and assumptions and principles and techniques of professional counselling practice. The practical component involves work in a counselling institution or setting (requiring consultation and establishment of therapeutic relationships with adults and children with psychological, psycho-cultural, development and neuropsychological conditions), case presentations, and weekly supervision from a registered counselling psychologist.

Anticipated learning outcomes:

By the end of the module, students are expected to be able to:

- Discuss the variety of conceptualisations, history and assumptions of the counselling field, and the notion of counselling systems as language and meaning-generating systems, implicating the ethics of dialogical conversation.
- Identify the scope of services/practice for counselling psychologists.
- Explain the therapeutic interview and the notion of the counselling system as constituted of individuals who are in collaborative relationship through language.
- Conduct a full diagnosis focusing on developmental life challenges and adjustment disorders of clients.
- Explain the contextual and cultural factors linked to diverse populations in South Africa.
- Implement evidence-based basic counselling therapeutic interventions.
- Implement reflective practice in the counselling setting.

- Deliberate on basic ethical dilemmas and challenges, and the law about libel and slander in counselling practice.
- Formulate a counselling case using appropriate psychological theory and/or multi-theoretical frameworks.
- Present a counselling case.
- Adopt a non-judgemental, collaborative approach to helping clients.

Recognise and adapt to the challenges of counselling psychology practice in South Africa.

Module Assessment:

1. Case studies 1X 30%
2. Ethics or other assignment - 10%
3. Case presentations – 2 x 7.5% = 15%
4. Oral examination (November) 30%
5. Supervisors' evaluations and feedback 15% (5% per trimester)

PSYC 806 PY: Psychological Interventions: African and Global (16cp)

Module coordinator: Prof Augustine Nwoye

Module overview and aim:

Psychological Interventions: African and Global is a core and compulsory 16 credit point module offered within the Masters of Social Science in Clinical/Counselling/Educational Psychology.

Aligned to the HPCSA's specifications for approved professional training in psychology, this module adopts the scientist or scholar-practitioner model to prepare research-informed clinicians who can work in their respective areas of specialisation as professional psychologists, in community agencies and public institutions serving a diverse range of client populations. To be so equipped, trainees are urged to develop an appreciative and the open-minded attitude that would dispose them to learn and draw from all psychological healing systems and methods of intervention (African and Global) that have something of value to offer regarding how psychological problems arise in human beings and what can be done to resolve them. Consequently, this module aims to offer a critical overview of the major points of view in the field of psychological and allied therapies (encompassing aspects of African healing traditions, the psychoanalytic/psychodynamic, the humanistic-existential, the cognitive-behavioural, the learning theory tradition, the family/systems, the crisis/traumatic, and the narrative and the postmodern or the collaborative approaches). Hence the module is designed to approach the varied and at times even contradictory-seeming multiple visions in the field of psychological interventions (African and Global) from an ecumenical vantage point. Essentially, the goal is to make each student understand, in some ways, each of the major intervention approaches more deeply than most of their proponents do. Pragmatically, the module is organised with a view to preparing graduates who can identify as scholar-practitioners, able to operate as both consumers and producers of psychotherapeutic theory and research.

In terms of structure and content, the module comprises both a theoretical and a practical component. The theoretical component aims to engage and present each of the major therapeutic/intervention systems to the students, with the goal of assisting them to understand and appreciate what each therapy model or intervention approach stands for, and the kinds of human psychological problems for which they are suitable. The overall aim of the module is to develop students' critical understanding of the way

the key approaches to psychotherapy have evolved, to evaluate their often unstated assumptions, and the extent of their grounding in clinical observation and systematic research, as well as their commonalities and differences. In addition, an important aim of the module is to place each approach within its social and cultural context, and to examine ways in which the various theories and therapeutic approaches appear to reflect unexamined cultural assumptions and how they must be refashioned in approaching clients of diverse ethnic, cultural, and socio-economic backgrounds such as we have in Africa.

The practical component involves work in a community agency or public institution or setting (requiring consultation and establishment of therapeutic relationships with adults and children with psychological, psycho-cultural, developmental and neuropsychological conditions), case presentations, and weekly supervision from a registered psychologist.

