

SCHOOL OF APPLIED HUMAN SCIENCES

PROGRAMME GUIDE RESEARCH MASTERS

2020



DISCIPLINE OF PSYCHOLOGY Pietermaritzburg Campus



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

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.

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.

History and Profile of the Discipline of Psychology

Psychology was taught at the former University of Natal from its inception in Pietermaritzburg in 1911. At that time, Psychology, together with Ethics, Logic and Politics, was taught by the Department of Philosophy. A separate Department of Psychology was established in 1937 and in that year, both Psychology and Industrial Psychology were offered as majors. Both theoretical and applied modules in Psychology were taught, with the main areas of application being education, industry, health and mental health.

In 1998, the School of Psychology in Pietermaritzburg was formed through the amalgamation of the Departments of Psychology and Educational Psychology and the Child and Family Centre. In 2004, the Universities of Natal and Durban-Westville merged to form the University of KwaZulu-Natal. At this time, the three former Departments and Schools of Psychology formed a single multi-campus school. In 2012, the School of Psychology joined with the Centre for Media and Communication Studies, and the former Schools of Criminology and Social Work to form the School of Applied Human Sciences. Prof N J Mkhize was the first Dean of the new School of Applied Human Sciences.

The discipline of psychology on the Pietermaritzburg campus has 16 full-time members of the academic staff, backed up by support staff, as well as several part-time academic, contract and administrative staff. A range of undergraduate modules are offered, for which we have more than 2000 registrations per annum. There are several postgraduate options, including Honours in Psychology and professional Masters programmes in Clinical, Counselling, Educational, and Research Psychology (Industrial Psychology is offered on the Howard College campus). At any one time, we have about 20 Doctoral and 40 Masters students registered in the school.

The Discipline of Psychology has a vigorous and varied research programme and a good publication and grants record. Several members of staff serve on international and national professional and scientific bodies. Many of our community engagement activities are carried out through the Child and Family Centre, as well as through extensive community and consultation services offered by the staff and postgraduate students.

CONTENTS

1.	Overview of the Research Masters Programme in Psychology	p.3
2.	Content and structure of the degree	p. 4
2.1	Course work	p. 4
2.2	Applied Research	p. 5
3.	Staff	p. 7
4.	Regulations and requirements	p. 9
5.	Facilities and opportunities	p.10
6.	Internships	p.11
7.	Procedures for application	p.12

Overview of the Research Masters Programme

The Discipline of Psychology at UKZN in Pietermaritzburg offers a one-year directed Masters Degree in psychological research. The programme of study covers a wide range of technical, theoretical and practical facets of applied research in South Africa today. In the year following the degree itself, students are encouraged to round off their training by completing an internship at an approved site. If other requirements are satisfied, completion of the programme and internship leads to registration as a Psychologist with the Professional Board for Psychology of the Health Professions Council. However, registration as a student for this degree does not imply acceptance into a research internship programme or registration with the Board. Many of our graduates, including students with majors in disciplines outside psychology, choose to develop careers in social science and behavioural research, organisational change and development facilitation and project management.

Background to the programme

The programme aims to train professional researchers and consultants with a broad background of skills in the social sciences and specialist expertise in selected psychological research methods. Students are trained in all aspects of the formulation, design, analysis and management of projects. The programme provides a *general* and *advanced* education in social and behavioural science methods, with particular emphasis on applied research and evaluation. The programme has been designed to provide students with a firm foundation of skills that can be applied in a wide range of job related contexts in the business, community, government and service sectors (in the fields of health, welfare, human resources, organisational learning, organisation design, development change and intervention, labour relations, project management, strategic planning, education and social development).

The programme is flexible and market-orientated. It aims to instil, in a select group of students, high level, general and applied research skills and knowledge to enable our graduates to enter the market as professional researchers and interventionists. Rather than providing training in routine tasks and functions (e.g., test administration, data capture), we will train decision-makers, strategic thinkers, and professionals who can design, co-ordinate and manage programmes and interventions.

