Abstract Book of the 20th South African Psychology Congress

- Thematical Oral Sessions........Pg 2
- Symposia.................................Pg 86
- Round Table Discussions........Pg 121
- Interactive Poster Sessions.....Pg 124

South African Psychology Congress
Inkosi Albert Luthuli International Convention Centre, Durban, KwaZulu-Natal | 16-19 September 2014
This research firstly aimed to provide a review of what constitutes “good-enough” psychotherapists in South Africa and to compare this to the international experience. Drawing on key selection criteria outlined by 17 clinical or counselling psychology master’s training programmes offered in South Africa, “ideal” key qualities used to aid selectors of trainee psychotherapists were thematically analysed. Secondly, the research included delineating which qualities were seen as necessary for psychologists to possess as psychotherapists, according to psychotherapists in the field, by interviewing both intern clinical and counselling psychologists, and established psychologists who had at least seven years of post-qualification professional therapeutic contact with clients. Preliminary interview findings, through thematic analysis, portrayed the ideal South African therapist as possessing strong relational skills, which included demonstrating empathy, making others comfortable, displaying comfort with oneself, and being congruent, nurturing, and non-judgmental towards others. Other qualities included: a strong knowledge base, intuition, engaging in reading, self-awareness, a willingness to learn, listening skills, curiosity, energy, humour, humility, working from an ethical stance, and exercising good boundary management as well as an appreciation of cultural diversity and spirituality in clinical work. The recommended list of qualities by selectors and ideal qualities voiced by practitioners will be discussed to provide a picture of what constitutes a sought-after psychotherapist.

Racism in South Africa has been the focus of many scholars. However, regardless of the changing demographics in the profession of psychology there is a paucity of literature on the relationships between black therapists and white clients. The majority of work in race, ethnicity and culture has primarily focused on the white therapist-black client dyad, while the experiences and perspectives of black therapists remain unheard. This paper adds to the dialogue on racism in the country and focuses on the black therapist-white client dyad. The author uses the therapeutic process to illustrate the concept of racial microaggressions. The conclusion is that while many South Africans would like to believe that racism and the legacy of apartheid are no longer major concerns, the reality is that it continues to be manifested in everyday life. Therapeutic relationships are becoming more racially diverse and in order to grow as therapists there is a need to acknowledge the role of race in the therapy room.
Thematical Oral Sessions

**Diversity, globalisation and multicultural responsiveness in South African clinical psychology**

*Johnston E*

This presentation reviews South African clinical psychologists’ responses to multicultural issues within an increasingly diverse and globalised context. Psychological perspectives on multiculturalism, diversity and the impact of globalisation and global perspectives, are presented initially as background to a subsequent review of multicultural and cross-cultural clinical psychological research conducted within South Africa. The discussion is also located in the context of South African clinical psychologists’ historical response to multicultural issues, within a unique socio-political situation. Implications for ongoing development of relevant clinical psychology services to address the diverse needs of all sectors of South African society are also discussed.

**Exploring family resilience in urban Shona, Christian families in Zimbabwe**

*Muchesa O & Kheswa G*

The importance of a family cannot be underestimated. Healthy relationships within the family are vital and necessary for the development of the family, upbringing of family members and development of society at large. The study aims to identify family resilience factors that enable urban Shona, Christian families to withstand life crises in the midst of a society facing economic hardships, and manage to bounce back from the challenges. The study seeks to reach out to families facing challenges and who are struggling to adapt and recover from their challenges. A parent and an adolescent each from 53 families independently completed six questionnaires, including a biographical questionnaire. The questionnaires measured family adaptation and aspects of family functioning in accordance with the resiliency model of stress, adjustment and adaptation. A correlation regression analysis was computed to identify family resilience factors that assist in family adaptation. The results showed that family adaptation was fostered by the family’s internal strengths, affirming and supportive communication and social support. These findings could be used to develop interventions that promote family resilience and establish the potential of family members within a family when facing adversities.
Youth living in low-income areas are generally posited to have an increased likelihood of negative developmental outcomes and multiple adjustment problems. Research indicates that the preponderance of cumulative risk factors is associated with deleterious effects on youth’s behavioural, emotional and developmental growth. Cumulative risk is defined as the biopsychosocial environment which creates an adverse developmental context. The purpose of this study is to identify and measure the cumulative risk factors and to understand how cumulative risk exposure affects development. A sample of 200 learner participants from Grade 7 and Grade 10, representing the four major ethnic groups were recruited. Data collection included: community level data (crime and poverty); a maternal caregiver interview; and a youth interview. The interview schedules covered a range of topics including: demographics; family cohesion; quality of relationships; communication; stress; exposure to violence; drug use; sexual attitudes and behaviours; problem behaviours; peer relations and deviance, etc. Data is quantitatively analysed using univariate (simple descriptive analysis) and multivariate (linear regression) statistics. Data was entered into Statistical Packages for Social Sciences, which enabled predictive analysis. The results showed a prevalence of cumulative risk factors, establishing a cumulative risk factor index. There was a strong linear association between the cumulative risk index, and externalising and internalising behaviour problems. Investigators interested in cumulative risk effects on children need to thoroughly conceptualise which factors constitute aspects of cumulative risk exposures, and what mediating variables are likely to help explain how or why cumulative risk adversely influences development.
Psychological research on masculinities and femininities: A critical review

Ratele K & Everitt-Penhale B

In the past 20 years, psychology has seen a noteworthy increase in research focused on gender. Of particular interest, is the growth in studies on masculinities, some of which have leaned on constructionist and critical theories. Amongst the key ideas from the latter studies has been the idea of hegemonic masculinity, the centrality of power in analyses of men, and hierarchical masculinities. Psychological studies have arguably brought an important corrective to the dominance of sociological work in this area. However, similar to what has been argued to be the case in various other disciplines and contexts, masculinities studies in South African psychology may have lost sight of the relation between femininity and masculinity, as distinct from relations among different forms of masculinities, as well as neglecting to examine contestations among different femininities. In light of this, this paper reviews psychological literature with the aim of examining: to what extent femininities and masculinities have been studied in relation to each other; what are the types of questions and themes being published with respect to femininities and masculinities within this field; and the theoretical and methodological frameworks applied in the articles. The review is focused on three main journals in which South African psychology researchers and practitioners publish their work, namely the South African Journal of Psychology, Psychology in Society, and Journal of Psychology in Africa. The review is limited to articles between 1993 and 2013. Implications and directions for future research are indicated.

Adolescent constructions of masculinity and male role models: A photovoice exploration

Kilian K & Bawa U

Adolescence is seen as a difficult time for both girls and boys. Given modern struggles of defining masculinity in vulnerable and resource-constrained communities, boys in South Africa struggle to negotiate issues of masculinity, identity and power. The notion of masculinity is fluid and socially constructed, requiring a nuanced understanding of males’ own experience of gender. This study seeks to gain such understanding through the real-life experiences of boys in the Western Cape, using photovoice methodology. Ten male youth under the age of 18 were selected through purposive sampling, and their ideas of masculinity and male role models were explored. The participants each received a disposable camera and were asked to take photos of how they see themselves as male and their views on masculinity explored. Thematic analysis of the transcribed interviews was used to discover constructs of masculinity and views on male role models. Themes of powerlessness, coerced heteronormative sexuality as well as the lack of robust male role models emerged. The implications of these findings are important when viewed against the increased propensity of males to seek out gangs and other coercive modalities to assert their masculinity in the absence of positive male role models. Recommendations for policy-makers to remedy this situation both in education and family services will be discussed.
Men appear to experience distinct difficulty in expressing intimate and vulnerable emotions. Even though men experience obvious and persistent emotional and mental health problems, they have been known to resist efforts to engage them in psychosocial self-reflection. As a result, psychotherapeutic practitioners have expressed concerns on how to deal with issues of men’s psychosocial well-being. Psychotherapists may, however, not always be ideologically and practically equipped to effectively engage male clients. In this paper the aim is to illustrate the beginnings and use of an Afro-Eastern model of the self as a broad philosophical and meta-theoretical framework within which to address intimacy and rejection concerns both of male clients and psychotherapists who would work with male clients. A contention of the paper is that some men’s apparent aversion for psychosocial interventions may be mirrored by psychotherapists’ strain to make an impact on a population most in need of such interventions. The Afro-Eastern model of self offers an alternative way of understanding the self, with particular implications for male-focused psychotherapeutic thinking and practice. As a humanistic and pragmatic multi-dimensional therapeutic framework, the model draws on African and Eastern knowledge that more effectively facilitates empathic understanding of the male client’s contextual realities that shape male vulnerability.

The performance of critical community psychologies is always contextual, intersubjective, embodied and politicised in nature. In this presentation, we draw from the epistemological standpoint that researcher and participant subjectivities are fully implicated in the construction and co-construction of knowledge, and should therefore be documented and made retrievable. Through the lens of reflexivity, and drawing from an African-centred photo voice project on youth representations of safety, we reveal the tensions, contestations, instabilities, power variances, constraints and inventiveness in our research to expose voice and positionality dilemmas inherent in the enactment of critical community psychologies. We also seek to record context-sensitive practice to encapsulate how this particular innovative project operates in real-world settings. We argue that reflexivity is central to participatory forms of knowledge construction and consciousness-raising directed at transformation, and rendered all the more significant in research contexts characterised by difference, inequality and marginality.
Reflections on the development of a violence surveillance tool within a community-based participatory research framework

Isobell D, Taliep N, Lazarus S & Seedat M

This paper describes the process of developing a community-violence surveillance tool within a community-based participatory research orientation. Against the backdrop of pervasive violence in South Africa, community-based participatory research has the potential to contribute to safety and peace promotion, particularly through its focus on co-learning between academic and community role-players and commitment to partnerships between researchers and communities. In the context of a larger community project, SCRATCHMAPS, this paper provides an overview of the participatory process pursued to develop the surveillance tool, and then draws on the experiences of academic and community researchers through formal focus group discussions, to reflect on key strengths and challenges uncovered in the tool development and implementation process. It is hoped that the findings of this study will contribute to the development of a tool and process that could be generalised to other community contexts. Despite the challenges, the authors argue that utilising a community-based participatory research approach for tool development is a way of ensuring that instruments are contextually relevant and community owned.

What motivates people to do volunteer work? A qualitative study of South African volunteers

Cronje E

Numerous South African organisations in the business of helping people make use of the services of volunteers – people who are not paid for their work and who are a unique source of manpower for the helping professions. Volunteering includes helping at hospitals, hospices, HIV-clinics, schools, children’s homes, old age homes, churches or any place where people are assisted in any way. The objective of this study was to explore the motivations of people who do volunteer work. Are people really altruistic or do they help others for egocentric reasons? In this study volunteering is viewed through a qualitative research lens by analysing transcripts of semi-structured interviews with South African volunteers with the aim to find out what motivates them to do voluntary work. The findings show that motivations are very similar to findings from international research on this topic, namely that people do it for religious reasons, to make a contribution to their society, and for social reasons, such as meeting people and making friends. The unique contribution of this study is that it reveals a motivation which falls within existentialism, namely that people want to feel that their lives have meaning. These volunteers feel their lives are worthwhile because they contribute to the well-being of others. The findings will be discussed in more detail and some quotations from interviews with the participants of this study will be given during the presentation.
Appreciative inquiry as a possibility for enhancing health worker motivation and reflective practice in resource-constrained health-care settings

Naidu T & Govender V

Appreciative inquiry (AI) workshops were done with health-care workers at two clinics in a Cape Town sub-district in response to perceived low staff morale and cohesion in a context of staff shortages, absenteeism, burn-out and perceptions of lack of recognition in a context of high levels of violence and growing demand for health-care. Facilitated reflection on the personal and professional stories of health-care workers was used to uncover personal and collective connections with values such as respect and compassion in health-care settings. A positive psychology, strengths-based approach was applied to open the space for new ideas and perspectives on working conditions and environments. The process was enhanced through introducing creative activities such as poetry, performances, songs and rap music to express the connections between personal and professional meaning systems. Creative outputs and reflective ideas produced during the workshops suggested the potential to connect personal and work-related values in ways that could be beneficial to both the health-care workers and the systems within which they work. Post-workshop interviews suggest positive outcomes. Participants valued the opportunity for engagement with the daily work context. The positive psychology approach enhanced by creative reflective practices could unearth the opportunity for health-care workers to use a strengths-based approach to work-related challenges. A limitation is that a single workshop is not sufficient to produce sustained improvement in staff morale so consideration must be given to regular intervention.

“World-class African City” visioning: Stone, flesh and identity

Geemooi N

 Oppressive laws during apartheid previously propagated white dominance at the expense of a positive and meaningful alternative “black experience” of the country. The demise of the regime, however, marked a significant time in which the new-found democratic majority anticipated a constructive assertion of themselves. Developmentalist agendas have seen a remarkable fusion of South Africa’s city landscape with its sociopolitical fabric. As such, freedom ideals have not only transpired on the level of policy-making, but are increasingly being portrayed through artistic uses of spatial tactics in a series of catalytic projects. These developmental endeavours form part of a larger scheme to encourage the conception of the city of Johannesburg as a “world-class African city”. Various national thematic activities are aimed at reauthoring the symbolic frontiers and boundaries of physical spaces as a lived expression and metaphoric extension of contemporary democratic citizenship. As such, the city is not imagined as an objective landscape, but as educing distinctive ways of being and possibilities for personhood. The aim of this qualitative research was to investigate the perceived change in identity among young adults as the first generation to discover and understand what it means to experience, live and affirm themselves in the city. A semi-structured interview was used on a volunteer convenience sample, and thematic content analysis identified emergent themes. The data included themes such as self-awareness; existential and phenomenological concerns related to “being” and identity as defined by temporality; mental toughness and resilience; and inherited grief.
This reflection aims to share an undergraduate's experience of the 19th PsySSA conference. By highlighting the essence of the conference through the undergraduate's perspective, it serves as a motivation for fellow students to attend conferences. The Department of Psychology at the University of Pretoria provided sponsorship through the shared desire to actively participate and grow in the field. Being exposed to both international and national professionals was a great opportunity which I consider a privilege. The insight I gained while in the company of those with professional experience were deemed unattainable in the classroom setting, thus leading to networks being formed for future career endeavours. Potential further research topics and arose, such as neuropsychology and cognitive science therapy, equine-assisted psychotherapy, gender and sexuality, African psychology, sport psychology and the current role of the HPCSA in addressing significant issues for the profession. The reaffirmation of student involvement within PsySSA was experienced at the AGM Student Division meeting, where the opportunity to raise issues as a student was given. Fundamentally, this reflection intends to highlight the critical role students have, regardless of year of study, in keeping up to date with current research findings. In addition, participating in events such as the PsySSA conference at an early stage of study seems critical towards interpersonal skill development as well as becoming familiar with aspects of academia.

There have been increasing efforts to “embody” or “materialise” social science disciplines including sociology and psychology over the past two decades. While theoretical writing on bodies, corporeality and embodiment is rich and complex, there have been difficulties in translating these theories into “fleshy enough” methodological strategies in critical qualitative research. This paper explores questions pertaining to the development of “embodied methodologies” in critical qualitative work by using South African women’s birth stories as analytic example. Birth stories were collected from 60 South African women across race and class divides. Using Kristeva’s theory of the embodied subject and methodological tools derived from the voice-centred relational method, the paper explores the fleshy, sensual and embodied aspects of women’s storytelling about birth. Attending to “ways of telling” and the bodily performativity of (story) telling shows the ways in which women’s embodied narratives of birthing potentially disrupt normative cultural narratives of childbirth, gender and individualist subjectivity.
A theory of “relevance”

Long W

Since the 1970s, psychologists around the world have questioned the “social relevance” of psychology in their societies. Curiously, the matter of social relevance is under-theorised in the discipline, a state of affairs this paper attempts to correct. First, it notes how calls for social relevance almost always erupt during periods of social turmoil. Second, it describes how disagreements about psychology’s cognitive interest – and subject matter – create an environment in which accusations of “social irrelevance” can flourish. Third, it asserts that applied psychology’s reliance on basic psychology for its scientific authority makes debates about social relevance inevitable. And fourth, it claims that the discipline’s longstanding antithesis to the social domain leaves it vulnerable to these debates – particularly in recent decades that have witnessed rapid social change. The paper reflects on the changing ethos of the global academy and its implications for relevance in the future.

How to remain committed to the rigour of science in the practice of psychology: The scientist practitioner culture

Den Hollander D & Fouche JB

In our PsySSA 2013 congress presentation on the topic of “The Scientist Practitioner Model – deliberations on the way forward in Psychology”, a problem statement was posed regarding the demarcation of psychology. It was proposed that, instead of attempting to prove our field as science, it is important to understand our field through science. This is because science is not a finite product but rather a continuous process of validating statements. Not only does this indicate a significant shift away from the fact that psychology is being fitted into the methodologies promoted by the evidence-based movement, but it also echoes the urge of Graham Lindegger that “… psychologists remain faithful to the scientific and philosophical rigour with which they have [hopefully] been trained”. In the spirit of the challenge posed by the 2014 congress theme, this presentation will focus on how to build a culture of critical engagement and scientific rigour in the understanding and practice of psychology.
The inception of psychology as a practicing profession in 1938 brought with it a continuing scientific struggle geared towards cementing its place as a value-adding health service in the form of psychotherapy. Concepts such as empirically supported treatments (ESTs), evidence-based treatments (EBTs) and evidence-based practice in psychology (EBPP) arose out of research attempts to scientifically prove the efficacy of psychological treatment versus psychiatric medications, or versus no treatment. This focus on evidence in psychotherapy partly stems from but also influences public policy in the form of practice and training mandates as well as government and insurance funding policies for psychotherapy. Presently ESTs, EBTs and EBPP are the source of polarisation among psychologists arguing for both sides of this controversy, raising questions on a practical/policy level as well as an epistemological level. This paper differentiates between ESTs, EBTs and EBPP as well as the common factors approach and continues to critically investigate the advantages, practical/policy implications and epistemological critiques against these approaches. Some of the identified shortfalls resulting from unwarranted epistemological (empirical) assumptions are addressed by proposing a meta-model of psychotherapy. The meta-model allows therapists to employ EBTs in conjunction with the various others (excluded) approaches available in their arsenal of treatments. Case examples are used to illustrate the meta-model.