Anticipated learning outcomes:

By the end of the module, students should be able to:

- Command a firm hold on the philosophical and clinical assumptions, principles and techniques of each psychological healing tradition (African and Global).
- Recognise when each intervention approach could be drawn upon to further a given client's case and enhance one's practice.
- Discover that most forms of psychotherapy and intervention approaches (African and Global) are not merely symptom-driven, but person-centred; with each aiming to arrest people's psychological distress and sources of unhappiness and enhance their overall well-being.
- Notice that for some psychological therapies 'it is not specific techniques or skills, but the quality of the therapeutic relationship and certain collaborative attitudes' towards the client that often make healing possible.
- Compare and contrast and highlight some common non-specific factors of psychological healing across the various intervention schools.
- Evaluate each intervention model and their often unstated assumptions, and the extent of their grounding in clinical observation and systematic research.
- Develop an identify as trainee scholarly clinicians.
- Place each theoretical approach or intervention model within its social and cultural contexts.
- Examine ways in which the various theories and therapeutic approaches reflect unexamined cultural assumptions that need to be refashioned in approaching clients of diverse ethnic, cultural, and socio-economic backgrounds such as we have in South Africa.
- Recognise and adapt to the challenges of psychological practice in South Africa.
- Discover the importance of adoption of multiplicity of vision in successful therapeutic work.
- Establish and implement not just a cognitive but also effective feeling based therapy with clients.
- Explain the key constituents of the therapeutic interview as seen by some intervention theorists and the notion of psychological intervention system as a collaborative system, constituted of individuals who engage in intersubjective or interhuman relationship where dialogue occurs in 'the-between', and where the result is 'healing through meeting'.

- Conduct a full diagnosis focusing on developmental life challenges and adjustment disorders of clients.
- Explain the contextual and cultural factors linked to diverse populations in South Africa.
- Implement evidence-based basic psychotherapeutic intervention procedures.
- Formulate a psychological case using appropriate psychological theory and/or multi-theoretical frameworks.
- Present some clinical case examples.
- Adopt a non-judgemental, collaborative approach to helping clients.

Module assessment: The achievement of the learning outcomes will be assessed in:

1. Course work/assignment (20%)
2. June - Intervention Methods Oral Test (30%)
3. Final Written Examination (50%).

PSYC 808 PY: Psychology of Personality and Abnormal Behaviour (16cp)

Module coordinator: Mr Thabo Sekhesa

Module overview and aim:

This module equips the learner with advanced theoretical knowledge in adult psychopathology, child psychopathology, personality and neuropsychology. It aims for students to gain a comprehensive and complex knowledge of the field and a critical awareness of conceptual issues and current research in the field.

The module focuses on the aetiology and diagnosis of specific disorders, particular theories and evidence related to these disorders, and issues pertaining to treatment. Personality and abnormal behaviour is approached using a biopsychosocial model with particular emphasis on the South African context. The module is lecture and seminar-based. Students are expected to compile a literature review of one area in the field based on a critical evaluation of current research evidence. The module will also have an applied dimension that involves: (1) learning how to apply diagnostic skills and identify particular disorders, (2) learning how to communicate relevant information about psychopathology in the public sphere.

Anticipated learning outcomes:

- Knowledge
 1. To understand and critique standard diagnostic procedures
 2. To understand and critique current debates in the field of personality theory and abnormal behaviour
 3. To acquire advanced relevant knowledge about aetiology, diagnosis, theories and treatment approaches associated with major diagnostic categories
 4. To understand and critically analyse current evidence pertaining to diagnosis and intervention approaches associated with particular diagnoses
 5. Acquire advanced knowledge about the importance of context and culture in the field of personality theory and abnormal behaviour
- Skills
 1. To develop an understanding of advanced skills associated with diagnosis
 2. To diagnose adult and child psychopathology using the current diagnostic systems
- Values

1. To critically engage and debate the ethical issues relates to diagnosis and the use of the scientist-practitioner model.
2. To appreciate the importance of cultural sensitivity

Module assessment:

1. Assignment (30%)
 2. Seminar presentation (10%)
 3. Poster presentation (10%)
 4. Written exam (50%)
-

PSYC 809 PY: Assessment in Psychological Practice (16cp)

Module coordinator: Dr Phindile Mayaba

Module overview and aim:

Assessment in Psychological Practice is a compulsory 16 credit point module offered within the Masters of Social Science in Clinical Psychology, Masters of Social Science in Counselling Psychology, and Masters of Social Science in Educational Psychology (i.e., the CCE programme). The module focuses on the development of advanced theoretical and practical skills in the administration, scoring, interpretation, and communication of psychological tests used in clinical, counselling, and educational psychology. Students will also gain a comprehensive, complex, and critical awareness of the conceptual and epistemological bases of the tools of their discipline, their assumptions, the manner in which such tools are developed and the implications for their use in a wide variety of settings. Ethical issues pertaining to psychological assessment in a dynamic and multi-cultural context are also emphasised.