Student demand and staff resources determine the areas of specialisation that are offered each year. The following are some current areas of expertise: HIV/AIDS research, social psychology of stereotyping and social transformation, research ethics, masculinity studies, child and family intervention programmes. The training is tailored toward providing graduates with the conceptual and methodological skills to develop research careers in a chosen area of specialization. The programme will also prepare students to work in multi-disciplinary research and project teams. The programme is designed on the understanding that general research skills underlie a number of areas of application and specialization.

Graduates from this programme should be able to function as professionals who can competently undertake a range of psychological, organisational and social research and can apply psychological knowledge to the understanding and resolution of human, organisational and societal problems. Professional training means that this programme is intended not only to give students the knowledge and skills to conduct social science research, but also to widen their understanding of the application of social science in society in an ethical and professional manner.

Content and Structure of the Research Masters Programme

The 192 credit point (cp) degree is made up of course work and applied research projects. There are two applied research projects: The Research Dissertation (PSYC8CD, 128cp) and the community project, which is completed in the Community Interventions in Professional Psychology module (PSYC810, 16cp). For the course work component, you need to do three of the following modules: Quantitative Research for Psychology (PSYC822, 16cp) Qualitative Research for Psychology (PSYC823, 16cp), and Participatory Research and Human Action (PSYC285, 16cp).

Included in the course work are a number of practical research and intervention exercises that allow students to develop hands-on understanding of qualitative and quantitative research techniques, and programme evaluation, as they apply general methods and principles in specific real life settings.

Each component of the module is evaluated by means of written exercises. In addition, oral and/or written examinations are set for some of the modules. All written work done by students is made available to the External Examiner. In order to obtain a pass for the degree, the student must achieve a minimum of 50% for each of the modules of the degree.

Coursework

Modules include lectures, reading and discussions. Each of the modules is set out below. The semesterisation of modules and teaching will vary from year to year.

PSYC822- QUANTITATIVE METHODS FOR PSYCHOLOGY (16cp) Prof. Kevin Durrheim and Ms Kershia Sunjeevan (First Semester)

This module has two main sections: Psychometrics and data analysis techniques. In psychometrics we will examine traditional methods of making psychological measures (summated rating scales), and psychological scales, and will introduce some more modern methods such as IRT models and Generalizability theory. Students will be expected to develop a psychological measure and to use a scaling technique on a real world problem. The data analysis section of the module will introduce a variety of multivariate procedures and some increasingly popular alternative data-analytic methods. Topics may include: Cluster analysis, factor analysis, logistic regression, log-linear models, multivariate regression and extensions to path analysis and SES (particularly meditational analysis), and other multivariate techniques. Bootstrapping and Bayesian approaches to data analysis will be introduced. Students will be expected analyze a data set and to critique existing quantitative studies. In addition to the above some effort will be made to introduce the basic ideas of mathematical modeling and simulation. This module normally runs in the second semester.

PSYC825- PARTICIPATORY RESEARCH AND HUMAN ACTION (16cp) Prof. Mary van der Riet (Second Semester)

Metatheoretically, this module focuses on the interface between social and individual levels of analysis. The module will examine the concept of knowledge production in research; the tension between participation and critical analysis in research; and the use of techniques of participatory research to study human action. Case studies of participatory research in community settings, and applied research in the field of HIV/AIDS and behaviour change involving social mobilisation, will be discussed. Students will engage in a mini-project in which

the above concepts are applied and critically discussed.

PSYC823- QUALITATIVE METHODS FOR PSYCHOLOGY (16cp) Dr. Amy Jo Murray (First Semester)

After completing this module, students should be able to design and implement a qualitative research project, analyse qualitative data, and write up a qualitative research report. The module is divided into four main sections: 1) the qualitative orientation, which considers the history and ethos of qualitative research, 2) research design and data collection, using interview and observational methods, 3) data analysis, covering techniques of coding, producing analytic displays, and grounded theorizing, and 4) report writing. Apart from discussions of theoretical and methodological aspects of qualitative research, students will be required to design and execute a qualitative research study and conduct fieldwork. A written report is submitted for evaluation, and an exam is written at the end of the module.

PSYC824- Applied Research: Monitoring and Evaluation (16CP) Dr Glodean Thani (Second semester)

The module covers the following topics: policy context for applied research; implementation cycles; qualitative and quantitative evaluation; action and participatory research; rapid approaches; related methodologies in sociology, epidemiology and demography; and getting research into policy and practice. Practical work consists of policy analyses, proposal writing, proposal negotiation, execution of rapid and participatory research exercises, secondary analyses of existing data and an investigation of barriers to implementation of research findings.

