

# DEPARTMENT OF PSYCHOLOGY

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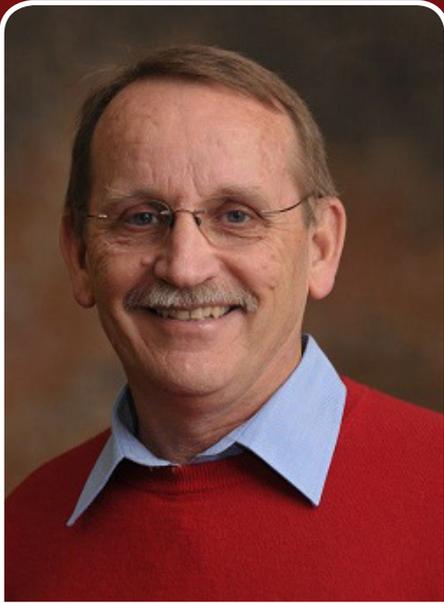
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# VANAF DIE VOORSITTER SE STOEL



**PROF. A.P. GREEFF**

**I**n die vyf maande wat ek voorsitter is, het daar reeds baie in die Departement gebeur en dalk nog meer in die groter Universiteitswese. In die Departement het die agt-jaarlikse eksterne evaluering plaasgevind terwyl die eksterne roerings verwys na die kookpot/woelinge waarin die SA Universiteitswese sigself bevind, met die enkele mees direkte gevolg vir almal: die finansiële implikasies vir universiteite, aangehits of geaktiveer deur gebeure op kampusse vanaf Suid na Noord.

In collaboration with the department of Academic Planning and Quality Control, the preparation for the reception of the evaluation committee (two national and one international evaluator) had already begun at the end of 2014. We were informed, oriented and motivated. The meaning and value of this evaluation for the Department and the US was highlighted and it was clear that the preparation and self-evaluation would have to be done systematically and in consultation with all concerned. In 2015, various working committees with varying degrees of speed wrestled through several manuals, examples and formulations to establish an agreed

upon format for the evaluation report. Statistics were gathered, surveys were conducted, interviews were held and gradually pieces of the report began to take form.

This activity proved valuable in that we were able to, based on our own investigations (introspection), recognise what was happening and what was not, what we thought we were doing and what we actually do. Nonetheless, a first draft was put together, updated, and the preliminary report was circulated for proofreading, deleting, inserting and error removal.

Next, it was time to perfect the layout and ensure that technical editing was done. Eventually the first electronic version appeared (with photos!). This version of the report was sent to the division for Academic Planning and the Dean's office earlier this year for a brief look through and approval. And, before long, the final report was uploaded to cyberspace and on its way to the three evaluators. On the home front, arrangements were made to make sure that everything ran seamlessly during their visit. Time slots were carefully filled and everyone was ready for the visit.

Toe, vanaf 18 tot 20 April was Proff Stevenson (Wits), Ward (UCT) en Duckert (Univ of Oslo) binne-in die hart van die Departement. Hulle het gelees, geluister en gevra. Ons het gepraat, verduidelik en gesê. En so tussen-deur

het ons mekaar al beter leer ken – 'n verrykende ervaring. Die evalueerders het gekonfereer en in privaatheid hulle verslag saamgestel. Die departement het die verslag ontvang en ons is tans besig om te werk aan ons respons.

Wat in die breër nasionale universiteitskonteks gebeur het ons minder beheer oor, maar dit lyk of die gevolge van frustrasie en ongelukkigheid orals gaan tref. Ek wonder hoe gaan ons nog meer met nog minder gedoen kry? Hoe voortgesette prestasies en hoe gehalte uitsette nie beloon kan word nie, maar eerder verdere mikpunte gevra en vereis word?

Nogtans, in hierdie Departement word werk van 'n hoë gehalte gelewer. Ons studente, oudstudente en personeel presteer op verskillende gebiede en lewer bydraes tot die daaglikse lewe van baie Suid-Afrikaners. Hetsy as 'n gevolg van aktiewe gemeenskapinteraksieprojekte, navorsing wat waarde toevoeg tot die gehalte van lewens, en ondersteuning aan individue, groepe en gemeenskappe. Dit is inderdaad 'n voorreg en 'n plesier om hier te werk.



# RESEARCH VISIT to the *Netherlands*

One of our staff members, Associate Professor Desmond Painter, spent three months in The Netherlands in 2015 as a Research Associate at Radboud University in Nijmegen, during which he collaborated on a research project with colleagues in the Centre for Contemporary European Philosophy.

The research project was initiated by Professor Philippe van Haute from Radboud University when he was a Fellow at the Stellenbosch Institute for Advanced Studies in 2011 and 2013, and it involves a series of explorations of Sigmund Freud's conception of psychopathology and its relevance to contemporary philosophy, psychiatry and psychology, and social theory.