Under the broad domains of adult and child cognitive and personality assessment, theories and practices pertaining to the following types of assessments are covered; intellectual assessments, projective assessments, personality assessments, and neuropsychological assessments.

Anticipated learning outcomes:

By the end of the module, students are expected to be able to:

- engage critically with the conceptual, epistemological, and theoretical assumptions underpinning a variety of psychological assessments
- select and administer an appropriate psychological assessment battery as determined by the needs of the client and/or referral agent
- interpret the results and findings from a variety of psychological assessments communicate the results and findings from a variety of psychological assessments in written and oral forms, in a professionally appropriate and ethically and culturally sensitive manner.

Module assessment:

1. Formative assessment
 - a. Neuropsychological assessment practical – responding to specific questions in relation to a neuropsychological assessment case (10%)
 - b. Administration, scoring, and interpretation of a comprehensive assessment battery on a volunteer undergraduate psychology student (involves compiling two reports; one for the assignment,

- and one for the client) (20%).
- c. Administration, scoring, and interpretation of a comprehensive assessment battery on a child case (involves compiling two reports; one for the assignment, and one for the client (20%).
2. Summative assessment
 - a. An evaluation of a standardised psychological assessment tool (50%).
-

PSYC 810 PY Community Interventions in Professional Psychology (16cp)

Module coordinator: TBC

Module overview and aim:

This 16cp module is offered on the clinical, counselling, educational, and research psychology programmes. The module introduces students to the theory and practice of community interventions. The module comprises a theoretical and a practical component. 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 project within the community. The specific learning outcomes of this module include the ability to conduct a situational analysis, and to develop, implement and evaluate intervention programmes in consultation with community members. Specific skills necessary for working in community settings, such as consultation and training skills, are also important learning outcomes.

Anticipated learning outcomes:

Through participating in this module students are expected to achieve:

- An understanding of community psychology in the context of the broader discipline of psychology
- An appreciation of the core values that underpin community psychology
- An understanding of the potential role of the psychologist in communities
- An understanding of the different methods of intervention in community psychology
- A more critical understanding of the concept of empowerment
- A deeper understanding of working in diverse communities
- Skills in the development of a community based intervention
- A critical understanding of ethical issues in community psychology

Module assessment:

1. Assignment: 20%
 2. Project report: 80%
-

PSYC 814 PY: Research Methods in Psychology (16cp)

Module coordinator: Prof Mary van der Riet

Module overview and aim:

The aim of this compulsory module is for students to enhance their experience of research through exposure to the epistemological foundations of research, and the analysis and interpretation of data using qualitative and quantitative methods. This module contributes to the basic theoretical and practical foundation for conducting research as well as an understanding of good research practice for interventions sensitive to cultural and contextual factors.

This module is intended to help you successfully complete your Masters Research proposal to submit for ethical clearance, and to assist you to progress with your Masters thesis.

Module Assessment:

Cumulative Assessment (50%)

First proposal draft (15%)

Literature review: outline of argument and motivation in terms of research questions (15%)

Preliminary reference list (5%)

Summary of research design and methodology (10%)

Presentation of research progress (5%)

Exam equivalent (50%).

Mark for final proposal

PSYC 8CO Short Dissertation: Counselling Psychology (96cp)

Module coordinator: Prof Mary Van Der Riet and designated dissertation supervisor

Module overview and aim:

The aim of this module is to equip students to conduct independent and relevant research and to ensure that students are capable of critically evaluating research in the field of Psychology. Students will be required to write an independent dissertation of approximately 20,000 – 30,000 words on a topic related to Psychology which is approved by the discipline. During this process students will be required to: (a) write and present an appropriate research proposal, (b) research and write a literature review relevant to their selected research topic, (c) collect data relevant to their research question, (d) analyse the data, and (e) write up and discuss their research findings in a coherent and logical manner.