Childhood is generally accepted as the cornerstone of adult well-being and considered a vital and vulnerable period in development. However, in my brief experience in working with the caregivers of children with depressive symptoms I have found that caregiver understanding of childhood depression is often limited. Furthermore, when doing a preliminary search on childhood depression in the lay media, it appeared limited compared to the literature on adult depression. Few scientific studies also inquire into constructions of childhood depression in the media, with similar studies being more abundant when concerning adult depression. Lay media not only reflects the layperson’s understanding of ideas but also contributes to the construction of realities we hold about an idea. Caregivers are informed by lay media, and we need to inquire what the portrayals about childhood depression are as conveyed in popular lay media. Gaining insight into how childhood depression is constructed in the lay media will help us understand the treatment population better, both as clinicians and policy makers. The study will be approached from a socio-constructionist perspective, using thematic analysis to look at selected women’s magazines concerning articles on childhood depression. I present the findings of my research in order to assist our critical reflection on psychology in South Africa.
The exploration of the perceptions of major depressive disorder in a sample of migrant Hindu Gujarati women in South Africa

Daya B & Laher S

Migrants move to new places for many reasons, some of the reasons being for gender, generational, religious and class differences. One of the main reasons for migration is that of greater financial security. There is research to suggest that migration is a stressful event which may have a negative impact on the migrant’s health. There is also research to suggest that women suffer the most in these stressful conditions as they face gender-based discrimination. This study focuses on the perceptions of major depressive disorder (MDD) in migrant Hindu Gujarati women and the extent to which these perceptions are influenced by their religion and culture. Past research has indicated that women experience MDD differently to men of the same culture. A homogenous sample of 12 Hindu Gujarati women from Johannesburg was interviewed. The data was collected qualitatively by means of semi-structured interviews. The interviews consisted of a case study being presented and questions asked to the participants based on the case study as well as general questions. The data was analysed using thematic content analysis. The findings of this study are discussed within the context of a broader body of literature on depression in females in migrant communities.
A Time of Celebration and Critical Reflection

Thematical Oral Sessions

The experience of psychologists after the suicide of a patient

Teichert W

Considering the high incidence of suicide in the South African context, the fact that suicide is considered an occupational hazard for psychologists, with more than half experiencing the suicide of a patient in their career and the dearth of post-suicide qualitative among psychologists, the purpose of this study was to explore and describe the experience of psychologists after the suicide of their patient, and to develop guidelines as a framework of reference to assist psychologists in dealing with the suicide of their patients. Data was collected by means of meaning-making conversations with six purposively selected psychologists and the data was analysed independently by the researcher and an independent coder using Tesch’s open and descriptive method. A second round of meaning-making conversations was conducted with the participants, which yielded further layers of meaning.

Loss of libido?

Howes D

An investigation is made into the underlying, precipitating factors related to loss of libido. Correlations are made between the state of being of an individual’s inner child aspect and loss of libido. Key qualities that characterise the inner child include the abilities to be spontaneous, creative, living in the moment, trust and surrender without fear and joy. The degree to which the inner child aspect of an individual is free to safely express these qualities is investigated relative to loss of libido. A therapeutic model is introduced which serves to both outline and identify the unconscious origins and dynamics related to these factors. Solutions are therapeutically demonstrated via the balancing of the male, female and inner child principles within an individual. Constructive anger management as well as the interplay of belief systems of guilt relative to loss of libido are also addressed. Case examples are cited.

Adaptation and standardisation of the Wechsler Adult Intelligence Scale IV for South Africa

Taylor N

The development of the Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV) provided an excellent opportunity to adapt and translate the scales for use in South Africa and provide local, appropriate norms. The process for the adaptation of the WAIS-IV into South African English began in 2010, with data collection beginning in 2012. A total of 639 cases were obtained from across the country and this sample was used to make up the South African norm group. The reliability and factor structure of the South African adaptation of the WAIS-IV will be presented. Differences across ethnic and gender groups, as well as a comparison to the US norm will be done. Implications of findings and recommendations for future research will be made.
Africanising cognitive assessment in the multicultural South African context: Steps towards improved culture-fairness

Bekwa N & De Beer M

Cognitive assessment has been a contentious issue in multicultural contexts. New research is being conducted using African art and cultural artefacts as inspiration for new format (“g” or fluid ability) cognitive assessment items instead of the traditional non-verbal figural format items. The aim of the research is to explore the practical and psychometric utility of the new format items. This entailed evaluating the perceived fairness as well as the psychometric properties of the new format items and scores obtained with these items. An initial review process by a panel of experts as well as qualitative feedback from a sample group of secondary school level test-takers were incorporated in the development process for the new format items. A sample (N=946) of post-secondary school individuals was assessed with the new format items as well as a learning potential measure. They were also asked to comment on the new format items in written responses to open-ended questions. Item analysis of the new format items was performed and the results of the participants on the new format items and the learning potential measure were also compared. Initial results show positive feedback from reviewers and test-takers for the items based on African artefacts in terms of their culture-fairness, as well as their measurement properties and overall utility, when compared to the more traditional cognitive format learning potential measure. Planned ongoing research and the way forward towards development of a new measure incorporating the new format items will also be presented.

Validity of the Beck Depression Inventory in South Africa

Makhubela M & Mashgoane S

This study evaluated the factorial validity of the Beck Depression Inventory (BDI-II) with a diverse sample of 919 university students. Based on a randomised split of the data (N = 919), exploratory factor analysis and confirmatory factor analysis within the framework of structural equation modelling was conducted on Group1 (n = 460) and on Group 2 (n = 459). A second confirmatory factor analysis served as a cross-validation of the determined factor structure. A three-factor structure that comprised three lower-order factors, namely negative attitude, performance difficulty, and somatic elements, was found and this structure was equivalent to those reported previously in the literature with non-clinical samples. Lastly, the internal consistency reliability, stability over a two-week time lag, and associations with relevant external criteria were examined and provided support for the use of the BDI–II in measuring depressive symptoms in university students.
Measurement invariance of the Beck Depression Inventory Second Edition (BDI-II) across race was examined in a sample of black and white university students, from two universities from diverse geographical regions in South Africa (N = 919). Confirmatory factor analysis was used to test the fit of the hypothesized three-factor model established through exploratory factor analysis, and the results indicated that the BDI-II was most adequately represented by a three lower-order factor structure. Results based on multi-group confirmatory factor analysis (means and covariance structures) indicated there was factorial invariance for this three lower-order factor structure across groups, suggesting that the BDI-II provides an assessment of severity of depressive symptoms that is equivalent across race in university students. Results indicate that MI was established at the level of configural, metric and scalar invariance. However, there were some evidence of differential item functioning and additive response styles across race with two non-invariant intercepts (item 5 and 14) being identified. Additionally, results of latent mean differences are presented.

The processes of translation of a mathematical competence test that originated in Germany will be discussed. The tool, known as the MARKO-D, was translated into four South African languages and in pilot studies with 1 600 children, Rasch modelling confirmed that the theoretical model of the test held. In the various iterations of the test text it was evident that specific items needed to be examined further. It was also clear that the pragmatic language understanding of young children in test situations and in different languages needed to be considered in the forthcoming phase of the test standardisation. Although we aimed to minimise shifts in meaning across languages, it remained a challenge to capture meaning precisely. In pilot tests, with back-translations, it was found the “gremlin” items were indeed attributable to language and dialecticalisation. The central argument of the paper is, in the words of Elizabeth Spelke, that “(n)atural language plays a pivotal role in the development of abstract numerical and geometric concepts and does so by serving as the primary medium for combining information productively across distinct systems of core knowledge”. We have some evidence from the research on 1 600 children that language effect can be minimised - if not completely neutralised - to ensure unidimensionality of the instrument used to test the mathematics competence of young children between the ages of five and eight years.
The Thematical Oral Sessions

ASSESSMENT & EVALUATION Thursday, 18 September: 10:30 -12:30 (Venue 3)

The merits of a qualitative-quantitative approach to education and psychology

Maree K

The focus of the study was to explore the merits of an integrating, qualitative-quantitative approach to career counselling. The single participant was selected purposively, with the selection criteria calling for an early career woman with an impaired sense of self who had sought career counselling. The assessment and intervention involved the use of quantitative and qualitative measures such as the Career Construction Interview and the Career Interest Profile, and the eventual creation of a life portrait. A case study design, working with a participant in a one-on-one research setting and incorporating a qualitative-quantitative, interpretive paradigm, was implemented. Savickas’ eight-step strategy (2011) was followed to complete the participant’s life portrait. After the intervention, the participant demonstrated enhanced dimensions and meta-dimensions of the self, including an enhanced self-concept and self-esteem as well as an increased sense of personal authorship. An integrating, qualitative-quantitative approach to career counselling can thus meet the career counselling needs of early career women with an impaired sense of self. Future research should include the application of the approach in group contexts.

GENDER & SEXUALITY Thursday, 18 September: 10:30 -12:30 (Venue 4)

Students’ perceptions of male victims of intimate partner violence

Julies R & Rousseau E

Numerous studies recognise that South Africa has a significantly high rate of intimate partner violence (IPV). However, very few studies highlight the fact that males may also be victims of IPV. The current study was an attempt to raise awareness that IPV was not exclusively a male perpetrated violence, and ultimately the destigmatisation of male IPV victims is necessary in order to promote help-seeking behaviours in this populace. A qualitative study using focus group discussions was employed to elicit rich narratives on six first-year psychology students’ perceptions and response to male victims of IPV. Male and female participants were separated for the discussion in order to explore the social construction of IPV victims from a gendered perspective. The narrative was thematically analysed. Findings indicated limited awareness regarding male victims of IPV. Participants believed, similar to what literature suggests, that there are specific justifiable reasons behind females abusing their male partners. Findings also showed that male victims of IPV are considered a “taboo topic” and not discussed in any of the participants’ circles. Shame and embarrassment play a significant role in the help-seeking behaviour of males who are victims of IPV. Limitations include: limited diversity aspect within the study; the sample size; and the fact that this research mainly focuses on IPV in heterosexual relationships.
The act of intimate partner violence (IPV) is a complex social event; an act that is intricately shaped by the man who perpetrates violence against a women partner, his relationship to his peers, kin, community and society. However, research methodologies that encourage a comprehensive investigation into men's violence in relation to the social, structural and material conditions within which it occurs, has been scarce in South African literature. This paper attempts to fill this methodological fissure with a new qualitative study which aims to unearth the socio-cultural representations of violence against women amongst men perpetrators, their social networks and within the printed media. Three data collection methods were employed. Individual interviews were firstly conducted with 11 men who were recruited from men's programmes at NGOs. Seven focus groups were carried out with the men's social networks, in two different communities. Third, news reports on violence against women were collected from two newspapers that draw the largest readership in the Western Cape region. The study's attempt at an integrated methodology produced findings that show how acts of violence by men are modelled by complex intersections of identities, structural inequalities and shared representations that sanction violence against women. Counter-ideologies and challenges to widely-held representations of IPV amongst men and their networks signalled opportunities for positive change, for men's own violence and for community beliefs that blame victims and protect perpetrators.

The topic of abortion is controversial and encompasses various discourses, ranging from pro-choice to pro-life, which influence the sociocultural constructions of abortion. While abortion has been legalised in South Africa leading to the removal of abortion restrictions at the macro-structural level, cultural and religious constraints at still exist as barriers to women's access to abortions. These constraints may contribute towards unsafe abortions, which in turn put women's lives at risk. Drawing from critical feminist theory and Foucault's notion of power, this paper aims to interrogate the intersections of the body, power, and distribution of knowledge in society. The social constructionist paradigm will be used as a lens to make sense of these intersections. This approach is deemed relevant as it acknowledges that reality is socially constructed, maintained and destroyed through interactions with others over time. This paper will offer an argument that safe abortion practices continue to be a challenge within many communities as it is assumed that abortion contradicts societal norms of motherhood, sexuality and the meaning of family. The persistent unequal power relations within families and the control of women's sexuality may be contributors towards unsafe abortions. Results of a systematic literature review will be drawn upon to highlight these issues.
Abortion is a controversial topic and over the years, many different attitudes have been formed around it. Previous studies have looked at people’s attitudes towards abortion in relation to gender, age, race, socio-economic background, religion, education and even marital status. The current study aimed to investigate the change of attitudes that students would have towards abortion given a range of circumstances - from serious to less serious. The role of gender in these attitudes was also looked at. This study included two separate semi-structured focus groups for each gender (six males and five females). In the two focus groups, four vignettes which each had a particular scenario were read out to the students, followed by questions. These follow-up questions were discussed amongst the students present in the focus groups. The responses from the students were recorded using a Dictaphone. The information from the interviews was transcribed and content analysis used to analyse the findings which aimed to identify different themes. Discursive constructs around abortion as well as conclusions were formed and discussed.

Abortion is historically controversial and contested. In South Africa, revolutionary strides were made in 1996, recognising abortion as a legal right for women who choose to terminate pregnancies. As a practice that is legalised, abortion remains misunderstood with regards to the implications it has in a man’s life. It is an established fact and reality that pregnancy and abortion are experiences that are unique to women as they carry the foetus in their bodies. It is the women and not men who experience the unique physical connection to the foetus and bodily autonomy during pregnancy. While men’s comparative lack of bodily connection with the foetus, and their different relation to the physical and emotional implications of pregnancy are recognised, most of the research on abortion is reported from the perspective of the man’s partner. In this paper, we are concerned specifically with exploring young, unmarried men’s struggles to realise the ideal of gender equality and to live gender differently within a context that provides women a legal choice to terminate a pregnancy. We argue that abortion is not a neutral space, but one that has different meanings for different people. A social constructionist lens is used to argue that abortion is not a neutral space, but one that carries different meanings for different people. Data from conversations with young unmarried men is analysed using Carla Willig’s six steps of doing Foucauldian discourse analysis.
Homicide is the leading cause of injury death among adolescents in South Africa. However, research on the contributing factors is limited. Accordingly, the current study focuses on the role of alcohol in adolescent homicide victimisation. Specifically, the study describes the blood alcohol concentration (BAC) levels of adolescent homicide victims and examines victim, offender, and event characteristics associated with a positive BAC at the time of death. Data on 323 adolescent victims aged 15 to 19 years, killed in Johannesburg between 2001 and 2009 that had been tested for the presence of alcohol were obtained from the National Injury Mortality Surveillance System (NIMSS). Data included victim demographics, weapon used, scene, and time of death. Data on offender demographics, victim-offender relationship, and motivation for the homicide were obtained from police records. Of the adolescent victims, 39.3% tested positive for alcohol, with 88.2% of these cases having a BAC level equivalent or in excess of the South African limit for intoxication. Bivariate analyses revealed that male and older adolescent victims; victims killed with sharp instruments, in public places, over weekends, and during the evenings; and victims killed by a friend or acquaintance were significantly more likely to have positive BACs at the time of death. The results point to alcohol use as an important target for the prevention of adolescent homicide, and provide insight into aspects of the situational contexts in which adolescents consume alcohol that appear to heighten their vulnerability for involvement in violence.

A drug called nyaope is now prolific in South Africa; it contains heroin and anti-retroviral medication mixed with rat poison. Nyaope is predominantly abused by adolescents in townships and according to police statistics, 60% of crimes committed in South Africa, are related to substance abuse. Due to its recent emergence there is insufficient research exploring the effects and prevalence of nyaope. It is the aim of this paper to compare and contrast publications in the popular media with the view of exploring and articulating the effects of nyaope on the individual user, and consequently on the broader community. The theories of drug abuse which hold that the heavy, chronic abuse of crack and addiction to heroin are strongly related to social class, income, power, and locale, will be used. The study takes on an interpretive paradigm attempting to understand phenomena through accessing the meanings people assign to them. The significance of this study is aimed at setting the agenda for further research which could inform the classification of nyaope as a drug, as well as adding to theory, and drug rehabilitation programmes and interventions.
A comparative study into the coping strategies employed by undergraduate psychology and non-psychology students

Nel S & Roomaney R

Research investigating the different coping styles between undergraduate psychology students and non-psychology students will be presented. The study hypothesised that psychology students had better coping skills than non-psychology students. The Brief COPE survey was used to gather data from 43 psychology students and 47 non-psychology students. T-tests were conducted using Statistical Package for the Social Sciences to determine statistically significant differences in coping strategies between the two groups. Results indicated no significant differences between coping styles of psychology students and non-psychology students in 13 of the 14 subscales of the Brief COPE. A significant difference was found in one subscale, namely emotional support. Psychology students demonstrated significantly higher mean scores on the scale than non-psychology students, meaning that they employed this coping strategy more. The subscales were then grouped according to their dimensions (adaptive and maladaptive) and t-tests were once again utilised to calculate statistically significant differences. No significant differences were found in the overall coping styles on the two dimensions among psychology and non-psychology students. These findings indicate that knowledge regarding coping does not necessarily translate into implementation of adaptive coping strategies. The findings of this study and suggestions will be presented.