Desmond's own contribution to the project and a co-edited book which will be published in 2016, was a chapter on Frantz Fanon's psychiatric work and the significance of psychopathology for his critique of colonialism. This work has resonances with the new appreciation in Fanon scholarship of the overlaps between and mutual reinforcement of his work as psychiatric and political philosopher and activist.

While Desmond used much of the time in The Netherlands for reading and writing, he also participated in faculty life at Radboud University. He presented a public lecture on Fanon and the critique of the psy-sciences (psychology, psychiatry, etc.) and facilitated a reading group for staff and postgraduate students on Fanon's classic work *Black Skin, White Masks*.



# DST 2016 WOMEN IN SCIENCE AWARD

**Professor Lou-Marié Kruger shortlisted**



Kruger's current research has been shaped by her early academic career (where she was introduced to the theories that still inform most of her academic work: poststructuralism, psychoanalysis, feminism and Marxism) and by her work as a political researcher and activist (where she focused on the impact of political, socioeconomic and cultural factors on the lives of South Africans).

Kruger started her graduate studies in Clinical Psychology in Boston with a Fulbright scholarship in 1990, where she was fortunate to work with eminent psychoanalysts, feminist scholars and qualitative researchers at Boston University and Harvard University. She returned to South Africa in 1996 with a new-born baby, a doctorate in clinical psychology and a job as senior lecturer at the Department of Psychology at Stellenbosch University. Since then, as a researcher, Kruger has focused on the emotional worlds of low-income South African women and girls, utilising mainly psychoanalytic, feminist and postmodern theoretical frameworks. In her academic work she highlights the fact that the impact of poverty is profoundly gendered and raced as she consistently challenges the pathologizing of women's emotional responses to being poor.

Kruger has published in important international academic journals (such as *Social Science and Medicine*; *Culture, Medicine and Psychiatry*; *Feminism and Psychology* and the *Journal of Infant and Reproductive Mental Health*) and regularly participates as presenter, invited lecturer and key-note speaker at international and local academic events. However, as a critical scholar, Kruger has also set out to challenge the way in which we think in the South African context about knowledge, about research, about dissemination of research results (creative non-fiction), about interdisciplinarity, about capacity building and about community involvement or action research. An example of her grappling with interdisciplinarity and creative non-fiction is the workshop she organized in 2015 on "Slow violence". Contributors to this workshop included leading the internationally acclaimed scholar Robert Nixon, as well as a wide range of South African artists, authors, musicians and academics.

**P**rofessor Lou-Marié Kruger, associate professor in the Department of Psychology, was the second runner-up in the category Distinguished Women Researchers in the Humanities and Social Science. The following is an extract from the document introducing the finalists:

Professor Lou-Marie Kruger obtained a M.Soc.Sci. (Political Studies) from the University of Cape Town (1989) and a M.A and Ph.D (Clinical Psychology) from Boston University (1996). In 1996, she also completed an American Psychological Association accredited internship for Clinical Psychology at Massachusetts Mental Health Center, Harvard Medical School.

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As a researcher Kruger has won several awards, fellowships and nominations including a nomination by Stellenbosch University for the Distinguished Scientist Award for Contribution to the Improvement of the Quality of Life of Women (2006), a Rockefeller Foundation Bellagio Fellowship (2004), an American Association of University Women International Fellowship (1992–1993), Boston University's Clara Mayo Memorial Award (1992) and a Fulbright Scholarship (1990–1991.)

Professor Kruger's research cannot be separated from her clinical and community work in the Stellenbosch area. While she is passionate about writing and making the voices of women and girls audible, her action research projects also are aimed at having a direct impact and typically are conducted in the context of clinical and community interventions, group and/or individual.

Apart from her focus on the empowerment of low-income women, Professor Kruger, through her work as supervisor and teacher, also has shown that she is committed to the empowerment of young clinicians and researchers. She coordinated the postgraduate programme in Clinical Psychology and Community Counselling at Stellenbosch University in South Africa for 13 years (2000-2013) and is currently still teaching and supervising in the programme. She sees teaching, mentoring and supervision as an integral aspect of her academic work and has been awarded and nominated for several teaching awards, including the Rector's award for teaching, Stellenbosch University (2004); the Boston University Award for Excellence in Teaching (1990-1994); and was nominated by the faculty of arts and social sciences of Stellenbosch University for HELTASA's National and Learning Teaching Award (2012).