Applied Research Projects

The community project must be completed in the year of study. It is strongly advised that students complete their dissertation project in their first year of study. These two research projects should be the primary focus of student work throughout the year.

PSYC8CD RESEARCH DISSERTATION (128cp)

Students are required to present a dissertation, or mini-thesis as an integral part of the Masters module. This dissertation counts 60% of the total marks for the Masters degree. Students are required to conduct a piece of 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. According to Faculty rules, the final thesis should be no longer than 28 000 words (90 pages). It is strongly advised that the thesis be completed by the end of Masters year. The University reserves the right to postpone the commencement of the internship for any student who has not shown considerable progress in the dissertation by the end of Masters year. Regulations of the HPCSA stipulate that all requirements for qualification as a psychologist must be completed in three years. Supervisors will be appointed by the College, and the proposal has to be formally approved through the School Research Higher Degrees Committee. **Students will be required to participate in 814 Research methods in Psychology and adhere to the required submissions and deadlines.** 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, seminars, etc.

Once registered for the thesis, in the first year, and in subsequent years, students should be able

to access the Post Graduate Moodle site, an online site with information related to the thesis preparation and submission process. Emails related to the Moodle site are delivered to the student's university email address, and not to any other email account. Notification through the Moodle system is considered the formal channel of communication with students. Students are advised to regularly check their student email accounts for important university notifications.

Please note: *academic staff are involved in examinations from 15 November to 5 December each year, and are generally on leave 15 December to 15 January. Therefore, staff will not be available for thesis supervision during these times.*

Students are required to complete the thesis component of the degree timeously. The Health Professional Council limits the amount of time for the degree to be completed, and for the modules to count towards a professional registration. If there is a delay in completing the thesis, students might be required to re-apply for the module and re-do work for those modules. In addition to this there is no guarantee that supervision will be available for the completion of the thesis. Students are referred to the UKZN Student Rules section of the handbook rule GR9 d (i) which apply to continuous registration, readmission and resumption of studies.

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

Module coordinator: TBC

Module overview and aim:

This 16cp module is offered on the CCE programme and the Research Masters Programme. 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
- An 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%

Rough Guide to the Research Masters Module Structure				
	Semester 1		Semester 2	
	First quarter	Second quarter	Third quarter	Fourth quarter
<u>PSYC8CD</u> Dissertation	Final proposal to School: 12 Feb	Data collection. Data due end of June vac.	Data analysis. Draft of thesis due early Sept.	Final thesis report due November
<u>PSYC810</u> Community Interventions in Professional Psychology	Design project	Implement project	Submit report: end August	
Three of these →	<u>PSYC822</u> Quantitative Methods		<u>PSYC824</u> Applied research: Monitoring and evaluation	
	<u>PSYC823</u> Qualitative Methods		<u>PSYC825</u> Participatory Research and Human Action	

Psychology Colloquium

All master students are required to attend and participate in the Psychology colloquium program.

Staff

The following are the members of staff who will be directly involved in the Masters module:

1. *Professor Mary van der Riet* (module co-ordinator) obtained her PhD at UKZN. Her main areas of interest are qualitative research methods, participatory and action research in community and rural settings, socio-cultural aspects of cognitive development, social change and activity theory. She has published and engaged in research on youth and vulnerability in a context of HIV, gender and sexuality in relation to sexual and reproductive health, cultural historical theory and behaviour change, participatory research, and HIV and stigma.

2. *Professor Kevin Durrheim* is professor of psychology at the University of KwaZulu-Natal, where he teaches social psychology and research methods. He obtained his PhD in political psychology from the University of Cape Town in 1995. Since then he has published more than 100 peer-reviewed articles and book chapters on topics related to racism, segregation and social change. He has co-authored two books, *Race Trouble* (Durrheim, Mtose, Brown, 2011, Lexington Press) and *Racial Encounter* (Durrheim & Dixon, 2005, Routledge); and is co-editor (with Martin Terre Blanche and Desmond Painter) of *Research in Practice* (1999, 2006, UCT Press) and (with Colin Tredoux) *Numbers, Hypotheses and Conclusions* (2002, UCT Press). Kevin is the recipient of numerous awards and research grants and has been on the editorial

board of a number of journals (British Journal of Social Psychology, Psychology in Society, South African Journal of Psychology, Social Issues and Policy Review). He is a member of many professional organizations and has served on the Governing Council of the International Society of Political Psychology.