Challenges counsellors face while practising in South African schools: Implications for culturally relevant in-service training

Pillay J

The aim of this qualitative study was to explore the challenges counsellors face while practising in South African schools. An ecological systems theoretical approach was used. In-depth interviews were conducted with school counsellors from six different schools, in various education districts in Gauteng. The interviews were transcribed and analysed for recurrent themes. The findings highlight three main characteristics that are essential for counsellors within the South African context. These are: the ability to fulfil multiple roles and responsibilities in a multicultural context; taking responsibility for their own as well as others’ personal and professional development; and the ability to establish internal and external collaborative networks. All these characteristics allude to an ecosystem way of thinking and functioning which is embedded in community participation and support. Hence, there are implications for culturally relevant in-service training which are discussed in this paper.
The challenges for competency-based counsellor training in South Africa

Fisher L

The paper explores the counselling landscape in South Africa, with an emphasis on competency-based counsellor training in relation to the sub-frameworks on the National Qualifications Framework (NQF). In accordance with the objectives of the NQF, counsellors can be trained through the sub-frameworks from NQF 2 to 8. The intention of this training is to facilitate access to career paths for counsellors to accelerate the redress of past inequalities in education and employment opportunities. Counsellor qualifications on the NQF have been developed to meet the needs of learners in and for a variety of counselling contexts as well as having evolved out of a needs-driven context. Varying levels of competency-based counsellor training strategies are critical due to the pressing psycho-social challenges faced and the reality that our current context, with the range and depth of community mental-health needs, has overwhelmed the capacity of mental-health services to meet the needs. The intention behind counsellor training at varying levels is to develop a set of competencies that prepare counsellors with a range of counsellor identities defined by delineated scope of practices. Competency-based training ensures that counsellors exiting their training programmes practice ethically in a variety of counselling contexts, conform to minimum standards, know when to refer and understand the consequences of acting outside of their scope of practice. A key focus of the dialogue will be to engage around whose responsibility it is to provide accountability, support and professional development for counsellors once they exit their training programmes.

Exploring African Christians’ expectations and experiences of psychotherapy

Twaia N

The aim of the literature review is to explore the dialogical currents of African Christians’ expectations and experiences of psychotherapy. Psychologists use language to develop, measure, and communicate constructs. However, values are embedded in language and language can become a source of confusion when psychologists approach their work from a naturalistic worldview, while those receiving services are operating from a theistic worldview. The differences in worldviews result in a difference in epistemological bases, language and values, which can create dissonance in the therapeutic relationship. The theoretical framework for this paper will be Jung’s analytical psychotherapy and Modern Dialogical Self Theory (MDST). MDST makes assumptions that the self is embedded in a matrix of real and imagined dialogues with others. The dialogical self refers to the imaginative positioning of the “I”, who is not only in relation to others but also in relation to oneself. The personal truths of Christians is embedded in their religion and also influenced by their dialogical self. The individual cannot freely position the dialogical “I” or other voices, but is fundamentally constituted by them. A literature review of the theme of dialogical otherness among African Christian clients’ expectations of psychotherapy will be discussed with reference to Jung’s theoretical understanding of dialogical otherness. The paper contributes to psychology by addressing the issue of psychotherapy holding a limited language framework which may exclude those who think differently.
Thematical Oral Sessions

Counselling Thursday, 18 September: 10:30-12:30 (Venue 6)

Cultural vicissitudes in psychotherapy: A dialogue between a therapist and a client

Scheepers I & Thwala J

Therapists are often confronted by contradicting and confounding accounts of how clients experience their culture in relation to their emotional lives. In an effort to create meaning, therapists may assign a cultural identity to a client. Paradoxically, this attempt to construct a deep context could conceal as much as it reveals. This is a case study of a 23-year-old male who sought psychotherapy as a result of concerns around the tombstone of his father’s grave. This young man had difficulty in concentrating and he experienced a loss in self-esteem. He is a senior university student, majoring in psychology, and his late father was an inyanga, or herbalist. The client firmly believed that his father’s sudden passing was a result of bewitchment. A dilemmatic situation can arise for both therapists and clients when cultural dissonances influence the unconscious dynamics in the complex, interactive field of the therapeutic setting. Discussing this case study, the presenters call for an imaginative turn by couching cultural dissonances in metaphors. The use of metaphors can enrich the narrative, helping both therapist and client to attune to the deeper layer of discordant emotional experiences.

Counselling Thursday, 18 September: 10:30-12:30 (Venue 6)

Self-esteem group work with adolescent females who have been sexually abused

Du Plessis J, Stiglingh D, Yorke C & Holtzhausen B

The occurrence of sexual abuse in the South African context is alarmingly high. Research on the treatment of sexual abuse has focused on individual treatment and prevention programmes. This study aims to explore group work with survivors of sexual abuse, as social support can be an important protective factor against sexual abuse. Among the numerous adverse consequences of sexual abuse is the consequent difficulty survivors may experience in developing a positive self-esteem and maintaining positive relationships. In an underprivileged community the researchers conducted a 10-week self-esteem development programme tailored for adolescent females who have been sexually abused. The six group members met for weekly sessions, which included an expressive self-esteem activity followed by a reflective group discussion about the activity. The experiences of the participants were studied using a qualitative analysis. Pre- and post-semi-structured interviews were conducted with each participant. The interviews focused on their experiences of the effects of the abuse on their self-esteem and how they experienced the intervention. The interviews focused on their experiences of the effects of the abuse on their self-esteem and how they experienced the intervention. In the concluding session, the members were asked to bring together all the art activities done throughout the intervention and to compile a “hand-bag”. The collage life-story elicitation technique was used to interpret the expressive art work, to obtain the individual group members’ experiences of the intervention group. Within the framework of interpretive phenomenological analysis, thematic analysis was used to interpret the qualitative data. The group members reported that the workshop was an enriching experience that improved their self-esteem, their relationships and their ability to cope with negative emotions.
**Thematical Oral Sessions**

**COUNSELLING Thursday, 18 September: 10:30-12:30 (Venue 6)**

"If only my father had loved me": The lived experiences of lay counsellors in group psychotherapy

Scheepers I & Thwala J

This study explores the lived experiences of nine lay counsellors participating in group psychotherapy. Lay counsellors are often expected to heal trauma and to provide secure, trusting environments where clients can share their intimate fears, sorrows and despair. Their work is often deeply embedded in the shared trauma of their communities, leading to an interplay between their own personal loss and despair and the need to bring comfort and healing to their community. Grounded in a participatory research methodology, the researcher employed a range of narrative tools and used an interpretive lens provided by depth psychology and critical hermeneutics to deepen our shared understanding of the nature, purpose and goals of group work as a possible transformative experience. During a period of three months, the participants joined in 12 group psychotherapy sessions. Acknowledging and working through dark emotions in a reflective manner, all the participants reported a major shift in their lived experiences at the end of the 12 sessions. In exploring the essence of the group process, it is hoped that this study can be interpreted in such a manner that the aims and goals of the project can be forwarded, and that communities can become part of a dialogue that could lead to transformation.

**CRITICAL Thursday, 18 September: 10:30-11:30 (Venue 7)**

"Non-invasive" embodiment and utopian corporeality: Happy woman’s bio-complex

Pinto P

This paper focuses on the promotion of “non-invasive surgeries” in a Portuguese best-selling women’s magazine. Drawing on a Foucauldian analytic, the study interrogates a discursive framework that calls for the demedicalisation, the naturalisation, and the “convenience-isation” of cosmetic procedures. My analysis illuminates this framework’s normalising logic and its paradoxical positioning of women in relation to cosmetic subjectivities, practices and temporality. Ultimately, the magazine’s attempt to naturalise synthetic outcomes reflects what I call the biological complex: whilst invited to embrace the newest “non-invasive” technologies, women are from the outset compelled into the nostalgic pursuing of a lost corporeality. I will illustrate how the bio-complex energises a body politics in which women are first and foremost “subjects to be corrected”.
The space between black and white psychology in the context of a transforming profession

Mahomed F & Daniels B

The field of psychology in South Africa remains predominantly white, though there is a growing emphasis on transformation and critical engagement with the experiences of black psychologists in the post-apartheid discourse. Making up roughly one fifth of registered psychologists in the country, non-white practitioners are often placed within the "black" paradigm, despite the fact that about a third of these might be considered non-white but, also, non-black if nomenclature includes the apartheid-era categorisations of coloured and Indian. There is not a significant body of empirical work which examines the experiences of this group, which may fall outside the traditional frame of "white psychology" but also may be somewhat excluded from the family of paradigms often referred to as "black psychology". It is, in fact, not even clear whether the experiences of this group may be so distinct as to warrant some form of "thirdness" in discourse in the sense that Hispanic psychology does in the United States. As such, a study is presented which confronts these questions in the South African context. The experiences of "brown" psychologists are examined through interviews which focus on their place between black and white against the background of a transforming profession. A narrative analysis is conducted to examine the meanings associated with otherness. In particular, a critical examination of the apparent dichotomy in black-white terms is undertaken to examine whether universalism, a fundamental tenet in the critical psychology literature, is best served by the emergence of a paradigm of brown psychology.

Conversations on careers in the public service: Using autoethnography to deconstruct post-apartheid narratives of work and identity

Pillay S, Naidu T & Geils C

As three clinical psychologists working in the public service throughout the post-apartheid era, we use collaborative autoethnography to deconstruct our own introspective narratives as impetus for a discussion of the wider discursive patterns they reflect on public psychology in South Africa. The plot of our individual narratives is suggestive of a process that Conroy and O'Leary-Kelly (2014) describe in their model of work-related identity loss and recovering. They describe three stages, namely a separation phase, triggered by trauma or events in which the worker must dissociate from the self and create a new identity; a transition phase during which individuals create identity narratives and provisional selves that must be socially tested and validated against internal and external criteria, then eliminated or revised as they navigate career transitions; and a reincorporation phase, which is a (temporary) end state that is reached when a new identity is created that resonates with current social and personal demands. We situate the discussion within the wider challenges of the rift between university training and public health needs and use ourselves to understand and interrogate the politics of practice.
Specialised mental health-care facilities have come a long way since the days of “mental asylums”. This movement is mainly characterised by a change away from the reductionist biomedical formulation, towards a biopsychosocial formulation of mental health. This latest approach is realised within the modern day multi-disciplinary team (MDT). As a result, patient management has moved from being mainly focused on symptom relief, to being inclusive of psychological and environmental causes. Although this new approach has been incorporated for some time in mental health-care facilities, the medical hierarchical reporting structures did not follow this development. As a result, these reporting structures have made it difficult for the MDT to function on an equal footing. This imbalance also extends to case formulations and treatment plans. This often compromises the preferred treatment modality of the clinical psychologist. This compromise is at the expense of the patient and, therefore, is necessarily an ethical dilemma.

Psychology as a profession functions exclusively in the realm of mental processes. The expertise of the clinical psychologist lies, amongst others, in: the study of human development; psychopathology; psychological interventions; psychological assessment; and substantive research. It is therefore important that clinical psychologists in mental health-care settings will claim their space as independent practitioners within the MDT. This presentation will focus on different strategies for fulfilling the role of independent practitioner in specialised mental health-care facilities.

“Things don’t happen the way they do in the movies, with clear-cut reasons.” This highlights the fact that anorexia nervosa and bulimia nervosa are multi-determined syndromes. A review of selected literature demonstrates that anorexia nervosa and bulimia nervosa are more than a sum of their components. They are rather the product of an intricate interaction between biological, personal, and socio-cultural factors. This presentation will discuss each of these components and their interactions. Additionally, potential implications of the portrayal of these disorders in the DSM-5 will be presented. This presentation will highlight some of the methodological concerns with this body of research, which need to be addressed. A relative scarcity of literature on men and anorexia nervosa and bulimia nervosa will be highlighted. The presentation will conclude with suggestions for future research.
A Time of Celebration and Critical Reflection

Thematical Oral Sessions

**CLINICAL Thursday, 18 September: 13:15-15:15 (Venue 2)**

Investigating South African clinical psychologists’ constructions of anorexia nervosa in males

Reeves M & Laher S

Anorexia Nervosa (AN) has long been constructed as a female disorder. The changes made to the diagnostic criteria for AN in the DSM 5 speak to an increasing recognition that men also suffer from this disorder, and that their experiences differ from those of women. Nonetheless, in comparison with the number of women, the number of men diagnosed with AN remains low. Previous research has argued that the lower incidence of AN in men may be due to public and professional biases in the understanding of AN as a female disorder. This research explores the constructions of AN as held by 10 clinical psychologists in Johannesburg, by conducting a thematic analysis of the information gathered in face-to-face interviews. The findings of this research speak to the impact that theoretical perspectives may have on psychological practice, and how worldviews may bias clinical judgements regarding the diagnosis of AN in men.

**CRITICAL Thursday, 18 September: 10:30-11:30 (Venue 7)**

Taking a male’s perspective: Investigating gender bias in the Eating Disorder Inventory

Allnutt P

Studies have shown that self-report measures of anorexic symptomatology, such as the eating disorder inventory (EDI), which are used as screening tools and research instruments, often yield unreliable results when administered to men. Research is needed to better understand the ways that men view anorexia nervosa (AN) more generally, and how they perceive the questions included on measures of AN, such as the EDI, so that possible gender biases present in these instruments may be reduced. Semi-structured interviews with 12 male, third-year, South African university students were conducted, exploring their perspectives of the questions on the EDI. Thematic content analysis was used to analyse the interview data. Findings indicate that the phrasing of items and some of the content of the questions included on the EDI will need to be adapted in order to be more appropriate for use amongst men in a South African context.

**CRITICAL Thursday, 18 September: 10:30-11:30 (Venue 7)**

Psychosocial rehabilitation: Professional training and clinical psychology interns’ attitudes towards chronic mental health-care

Kramers-Olen A, Mlene X, Elkington E, Talbot K & Miles A

The literature suggests that psychosocial rehabilitation (PSR) services in chronic mental health-care facilities remain underdeveloped, despite research indicating its efficacy. Previous research has highlighted a gap in basic professional training in PSR. Firstly, this paper surveys the provision of PSR theory and training to clinical psychologists at master’s level in South African universities. Secondly, the findings of a qualitative investigation of clinical psychology interns’ knowledge of PSR will be presented. This includes interns’ perception of their proficiency in the management of chronic mental health conditions; perceived competency and efficacy in the provision of PSR services, and their attitude towards working with chronic mentally ill patients. Implications for clinical practice will be discussed and recommendations for training will be advanced.
Exploring the experiences of compassion fatigue among palliative caregivers at Tshwane hospices

Maja B & Kheswa G

Caring for the chronically ill is a growing phenomenon that deserves careful attention and research since the quality of life of the palliative caregiver is threatened by continuous exposure to psychological, physiological and relational burdens. The aim of this research was to explore palliative caregivers’ experiences of compassion fatigue when caring for chronically ill patients in a hospice setting. Semi-structured and focus group interviews were conducted with palliative caregivers between 20 and 60 years old, employed by oncology hospices in Tshwane for a minimum of two years. Data was analysed through thematic content analysis. The findings placed participants’ experiences in five categories, physical, social, psychological, personal and professional, providing a holistic understanding of the complexity of compassion fatigue in a palliative care hospice setting.

Geriatric psychology: Offering psychological services to the elderly

Nicolson G

Geriatric psychology is increasingly becoming a psychological specialisation. There is fair consensus that people are considered to reach old age by about 65 years. Offering psychological services to older people is a challenge and an opportunity for psychologists. For many people in middle to late old age, consulting a psychologist may be foreign, given their upbringing and experience. However, older people are just as likely to suffer from a broad range of emotional and psychological conditions as those who are younger. It is likely that older people may feel more isolated and vulnerable than younger people because of age-related conditions. Mood disorders and anxiety disorders are often associated with and exacerbated by age-related needs and problems. Cognitive difficulties may pose particular challenges. Some psychological approaches have been shown to be effective with older people and specific mention of these, demonstrated by case examples, will be described. Barriers to working with older people will be discussed, and recommendations will be made in terms of best practice for working with this population.
The EEG correlates of flow under conditions of peak performance in a continuous visuomotor task

De Kock G & Van Deventer V

Flow is a mental state characterised by a feeling of energised focus, complete involvement and success when fully immersed in an activity. The close relationship between flow and peak performance sparked an interest in ways to induce flow. However, any process of flow induction requires a measure to trace the degree to which flow is in fact occurring. Self-reports of the flow experience are subjective and provide ad hoc information. But psycho-physiological measures, such as electroencephalography (EEG), can provide objective and continuous indications of the degree to which flow is occurring. Unfortunately few studies have explored the relationships between psycho-physiological measures and flow. The present study is an attempt to determine the EEG correlates of flow under conditions of peak performance. A group of 20 participants were asked to perform a visuomotor task, and were then divided into a high-flow group and a low-flow group based on their performance on the task as well as self-reports of flow experience using the abbreviated flow questionnaire. Patterns of EEG activity obtained from four EEG channels (F3-F4, C3-C4, P3-P4 and O1-O2) were investigated for differences between the two groups. The results indicated increased lobeta power in the sensorimotor cortex together with a unique EEG pattern showing beta band synchronisation between the prefrontal (F3) and sensor-motor (C3) areas and de-synchronisation between all other areas; all other frequencies (delta, theta, alpha, lobeta, hibeta, and gamma) remained synchronised across all scalp locations during flow. These findings support a theoretical neuropsychological model of flow.

Exploring the reliability and validity of the multidimensional work ethic profile in a South African context

Laher S & Pillay K

In recent years, the business world has expressed concern regarding the work ethic of its employees, specifically in South Africa. Work ethic is different to other organisational constructs like work ethics and organisational values. Work ethic refers to the intrinsic personal orientation and drive to work hard. Often work ethic has been associated with Weber’s Protestant Work Ethic. Other research on work ethic has focussed on an Islamic work ethic or Chinese Confucianism. More recently, Miller, Woehr and Hudspeth argued that work ethic has various characteristics, namely: that it is multidimensional; it regards the person’s work and is not linked to any particular job; it is learned; it refers to attitudes or belief as opposed to behaviours; it is motivational in nature; and is not linked to any specific religion. The Multidimensional Work Ethic Profile (MWEP) was created to assess the work ethic in accordance with this argument. This study explored the reliability and validity of the MWEP in a convenience sample of South African professionals. The results of this study are presented and discussed within the broader literature on assessing work ethic as well as the need for research on understanding work ethic in the South African context.
The baby boomers are in the process of retiring from the workplace, with some already in retirement. The majority, however, do not feel ready for retirement yet, as they are healthy, skilled and still willing and wanting to work. The fact is that they are often forced to retire by legislation or company rules. This creates a dilemma for the “young” and healthy boomer: Where does she go and what does she do? She feels she has so much to offer still; mentally she is not yet ready for retirement, yet she is forced to – how does she psychologically deal with this dilemma? At the same time the employer sees a large number of competent, reliable workers preparing to leave the workforce due to company policy or legislation. He has second thoughts about how it will affect his company, its skill and knowledge base, and the dynamics of the workforce. Whitney Johnson wrote that “as individuals move into Erikson’s seventh developmental stage, creating something new isn’t just a ‘nice thing to do’ — it is a psychological imperative”. Individuals in this stage ask the question: “What can I do to make my life really count?” How do we as psychologists handle the exodus of aging employees and how do the aging, yet willing, “pensioners” position themselves for their future? How can employer and pensioner create a win-win situation?