## THE FOLLOWING ARE EXTRACTS FROM NOMINATION LETTERS:

**Tammy Shefer, Professor of Women's and Gender Studies and Psychology, Faculty of Arts, University of the Western Cape:**

*"Both her scholarship and her practice in teaching research and applied psychology and including her own clinical practice, reflects sustained commitment and contribution to women's empowerment and its link to sustainable development in South Africa, but with global import. It is indeed the talent, dedication and academic bravery such as Lou-Marie Kruger's that deserve to be rewarded through such an award."*

**Professor Pierre de Vos:**

*"...the "Slow Violence" conference is probably the best and most enriching conference I have ever attended. The quality of the conference and the status of those who attended it attests to the exceptional personal and professional status that Prof Kruger enjoys among scholars from a cross-range of disciplines. It also attests to her creativity and originality....I believe that Prof Kruger continues to do exceptional work that has an impact far beyond her discipline."*

**Professor Stephanus Muller, Director: Africa Open – Institute for Music Research and Innovation:**

*"Her work makes a difference not only to scholarship, not only to our understanding of ourselves and society, but to vulnerable women in dire need of support and encouragement. It is a remarkable quality of Prof. Kruger that the clinical work that drives her research does not make her despair of the future. She is the best kind of South African, who excels because of her recognition of the work to be done, precisely because she sets out to do it with such outstanding personal and intellectual qualities."*

**Mariam Salie, former M1 student in Clinical Psychology and Community Counseling at Stellenbosch University:**

*"...her work and legacy is proof that women can succeed, it is motivation to never give up and is a vehicle to inspire women, to protect them and to celebrate them."*

# HIV

## VACCINE RESEARCH GROUP

PROF. ASHRAF KAGEE, PROF. LESLIE SWARTZ, DR. ZUHAY KOFAAR,  
MS. ANITA LESOH, MS. ANNELIESE DE WET, MR. NEIL HASSAN



**T**he Stellenbosch Voices Team, Professors Kagee and Swartz, Dr Kafaar, Ms Anthea Lesch, Ms Anneliese De Wet and Mr Neil Hassan met with collaborators from Toronto, India, Thailand, Kwa-Zulu Natal and Cape Town at Mont Fleur Conference Centre for a four-day research retreat. The retreat brought together all research teams on a multi-site collaboration conducting social science research on HIV vaccines. The collaboration is funded by the Canadian HIV vaccine Initiative and is headed by Professor Peter Newman of the University of Toronto. Teams presented findings from their research in progress across the various settings and participated in focussed discussions on ways to develop and grow the collaboration. The Stellenbosch Team's research focusses on evaluating

community engagement in HIV vaccine research at a research centre in a peri-urban community in the Western Cape. The team presented preliminary findings from their research on community engagement in HIV vaccine research in the adult, youth and men-who-have-sex-with-men (MSM) target groups. Several members of the team were also interviewed to discuss lessons learnt from community engagement in HIV vaccine research for a documentary being produced to provide local context to the visual media being developed to disseminate knowledge from the multi-site team project. The documentary also seeks to promote awareness of the importance of community engagement in the development of new HIV prevention technologies.



# GAZA

## A TRAUMATISED SOCIETY

PROF. ASHRAF KAGEE

**I**n April I attended a conference on Mental Health and Human Rights in Palestine. I considered it an important opportunity to learn from my colleagues there and also share the research I had done a while ago on South African former political detainees. My work as a psychologist and researcher over the past several years has focused on the mental health concerns of people living under conditions of oppression and marginalisation in Southern Africa. I had also previously served on a working group of the World Health Organisation that examined ways of diagnosing stress-related mental disorders. And now, two years after the most recent war in Gaza, Palestine, it was possible to attend and present a paper at a conference there.

Entering Gaza from the Erez border crossing in Israel, one passes through a series of security checkpoints and then proceeds on foot through a kilometre-long open-air corridor that is fenced in on both sides. Security cameras at various points make it clear that everyone who enters is under surveillance by the Israeli authorities who control access to the area. For the past several years, the people of Gaza have been subjected to a siege that is as unrelenting as it is brutal. Visitors are only granted a permit to enter under special circumstances. There is no doubt that when you visit Gaza you are entering a prison.

Gaza, one of the most densely populated areas in the world is dry, dusty, and under-resourced. Its people are poor. They face restrictions in terms of imports, food, medical supplies, fuel, water and electricity. Aware that a complete embargo on Gaza will lead to starvation and famine and in turn provoke an international outcry, the Israeli government allows only

enough food and resources in so that the people may survive.

The people of Gaza know war, which in some sense is an inaccurate term because it assumes a symmetry of power. Civilians living in Gaza are defenceless against the military might of the Israeli Defence Force. Apart from the thousands of deaths of innocents over the past several years, the survivors, many of them young children and youths, live with amputations, spinal cord injury, traumatic brain injury, wounds and scars caused by Israeli rocket attacks. The conflict two years ago saw the indiscriminate destruction of homes, schools, hospitals and clinics, which in turn disrupted families and community support structures. A ten year old child living in Gaza today would have survived three wars – in 2008, 2012, and most recently in 2014. It will come as no surprise to anyone that grief and trauma are ubiquitous here.

Israeli attacks have included the use of incendiary explosives containing white phosphorous. The short term effects of white phosphorus are deep third degree burns which in some cases can cause liver, heart and kidney damage and eventually death. Long term effects are cognitive deficits and learning problems so that those who survive, many of them children, face difficulties at school and work.