Module Assessment:

The final dissertation will be marked by two examiners appointed by the College, at least one of whom is required to be external to the University. The average mark provided by these two examiners will comprise 100% of the mark for the module.

Dissertation requirements

Students are required to present a dissertation, or mini-thesis as an integral part of the Masters programme. This component 96cp together with the research methods module (16cp) is weighted at over 50% (53.8%) of the degree (total cp = 208). 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>) or the Biomedical Research Ethics Committee (BREC, see <http://research.ukzn.ac.za/Research-Ethics/Biomedical-Research-Ethics.aspx>) before collecting research data. All research must comply with the University's current Research Ethics Policy (V) on ethics and research integrity.

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

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, see http://psychology.ukzn.ac.za/Libraries/publications/Style_guide_2002b_1.sflb.ashx), 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, seminars and other presentations.

Students will be required to present reports on their research at regular intervals: Please see the detailed handout on the research process, deadlines and guidelines.

6 Internships

The internship will be completed in the year following successful completion of all components of the Masters coursework. The regulations of the Professional Board for Psychology of the HPCSA require that interns have a supervising university during the internship year. It is strongly recommended that students from UKZN 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 Website <http://www.hpcsa.co.za/PBPsychology> for details of all professional training and practice)

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.

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).

It is also possible to design individual "package" 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.

Quarterly intern reports: *Quarterly intern progress 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.

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.*

7 Generic Outcomes of the Professional Programme

The following are the intended outcomes of the Masters Programme:

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

8 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 programme.
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 during class times. Students are expected to attend all classes for their full duration.
8. As this programme is a post-graduate professional training programme, all students are required to actively participate in all aspects of the programme, including classes.

8.1 Professional ethics

Students and interns are bound to adhere to the current ethical code of the Professional Board for Psychology which is available from the HPCSA website

http://www.hpcsa.co.za/Uploads/editor/UserFiles/downloads/conduct_ethics/rules/gen_eric_ethical_rules/ethical_rules_annexure_12.pdf and
<http://www.hpcsa.co.za/Conduct/Ethics>

Psychologists should also be familiar with the APA code as well as the Canadian code available at:

<http://www.apa.org/ethics/code/index.aspx> and
<http://www.cpa.ca/cpasite/UserFiles/Documents/Canadian%20Code%20of%20Ethics%20for%20Psycho.pdf>

9 Course requirements: Counselling Psychology Masters programme

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 programme, and for proceeding to the internship. Failure to fulfil 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.
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 programme: 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 case records, including supervision file.
8. All reports (including termination reports) to be completed and filed and distributed as appropriate before the commencement of exams.
9. Attain subminimum of 50% for applied work supervised component in the specialisation modules.

10 University facilities and opportunities

10.1 School facilities

Offices: a general shared Masters common room with desks and cupboards will be made available to Masters students. This is a secure, access-controlled venue. Additional rooms in the School and in the Child and Family Centre will be available for consultations on a strict bookings basis. Meeting rooms are also available for group work on a bookings basis, shared with all Masters students. 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 programme will generally be available to students by appointment only.

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

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. Administrative staff will only take messages of a very urgent nature.

Tea: A kitchen for post-graduate students is supplied in the downstairs corridor

Computers: We have a well-resourced dedicated study and computer space which is available to all registered Honours, Masters and PhD students. Only students in the School of Applied Human Sciences may have access and are permitted to use this LAN. Students are strongly encouraged to invest in a laptop computer with wireless functionality. The machines have LAN connections and all students must sign up at ITC to gain access to E-mail and the Internet. The Psychology building has wireless connectivity. Students must be registered with UKZN ICS before using UKZN computers. All Masters students are required to be computer literate and should if necessary attend some of the basic computing courses offered by ICT. The outside atrium adjacent to the LAN, the Psych Lab and the teaching rooms is also available to Post Graduate students in our school and is a good place to work and offers round table seating for students and wireless is accessible in this area. Please make use of this space; “library” quiet rules apply in this area.

Administrators: The school employs 4 administrators; Ms P Konan administers the Postgraduate programmes. The administrators’ offices and equipment are not available to students and administrators are not available to students for typing or other personal work during working hours.

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.

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.

Audio Recorders: All students are required to own their own recorders. Over the years several recorders have not been returned to the department and therefore we will not be lending these out to students.