The South African National Defence Force has been deployed to the Northern Darfur region for the past nine years, where it assists with various peacekeeping operations. The hostility in the region is underpinned by strong religious and conservative moral beliefs, as well as the strong patriarchal system by which the communities are run. The structure of one peacekeeping operation, Op Cordite, makes provision for a medical task group with a mission psychologist embedded for various command functions. This study aims, firstly, to qualitatively explore the personal experiences of two female psychologists deployed in Op Cordite. It also aims to provide an understanding of the shared and unique experiences of both psychologists, and to provide acknowledgement of the specialisation as military psychologists. The study relies on the personal narratives and experiences of two female psychologists that have been deployed for seven months. Thematic analysis was used to delineate themes. Shared experiences included 10 overarching themes, namely living with uncertainty, responding to adverse conditions, challenges of confinement, experience of isolation, identity challenges in absence of social context, collapsing barriers, integration, alternative solutions, strategies and support, emotional connectivity, meaningful contribution, and separation. The unique experiences included six themes: impact of novelty, AU vs UN missions, loss of fellow soldiers in the Central African Republic, distinctive diversity, impact of the different stages of the parties to the conflict and freedom of movement.
A Time of Celebration and Critical Reflection

The thematical oral sessions include:

**INDUSTRIAL / ORGANISATIONAL / WORK Thursday, 18 September: 13:15-15:15 (Venue 3)**

Experiences of soldiers in peace support operations: A qualitative investigation

*Du Toit R & Visagie N*

The South African National Defence Force (SANDF) core objectives strive to defend the sovereignty of the country's borders and its people. The SANDF therefore takes a defensive stance. However, during times of peace the SANDF also assists with peace support operations (PSO), and deploys a national contingent to Op Cordite (Darfur) and Op Mistral (Democratic Republic of the Congo). The aim of this study was to qualitatively explore the experiences of soldiers returning from both operational areas, as well as to gain further insight into the factors permeating the deployment experience at the various SANDF bases in both the deployment areas. For the purposes of this study a survey instrument, the Demobilisation Questionnaire, was utilised to gather information. Thematic analysis was used to explore the experiences of members during the deployment. Themes identified included preparedness for the operation, difficulty in adapting, stressors in the mission area, factors associated with morale, support from South Africa, and logistics and communication from South Africa. Findings indicated that similar experiences permeate within the different theatres of operation, but different bases within the deployed contingent may experience varying levels of the same factors. The implications of these findings are discussed.

**GENDER & SEXUALITY Thursday, 18 September: 13:15-15:15 (Venue 4)**

Windows into workplace equality: Gendered experiences of career inspirational employees at a company in the information technology field

*Long E, Segalo P & Laidlaw C*

Using social constructionism and feminist theory, the qualitative study addressed the underrepresentation of women in senior management positions and explored the gendered experiences of male and female employees at a company in the field of information technology. The latest statistics from 2010 showed positions filled by women accounted for only 19% and 29% in top management and senior management respectively. Data was collected at an information technology department of a company in Pretoria using face-to-face semi-structured interviews. Thematic analysis and a listening guide were used to analyse the data. The findings of the study are located within the theoretical framework of social constructionism of gendered identity as well as the role of language in constructing gender in the workplace. The main themes that emerged in the analysis were: the gendered organisational culture; children and the ability to cope with work responsibilities; the language around senior management positions; the gender of management; and policies in the workplace. The study is significant as it reveals the challenges that persist in previously male-dominated industries, thus highlighting the work that still needs to be done before genuine gender equality can be attained in the workplace.
Sexual harassment is a pervasive problem in institutions of higher learning. Although it affects women and men, students and staff, female students are affected more. Where there is sexual harassment, the ability to work and learn is impacted negatively. Even though sexual harassment is persistent, and detrimental to sexual rights, little research has been conducted to understand how it plays out in institutions of higher learning and, not enough has been done to do away with it. In this paper we discuss a feminist-action research project exploring issues of sexual harassment at the University of the Witwatersrand. We describe an explorative study that aims to investigate how individuals think about and conceptualise the issue of sexual harassment. The methodology employed included collecting data through participatory workshops, focus group discussions and digital stories of male and female support staff, students and academics. The discussion highlights the complexities of cultural, gendered and academic spaces that sexual harassment occurs in. The presentation describes some of the methodology that can be used to collect stories of sexual harassment and engage with practices of gendered violence and abuse on campus, which in turn intersect with or conflict with student, staff and intellectual identity.

The commercial sexual exploitation of children is one of the harsh realities that professionals and civic society have to contend with. It is injustice in its purest form to children and there are fewer practices in society that trigger greater public outrage than child sex trafficking. Despite the growing prevalence and awareness of child sex trafficking within the South African context, knowledge of the trade and the impact it has on survivors remains rudimentary. This paper explores how girl survivors of child sex trafficking aged between 11 and 17 years living in a safe house in Pretoria, construct their experiences. A grounded theoretical approach is adopted to provide a transitory examination of the state of child sex trafficking in South Africa from the vantage point of the young girls who have been trafficked. The findings highlight the importance of an individual's attempts to define a personal identity and personal space within the context of a relational system. Ecosystem contexts of Bronfenbrenner, Andolfi, Hoffman and Auerswald show significant differences in participants' ability to overcome their experiences. The differences depend on whether the girls had at least one supportive person from their ecological context before being trafficked. While an environment of impoverished socio-economic circumstances from which the girls come plays a part in influencing their physical vulnerability, the most important conclusion of the study is that the microsystems of family, peers, traffickers, church, and God play the most significant part in affecting the psychological vulnerability of girl survivors.
A Time of Celebration and Critical Reflection

Thematical Oral Sessions

GENDER & SEXUALITY Thursday, 18 September: 13:15-15:15 (Venue 4)

What men’s stories of paying for sex “do” for them: Narrative research with clients of female sex workers

Huysamen M & Boonzaier F

Although there is an established body of research on women who sell sex in South Africa, we know very little about the men who buy it. This project, guided by the principles of a narrative research approach, endeavoured to gain insight into the demand side of the sex-work industry in South Africa. The project was based on in-depth interviews conducted with 14 male clients of female sex workers, recruited through advertisements placed in online classified websites. This paper will firstly explore how participants used the interview context, specifically the interviewer-participant relationship, as a site to manage and negotiate their client identities. Thereafter the connection between dominant discourses of femininity, masculinity and heterosexuality and participants’ explanations, motivations and experiences of paying for sex will be discussed. Finally, the paper highlights how these discourses provided men with a vocabulary to talk about paying for sex as not only an acceptable but also a desirable option for men.

GENDER & SEXUALITY Thursday, 18 September: 13:15-15:15 (Venue 4)

The lived experiences of female sex workers in the Cape Town area: A qualitative study

Vickerman S & Du Plessis N

Female sex workers are a voiceless population, as reflected in the literature, where the population is portrayed either as victims or in terms of statistics. Female sex workers trading in Cape Town are vulnerable to rape, violence, HIV-infection and police brutality, yet these factors should not be definitive of who these women essentially are as this perpetuates a certain stereotype. The current study intended to argue that female sex workers lead full lives as they are also mothers, breadwinners, sisters to one another, community leaders and partners in intimate relationships. The present study aimed to portray the lived experiences of sex workers in the Cape Town area by collecting data through semi-structured, qualitative interviews with six female sex workers. The data was analysed using thematic analysis, from which five themes emerged. The themes were sub-divided into roles that participants described, namely Sex Workers, Relationships, Community, Victims/Survivors and Individuals. The data was analysed within the context of a feminist theoretical paradigm. The findings concluded that the sample of the study lead rich, complex and proactive lives. Just as their relationships vary, so do their roles and how they act, portray and view themselves in different instances. The primary recommendation would be to decriminalise sex work, as the criminalisation thereof only sanctions the violation of a specific population’s human rights.
The study of meaning is re-emerging in psychology literature, primarily through empirical research in positive psychology. However, the complexity of the concept renders it a difficult construct to adequately capture and study in many social contexts. One way of doing this is to define its structure and investigate its relationship with other important and theoretically related constructs. In this study among youth the relationship between meaning in life as presence of (MLQ-P) and search for (MLQ-S) meaning, and hope as pathways (Hope-P) and agency (Hope-A) thinking was explored. As a goal-directed construct, hope is a component that is common in meaning and purpose. A sample of 934 male (45.9%) and female (54.1%), mainly Setswana-speaking (93.4%) youth aged between 14 and 24 years completed the Meaning of Life Questionnaire and Dispositional Hope Scale. Structural equation modelling was used to investigate the direct effects of MLQ-P and MLQ-S on Hope-P and Hope-A, and the significance of the interaction effect of MLQ-P and MLQ-S on Hope-P and Hope-A respectively. Fit indices were used to report on the fit of the models for direct effects and interaction effects. Results showed significant direct effects between meaning and hope in the best fitting model, while the interaction of MLQ-P and MLQ-S did not significantly influence Hope-P and Hope-A thinking. This study encourages further exploration of the dynamic relationship between hope and meaning of life among adolescents.
Exploring the relationship of student engagement and student success

Schreiber B & Yu D

Student engagement, constructed as multi-dimensional, is defined by what students do in terms of time and energy committed to educationally purposeful activities, and what institutions do in terms of employing effective educational practices to induce students to engage intentionally with higher education demands. The vast body of student engagement literature emerging from the US has confirmed Astin’s (1985) theory of involvement, which states that student learning is a function of students’ academic and social involvement, as well as Tinto’s (1975) model of student integration, which emphasises the role of academic and social integration as key influences on student persistence. The student engagement research also supports Chickering and Reisser’s (1993) work on linking the psycho-social models with the environmental impact theories and Kuh’s (1991) model which highlights the role of students’ sense of belonging and engagement as a predictor of success. Since 2009 South African higher education institutions have used the South African Student Engagement Survey (SASSE) to explore the relationship between student engagement and student success. This paper will discuss the results of the SASSE at the University of the Western Cape (N=876). The focus will be on extracting specific aspects of engagement practices, such as collaborative learning, discussions with diverse others, quality of interactions with staff and peers, and supportive campus environment, and exploring their correlations with student persistence and student success. The authors aim to contribute to filling the gap in empirical local evidence in linking student engagement to persistence and student success.

An exploration of the consequences of students’ identification with their university

Silinda F & Dumont K

The South African higher education system is fragmented by the legacy of colonialism and apartheid. Students’ identification with a university is perceived as their sense of belonging to the institution, their experience of the failures and successes of a university as their own. The aim of this paper is to demonstrate how students’ perceptions of the university at which they study shape the strength of their identification with this institution. Based on social identity theory (SIT), a set of individual predictors, such as student prototypicality, which are assumed as relevant to undergraduate student identification with the university they are enrolling in, were identified. It was further proposed that these identity-related predictors impact on the following outcome variables: the students’ intention to complete their undergraduate programme in the required time, the willingness to pursue postgraduate studies with the university after completion of undergraduate degree and the willingness to refer a family member and/or friends to the same institution. The research hypotheses were tested using a correlative research design. The role of SIT in explaining the efficacy of identifying with one’s university and its relationship to student attrition are articulated.
Thematical Oral Sessions

SOCIAL PSYCHOLOGY  Thursday, 18 September: 13:15-15:15 (Venue 5)

A qualitative study on the perceptions of Midrand Graduate Institute psychology students on politics, as well as their registration category’s role in the future of South Africa

Woodford L & Britz A

South Africa has become an increasingly well-documented nation since 1994, and a multitude of national and sub-national studies have been conducted to gain information on the characteristics of South African society. However, less is known about South Africans’ thoughts and feelings about their world and themselves. This study is an effort to deepen the understanding of psychology students’ values and perceptions of politics and, moreover, how they understand themselves in the context of politics. The study was undertaken from a qualitative, social psychology perspective. Furthermore, the research explored the students’ perceptions regarding the role psychology will play in the future of South Africa, looking in particular at the role of the registered counsellor. Data was collected through focus groups run with B Psych students, currently enrolled in a private institute. The data was analysed thematically, using a phenomenological approach.

TRAUMA  Thursday, 18 September: 14:15-15:15 (Venue 6)

Post-traumatic stress disorder risk assessment in South Africa: What are the challenges?

Van Rooyen K & Van Wyk R

This presentation uses an existing literature and theory base to delineate the challenge of assessing risk for post-traumatic stress disorder (PTSD) in the South African context. The goal of risk assessment is often prediction to limit chronicity and morbidity, but not all risk factors are equal, given the constraints and requirements of different contexts. A distinction is made between different types of risk factors, for example proximal vs. distal and causal vs. actuarial, their usefulness in a variety of contexts such as clinical practice, recruitment for high risk occupations, primary care and policy creation. While this broader focus is an important part of the overall context, the presentation finally focuses on the evaluation of the efficacy and utility of a variety of risk factors in the clinical and treatment setting. The author addresses questions such as which professionals should use which risk factors at which stage of the PTSD continuum in order to achieve which purposes. Finally, some recommendations are made regarding a research agenda to support the overall aim of increasing the efficacy of PTSD risk prediction in South Africa.
The development of an early post-traumatic stress disorder risk assessment instrument appropriate in first presentation settings

Van Rooyen K & Van Wyk R

Risk assessment for post-traumatic stress disorder (PTSD) is important. Despite the potential efficacy of early intervention, the problem in South Africa is that those who need the intervention are often not referred for such intervention. One of the issues that impede early identification and referral is that the focus at presentation points for trauma survivors, are often not on the psychological aspects of traumatic experiences. Whereas the practice of risk assessment may be adequate at certain presentation settings that have a clear psychological treatment focus or adjunct, such as at rape crisis centres, other first presentation settings have other focuses, such as hospital trauma units and police stations, and here risk assessment may go amiss. In addition to other primary duties, staff at these important first presentation units are not necessarily trained mental health practitioners. This presentation delineates the three-stage development of a PTSD risk assessment instrument developed to be quick and easy to administer, so as not to interfere with other primary duties, and appropriate for use by non-mental health professionals. After an initial review of national and international risk factors for PTSD, stage one of the research, a prototype instrument and risk factors or items were evaluated by national experts in the traumatic stress field (N = 31 ) as part of stage two. Finally, the instrument was presented to a small sample of intended users (N = 8) to evaluate ease of administration and understandability. The resulting instrument is presented in a manner that facilitates discussion around the lessons learnt during the process.

An exploration of the role and consequences of dissociative symptoms in adults who have experienced childhood sexual abuse: A systematic literature review

Letsatsi T & Du Plessis N

The study explores the role and consequences of dissociative symptoms in adults who have experienced childhood sexual abuse, making use of a systematic literature review. Dissociation is understood as a debilitating psychiatric symptom. However, the medical model fails to conceptualise the significance and role of the resistance and defences in victims of childhood sexual abuse. Therefore, mental health practitioners need to be aware of the role of psychological defences and the implications of prolonged use of such defences. An electronic search of key electronic databases sourced from the Midrand Graduate Institute and the University of Stellenbosch was done and academic books were obtained from the University of Stellenbosch library, and the Midrand Graduate Institute media centre. All articles were peer reviewed and the author made use of qualitative and quantitative studies, published in South Africa and internationally between 2002 and 2013. Studies indicate that the effects of trauma are so severe that the traumatised individual’s ego strength and cognitive functioning become challenged. Although different theories argue the role or consequences of dissociation they all prove that in the face of trauma all available coping mechanisms become activated. Some theories argue the necessity of dissociation, while others strongly dispute its function in traumatised individuals. This suggests that the role of dissociation is dependent on its meaning in any given context.
Thematical Oral Sessions

**TRAUMA Thursday, 18 September: 14:15-15:15 (Venue 6)**

How women experience post-traumatic growth as survivors of intimate partner violence: An interpretative phenomenological analysis

Jenks K & Du Plessis L

Intimate partner violence (IPV) is a pressing global public health concern and is considered to be a complex trauma. Existing literature concerning outcomes post-IPV tends to predominantly focus on negative outcomes. However, recent research concerning post-trauma outcomes indicates that positive growth may also occur. There is a paucity of research concerning positive outcomes post-IPV, particularly within the framework of post-traumatic growth (PTG). In addition, little is known about how women experience PTG post-IPV. This study explored, using semi-structured interviews, how three white South African women experienced PTG in the aftermath of a relationship characterised by IPV. Their narratives were analysed according to principles of interpretative phenomenological analysis. Findings revealed a temporal distribution of themes ranging from “reaching rock bottom” and “battling to cope in the immediate aftermath”, to then “recreating the self”, coupled with intense “existential re-evaluation”. These changes did not necessarily occur in a step-wise fashion but they did lead to “changing relationships with others” and “changing perspectives of the future”. This research contributes to the growing body of knowledge regarding the positive outcomes following the experience of trauma.