The siege means that access to goods and services is extremely limited, which in turn has devastated the local economy. Few people have jobs and those who do work for the international NGO's that provide humanitarian aid. At the Islamic University of Gaza, whose buildings were bombed in the war of 2014, a favourite major among students is English, as it enables them to find work as translators, tutors to young children, and in

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**Gaza, one of the most densely populated areas in the world is dry, dusty, and under-resourced. Its people are poor.**



the NGO's. Yet, over 60% of young people are unemployed even though many have university degrees. They stay home with nothing to occupy themselves and no income.

Besides its physical and social effects, war has also exacted a psychological toll. Many Gazans experience depression, anxiety, posttraumatic stress, grief and hopelessness. Suicide, a taboo topic in this highly religious society, has become a noticeable trend, especially among young men. Parents, children and adolescents experience constant fear, anxiety and anger. They have few coping resources, leading to violence and family dysfunction. Men and women who suffer from depression are socially isolated and in need of psychological support. The constant humiliation and degradation of the Palestinian people in the occupied territories is palpable, but nowhere is this more evident than in Gaza. In this society, men usually assume the role of the family breadwinner. Yet, many cannot find work and those that do earn a paltry amount. Their humiliation debilitates them.

For the first time ever, some Gazans speak of wishing to leave their homeland so that they may find a peaceful life somewhere else. But this is not possible because Gaza is a prison – entry and exit are strictly controlled by the Israeli government in the north and the Egyptian authorities in the south.

**“ There is no doubt that the cumulative trauma of war has had devastating effects.**

Yet, in the midst of this devastation, psychological concerns often take a low priority. One of the exceptions is the Gaza Community Mental Health Programme, started in 1990 by the late psychiatrist and human rights activist, Dr. Eyad Sarraj. Its mission is to provide mental health services to the people of Gaza, especially victims of violence, torture and human rights violations. The GCMHP offers psychotherapy and counselling, including anonymous telephone counselling, crisis intervention, rehabilitation, and occupational and

physiotherapy. Patients are taught cognitive problem-solving skills, emotional expression, and activities that promote self-esteem even in the context of what is often seen as a hopeless political situation. The centre also offers a place of social inclusion for youth, including those who are apolitical and not associated with religious groups.

The trauma of war has placed an enormous strain on families, who struggle to survive. Parents, deeply affected by their inability to protect their children from harm, have difficulty coping. Some resort to domestic violence in the context of their frustration and constant humiliation. Fostering positive parent-child interactions and attending to the mental health and coping of parents is thus an important function of the GCMHP. Even though social stigma about mental health problems inhibits the uptake of services, in the context of great need the centre is a busy place.

In a society under constant threat of annihilation, getting through the day is a challenge. Life continues, in a way, but hopes of a better life are dim. The prison that is Gaza is an unforgiving place. What keeps people going are their families, their religious and political beliefs, and a focus on learning and education. Collectivist notions of struggle and resistance give Gazans meaning but an end to the siege of their homeland is not in sight. There is a tacit acceptance that it is only a matter of time until the next Israeli attack. Meanwhile, access to Israel and Egypt is impossible and Gaza continues as the world's largest open air prison.

A just peace has proved elusive for the Palestinian people at this moment in history. Yet, alleviating trauma and suffering, both physical and psychological, is the imperative for health professionals and scholars who work in this in this forgotten corner of the world. Conferences on health and human rights play an important role in bringing the devastation experienced by Gazans to the attention of the global community of academics and clinicians. Sharing knowledge of how to enhance coping and resilience is a way to assist the people of Gaza to attain some semblance of a decent life under inhumane conditions.

# TRAINING RELATIONSHIP PRACTITIONERS IN EMOTIONALLY FOCUSED COUPLE THERAPY:

## *A community interaction project*

**DR. ELMIEN LESCH**

**I**t is well established that human beings' general well-being is promoted by close, caring and supportive relationships with others throughout the human lifespan. Close personal relationships refer to a range of relationships, including family, friend and committed, lasting romantic relationships. Research has convincingly established that an attuned and responsive caregiver is pivotal to a child's overall healthy development, and his or her ability to establish and maintain healthy close relationships in adulthood. This need for attuned and responsive caregiving continues across human development. In adulthood, spouses or romantic partners often become the primary attachment figure for many adults and the primary sources from whom comfort and security is sought. It is therefore not surprising that adults in various developmental phases tend to rate satisfying love relationships as the single most important life goal. These relationships play a crucial role in people's general resilience and their ability to overcome physical and mental difficulties. Conversely, problematic or unsupportive close relationships can be a source of severe psychological distress and relationship problems are often indicated as the single most frequent presenting problem in people seeking counselling and psychotherapy. Furthermore, a lack of or unsatisfactory close relationships have been linked to mental disorders such as depression. Due to the evidence of both the enhancing and impeding impact of close relationships on general health, it is argued that a health and social policy focus on close relationships is likely to be a "cost-effective strategy for enhancing health and well-being at the population level" and can even be viewed as "preventative medicine" (Umberson & Montez, 2010, p. S60) It is therefore important, especially in a developing country like South Africa with a strained government health budget to nurture and safeguard close relationships that promote health and provide interventions for those that undermine health.