3. *Dr Amy-Jo Murray*: completed her PhD in psychology in 2015 through UKZN and was a post-doctoral fellow based at UKZN between 2016-2019 funded by the DST-NRF Centre of Excellence in Human Development. She is doing research in the field of paid domestic labour and is exploring creative ways of understanding social justice and inequality. She is also interested in the possibilities of studying absence as social action and is co-editor (with Kevin Durrheim) of *Qualitative Studies of Silence: The Unsaid as Social Action* (2019, Cambridge University Press).

4. *Ms Kershia Sunjeevan*: obtained her M.Soc.Sci (Research Psychology) from the University of KwaZulu-Natal in 2014. She is currently registered as a Psychologist with Health Professions Council of South Africa in the category of Independent Practice Research Psychology. Her main areas of interest are quantitative research methods, ethical issues surrounding informed consent procedures and the ethical principles guiding data sharing in the South African context. She also has a keen interest in social and gender norms which influence behavior.

5. *Dr Glodean Thani*: obtained her BSocSCI, Hons and MA in Psychology at the University of Pretoria (UP) and her PhD at the University of the Free State (UFS). She is registered as an Independent Practice Psychologist in Research Psychology with the HPCSA. Her main areas of interest are identifying gaps in gender and diversity policy in South African legislation. She is also interested in research methodologies and focuses on both qualitative and quantitative research designs in her teaching.

6. *Ms Priya Konan* is the School Post Graduate Administrator. She will address queries related to the module.

Other members of the staff will be involved in teaching aspects of the module, including dissertation supervision. Areas of specialization of staff in the School include topics in health psychology, research ethics, cultural psychology, cognitive psychology, developmental psychology; and a wide range of topics in community, clinical, counselling and developmental psychology.

There are a number of specialized research and applied units associated with the School. These include:

- The Child and Family Centre (CFC): The CFC is a training and research institute that offers professional training and service learning opportunities to post-graduate students in clinical, counseling and educational psychology, who provide broad based psychological services to individuals, groups and communities.
- HIV Aids Vaccines Ethics Group (HAVEG): HAVEG is a research organization that facilitates the ethical conduct of HIV vaccine trials in South Africa, ensures sound informed consent, promotes Optimal Child participation, and promotes fair balance of research risks and benefits.
- South African Research Ethics Training Initiative (SARETI): SARETI is an Africa-based, multi-disciplinary consortium created to focus on ethics and human rights in health research.

SARETI is a partnership between UKZN (Psychology), University of Pretoria (School of Medicine), with inputs from Johns Hopkins University (Bioethics Institute, Bloomberg School of Public Health). The specific goals of SARETI are: to provide advanced, multi-disciplinary education in health ethics to senior professionals in Africa whose work impacts on health research ethics; to strengthen institutional capacity to continue health research ethics education, development and research in Africa; and to increase Ethics review Committee awareness of ethical issues in health research.

There are strong links between the Discipline of Psychology, its associated units, and several other disciplines within the university community, as well as with research, service and training institutions in the local community, nationally, and internationally.

Regulations and Requirements

The following regulations and requirements for students in the Masters degree (Research Psychology) should be carefully noted:

- a. All appropriate regulations covering Masters Degrees at the University of KwaZulu-Natal will apply.
- b. Students who qualify and who wish to register as psychologists must be registered with the Professional Board for Psychology of the Health Professions Council before commencing the Research Masters programme. Application forms are available from the post graduate administrator. Toward the end of the year students must apply to the Health Professions Council for registration as an intern psychologist. The necessary application forms, available from the programme administrator, must be completed and returned to the School for onward transmission to the Council immediately upon the student's successful completion of the degree.
- c. Students are regarded as professionals from the beginning of the Masters year, and all ethical and legal codes for psychologists will apply to Masters students.
- d. Research work intended to contribute to the degree should not be undertaken without explicit arrangements for supervision, and potential subjects should not be approached without the permission of the supervisor.
- e. Students are expected to attend all aspects of the programme unless prior arrangement has been made with the appropriate members of staff.
- f. Masters students are expected to develop a proposal for their dissertation research. This must be submitted within a reasonable time after beginning the programme, and abiding by the deadlines set for the thesis submission programme. The final thesis submission date for the College is in November.
- g. All students must register with Turnitin https://turnitin.com/login_page.asp and check all assignments and essays and research projects before sending for supervision or marking. Plagiarism is treated very seriously by the university. It is recommended that you familiarize yourself with the university plagiarism policy.

Duly Performed (D.P.) requirements

The following are the Duly Performed requirements for admission to the Masters examinations. Failure to complete these DP requirements will lead to students being excluded from examinations.

- a. Attendance at all module work sessions during the academic year, unless permission is granted to be absent.
- b. Satisfactory completion of all module assignments.

Facilities and Opportunities

School Facilities

Work space: Shared work space will be made available to Masters students. Students are reminded to observe all security requirements at the University.

Notices: Masters students should read their emails and check the module calendar daily.

Computers: The Postgraduate LAN houses computer facilities that are available to Masters students. The PCs are loaded with relevant software (including SPSS, and Nvivo) and the computers are connected to the LAN. Students must register with the Information Technology Division before using the University computers, and in order to access the internet. If you are not already computer literate you would be well advised to attend some of the basic computing courses offered by ITD and the Library. Students who do not adhere to the rules for using these facilities will be barred.

Transport: Students will require their own transport to reach venues off campus to conduct research, practicals, and other related activities.

Research laboratory: The School has a well-equipped test library, and a research laboratory space. These are available for use by students under staff supervision.

Employment: Several members of staff have well-funded research programmes and it is possible for students to find full- or part-time employment as research assistants.

Tutoring

We strongly encourage all research masters students to do undergraduate statistics tutoring. This will involve approximately 10 hours per week of undergraduate marking, tutorials and practical supervision. **As these are paid positions, students are required to approach duties with responsibility and diligence, or the posts will be terminated.** Payment will be withheld for incomplete work. There will be a weekly planning/supervision meeting for tutors. Further details of remuneration and conditions can be obtained from Kershia Sunjeevan.

Internships

The Discipline of Psychology is recognised by the Health Professions Council as a training site for the coursework component of the Research Psychology professional registration. However, students are responsible for securing their own internship after the coursework component of the degree. Each year a limited number of internships are available with research organizations associated with the university. Internships must be supervised by a registered 'research psychologist' acting as a mentor, although components of the practical training may be done under the direction of psychologists registered in another category, or by professionals outside of the discipline of psychology. Successful completion of accredited internships leads to registration as a 'research psychologist' with the Professional Board for Psychology of the Health Professions Council. Graduates may also opt for internships without a view to psychological registration.

The internship is of 12 months duration. The goal of the internship is to provide the Masters graduate with supervised research experience in a real world context in their chosen field of application. In the internship an effort is made to expose the intern to a very wide variety of psychological research methods. At the beginning of the internship the student must register as an 'intern psychologist' with the Health Professions Council.

Interns will be required to submit quarterly written summaries and reports of work done to the internship supervisor. These reports will constitute the portfolio of the internship year, and will be made available to the Professional Board on request.

INTERNSHIPS OFFERED BY STAFF IN THE DISCIPLINE OF PSYCHOLOGY

Some staff are able to offer internships within the School, for example on their own projects, as research assistants. Students need to consult with Psychology staff about whether they are offering any internship, and the terms and conditions for the position. The student is then responsible for ensuring that the activities in the internship are approved by the HPCSA for a research psychology internship.

Procedures for Application to the Masters Programme

Inquiries about the programme can be directed to:

- Prof. Mary van der Riet VanDerRiet@ukzn.ac.za
- Ms. Priya Konan konan@ukzn.ac.za 033-260 585549

Please see the university website and/or contact the Post Graduate administrator about the application process for the Masters in Research Psychology programme. Selection into the Research Masters programme is usually based on information submitted with the application and a short interview.