**INDIGENOUS KNOWLEDGE & HEALING SYSTEMS Thursday, 18 September: 13:15-15:15 (Venue 7)**

Exploring holistic and eco-systematic models of health towards a conceptualisation of an African wellness model: A systematic literature review

Ntantiso M

Holistic and eco-systemic models of wellness have evolved to include a wide range of dimensions and aspects that are believed to contribute to an individual’s health. However, previous and current holistic models of wellness and health are either too broad or not sensitive enough to respond to the African conceptualisation of wellness. A systematic literature review was therefore conducted to ascertain the holistic models that best respond to African cosmology on conceptualisation of health, wellness or well-being. An online systematic search on main databases, including SAGE Pub, PsychINFO, JSTOR, EBSCOHOST was done using the following search terms: “African wellness” and “models”; “African health” and “models”; “holistic wellness” and “eco-systemic wellness”. A total of 67 manuscripts were identified in which 17 met the inclusion criteria for analyses. Results suggests that, (n = 9) of the models have at least 50% and above of the overlapping concepts with African conceptualisation of wellness; and (n = 3) of the (n = 9) have at least 75% overlap with the African conceptualisation of wellness. However, the synthesis suggests the wellness concepts may have a different meaning in African cosmology, and therefore an African model of wellness is proposed and described, with the goal of developing an alternative model of explanation for counselling and clinical practice.
Thematical Oral Sessions

INDIGENOUS KNOWLEDGE & HEALING SYSTEMS Thursday, 18 September: 13:15-15:15 (Venue 7)

Witchcraft and its relevance to assessment, diagnosis and treatment of mental health conditions: A challenge for the psychology profession

Mhlongo S

Despite strong denial from a section of psychologists who follow a strictly western approach to mental health, the issue of witchcraft cannot be ignored. Witchcraft, as a type of skill or knowledge that can be taught or transferred from one generation to another, forms a part of indigenous knowledge systems. There has been some debate around witchcraft as the possible manifestation of a psychological condition. In order to provide effective, relevant and current psychological services, mental health practitioners should take into account factors related to witchcraft. This paper examines the ways witchcraft is related to psychological conditions such as suicide, anxiety, hysteria and hypochondriasis. Case studies have been incorporated to illustrate the manner bewitchment manifest itself in those who are victims. The conclusions support the fact that witchcraft should not be rejected on the basis of culture or western religion, but that its reality should be dealt with.

INDIGENOUS KNOWLEDGE & HEALING SYSTEMS Thursday, 18 September: 13:15-15:15 (Venue 7)

Epistemologies of African healing: The relevance of knowing the African traditional healing systems in the practice of mental health

Notshulwana V & Franklin A

The purpose of the presentation is to explore possible ways to include African traditional healing practices in addressing the mental health needs of the vast majority of African people on the Continent. Moreover, the paper examines the health-seeking behaviours; the use of resources that exists within African communities to enhance healing; and capacity development of so-called lay counsellors or lay therapists in African communities, namely the sangomas, the pastors, and people with influence on a local level, such as chiefs.

INDIGENOUS KNOWLEDGE & HEALING SYSTEMS Thursday, 18 September: 13:15-15:15 (Venue 7)

I think therefore we are: Time for African speak

Van Deventer V

Western thinking is embedded in Cartesian philosophy, a philosophy built around the idea that “I think therefore I am”. From this basic tenet followed the notion that there was an existential reality and that this reality could be known with certainty. The idea was powerful and led to exponential growth in knowledge. It was difficult to argue against it. But in the 20th century it became clear that reality may not be as solid and that knowledge may not be as certain as first believed. This realisation occurred in various disciplines, such as physics, mathematics, philosophy and psychology. The certainties of Cartesian philosophy were breached on several fronts. The present paper considers how these developments undermined the individualism constituted by “I think therefore I am” and how “I think therefore we are” came to provide a more tenable onto-epistemological foundation. The paper explains how this foundation supports the African philosophy of “being a person through others”, which means that African philosophy (at least to the extent that it is based on “being a person through others”) is better suited to accommodate the onto-epistemological implications of present-day science and philosophy. Various disciplinary considerations follow from this result, such as questions around the tenability of the classical distinctions between individual and social psychology. But the present paper concludes with a more applied, social consideration, namely a brief discussion of the underlying dynamics of colonialism when considered in terms of “I think therefore I am” versus “I think therefore we are”.

This meeting will consist of a short presentation of the project that started with the “5th International Congress on Licensure, Certification and Credentialing” staged in Stockholm July 2013. 75 specially invited association representatives from 18 countries, all continents, worked for three days to start the process towards “a global consensus on the competencies required by psychologists across the various fields of professional practice. Such consensus would provide an internationally consistent definition of what a psychologist ‘is’, and would enhance the possibilities of international mobility within the profession.” At the end of the congress there was a general support for the continuation of the congress as an independent international project. The project has the support and endorsement of the International Union of Psychological Science (IUPsyS) and the International Association of Applied Psychology (IAAP) to continue in the years ahead. An extensive report from the congress has been produced. A project Work Group (WG) has been established. A report on the proposals of the this WG will be presented. This report is also forwarded to all congress participants. A set of central problems/dilemmas presented in the report together with issues that may arise, will be discussed in an open discussion. Last part of this session will be dedicated to the road ahead/future plans. A report from this session will be produced. The meeting is OPEN TO ANYONE.
This presentation discusses a therapeutic technique which indicates the unconscious aspects and dynamics related to the emotional patterns and cognitive states of being that precipitate problems, and those which manage and constructively address problems. The importance of the awareness of these states of being, and the ability to consciously bridge to an alternative, more constructive state of being, is investigated. The child will mirror or learn by imitating role models from its predominant early authority structures. The emotional states and thought patterns of these role models become imprinted in the psyche of the child. As an adult, alternative states become difficult to access, resulting in fixed and rigid states of being which are counterproductive to desired solutions. Frustration, helplessness, explosive outbursts of anger and addictive cycles, amongst others occur. These repetitive cycles and patterns persist. The technique consists of a six-phase process which serves to identify and illustrate these dynamics as well as provide the tools and experiential insights to bridge to a more constructive state of being and to desensitise and reprocess sabotaging, unconscious belief systems and emotional patterns. Case examples are cited.

The purpose of this paper is to address the concept of narration in psychotherapy, found in the post-modernist and sub-humanist approaches to psychology. A story is beautiful; it gives us a sense of motion, of progression and purpose. By nature we are story-tellers, we find ourselves situated in our own stories, with a certain goal that we are working towards. By restructuring clinical concepts as narrative structures, the client in a psychotherapeutic setting could come to alternative conscious interpretations of their story. The psychologist could emphasise the existentialist notion of freedom, and that the client has the freedom to construct their own story. This could, in turn, lead to the client rewriting their own story, and gaining new perspectives and interpretations of their own narrative. This concept stresses that the client has the power of writing their own novel of their lives, and it helps to locate the client, giving meaning and structure as well as a certain space for rewriting. It also brings into consciousness the notion that all stories have negative elements, but that ultimately a story consists of events to be celebrated and mourned. By definition a self-narrative leads the clients to grasp reality without false substitution and may also lead the client to aspirations and fluctuations that are expected in any story. The focus of this paper is on the use of a narrative approach to gain insight into individuals’ worldviews, to recognise and reject falseness and to keep our focus on the person.
Poetry is a long-standing African tradition which has provided individuals and communities a way of healing through rhythm, metaphor, narrative and stories. Within the field of psychology, poetry-based forms of therapy, an emerging field. This paper will focus on the case of “Adam”, a 35-year-old male, who experienced a psychotic break following severe psychosocial stressors. During his therapy, poetry was used as an effective tool to foster growth, insight and acceptance within the therapy framework. The case illustrates how poems can be a powerful medium to chronicle, reflect and engage with the therapy process. The paper aims to discuss the theory behind poetry as a means of communicating desires and feelings that are difficult to utter verbally; as well as the manner in which it becomes a platform used to connect with the therapist and with the patient's own unconscious fantasies and fears.

Masters’ students in clinical psychology at the University of Pretoria take part in systemic family therapy training that involves theoretical, experiential and practical work. In 2013 a family constellations workshop was introduced as part of the experiential training component. The main purpose of the family constellation experiential work is to facilitate exploration of issues related to a student’s family of origin. The aim of this study is to explore the usefulness of family constellations as a vehicle for broadening trainee therapists’ understanding of their own families and their perspective of family systems in general. Students participated in two rounds of data collection, the first involved a written reflection directly after the workshop, and they also took part in a focus group discussion a few weeks after the workshop. A semi-structured interview guide was used to facilitate the focus group discussion. The focus group interview was transcribed and analysed using an abbreviated grounded theory method. The findings of this study indicate that a family constellation workshop can add value to therapists’ academic training in South Africa. Two of the most salient findings include experiences of empathy and transgenerational awareness. Students reported an enhanced awareness of the intricate relationships between family members as well as the position of each family member in relation to the larger, transgenerational context. They also reported experiencing empathy in a new and compelling way. As a relatively new and sometimes controversial modality, family constellation work deserves academic scrutiny and possibly a place in formal training.
An evaluation of diagnostic interview styles: A case study

Mthembu P & Thwala J

This is a case study which involved three categories of psychology: clinical, counselling and educational, in evaluating the diagnostic interview styles that psychologists employ when seeing their patients/clients. There were nine participants, three in each category. The study aimed at evaluating consistency in the diagnostic interviewing styles used by the three categories. The findings of the study indicated that there were similarities in their styles or approaches, despite the differences in categories they were registered under. Most of the participants were familiar with the psychodynamic and integrated wellness approaches, and used a direct approach in questioning. They also showed consistency in preparing their patients/clients for the diagnostic interview, including a proper introduction, procedural explanation, and the vital issue of confidentiality.

Body-mind practices: Working with children from different cultural and language groupings

Scheepers I & Thwala J

The juxtaposition between the demographics of the body of trained mental health workers in South Africa and that of its vulnerable children, calls for an imaginative turn in our efforts regarding transformation and healing. Working in Katlehong, this Afrikaans/English speaking intern counselling psychologist used various body-mind techniques to fit the presenting needs of children and teachers in distress. The presenter employed mindfulness breathing and embodied emotional practices in combination with Mind Moves exercises, as developed by Melodie de Jager. This presentation discusses the range and effectiveness of the exercises as they were implemented over a period of six months. The results of this intervention were promising in terms of overcoming language and cultural barriers. Feedback from the participating teachers, obtained after a period of a year, is presented to inform the possible sustainability of this approach.

Trauma, the symbolic parallels

Howes D

A therapeutic model is presented which serves to illustrate the repetitive, underlying unconscious set of belief systems and emotional patterns which are contrary to the cognitive, intellectual and rational information that characterise the logical aspects of the conscious mind, and which exist in some individuals. According to the principles of medical hypno-analysis, the unconscious mind has the logic of a child. The impact of these patterns and belief systems on constructive problem-solving skills, discerning between truth and illusion and incidents of trauma are investigated. Case studies are presented which illustrate these unconscious sets of belief systems as well as the parallels to the corresponding traumatic incidents that were encountered. By desensitising and reprocessing these unconscious dynamics, a heightened state of competence, awareness and empowerment becomes evident. The therapeutic implications for future empowerment and preventative possibilities are investigated. A projective storytelling and drawing technique is implemented in order to both identify and reprocess these dynamics.
Factors that influence university students’ career decisions

Shezi S & Msomi-Mbele P

The focus of the study was to explore the factors influencing students’ career decisions. Young people are faced with more choices today, yet many of them have no basis for making good choices, including in the selection of their careers. Career decision making is usually expected at a time when young people are going through a critical stage of human development, adolescence. This stage is critical because it is characterised by a number of challenges for a young adult, namely: physiological changes; psychosocial demands; and academic demands. Parents usually do not know when to: help; when to intervene; when to stand back and allow the emerging individual to make their own mistakes’ or when to enjoy accomplishments. Young people from disadvantaged communities usually suffer the most because they lack resources and adequate support. A mixed-method design was adopted for this study. The sample was selected from the four faculties of the University of Zululand. A predesigned questionnaire was hand administered to a total of 155 third-year students. Data was analysed using quantitative and qualitative approaches. The results of this study indicate that students from disadvantaged communities make career decisions based on their family background and environmental context because of inadequate career education in public schools. The study concludes by highlighting the need for appropriate career education and guidance, especially for the previously disadvantaged students, so that they can maximise opportunities available to them regarding career decisions.

The Career Preference Test (CPT) profile of postgraduate psychology students

De Beer M, Marais C, Maree D & Skrzypczak F

The Career Preference Test (CPT) is a new online measure of career-related preferences, developed in South Africa and available in six of the 11 official languages. Research conducted has shown the CPT to have acceptable psychometric properties for educational groups ranging from a Grade 9 to a postgraduate education level. The model on which the CPT is based makes a distinction between career-related fields, activities and environments and uses sub-dimensions of these three broad dimensions to compile an integrated top 16 career preference profile. CPT results can be used individually for career guidance or counselling or for personal development processes. While it will generally be used individually, it is possible to compile group profiles for specific occupations or other groups. Such group or occupation profiles can be used for comparison purposes. The current presentation will provide some background on the development and general functioning of the CPT and specifically present the career preference profile of a sample group of postgraduate psychology students who were registered with three different universities.
The provision of professional psychology in Zimbabwe began with the promulgation of the Psychological Practices Act of 1971. During the colonial era, the provision of psychological services as well as training of professional psychologists was segregated along racial lines. This changed at the advent of Zimbabwe's independence in 1980, with professional psychological services offered to everyone regardless of race and ethnicity and the opening of new avenues for the training of professional psychologists. The Ministry of Education, Sport, Arts and Culture through the Schools Psychological Services and Special Needs Education Department has the responsibility of training educational psychologists in Zimbabwe. Currently the ministry has several trainee educational psychologists that are in training. The aim of the current study was to explore trainee educational psychologists’ perceptions of the provision of psycho-educational services in Zimbabwe. The participants of this study were six trainee educational psychologists. Data was collected with individual semi-structured interviews and analysed through content thematic analysis. The study identified several thematic frames namely: the factors influencing the choice of becoming an educational psychologist; the challenges they face as educational psychologists; and their own perspectives regarding the future of educational psychology in Zimbabwe. Recommendations were made in line with the findings of the study.

In this paper we discuss the education and training of student educational psychologists and counsellors in disadvantaged school communities. We highlight ethical issues in the supervision process and suggest possible solutions. We discuss the challenges students experience when working in a school where there is inadequate basic teaching and poor general classroom management and we indicate how these challenges impact on students’ recommendations regarding learning support and teacher, classroom or school interventions. However, we also point out the deep insights students obtain into the multi-dimensional needs of diverse communities as seen in students’ work, as they are flexible in adapting interventions according to the systemic needs of these communities. We provide insight into the challenges supervisors experience with regard to the types of interventions and assessments to be utilised and how these challenges both enhance the development of the university supervisors and emphasise the relevancy of work-integrated learning, or service learning, in school communities.
Thematical Oral Sessions

Sexuality & Gender Thursday, 18 September: 15:30-17:30 (Venue 4)

Gay, Trans* or Bi? Who am I? A practical approach assisting therapists and counsellors to facilitate clients’ understanding of their sexual and gender identity

Van Dyk D

Clients accessing psychosocial services often have difficulties understanding their own sexual and/or gender identity, confused and burdened by the restrictions of a stereotypical heteronormative society. This practical approach will assist the therapist or counsellor to support their clients to understand the difference between sexual identity, gender identity and sexual behaviour. It is especially helpful to use when a client from a sexual minority group experience internal conflict during the coming out process. The approach can be used in an individual, couple or family session, making clients aware of the different identities and concepts related to gender and sexuality. It assists the client in deconstructing known sexual terminology and then reconstructing these terms to constitute a sexual and gender identity to which they can relate with some degree of comfort. It also allows the counsellor or therapist to engage with a challenging subject in a systematic and professional way. OUT LGBT Wellbeing’s therapists and counsellors have been using this approach for the past three years with great success, reaching more than 1 000 clients. OUT LGBT Wellbeing continues to train and mentor health-care providers, including psychologists and counsellors, on using this approach with confidence.

Sexuality & Gender Thursday, 18 September: 15:30-17:30 (Venue 4)

Trying out or coming out? Sexuality and liminality in a tertiary setting

Brouard P

Based on an in-depth, qualitative enquiry regarding student identities, influences and practices at a historically advantaged, formerly Afrikaans-medium university, this paper will focus on one aspect of the findings, that is, same-sex sexualities. It will explore the following themes. Rather than challenging the gender and sexualities status quo, universities largely reproduce the gendered, heteronormative order, creating a dissonance between commitments to inclusivity and diversity, and practices on the ground. If a university is a “liminal” space where young people, in transition from late adolescence to early adulthood, experiment, challenge and consolidate their identities, can these liminal spaces unsettle taken-for-granted gender power relations, gender norms, gender binaries and heteronormativities? How can the potential for liminal spaces (or even “sub-liminal” spaces) be realised, allowing young people to express, discuss and think about new ways of being: to ask questions about being male, female, transgendered, intersex, gay, lesbian, bisexual, asexual, queer or in some way “non-conforming”? What are the limitations and complexities of these liminal spaces, using the work of an HIV programme, located in ideas of active citizenship and collective agency, to illustrate these tensions?
Thematical Oral Sessions

SEXUALITY & GENDER Thursday, 18 September: 15:30-17:30 (Venue 4)

Top or bottom: Talking about gay sexuality in a Stepping Stones Workshop

Kiguwa P & Nduna M

Studies of heteronormativity have emphasised prescriptive sex and gender-role stereotypes related to its normative content and function. The self-labelling practices amongst some gay and lesbian-identified individuals have been of interest to gender and feminist scholars related to their apparent re-inscription of the heteronormative. Through the popular constructs of "top" versus "bottom", critics have argued that the heteronormative content is reproduced in essentialist and hegemonic ways. And yet, “top-bottom” politics meets certain erotic needs for lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ) youth, including reasons related to physical safety for LGBTIQ individuals living in dangerous spaces. This paper explores the discursive constructs and meanings of gay sexuality through reference to the self-labelling of a group of young gay-identified students in a Stepping Stones Workshop in Johannesburg. The workshop was designed to address sexual and reproductive health concerns and issues among heterosexual members of society, and has been scientifically evaluated in South Africa. The Stepping Stones Workshop has never been used amongst non-heterosexual members, thereby limiting our knowledge of the sexual and reproductive health concerns and issues among this cohort. The workshops, which were an attempt to address this gap, assess the utility of the Stepping Stones manual for LGBTIQ youth. We also explore the dynamics of safe sex negotiation and risk related to “top-bottom” positioning. The discussion demonstrates the different meanings of gay sexuality in terms of identity, sexual practice and appearance for the participants.