Despite the importance of close relationships for human physical, social and mental health, we know relatively little about the quality of and processes in the broad range of close relationships in the diverse South African population. Most of what we know about close relationship dynamics and processes is based on research conducted in the global

northern hemisphere. For example, although attachment theory is prominently used in international research on adult intimate relationships, the relevance of this theory for the South African population has not yet been investigated. Furthermore, very limited research has been conducted on effectiveness of relationship interventions for South African populations.

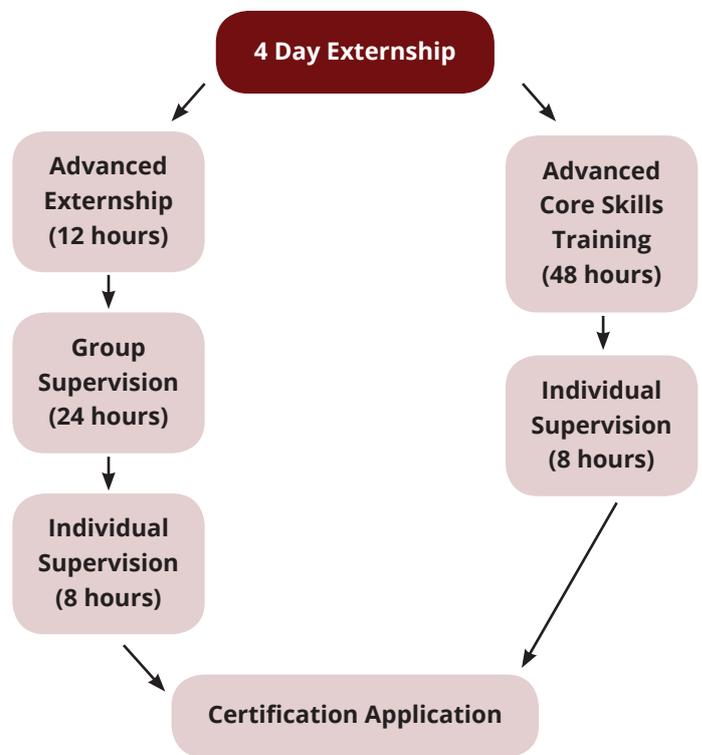
The objective of this community interaction and research project is the development of a close relationship research network in the Western Cape consisting of relationship intervention researchers, trainers, local relationship practitioners, and non-profit organisations - specifically utilising the Emotionally Focused Relationship Therapy (EFT) model. This model is one of very few relationship therapy models that has provided evidence of its effectiveness in various overseas populations. EFT is usually a short term (8-20 sessions), structured approach to couples therapy formulated in the 1980's and has developed alongside the science on adult attachment and bonding to expand our understanding about the processes in intimate relationships and to guide therapists.

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This experiential therapy model is built on principles of family systems and attachment theory. Studies have found that 70-75% of couples move from distress to recovery and approximately 90% show significant improvements. These distressed couples include partners suffering from disorders such as depression, post-traumatic stress disorders and chronic illness. (Visit the website of the International Centre of Excellence in Emotionally Focused Therapy <http://www.iceeft.com> for articles, chapters and books on EFT). We, however, have no research on the effectiveness of this model in South African contexts.

In order to conduct such effectiveness studies, we need to train local practitioners in the EFT model to participate in future relationship and EFT effectiveness studies. I have therefore been collaborating with Kathryn de Bruin (an EFT trainer living in San Diego, USA) and Prof James Furrow (Chair of the Department of Marriage and Family Therapy at the Fuller Graduate School of Psychology, Pasadena, California) to make the extensive training available and affordable for South African relationship therapists, including those in government and non-government organisations. The training consist of the various levels indicated in the figure on the right:



**The first 4-day externship was hosted in the Psychology Department in 2013:**



**In subsequent years, multiple trainings were presented in Johannesburg, Bloemfontein and Cape Town.**



**James Furrow, Elmien Lesch and Kathryn de Bruin – taking a break after presenting a four-day externship in Midrand**

This year we will present a four-day externship in Durban and other level trainings in Port Elizabeth, Johannesburg and Cape Town. We are also planning a study in the Cape Flats Vrygrond community in which we will explore the viability of an action research model. This will entail the implementation of an attachment-based, committed relationship enhancement psycho-education programme. Approximately 35 couples living in the impoverished Cape Flats Vrygrond community, as well as staff of the Soza Foundation will participate.

# CARING BEYOND THE CLASSROOM

STEFANI DU TOIT, SALLY DEMETRIOU & KAYLA GOUS

**T**hree postgraduate students in the department, Stefani Du Toit (MA Psychology), Sally Demetriou (Honours) and Kayla Gous (Honours), have become involved at the Elsie's River aftercare centre. The centre focuses on the promotion of well-being, education and social skills. There are more or less 20 children who go to the centre daily for homework assistance and supervision, as well as for food. The activities that the children engage with creates a supportive and secure environment that promotes healthy development.