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.

10.2. Bursaries

- NRF bursaries can also be applied for and are awarded on academic merit.
- University Bursaries: bursaries are sometimes available for students coming to the University of KwaZulu-Natal. Funding permitting, post-graduate students may qualify for remission of fees or part-remission. The University will make this clear later in the year. Inquiries must be made at the Scholarships/Bursaries Office. Adverts on the university notice system should also be consulted.

11 Overview of the programme schedule

11.1. Introductory programme

After the first two weeks of the programme, which are devoted to the thesis proposal preparation, the next six weeks are devoted to a comprehensive introduction to the specialisation modules AND 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 an adult student and one on a child.

11.2. Coursework 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 coordinating lecturers appear in the table at the back of this book. A brief description of the modules follows.

Intervention methods, therapeutic approaches and various skills offered as part of different modules may be offered in intensive workshop formats.

12 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.

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

Service delivery site visits: this will involve visits to various organisations 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 will be based initially on simulated case studies and then actual applied cases. Students will present cases according to a pre-arranged roster. Some of these will form part of the formal assessment for a module – see detailed outlines above.

Group supervision: student presentation of on-going cases for case supervision. These 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. **All students are required to present video recorded sessions for supervision (either individual or group).**

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

12.1. 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 should be recorded on this log sheet.

Copies of all reports written must be submitted to supervisors for record keeping. In addition, for all on-going 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.

12.2. Practical placements

Cases for assessment and intervention will be drawn from various placements where students do practical work (e.g., Child and Family Centre, Student Support Services, and various educational and community settings in Pmb.

12.3 Professional supervision and personal mentorship

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. Some supervisors will prefer joint supervision - two students in simultaneous supervision. Each student must respect the confidentiality of the other in joint supervision.

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.**

If a case related emergency arises and the supervisor is not available, students must consult any other member of the training staff from a similar category as the supervisor, and if none is available, any member of the CCE staff, most of whom are HPCSA registered.

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.

All students **are required to video record sessions with their clients** using either the School video equipment or laptop based webcam recordings. We will make use of a secure video upload system to make the video available to supervisors for supervision purposes. In some rare instances, clients may refuse consent to record, but be aware that recording in all other instances is **compulsory**.

Mentorship

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 student's 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 coordinator.**

13 Professional training monitoring

All professional aspects of clinical, counselling, research and educational psychology training at UKZN is ultimately controlled by the Professional Training Committees. These committees consist of representatives from University and institutions where

internships are done and monitor the training of Clinical, Counselling and Educational Psychologists. The committees also report to the Professional Board for Psychology of the HPCSA on the progress of students. **NB: A representative from each of the Masters programmes and intern cohorts 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 Committees 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 module or programme coordinators and supervisors in the first instance.

13.1 Staff Bi-monthly meeting

All staff working on this Masters programme meets for a bi-monthly meeting on Mondays at 13:00. The weekly programme, student progress monitoring 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 programme to and from the student group. Any matters regarding the programme can be brought to the attention of staff for discussion at this meeting. Student representatives will be elected early in the semester.

14 Weekly timetable

The weekly timetable will follow a schedule similar to the one below. Please check the Google calendar regularly for scheduled seminars and workshops.

	08:30-10:00	10:30-12:00	14:00-15:30
MON	PSYC 807/818/819	PSYC 807/818/819	Case Conference
TUES	PSYC 806	PSYC 806	PSYC 810
WED	PSYC 808	PSYC 808	PSYC 810
THURS	CFC Case Conference	PSYC 809	PSYC 809
FRI	PSYC 807/818/819 Placements		PSYC 814 (self-study)

PLEASE NOTE:

- Every attempt is made to keep Fridays free for practical and research work.
- Full day and two-day workshops are scheduled occasionally and displace sessions indicated above.
- The timetable will be communicated electronically – via Google calendar. Please be aware that staff have multiple teaching commitments and together with the external people participating in the programme, the timetable is often subject to changes. Students can create individualised setting on google calendar to ensure they receive SMS or email notifications of changes as they occur.

15 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.

16 School colloquium programme

The School participates in a colloquium programme for staff and postgraduate students. The schedule will be made available 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 colloquia is compulsory for all Masters students unless they have coursework seminars or clients booked.**