SEXUALITY & GENDER Thursday, 18 September: 15:30-17:30 (Venue 4)

Deconstructing contemporary responses to young heterosexual practices in South African contexts

Shefer T

The past 20 years have seen a proliferation of research, spurred by the imperatives of the HIV epidemic and high rates of gender-based violence, on heterosexual practices among young people in the South African context. Much of this research has arguably been framed in a moralistic and pathologising response to young people’s sexualities, in particular young femininities, that is informed by heteronormative, gendered, classed and raced discourses, propped up against psychologistic notions of normative gender and sexuality. This paper draws on current research done among young men and women in South African contexts, to argue for a more nuanced picture of young heterosexualities that resists a binaristic and regulatory response to women’s agency and destabilises a problematising lens on masculinity and male sexualities. In particular the paper raises the importance of shifting the dominant imperative in South Africa, arguably a regulatory framework of discipline and policing, disguised in a discourse of protection, to one that acknowledges and promotes young women’s and men’s sexual agency, including sexual desire and pleasure and their strategic and equitable engagement with sexual practices. Such aspects of agency, specifically how agency and desire operate in and through layered contexts of inequality, are relatively silenced in current research, policy and practice. The paper further reflects on the importance of consistent, critical reflexivity in scholarship on sexualities and gender to ensure that such knowledge does not serve to bolster the very inequalities and ideologies we intend to challenge.
Thematical Oral Sessions

**SEXUALITY & GENDER Thursday, 18 September: 15:30-17:30 (Venue 4)**

Describing male student perceptions of heterosexual online hardcore pornography and its perceived influence on male sexuality in heterosexual relationships

Bester K & Jacobs R

There is an extensive amount of literature focusing on women’s sex roles and sexuality, whereas there is a paucity of research conducted on the sexuality and sex roles of heterosexual men in South Africa. The purpose of this study was to breach this gap in literature and focus on how dominant representations of males in online heterosexual hardcore pornography influence young adult males’ perceptions of male sexuality in heterosexual relationships. This qualitative study focused on the perceptions of five males, between the ages of 18 and 25 years, and who were recruited through snowball sampling at a tertiary institution in Cape Town. Information was obtained through structured interviews. In addition, thematic analysis in corroboration with social constructivism as theoretical framework revealed: that two out of the five participants described sex within heterosexual hardcore pornography was “mechanical” where there was no “love-making”. Furthermore, participants also expressed that social constructs operating in society created through pornography, might influence men and women to think that the dynamic of dominance and submissiveness were normal and might contribute to the construction of certain sexual “scripts” and these sexual scripts were instructional guidelines for defining the boundaries of what was sexual. Additionally, a recommendation for future research is that the focus be placed on both male and female perspectives on heterosexual pornography as it may provide a more comprehensive opinion regarding pornography and its influence on intimate relationships.

This presentation relates to a PhD research study that is still in progress and thus all findings are preliminary. Much research has been conducted on paedophiles. But this research typically involves convicted or clinical populations, or other individuals whose identities are known. Thus the majority of research respondents have a strong incentive to lie to the researcher. A possible solution to this problem is to conduct research on paedophiles via the so-called “deep web”; the part of the internet that is not indexed by search engines and that can only be accessed by specialised software that grants the user total anonymity. The current study relates to two deep web discussion forums created by paedophiles, for paedophiles. Preliminary findings suggest the possibility that paedophiles are best thought of as two conflated sub-categories: paedo-sexuals, who are primarily focused on creating sexual relationships with children, and paedo-sadists who are almost entirely focused on the satisfaction they derive from the infliction of pain. This presentation will cover the background of the study, the study itself, and the evidence supporting these preliminary findings.
“BDSM allows me to hurt the one I love because I know she loves it”: Erecting new power lines between BDSM Partners

Wolfaardt S & Bakker T

BDSM (bondage, discipline/dominance, submission/sadism and masochism) has recently gained greater visibility in dominant discourses around sexuality. These depictions are, however, often constructed in rigid ways to typically exclude experiences of sexual intimacy. Despite this apparent exclusion, constructions of subspace (an altered mental state induced through BDSM encounters) on online blogs intrigued us to consider it as an alternative to widely accepted notions of sexual intimacy. Using a poststructuralist theoretical framework, we conducted an online ethnographic study in which we explored the varied ways in which self-identified South African BDSM individuals construct meaning around sexual intimacy. While this was our primary focus during the study, the ironic and satirical complexities of what seemed to be rigid distributions in power between participants emerged as a by-product of the study. In this presentation we use Foucauldian discourse analysis to consider how power is constructed and deconstructed between BDSM partners and how negotiations around power may be more fluid than it initially appears. We relate the findings to sexuality and sexual interaction more broadly and conclude with implications of the findings for psychological theory and practice.

The treatment of sexual offenders is a recognised sub-specialty in the field of corrections. Sexual offenders’ therapists are expected to be highly trained, skilled and have formally structured resources for educational and support purposes in order to effectively render rehabilitation to these offenders. There is currently one programme designed to treat sexual offenders in the Department of Correctional Services (DCS). However, the programme is designed for and facilitated by case intervention officials who do not have background in the psychological aetiology of sex offenders. On the other hand, DCS psychologists have not received any training to rehabilitate sex offenders. This study compares DCS psychologists and case intervention officials’ perceptions of risk factors and treatment targets associated with the rehabilitation of sex offenders. The purpose is to establish if the practitioners’ current untested methods of treating sexual offenders is in line with international and acceptable best practices. DCS psychologists and case intervention officials will be selected from various correctional centres in the country. A questionnaire will be administered to 60 psychologists and 80 case intervention officials to establish their perceptions. It is hypothesised that there will be a difference in how DCS psychologists and case intervention officials perceive risk factors and treatment targets for sexual offenders. It is expected that given both groups’ lack of specialised training in treating sex offenders, their different perceptions of risk factors and treatment targets are expected to fall below the international guidelines.
Suicide is a topic of public health concern globally, and much research has been dedicated to investigating mitigating factors. Males are more likely to commit suicide than females, and according to most studies on urban-rural differences, rural areas have higher rates of suicide. Contributing risk factors include social and geographic isolation as well as poor access to adequate mental health resources. Suicide data were obtained from the National Injury Mortality Surveillance System (NIMSS) for the years 2007 to 2011. Population data for Gauteng (urban) and Mpumalanga (rural) were obtained from Statistics South Africa in order to calculate rates, and SPSS was used for data analysis, using descriptive statistics, risk ratios and confidence intervals. Suicide rates were significantly higher in Gauteng than in Mpumalanga in the period under investigation. During this time, there were 6,759 suicides in Gauteng and 2,357 in Mpumalanga. The average age of victims was 36 years, and the youngest victims were eight years old. The most common methods of suicide were hanging (53.5% in Gauteng and 69.4% in Mpumalanga), followed by poisoning (ingested) and firearms. Males had significantly higher suicide rates than females. The finding that Gauteng had consistently higher suicide rates than Mpumalanga across the five-year study period is in contrast to international and national research, conducted in both high-income and low-income countries, maintaining that suicide rates are higher in rural areas. There is a need for research into the risk factors related to suicide in urban South Africa.

This qualitative study aimed at exploring how mortuary attendants cope with constant exposure to the dead. The study focussed on the experiences of mortuary attendants on a day-to-day basis of working with the dead and with their families; the challenges that mortuary attendants are faced with because of their jobs; and their coping strategies. A sample of eight participants was purposively sampled from two different funeral homes in the Vhembe district. The participants were interviewed individually using a semi-structured interviewing guide, and the data was analysed using thematic content analysis. The findings indicate that it is not easy to work with the dead and that it is a job that somebody has to do. It is more difficult and complicated if the deceased is someone the mortuary worker knew, or if the family of the deceased is known to the individual. Seeing the family in pain and not being able to do anything about it is painful.
The deleterious effects of child sexual abuse on the child survivor have been well-documented throughout literature. It is well-known that non-offending caregivers play a critical role in mediating the child survivor’s recovery, but little research has qualitatively detailed the negative effects of child sexual abuse disclosure on non-offending caregivers. The aim of this exploratory qualitative study was to explore the experience of non-offending caregivers following the disclosure of child sexual abuse within the South African context. This research is rooted in the theories of vicarious traumatisation and attachment theory. Secondary data was utilised whereby focused open-ended interviews with non-offending caregivers was obtained. In this study, 10 caregivers’ experiences were analysed using thematic analysis. Data analysis revealed that caregivers experienced multiple forms of emotional, psychological and situational difficulties following the disclosure of child sexual abuse. This research evidenced experiences of caregiver distress, caregiver alienation and caregiver grief. Additionally, it identified various caregiver coping strategies within the aftermath. The findings of this study suggest that caregivers do experience vicarious traumatisation exacerbated by multiple socio-cultural stressors following the disclosure. Furthermore, the findings of this study suggest that caregiver distress impacted on parenting abilities. This research emphasises the value and necessity for future research in further exploration into caregivers’ experiences following disclosure within the South African context. The findings also highlight the importance of tailored treatment interventions for non-offending caregivers targeting the diverse array of negative experiences that caregivers may endure within the aftermath of child sexual abuse disclosure.

This presentation reports the psychometric properties of five instruments as found on a sample of South African rape survivors (N = 37). The evaluation was conducted to partly ensure the scientific rigour of a study aimed at exploring shame, as well as four cognitive vulnerabilities with rape survivors. Reliability and validity data is presented on the Harvard Trauma Questionnaire - Revised, the Anxiety Sensitivity Index - 3, the Attribution Style Questionnaire (ASQ), the Experience of Shame Scale, the Looming Maladaptive Style Questionnaire, and the Preservative Thinking Questionnaire. While most of the measures fared well on internal consistency indicators, factorial validity was less consistent with previous findings on these measures. While the central constructs related to each measure was confirmed, subscale factor analysis indicated that the routine use of the subscales cannot be accountably recommended. Larger samples will give more accurate evaluations of factorial validity and equivalence. One measure, the ASQ, performed inadequately on indicators of reliability and validity and its routine use on South African samples can therefore not be recommended without adaptation or further investigation. The discussion highlights that reporting only internal consistency of measures is an inadequate indication of their equivalence in the South African context.
Can participation in activism to end sexual violence promote healing for survivors of rape? A qualitative investigation looking at the silent protest

Padmanabhanunni A & Edwards D

This qualitative study aimed to investigate the therapeutic value of participation in activism to end sexual violence for survivors of rape. The study focused on the Silent Protest, an annual protest march at Rhodes University, aimed at generating awareness of rape, providing a safe space for women to speak out about their experiences of victimisation and encouraging advocacy around women’s rights. Nine survivors who took part in the Silent Protest participated in the study. Interviews were audio-recorded, transcribed verbatim and analysed using Interpretive Phenomenological Analysis (IPA). The study found that participation can be a highly effective vehicle for accessing painful affect and trauma-based cognitions and can represent the first step in recognising and acknowledging a traumatic event. However, participation can also be harmful and potentially re-traumatising, particularly where the survivor has not come to terms with the rape. The study provides recommendations for protest organisers around psycho-education and the necessity of participation being complemented by individual psychotherapy.

The iron butterfly: An interpretive phenomenological analysis of professional ballet dancers’ experiences of mental toughness

Myhill C & Steele G

Mental toughness is a prominent area of focus in sport and performance psychology and a wealth of research exists on the topic. For the purpose of this research, mental toughness is considered to be related to maintaining self-belief, clear thinking and resilience when under relentless pressure to deliver optimal performance. The construct has been studied in various sport and performance settings, but one that has not yet been investigated, is ballet. This paper aims to report the findings of an interpretive phenomenological analysis (IPA) of professional ballet dancers’ understanding and experiences of mental toughness. The participants were six professional ballet dancers, as well as one former principal dancer, all of whom are South African. The study adopted a qualitative methodology, using semi-structured interviews which were subjected to IPA. The data revealed several paradoxical themes that resonate with previous research findings, in addition to aspects that seem uniquely related to a ballet environment. The results offer an understanding of the personal attributes that dancers need to have and develop in order to successfully pursue a professional career in the field, in order to help young aspiring dancers increase their chances of success by creating an optimal environment, wherever possible.
The purpose of this study was to ascertain the prevalent weight control behaviour in boxers. It was important to investigate this, as little or no research had been conducted on eating pathologies relating to boxers in South Africa. Eating pathologies are not normally seen to be related to male-dominated contact sports, leaving a gap in the research for this study. Mixed-method research was conducted on participants from a boxing gym in Johannesburg. Fourteen participants completed quantitative questionnaires, namely the EAT26, two male and two female boxers were asked to participate in semi-structured interviews regarding eating behaviours. Frequency statistics obtained from the questionnaires indicated that certain respondents were at risk of developing eating disorders, while others displayed symptoms of disordered eating. Thematic analysis was used to explore weight control behaviours employed by these boxers to make the required weight. It was found that boxers participate in compensatory weight control behaviours and seem to suffer from disordered eating attitudes. However, more research is required to develop a deeper understanding of eating disorders and other pathologies amongst this population group.

The purpose of this paper is to discuss a community project founded last year at the University of Pretoria, named *Tuks Raw Fit*. The vision of this project is to raise awareness of health and physical activity in the lives of students. We accomplish this by sending health and lifestyle information to students, as well as interacting with them on social platforms like Facebook to ask health questions anonymously. We also ask personal trainers or sport science students to conduct physical training sessions, or boot camps, on a volunteer basis so that the students have a chance to put their health and fitness goals into practice. The broader mission of this project is to also incorporate University staff and maintenance staff and expand a culture of health and wellness. This paper specifically examines the effects of exercise and healthy lifestyle on self-concept and self-efficacy. It also examines the link between an active and healthy lifestyle and academic performance. The paper concludes with recommendations that exercise and a healthy lifestyle increase biological factors that may aid in self-esteem. In addition a sense of personal accomplishment also increases self-efficacy, which leads to an enhanced perceptive approach to academic and work-related performance.
With the advent of democracy, the South African health-care system followed the worldwide trend of deinstitutionalisation, shifting to a community-based service approach. During the 2012 mental health summit, the minister of health highlighted the country’s high prevalence of mental illness and expressed concern about inadequate resources in the sector. This calls for creative ways to supplement the overburdened health-care system with culturally sensitive interventions, to help meet the service needs of mental health-care service users as advocated in the Mental Health Care Act No.17 of 2002. Rehabilitative, community-based support services are particularly scarce. Community-based support groups for out-patients with various diagnoses can assist mental health-care users to rehabilitate after receiving a diagnosis, or help them reintegrate into their communities after hospitalisation. This research initiative highlights the value of a community-based support group for mental health-care users in the Tshwane District. The research strives to explore the shared meaning created amongst the participants and the facilitator to highlight the potential value of such initiatives in supplementing the human resource crises in the mental health care sector. Grounded in a social constructionist epistemology, a qualitative approach is used to explore the shared meaning of the group. Data was collected with semi-structured interviews and collage-making methods. A thematic analysis was conducted to explore the main themes which emerged during data collection. This paper reports on the preliminary research findings with the aim of receiving critical feedback and comments on the research process.

The World Health Organisation advocates a comprehensive view of health and highlights the importance of equal attention to all components in the definition of health. Inadequate investment in mental health by governments in both developed and developing countries contributes to the recurrent challenges of unequal distribution of services between urban and non-urban communities. South Africa, as a young democracy and with its legacy of separate development between communities, is no exception. It continues to face poor infrastructure, inadequate human resources and deficits in mental health literacy, which are among the factors influencing access and utilisation of mental health services. While the Alma Atta declaration identified primary health-care as the sustainable means of achieving optimal service delivery, primary health-care itself is faced with numerous challenges. This paper aims to explore the challenges in developing and integrating mental health services in non-urban areas, focusing on the needs, expectations and experiences of both service providers and service users.
**HEALTH Friday, 19 September: 08:00-10:00 (Venue 2)**

The relationship between female hormones and moods

Sieberhagen S

This study sets out to show that the links between fluctuating levels of female specific hormones and a list of specified moods experienced is direct, clear and predictable. The study also sets out to develop a smartphone application for women to use to predict their mood, as well as a software application for use by health-care professionals. Fifty volunteers who have been ascertained to have a normal menstrual cycle will participate in the fieldwork component of the study. During this component, participants’ blood will be tested to determine which day of their cycle they are on and which hormones are present, at which levels, at that point in time. Corresponding with the bloodwork will be the use of three acknowledged psychometric instruments to gauge mood, as well as a new instrument, in the shape of a phone application, to track daily moods. The bloodwork and mood data will then be collated to show correlations and create patterned predictions of mood.

**EDUCATIONAL Friday, 19 September: 08:00-10:00 (Venue 3)**

Psychological constructs related to academic performance in advising for subject choice in Grade 9 learners

Du Plessis K & Taylor N

The life orientation module was introduced to the school curriculum in an attempt to prepare learners to become productive members of society, and to ensure an expanded knowledge of career options. As part of a subject choice guidance programme held at two township-based government schools, 172 Grade 9 learners were assessed using a battery of psychometric assessments. Cognitive ability; English literacy; mathematics interest, ability and study orientation; and interest were assessed. In addition to the psychometric results, attitudes towards school, subject choice and future career aspirations were also obtained. The results revealed interesting findings that could impact academic performance and the future success of these learners. For example, English interpretation skill was identified as an essential element in improving performance across many academic domains. The level of interest in mathematics was not related to academic performance in mathematics. Students’ overall knowledge of career options was found to be severely limited and not necessarily realistic. This presentation will discuss these findings and explore ideas as to how these issues might be addressed.
Creating an emotionally safe classroom environment by safeguarding the millennium learner

Van der Merwe P

Emotional safety is of crucial importance for the millennium learner, with specific reference to the classroom. The presenter argues that for millennium learners to become responsible, they must be able to understand risks and opportunities, and they must be motivated to choose actions and behaviours that serve not only their own interests, but those of others. For learners to become caring they have to be able to see beyond themselves and appreciate the concerns of others; they must believe that to care is to be part of a community that is welcoming, nurturing, and concerned about them. The objective of this study is to prevent millennium learners from misbehaving and to safeguard them through the implementation of emotional intelligence (EI) as a teaching strategy in the classroom, by illustrating different models of EI and to explore practical ways for teachers to apply it. The empirical research was conducted in an interpretive qualitative paradigm underpinned by a complexity theory conceptual framework. Furthermore, the empirical research focuses on the impact of teaching in the classroom as intervention to learners’ inappropriate behaviour, which can contribute to violence and crime in South African schools. The research also investigates the co-ordinated and integrated management of positive learner behaviour, whole school development and management of a culture of positive behaviour. Positive behaviour support from the school management is an approach for establishing the social culture and behavioural support needed for a classroom to be an effective learning environment for all learners.