The aftercare centre is located in a low socioeconomic community which is associated with gangster violence, low levels of education, a lack of employment opportunities and poor healthcare facilities. As a result of these social challenges, the aftercare centre was established as a preventative measure to inhibit the progression of these problems.

Due to limited resources, most of those involved at the centre work on a voluntary basis. Therefore, there is a need for further funding and assistance for the aftercare centre. As volunteers, the students are involved with assisting the children with their homework, as well as helping them with particular tasks that they may find challenging (for example reading or maths skills). The students are also focusing on building interpersonal relationships, which is an instrument of social support for the children. Witnessing the academic

progression of the children has not only been rewarding for them, but also truly inspiring.

The day-care centre along with the aftercare centre provides 140 children with a meal every day. Due to limited funding it has proven to be challenging to keep a consistent supply of food available. A food drive is held regularly in order to help the centre provide food for the children. Further donations are gratefully accepted. Please contact Stefani du Toit (stefanidt1@gmail.com) for more information. Individuals interested in volunteering at the centre can also contact Stefani.



# KAYAMANDI CAREER LIFE PROJECT

## Grade 9 Career Guidance Workshops 2016

**IMANUELLA MULLER: KAYAMANDI CAREER PROJECT COORDINATOR**

**E**xcitement and anxiety were high as 12 Honours students from the Career Psychology class geared up to put all that they had learnt into action in the Kayamandi community. These students were split up into two groups that provided career guidance to all the Grade 9 learners at Kayamandi High School and Makapula High School as part of their course work. In total, approximately 280 Grade 9 learners participated in workshops focused on helping them make appropriate subject choices through career exploration and developing self-awareness. Each class had two sessions during which they received important information regarding career planning and they also had the opportunity to engage with the honours students and one another about their various career goals and options. Grade 9 life orientation teachers expressed their gratitude for the effort put in by the honours students, in assisting learners with making these important choices that will greatly impact their future. The honours students were also appreciative of the opportunity to apply some of their knowledge and skills directly in a community context.



Career Psychology students Elina Kamanga and Caitlin Holtman providing career guidance at Kayamandi High School.



Career Psychology student Maria Van Schalkwyk in action at Makapula High School.

“ Grade 9 learners participated in workshops focused on helping them make appropriate subject choices through career exploration and developing self-awareness



# GEMEENSKAP INTERAKSIE BY Pikanini Speelgroep CLOETESVILLE

DR. MARIEANNA LE ROUX



Sommige van die kleuters by die Pikanini Speelgroep, Dr Le Roux en Anna.

Anna geniet om deur een van die seuntjies geborsel te word.

**D**ie Pikanini Speelgroep is begin deur die bekende Hanna Grobler van die "Hanna Charity & Empowerment Foundation". Hierdie kleuters ontvang twee maaltye per dag en verskeie ander dienste word gelewer wat 'n bydrae tot die welsyn van die kleuters maak.

Dr Marieanna le Roux en haar 3 jarige Bokser hond, Anna, het onlangs as deel van haar Pets as Therapy besoeke, by die

Pikanini Speelgroep in Cloetesville gaan kuier. Die kleuters het opgewonde gewag vir die besoek van die Anna. Sommige was bang vir Anna terwyl ander opgewonde nader gestaan het. Die doel van die besoeke is om die kleuters meer te leer oor honde en wat die verantwoordelikhede rondom honde is. Die kleuters word geleer hoe om aan 'n vreemde hond te vat. Hulle het ook vir Anna geborsel. Die stappies met Anna was dan ook baie lekker vir hulle. Die kleuters leer ook meer omtrent verskillende soort honde en watter kleur die honde is.



Almal stap saam!

**Kontak Dr Marieanna le Roux by  
mclr@sun.ac.za vir verdere inligting oor  
haar mens-dier interaksie navorsing**

**Vir meer inligting oor PETS AS THERAPY  
kontak: info@pat.org.za of www.pat.org.za**

# DATA COLLECTORS COMPLETE TRAINING IN KENYA & MOZAMBIQUE

**PROF. MARK TOMLINSON, MS. SARAH SKEEN, MS. XANTHE HUNT**

**I**t has been conservatively estimated that the number of children under five years of age in developing countries who fail to reach their cognitive developmental potential is over 200 million. Sub-Saharan Africa is an area of particular concern, as many children who fail to reach their developmental potential live in this part of the world. This stifled development can have far-reaching implications, including impaired national development where such children comprise a large proportion of the population.

Thus, early child development is a prominent focus in interventions in developing countries: around the world, teams in low- and middle-income countries are working with local communities to provide the best early education

and care to children with a view to enhancing individual, community, and national, development.