Resilience processes in adolescents with intellectual disability: A multiple case study

Hall A & Theron L

Resilience, or the process of adjusting well to risk (such as that of an intellectual disability), relies on collaboration between youth and their social ecologies. Although the literature details the risks of an intellectual disability to youth who live with this disability, there is almost no literature to explain why some of these youth cope well with such risks. This paper reports a multiple case study that offers rich insight into the resilience of 23 adolescents who are intellectually disabled. Using a draw-and-talk methodology these youths explained their resilience as facilitated primarily by supportive social ecologies, but also by their own positive orientation to their life-worlds. Supportive social ecologies assisted adolescents with intellectual disability to regulate their behaviour and emotions, encouraged them toward mastery, treated them as agentic beings, and offered them safe spaces in which to learn and relax. Simultaneously, these adolescents showed a positive orientation to their life-worlds that included an appreciative stance and a cheerful disposition. Understanding that social ecologies can support adolescents who are intellectually disabled toward functional outcomes has implications for the attitudes and practice of educational psychologists. The paper concludes with attention to these implications.
In July 2001, the Department of Basic Education published the Education White Paper 6 on Special Needs Education. This document forms the basis of inclusive education policy which acknowledges that “all children and youth can learn” and that “all children and youth need support”. The key to reducing barriers to learning within the education system lies in a “strengthened education support service”. The district-based and school-based support teams, full-service schools and special schools/resource centres form the basis of this support provision and will assist in building the capacity of all educators to address barriers to learning. In August 2012, the Education Labour Relations Council published a collective agreement on an occupation-specific dispensation for psychologists employed in public education. The purpose of this agreement was to introduce a specific remuneration and career progression dispensation for psychologists which would provide career opportunities for these professionals across all government departments; introduce pay and grade progression based on performance and the recognition of appropriate experience. The OSD aims to both recruit and retain these professionals and emphasises qualifications and experience, whereas the previous provincial education department structure was based on post levels. These legislative changes have meant that the Western Cape Education Department has had to change the organisational structure for psychological support, job descriptions, and the minimum requirements for these posts. These changes may also necessitate changes in the training of psychologists and counsellors by tertiary training institutions.

Much of South African psychology has followed the national imperative of critical engagement and reconstruction since 1994 after emerging from a history of collusion with apartheid ideologies. Critical psychologists who mobilised against apartheid were also active post-1994 in reshaping the discipline and profession. Many of these efforts were directed towards more equitable racial and gender distribution in the discipline and curriculum development to disrupt the dominance of western and northern scholarship in psychology. Such efforts included developing multiple texts that represented local experiences and challenged traditional asocial and ahistorical thinking in psychology. Even though texts have been significant and authorship has shifted in terms of race and gender, psychology training and the profession continue to reflect a skewed classed, gendered and racialised demographic. This paper reviews current literature on psychology in higher education, with a particular focus on the issue of the curriculum, to interrogate the extent to which the profession continues to reproduce existing patterns of privilege and inclusion/exclusion.
Community-engaged teaching and learning in educational psychology: Daring to care and learn differently

Bender G

Community engagement through teaching-learning and research in educational psychology fosters the courage, compassion and conviction necessary to conduct scholarship that matters to communities and society – building a bridge between society and the perceived ivory tower of a university. As community-engaged psychology scholars and in the teaching of our diversity of students, when do we dare to care? Caring, translated into compassionate teaching and research through community engagement, requires a desire to help, to intervene and perhaps even to obstruct in order to enrich the world and to educate and develop people. A qualitative research approach was employed, guided by an interpretivist epistemology. This resulted in a descriptive-analytical study as I focused firstly on “what was” by engaging critically with the history of and lessons learned in community service and educational psychology. My focus then shifted to “what is” in the field of community engagement and educational psychology, finding our voice and locating our place in teaching and learning through community engagement. Lastly, I focused on “what might be”, or on becoming, by expressing our “daring to care” in new ways of learning in and with communities.

We have to infuse care and compassion into the practice of community-engaged educational psychology as well the practice of community-engaged research and community-engaged teaching and learning. The principal intent of this paper, based on research study, is to make a conceptual contribution as theoretical contributions are, after all, the primary purpose of seminars. However, the study suggests implications for practice as well.

Rising from the ashes: Young women’s stories of their (re)negotiation of appearance, identity and psychological adjustment, and social reintegration

Dekel B & Van Niekerk A

There is an unprecedented burden of morbidity and mortality arising from burn injuries in South Africa. Burn injuries constitute a major health threat to children, who sustain high rates of serious injury and hospitalisation. The experience of a burn injury is physically painful, with traumatic and lifelong psychological, interpersonal and social ramifications for the individual. Despite recent support and rehabilitative efforts geared towards more effective social integration, and the international research on the gendered nature of trauma, international and South African research on the gendered nature of post-burn survival and coping, is lacking. Therefore, this exploratory qualitative study, drawing on a feminist poststructuralist framework, aims to explore how young women deal with the psychological and interpersonal impact and consequences of burn trauma. In-depth interviews with young female burn survivors will be conducted to form an understanding of the healing coping mechanisms. Although burn injuries pose a key health threat to South Africans, there are few specialised burn support services. Such services are required to be cognisant of the gendered experiences of burn trauma and understand the pertinent psychological and social processes that inform effective coping with a traumatic burn injury for young women. Therefore, this study seeks to elicit the voices of these survivors themselves to shed light on their healing processes. This focus has value in that it could inform interventions beyond the immediate “wound care”, that are specifically geared toward young women’s effective (re)negotiation of appearance and identity, regarding her psychological adjustment and social reintegration.
The exceptionally high number of absent fathers in South Africa has resulted in what is known as a “crisis of fatherhood”. As a result of historical experiences of oppression, father absenteeism in South Africa is more prevalent among families marginalised during apartheid. Prevailing discourses insist that a child’s biological father provided unique developmental contributions, and is essential in piloting a child’s positive development. Although the importance of a father within the family unit should not be discounted, the nuclear family (both biological mother and father living with the child) is, and has been for over two decades, uncommon in most countries and is by no means an indicator of parental support. With the nuclear family model failing to retain relevance in many countries, especially South Africa, the role of biological fathers as well as alternative “social fathers” for contemporary South African children must be explored, and the crisis of fathering interrogated via the voices of children.

Using photo voice methodology, two studies were carried out with adolescents in historically marginalised communities in Cape Town to investigate how young people construct fathers and fatherhood. Broadly, these studies hope to expand on the distressingly small body of literature concerning children’s depictions of fathering by highlighting how children understand the role of fathers in South Africa, what fathers are doing right, and how fathering practices can be improved. The findings of these studies may help to highlight pertinent areas which family strengthening interventions can address.

The “doing” of gender in our society is constituted in people’s situated categorisation practices. In South Africa, the practical occasioning and construction of gender in everyday discourse is enabled by statutes enacted by institutions such as the Department of Home Affairs which forces every South African to classify themselves as either a man or a woman – even if a person feels uncomfortable doing so and does not neatly conform to socially constructed categories of “male” or “female”. That such categorisation practices render persons answerable to normative conceptions that legitimate social inequalities, is a reality that has been persuasively argued in feminist scholarship and more specifically in studies on homosexuality. Despite the acceptance that sex and gender categorisations have real consequences that cannot be undone without invoking the systematic disadvantages of inequalities, transgender and intersex people are forced to categorise themselves as either male or female when these categories have little bearing how they experience the world. We argue in this paper that the problem is with the very categorisation of people into sex and gender categories. To support this position, we explore the history and development of gender categorisation practices in South Africa, the tools and framework for understanding the ordinary gendering of everyday life, and their practical translation and implication for transgender people.
The focus of this research is on the various aspects of transsexuality (transitioning from one sex to the other) that have shown to elicit stress and trauma for the transsexual individual and therefore possibly elicit stress and trauma for family members as well. Family systems theory is the framework in which this phenomenon is being studied as focus is on the family members and the coping mechanisms they use in order to overcome this trauma. Purposive sampling is used to include only transsexuals and their family members. Semi-structured interviews and focus groups are used to collect data from family members and Interpretative Phenomenological Analysis as well as Content Analysis are used to interpret the transcripts and audio taping. As this research is still in progress, what will therefore be presented is the current findings and interesting facts that have come to light during the interviews that have been conducted as well as the researcher and her family’s personal experience during as well as after the transition of their child and sibling and what bearing this has on her research.

South Africa remains the only country in Africa that has enshrined the rights of lesbian, gay and bisexual (LGB) persons with discrimination, prejudice and exclusion prohibited in the Constitution of the country. This has resulted in the increased visibility of LGB persons in residential communities, workplaces, religious institutions etc. This has in turn encouraged the visibility of accepting parents of LGB children from both black and white families, especially those residing in urban and semi-urban areas. The in/out binary casts closeted persons as lacking and disempowered as opposed to out persons, who are celebrated as role models who, among other things, promote tolerance, inclusivity and who empower themselves and others. Yet two studies focussing on the contexts in which LGB persons disclose their sexual orientation and to whom they disclose their sexual orientation revealed that only 23% of the youth were completely out to everyone and as little as 38% of the adult LGB persons disclosed their orientation to 75% or more people who knew them. The findings of the two studies suggested that, in spite of the positive portrayal of coming out as liberatory, individuals resist coming out for a variety of legitimate and valid reasons. In light of such findings, this presentation seeks to establish whether mothers of LGB children, like their offspring, would show selective disclosures of “outness” and if so, in which contexts, to whom, when and why they would disclose.
Thematical Oral Sessions

**SEXUALITY & GENDER** Friday, 19 September: 08:00-10:00 (Venue 4)

**Lesbian/gay-parented families’ perceptions of social attitude toward homosexuality in South Africa**

Breshears D & Lubbe-de Beer C

In the past two decades South Africa has made tremendous advancements in lesbian, gay, bisexual and transgender (LGBT) rights. Despite this progress, however, many reports suggest that cultural attitudes have not kept up with legal progress, and LGBT individuals in South Africa live in a society that is intolerant, oppressive, and even violent toward non-heterosexual citizens. With the conflicting discourses of acceptance - in the form of legal rights, and non-acceptance reflected in reports of social attitudes toward homosexuality - it is imperative to explore LGBT individuals’ lived experiences in this country. To begin this exploration, we interviewed lesbian/gay parented families (21 parents, 12 children) in Gauteng and the Western Cape to understand their perceptions of social attitudes toward their family form, as well as their interpretations of how these social views influence their lived experiences as a family. Though all participants acknowledged some level negative social views, many participants reported positive perceptions of South African attitudes towards lesbian/gay families. Specifically, participants identified protection under the constitution, an increase in progressive social attitudes, and the embracing of diversity found in the new democracy as positive indicators for social acceptance. Importantly, many participants acknowledged that non-white, non-middle class lesbian/gay individuals likely do not share in these positive experiences. Participants reported negotiating negative discourses through ignoring, creating safe spaces, and altering behaviour while in public. Implications of these findings will be discussed.

**SEXUALITY & GENDER** Friday, 19 September: 08:00-10:00 (Venue 4)

**Same, different, or deficient? Constructions of same-gendered families in South African mainstream media**

Morison T & Lynch I

Despite formal legal recognition, same-gendered families in South Africa continue to exist largely in the shadow of the “gold standard” of the heterosexual nuclear families, which remains the dominant ideal despite sociocultural shifts that have rendered it more of an exception than the rule. These families remain largely invisible, continuing to be viewed as different, exceptional and clandestine. Media representations, especially news reporting, have been identified as playing a significant role in constructing and challenging contemporary politics, including the marginalisation of same-gendered families. Yet, to date, no focused attention has been given in South African scholarship to public constructions of same-gendered families, and the potential effects of these representations in relation to the politics of sexuality and gender. In this paper, we report on two discursive psychological studies that address this gap. Firstly, an analysis of constructions of same-gendered families in print news media, and secondly, a larger exploration of news and media coverage in a range of formats. The latter is part of an ongoing funded project on queer men and fatherhood. We discuss the findings of these studies in relation to one another and the broader political implications for “alternative” families, especially with respect to the possibilities of changing power relations.
SOCIAL PSYCHOLOGY  Friday, 19 September: 08:00-10:00 (Venue 5)

Exploring cross-border migrants’ perceptions of access to public health care in Johannesburg

Ndiweni L

This paper aims to discuss the relevant literature with regard to the challenges that cross-border migrants face when they try to access health care in the Johannesburg area. The term cross-border migrants, is an umbrella term for different categories of foreign migrants residing in South Africa, and includes refugees, asylum seekers, economic and undocumented migrants. In South Africa, legislation allows migrants the right to access public health care. However, migrants may not be able to access these services because of perceived discrimination and fear of being asked for official documents. Other reasons for denial of access include work overload, frustrations, language and cultural differences, and negative attitudes on the part of health workers, which prevent migrants from seeking medical attention. Social exclusion theory will be used when reviewing the literature to identify how policies systematically disadvantage certain groups of people based on descent and migration status. This paper could influence broader policy debates on health-care access for cross-border migrants and educate health workers on the rights of migrant patients. This discussion of the literature will contribute to identifying the challenges in accessible health care for cross-border migrants.

SOCIAL ISSUES & POLITICAL PSYCHOLOGY  Friday, 19 September: 14:15-16:15 (Venue 5)

Social change in South Africa: Implications for social dominance orientation and attitudes towards affirmative action

Maseko S & Dumont K

In order to overcome the legacy of apartheid and to secure social change in South Africa, the ANC government introduced various affirmative action measures in education, sports and employment, which are far more extensive than those adopted in any other country. From a social identity theory perspective, social change is conceptualised as a perceived gain or loss of in-group status and out-group status gain or loss. In the current study we hypothesised that these dynamics have an impact on people’s desire for group-based inequality (social dominance orientation) and consequently this has an impact on their attitudes towards affirmative action measures. A cross-sectional survey design was used to test this hypothesis and findings partially confirmed our assumptions. The implications of these results for the on-going social change process in South Africa will be discussed.

SOCIAL PSYCHOLOGY  Friday, 19 September: 08:00-10:00 (Venue 5)

The diminishing impact of social change on the positive relation between group-based guilt and reparation support

Knoetze L, Dumont K & Waldzus S

This paper is based on an exploratory study of intergenerational humiliation as experienced in children and grandchildren of victims of apartheid-era gross human rights violations. At a conceptual level it is framed within the historical trauma theory and the life-course perspective, which allows for the exploration of intergenerational humiliation. Data was gathered by conducting semi-structured interviews with 20 children and grand-children of victims of apartheid-era gross human rights violations. These were tape-recorded, transcribed, and analysed by means of a hermeneutic phenomenological methodology that is part of the interpretive paradigm. This allowed for deep interpretation and the uncovering of underlying meaning. The interpretive analytical process allowed for the identification of salient themes in relation to participants’ experiences of intergenerational humiliation. These are discussed along with their implications for South Africa and other societies in transition.
People tend to exhibit a range of cognitive biases such as the illusion of control, optimism for the future, and belief in a just world. Research has demonstrated that just-world beliefs not only help individuals to deal with stressful situations and buffer their general psychological well-being against being compromised, but that they also prevent anti-social reactions in situations that involve conflicts. We hypothesised that the belief in a just world moderates responses such as trust in the legal system, trust in society, and trust in the other, to conflictual experiences such as the discrepancy between the anticipated and the finally announced verdict at the Oscar Pistorius trial. The hypothesis will be tested using longitudinal data collected at three points in time: before the start of the trial (1 800 participants), after the judgment, and two months after the end of the trial.

This paper examines the prevailing conceptions of childhood as a stage of human development in Nigeria, and its relationship with public attitudes towards child care programmes. The study is a cross-sectional survey of three northern states of Nigeria and the federal capital territory, Abuja. A convenient sample of 450 adults between 18 and 60 years of age are selected for the study which examines the hypotheses that there is a relationship between the conception of childhood and attitudes towards child-care programmes, and that these conceptions differ based on ethno-religious affiliations and gender. The outcomes of the study will be discussed in the context of the existing government programmes for the care and protection of children. The authors intend to call attention to development workers and children’s rights advocates to the imperatives of giving due consideration to trado-cultural definitions of social issues in the initiation and implementation of intervention programmes.

This paper is based on an exploratory study of intergenerational humiliation as experienced in children and grandchildren of victims of apartheid-era gross human rights violations. At a conceptual level it is framed within the historical trauma theory and the life-course perspective, which allows for the exploration of intergenerational humiliation. Data was gathered by conducting semi-structured interviews with 20 children and grand-children of victims of apartheid-era gross human rights violations. These were tape-recorded, transcribed, and analysed by means of a hermeneutic phenomenological methodology that is part of the interpretive paradigm. This allowed for deep interpretation and the uncovering of underlying meaning. The interpretive analytical process allowed for the identification of salient themes in relation to participants’ experiences of intergenerational humiliation. These are discussed along with their implications for South Africa and other societies in transition.
Psychobiographical research analyses the life of an individual through the use of psychological theory. This form of case study research enables an understanding of the unique nature of an individual case within a specific context. The research subject, Bashar Hafez al-Assad, was selected based on interest value and uniqueness. The primary aim of this study was to explore the life of Bashar al-Assad (from birth until December 2000) in terms of Levinson, Darrow, Klein and McKees (1978) developmental theory. Data collected was analysed according to Huberman and Miles’ (2000) and Huberman, Miles and Saldañas (2013) approach. The study found that within the ages considered in this study, Bashar al-Assad developed from a shy child with a desire to be perceived as normal to the president of Syria, with no possibility of a normal life. Changes in Bashar al-Assad’s life structure were often the result of loss and tragedy, as seen through the death of his brother (Basel al-Assad) and father (Hafez al-Assad). This study demonstrated that Bashar al-Assad spent his pre-adult era, early adulthood transition phases and the entering the adult world phase trying to be “normal”. Bashar’s life structure, however, did not follow the “normal” trajectory he had envisioned. Instead, the death of Basel and Hafez al-Assad led to his assumption of the role of president of Syria, leading to permanent changes in his life structure.