Prof Mark Tomlinson and Ms. Sarah Skeen are working in partnership with Plan International, which is one of the largest international NGOs focused on children and child rights, to evaluate their early childhood care and development programme. Plan's Community-Led Action for Children (CLAC) aims to get communities involved in the development of their children by making quality early child development centres and parenting groups available to communities. CLAC develops communities' own resources and drive to enhance the development of their youngest members, making these services self-sustaining.

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## “ Thus, early child development is a prominent focus in interventions in developing countries

The original CLAC model was implemented from 2012 to 2014 in over 170 community sites in Kenya and Mozambique, and the second phase of this programme is taking place from 2016 to 2018. This second phase aims to provide continuing support to sites already implementing the programme. In both cases an enhanced model of CLAC, referred to as CLAC2, is being implemented.

This year, Prevention Research team members, led by Plan consultant Christina Laurenzi, are working to help Plan to evaluate the impact of CLAC2 on communities in five districts across Mozambique and Kenya. In working in both Kenya and Mozambique, the Prevention Research team has engaged with Plan's CLAC2 project staff in the region.

This study, which will comprise a baseline and follow-up period, aims to recruit 1000 children from ECCD centres, to see just how much Plan's CLAC2 programme is benefiting local children. Participant children will be selected from a stratified, random selection of CLAC2 ECCD centres. All children who attend selected centres will be eligible for inclusion, along with their caregivers.

We are conducting the outcome evaluation in two instalments, a baseline and a follow-up assessment, in communities around Inhambane and Kisumu where Plan has built ECCD centres. About 1000 children between the two countries will be included in the evaluation.

Eligible children include those between the ages of 4 and 5 who attend the ECCD centre in their area. All Plan ECCD centres in the study areas were stratified by below adequate, adequate, and above adequate, and from these clusters, we randomly selected centres from which to recruit participants. On average, there are between 30 and 40 children per centre who are evaluated.

The evaluation consists of a caregiver and a child questionnaire, both administered to the child's primary caregiver. Data collectors also assess each child using various standardized, and some adapted, assessments. We will also be developing tools to observe and measure quality of ECCD centres and parenting groups to provide further insight into the reach of the CLAC2 programme.

Last year, Laurenzi, alongside Sarah Skeen, visited Mozambique and Kenya to recruit talented local data collectors for the study. Now, Laurenzi, together with other Prevention Research staff members—Marguerite Marlow and Sarah Skeen in Mozambique, and Xanthe Hunt in Kenya—have completed training with these individuals, with a view to beginning data collection in May.

The data collectors have been extensively trained in the administration of THE caregiver interviews, as well as a number of internationally-validated and locally-adapted measures of child development. The interview questionnaires cover topics such as demographic and household information, caregiver mental health, HIV/AIDS, child health and behaviour, and parenting strategies, and will be administered to the caregivers of children selected for the study.

But the training has been a two-way street; the Mozambican and Kenyan data collectors have been key in helping the Stellenbosch team to ensure that all measures are locally appropriate and easy to understand, and that the translations into Portuguese, Xitswa, Guitonga, Luo, and Swahili are adjusted for local dialect and context.

With data collection set to begin in April, the teams in South Africa, Mozambique and Kenya will be eagerly preparing so that the first round of interviews and assessments generate the best possible data. We will keep you posted every step of the way, with pictures, videos and data collectors' stories from both sites.



# SUMMER SCHOOL *in the* UK

THEMBE DUBE-ADDAE

**D**octoral candidate, Thembe Dube-Addae, reflects on her recent trip to the summer school at Coventry University's Centre for Trust, Peace and Social Reconciliation (CTPSR).

Coventry is a small, quaint town renowned for peace and reconciliation. During World War II the city was heavily bombed by the German Luftwaffe. After the war, Coventry Cathedral called out for forgiveness and reconciliation through collective efforts to rebuild the city with those responsible. There began an auspicious relationship between seeming enemies. The Coventry Cathedral was rebuilt to mark a new beginning, however, the remains of the old Cathedral were left in order to create a link of the past to the present.

Meeting other doctoral students from the CTPSR was refreshing. Here were people who spent their time conducting research on topics such as Peace and Trust – it was mind boggling! Their research spanned the globe, one candidate was working with NGO's in Gambia, another looking to do research in Mexico, another candidate was looking at peaceful resistance in Palestine, another candidate was doing work on peace and justice in South Sudan, as well as another candidate working on transitional justice and trust in Canada. There was a sense that there were no limits to where you

could go as long as you had a meaningful research question and you could clearly outline the impact of your study.

There was a strong push by the British government for researchers to outline the proposed impact of the research that they were doing. This was a contentious issue and concerns regarding academic freedom were flagged. I attended a presentation by one of the candidates whose research focuses on this question of impact and his presentation was the most heated as the seasoned academics in the room took turns to intellectually goad him (he came out relatively unscathed).

**“ Here were people who spent their time conducting research on topics such as Peace and Trust – it was mind boggling!**

Interestingly, it was in presenting my work with unemployed youth to this audience that I was able to reconnect with the purpose of my study. I had gotten so caught up with my own qualms with regard to the relevance of the study that I had moved away from the original purpose of the study. The aim of the study was to uncover the voices of unemployed youth

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Narrative Identities: Voices of the unemployed youth in a low-income community in South Africa

Presented by: Thembelihle Dube-Addae  
Stellenbosch University, South Africa

in Kayamandi, to use the study as a mechanism to highlight their concerns so that the findings could be utilised to inform programmes that are aimed at 'unemployed youth'. I returned with renewed purpose from having connected with other like minds who through their work try in some small way to make a meaningful contribution through the work they do.

“ There is something about Coventry University and I am glad that I got the opportunity to go

There were four full days of very meaningful workshops primarily looking at research methodology, academic writing and communicating one's research effectively. There was a fascinating discussion on research ethics, interviewing and the often overlooked impact of the research endeavour on researchers. The experience was not always benign. We were treated to a great dinner by the CTPSR on Thursday evening to cap the trip. On the Friday, an open day, I spent the day in London which was underwhelming (I should've gone to Stratford-Upon-Avon!). That being said, I was moved by the Tavistock Square Gardens with their statue of Mahatma Gandhi albeit amidst the hustle and bustle of London, it was so peaceful. There's something enchanting about Coventry University and I'm glad that I got the opportunity to go. I met a wonderful South African family who took me in, fed me and showered me with warmth and affection. Dr. Steenekamp also took great care of us, she made sure we never got lost and that I paid attention during sessions instead of getting carried away in side conversations with fellow candidates. It was a very meaningful trip that has left a lasting impression. This is by no means my last trip to Coventry - I've found another home away from home.



# INSIGHTS INTO VULNERABILITIES AND RESILIENCE IN CAREER RESEARCH

ANOUK ALBIEN



**A**s a PhD researcher, navigating terrain of publishing, finding research skills and finding opportunities for development are all areas that need attention. In 2016, I received departmental funding to go to the International Conference on Community Psychology (ICCP 2016), where I presented three papers on career myths, social influences in career decision-making and service-learning in Kayamandi. However, this conference was an experience that made me challenge my ideas as well as provide a wealth of insight into community psychology challenges and triumphs, which came just at the right time. I had been gathering data for almost 4 weeks with my

fieldworkers and felt frustrated with township challenges. Hearing academics from all over the world talk about their community engagements, their disappointments, but most of all the gains that came from telling untold stories and from developing others resonated deeply within me. I have returned to fieldwork with a knowing calm that my research in Kayamandi will play a very important role in exploring under-researched contexts and provide insight into career adaptability and resiliency of the human spirit. For the rest of this year, my focus will be analysing my data and keeping my mind open to new ideas that may benefit my personal growth and research. I was selected for the upcoming ICP2016 Emerging Psychologists' Program (EPP) in Yokohama from 23-29th July 2016. At ICP2016, each participant will have to present a paper in a symposium. Seminars and meetings will also be presented such as 'How to succeed in finding a job/obtaining a research grant/publishing a paper', 'Meeting with editors', 'Getting to know the various fields in which psychology is used', and so on. The main goal is to support the next generation of psychologists, by offering an opportunity for young scientists in psychology from various countries to meet and work together on topics of joint interest.

Furthermore, I have received a world scholarship to attend the ECADOC Summer School in Lausanne from the 5-10th





## RESEARCH VISIT TO ZAMBIA

One of our staff members, Dr. Chrisma Pretorius was invited by Dr. Ravi Paul to present some of her research on Psychogenic Non-Epileptic Seizures (PNES) in the Department of Psychiatry, School of Medicine at the University of Zambia during November 2015. Drs. Paul and Pretorius share an interest in PNES. They are part of a global PNES Taskforce of the International League Against Epilepsy. The aim of the Task Force is to enhance awareness of PNES in a wide range of countries around the world.

During this research visit they discussed possibilities with regard to future collaboration. They also shared thoughts around working towards a joint research grant application as well as the research supervision of post-graduate students. According to Dr. Pretorius she enjoyed the two days that she spent with the post-graduate students in the department the most. She presented a workshop on neuropsychological assessment, which was well received and much needed

according to Dr. Paul. On the second day all the students presented their research proposals. This was a productive day full of interactive discussion. Dr. Pretorius reports that she was impressed by the quality of the research proposals produced by the students, who have to work with limited resources and very little supervision due to a lack of academics to provide them with guidance. According to Dr. Paul the students valued her input with regard to the methodology sections of their research proposals in particular. Dr. Pretorius also made herself available as an on-going consultant for the students with regard to questions or queries around their research projects.

Dr. Pretorius is of the opinion that this was just the start of a growing collaboration. She is currently collaborating with Dr. Paul and another colleague, Dr. Sokhi from Kenya, on a paper about the diagnosis, management and treatment of PNES in Sub-Saharan Africa.