This paper will reflect on the effect of pornographic material on human behaviour and highlight the limitations experienced by individuals in seeking psychological support. Research conducted by the Youth Research Unit (YRU) of the University of South Africa (Unisa) among incarcerated sex offenders who reported exposure to sexually explicit material, suggests the significant effect of pornographic material on human behaviour. The frequent exposure to pornographic material considerably increases the level of sexual satisfaction and need for instantaneous sexual gratification. Often this incontrollable need for sexual gratification results in destructive behaviour such as the addiction to pornographic material and criminal sexual behaviour involving the sexual exploitation of children. In addition, the results highlighted personal, family and other characteristics that may increase individuals’ susceptibility to the identified effects of pornographic material on behaviour. Based on the current research information on the exposure to sexually explicit material and identified effect on human behaviour, there is a need for psychology professionals and the psychology discipline as a whole to critically reflect on current therapeutic interventions and other psychological approaches, addressing the impact of sexually explicit material on human behaviour.
Many authors are referring to mental ill health as a global crisis with its prevalence on the rise. Until recently and arguably in many parts of the world, mental health care has played a poor stepsister role to general health care. Societies and governments have responded differently to the call to address mental health care, with varying consequences. This presentation considers the poor state of mental health as a global phenomenon and what the impact is on general health care and other aspects of society, such as child care, crime, chronic disease, and socio-economics. How do the present health care systems in South Africa, both public and private, attend to the current situation? What may the future hold and how do other societies manage this? Possible creative responses are considered.

Among the profusion of undesirable consequences associated with HIV and AIDS, the psychological, emotional and behavioural impact on youth appears unfettered. Yet, few South African empirical studies document how adolescents fare in school environments where spaces for care and support have been created for youth experiencing such distress. This paper reports on a study with two aims, namely to understand the extent of psychological, emotional and behavioural problems of a group of learners \( n=24 \) at a secondary school in Tshwane South District, Pretoria, and secondly, to explore the learners’, teachers’ \( n=6 \) and principal’s \( n=1 \) perceptions of support. A mixed-method design with a purposefully selected secondary school and purposively selected participants (15-year-old learners in grade 8-10) will be utilised. Data will be collected through the Beck Youth Inventory-II (BYI-II) and the Supportive School Environment Inventory (SSEI) for the quantitative data and individual interviews for the qualitative data. Interview data will be thematically analysed and augmented by Tesch’s open coding method of qualitative data analysis. Data from BYI-II and the SSEI will be subjected to descriptive, inferential statistical analysis and Structural Equation Modelling (SEM) to establish variations in perceptions of a supportive school environment and to determine gender effects of psychological, emotional and behavioural problems of the youth. It is expected that the results could provide guidance to key stakeholders on how to further enhance a supportive school environment and thereby possibly contribute to lower rates of psychological, behavioural and emotional challenges leading to enhanced well-being amongst its youth.
The resilience of caregivers at a Gauteng-based hospice with patients living with HIV/AIDS

Mokwena R, Kheswa G & Laidlaw C

The aim of this research was to discover and understand the experiences of resilience among caregivers working in a Gauteng-based hospice of patients living with HIV and AIDS. Six participants were selected for this study, utilising convenience sampling. Their ages ranged between 30 and 70. For the purpose of data collection, face-to-face semi-structured interviews were conducted. In analysing data, the themes and sub-themes were extracted and presented by employing thematic content analysis. The findings of this study revealed that in times of adversity and setback, most caregivers utilise various skills to bounce back and they still showed contentment in serving community members. However, they found the support offered at work not sufficient in meeting their needs. Further research on the resilience of caregivers when working with terminally ill patients is recommended.

Assessing the practice of counselling of specialised counsellors in the fight against HIV among MSM

Ntetmen J

A need was identified for a practice manual for counsellors specialising in key populations, among whom men who have sex with men (MSM). It was decided to meet counsellors in the field to assess their practice so that the manual would fit the reality and challenges faced by them and their clients. In addition to one-on-one interviews with counsellors, documentation available to them in providing psychosocial support was analysed. The findings of this project will be discussed, including which aspects of HIV-counselling practice need to be improved and which should be the main focus of a manual designed for specialised counsellors in Cameroon.
For over two decades, the scourge of the HIV/AIDS pandemic has been of interest to the South African government, civil societies and health-care practitioners. It is estimated that over 270,000 people died of HIV/AIDS-related diseases in 2011. With a prevalence of 12.3%, South Africa continues to be confronted with the challenge of preventing new HIV infections and improving the lives of those living with the virus. It has also been indicated that tuberculosis (TB) co-infection exists within the high prevalence of HIV, with adverse effects on treatment outcomes and the mortality rate. While progress has been made in recent years regarding access to anti-retroviral treatments and in reducing the incidence of HIV, addressing the HIV/AIDS pandemic continues to present a number of challenges. One such challenge relates to the integration of modern and traditional forms of health care for seropositive patients. Such a challenge is particularly important given that traditional and modern forms of health care play an important role in the lives of many South Africans. Recognising the value of traditional healers in the health and well-being of many South Africans, this paper seeks to review the extent to which traditional healers are involved in HIV and TB treatment. This paper proposes an in-depth review of an existing body of knowledge with a view of making recommendations on how traditional healers can be better integrated into the health-care system, aimed at treating HIV and TB.

In 1983 Benjamin Libet used a series of experiments to conclusively show that the brain often reacts to situations and events before we are consciously aware of them. Using this as his starting point Terence Watts, a leading psychotherapist and trainer in the United Kingdom, developed a unique type of psychotherapy. Based on the latest neuroscience research and utilising the astonishing speed with which thoughts travel through the brain, he has developed a theory which explains, for example, why we sometimes cannot stop ourselves from doing certain things; why we sometimes feel that we just cannot do something that we would like to; why we sometimes fear something when there is no logical reason to do so; and why some situations trigger uncomfortable feelings even though we have no idea why. The presenter trained with Terence Watts and has been conducting his own clinical research in South Africa. This presentation will focus on the key elements of BWRT, and how it works. Case studies will be presented to illustrate the concepts and preliminary efficacy of BWRT.
It is suggested that migraine patients exhibit a “migraine personality” including: depressed mood; irritability; and anxiety. In Cloninger’s Psychobiological Theory of Personality there are four temperament traits which are related to emotional regulation. These traits are harm avoidance, novelty seeking, reward dependence, and persistence. In addition to emotional regulation, there are other factors, such as gender, that play a role in the pathophysiology of migraine. The aim of this paper is to review the possible association of the temperament traits with migraine. The possible contributions and interactions of the other factors are discussed in relation to emotional regulation, temperament, and the development of migraine. The relevant literature published between 2008 and 2014 was identified by keyword searching in the Scopus, EBSCO and PubMed databases. This paper is a systematic review and provides a starting point for the development of a model containing the factors influencing the development of migraine. Future avenues of research are also discussed.

Neurofeedback (NFB) is an operant conditioning procedure by which the subject is trained to increase or inhibit the brain’s production of electrical activity in specific frequency ranges. Prior clinical and experimental studies have demonstrated the efficacy of neurofeedback with a variety of disorders, including attention deficit hyperactivity disorder, epilepsy, anxiety disorders and depression. At the same time there seems to be a dearth of studies on neurofeedback treatment for learning disability. The main aim of this study is to ascertain the potential benefits of neurofeedback training for students with learning disabilities. Three were referred to author’s clinical practice. A mini-quantitative EEG was administered to all the subjects and protocols were developed following analysis. The subjects had an average of 40 to 80 neurofeedback sessions, three times every week. Each session lasted for 30 to 45 minutes. The results support the hypothesis that there will significant improvements in academic functioning following neurofeedback training. It was concluded that neurofeedback may be an efficacious supplement to special education. Limitations of the study and suggestions for further research are presented, and it is recommended that this study be replicated using larger samples.
Neuropsychological functioning in a community adolescent sample exposed to violence and traumatic stress

Swain K

This study evaluates the links between traumatic stress and the effects of exposure to violence on neurocognitive functioning in an adolescent sample. Studies in adults have reported changes in concentration, learning and memory in individuals with posttraumatic stress disorder. However, there are few studies of cognitive functioning in adolescents exposed to community violence and traumatic stress. Data was collected in separate in-home interviews with 100 caregiver and adolescent dyads. Various measures were used including the Trauma Symptom Checklist for Children (TSCC) and the Survey of Children’s Exposure to Violence, which was used to measure lifetime exposure to community violence. The sample was diverse in terms of race and included black, coloured, Indian, and white participants. A neuropsychological screening battery was also administered to measure attention, learning and memory, visual-spatial processing, psychomotor function, and executive function. Preliminary data supports the existence of cognitive differences between adolescents exposed to violence and those who are not.

Depression and suicide in South African youth: Results from a school-based suicide prevention programme in Gauteng, South Africa

Taljaard L & Wilson Z

A total of 9.5% of teen deaths in South Africa are due to suicide, with no routine mental health screening or prevention initiatives aimed at youth. The Suicide Shouldn’t be a Secret Programme (SSSP) is the country’s only teen suicide prevention initiative. This presentation aims to describe the scope of the programme and evaluate its efficacy in secondary schools. Thirty-five secondary schools in Gauteng received the SSSP between 2011 and 2013. Classes were randomly selected, invited to participate, and completed a Patient Health Questionnaire (PHQ-9) adapted for teenagers prior to the intervention, as well as a post-intervention evaluation questionnaire. Descriptive analysis was performed on all categorical and numerical variables. Data from more than 2000 learners was collected. The mean age of learners was 15.5 years, with 53.2% female and 46.8% male, and 23.4% of learners had a positive score for depression on the adapted rating scale. The symptom most significantly experienced by learners was a loss of interest or pleasure (24.5%); 25.2% of learners reported suicidal ideation, and 20.4% had attempted suicide at least once. The evaluation revealed that 92.6% agreed that depression is a treatable illness, 85.8% agreed suicidal people are not attention-seekers, 96.4% agreed that you should not leave a suicidal person alone, 98.1% understood the presentation, and 93.8% could recall the emergency helpline numbers. The SSSP intervention is effective for educating teens on signs and symptoms of depression and suicide and identifies youth at risk. It is also successful in addressing issues of stigma and providing emergency support information.
Exploring fatalism in adolescents

Brink R, Oswald M & Perold M

This qualitative study conducted within an interpretive paradigm attempted to explore fatalism within the context of the lived experiences of adolescents. The study aimed to investigate how a fatalistic mindset may manifest in and colour the lived experiences of adolescents, as well to explore whether and how fatalism could possibly affect educational attainment. Even though the term fatalism had been described within several disciplines such as theology, social psychology and philosophy, in this study it was viewed as a cognitive mindset. Perspectives from educational psychology with regard to adolescent development, social-cognitive learning theory and cognitive psychology informed the understanding of the concept as it figured within the lives of adolescents. The study employed an interpretive qualitative design while 164 Grade 11 learners from five schools in the Western Cape acted as participants, and data was collected by means of creative strategies, focus groups and personal interviews. Qualitative content analysis revealed the following findings: adolescent fatalism seemed to emanate from the lived experiences of adolescents as a cognitive phenomenon, was rooted in the deterministic beliefs of adolescents about their selves, others, as well as their physical and social environments, with behavioural, affective and psychological consequences. Adolescent fatalism seemed to colour the participants’ lived experiences by causing alienation from those experiences, oppositional behaviour and feelings of pessimism, anxiety and depression. Adolescent fatalism seemed to affect educational attainment by contributing to fixed implicit theories of academic potential, low levels of motivation, and disengagement from the educational system and the social aspects of learning.

The correlation of evaluation media with emphasis on the narrative pattern

Bodenstein H

This is a case study regarding what was in the best interest of, as well as Mary’s right to participate in and express her views about her parents divorce. During the assessment, seven evaluation media were implemented in order to obtain the relevance, validity, reliability and the mutuality of the test batteries. Areas of assessment included Mary’s level of intellectual functioning, her standing on the majority of primary personality factors, some findings about her emotional problems, and specific problem areas, e.g. her relational life and organisational ability. The narrative approach gave Mary the opportunity to express her life story and reflect on herself, her struggles, actions, desires, relationships, achievements and her failures. She, therefore, had the opportunity to fulfill meanings of her life plot and yearnings of prior experiences. Significant correlations in Mary’s responses are indicated.
An increase in the diagnosis of autism, the pressure parents experience in raising a child with autism, and accessibility of internet-based support, provided an opportunity to explore parents’ experiences in a social online community. Knowledge about experiences, values and meanings of an online support group was thought to shed light on how such communities could be useful to parents otherwise excluded from face-to-face support groups. The study aimed to engage with South-African parents participating in a Facebook support group exploring the value added to their lives and the meaning gained from participation. This qualitative study was based on a social constructionist theoretical framework. Participants for this study were purposively selected and data was collected through observations of their exchanges within the Facebook support group, as well as through electronic interviewing. These interactions and correspondence were analysed using thematic analysis. Findings indicated multifaceted roles that this support group plays in the lives of the participants. The support derived from the group and the group’s value depended on each parent’s needs as well as on their unique interpretations of the group interactions. Interactions observed within the group indicated that it provided a platform where participants were able to construct their own identities as parents being experts of their children’s lives, and as advocates for autism. These experiences were in line with international literature on online support groups.

The background experiences of adolescents removed from their families and placed in residential care are often characterised by trauma, abuse and neglect, resulting in significant psychological and developmental implications. As a result of negative past experiences, many of these individuals view other people, including helping professionals, with mistrust or apprehension, influencing their openness to and thus the effectiveness of traditional psychotherapeutic interventions. Psychotherapy through horse riding, or riding therapy (RT), is explored within this study as an alternative, non-invasive approach which aims to meet the emotional and developmental needs of vulnerable and difficult-to-reach adolescents. This study aimed to explore the experiences of adolescents living within residential care who had participated in a RT programme for eight months, and the effects their participation had on their lives. A qualitative study founded within the interpretive paradigm was used to gain insight into the research questions. The participants were purposively selected. Data was obtained through interviews, a reflective research journal, and a focus group discussion. Inductive data segmentation and reassembling techniques were utilised to analyse the data. The findings were integrated and are presented as a case study. The findings indicate that the participants experienced various learning and development opportunities through their participation in RT. They were able to establish connections with the therapeutic team, group members and the horses which led to improved psychological, social and physical well-being. The findings were linked with resilience theory in order to depict RT as a psychotherapeutic approach which serves to foster resilience for vulnerable adolescents.
Learner agency in academic discourse

Hagen S & Van Deventer V

The aspiring psychologist has to demonstrate mastery of the discipline of psychology by successfully completing a master’s degree. But mastering a discipline involves an inescapable and paradoxical enslavement into the discipline: The psychology graduate, bound by psychology, is an enslaved master. Student development is grounded in this paradox. Traditional models of student development are characteristic of linear conceptualisations whereby students advance from being passive recipients of knowledge at introductory level to independent thinkers at master’s level. Such unidirectional models, however, do not reflect the complexity of student agency and the many moments of turbulence in student academic discourse. As part of a larger project investigating academic discourse, the present paper explores the articulation of learner agency in master’s students’ narratives of their academic development as students of psychology. Learner agency is not observable as such. It only becomes visible in the actions displayed by the learner and the effects of these actions. It is articulated in the contradictions students present in their narratives. The structure of these articulations is complex, and Derrida’s notion of the “trace” was employed to analyse the moments of agency in the learners’ narratives. This paper explains Derrida’s notion of trace and shows how it was used to analyse the articulation of agency. The findings revealed the complex dynamics of the agency of an enslaved master and clearly show that the notion of linear progress is insufficient to explain the development of the agency of the professional psychologist.

Inquiry into the experiences of peer helpers

Mabizela S

The concept of peer helping is open to different interpretations, with meanings attached to the concept sometimes overlapping, sometimes complementing each other, and sometimes contradicting each other. There is agreement, however, that peer helping involves counselling, interaction, guidance, support and motivation. The term “peers” denotes people who share related values, experiences and lifestyles, and are approximately the same age. This is relevant to the peer helpers at the University of South Africa (Unisa) who are the research participants in this study. Unisa peer helpers are senior students majoring in psychology who are utilised as volunteers at the Directorate for Counselling and Career Development (DCCD). Their scope of practice is the support of students in using appropriate university resources and the contextualisation of the open and distance learning (ODL) experience for prospective and registered students. They also refer students to formal student counsellors when the situation requires it. The aim of the study is to explore and describe the experiences of peer helpers. An intrinsic case study was chosen. Purposive sampling was used and seven participants volunteered to take part in the study. Data was collected using semi-structured interviews and thematic analysis was used to analyse data. Insight into career issues, attainment of skills, personal growth and exposure to the workplace environment are some of the themes that emerged during the preliminary analysis stage. The findings are in line with other studies conducted in South Africa and demonstrate the need for student development.
A Time of Celebration and Critical Reflection

Themeatical Oral Sessions

SEXUALITY & GENDER  
Friday, 19 September: 12:00-14:00 (Venue 4)

The absence of gay South African Indians in the post-apartheid research agenda

Pillay S

Despite emerging popular media representations of gay Indians in South Africa, Indian samples are conspicuously absent in the academic literature on Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) issues in South Africa. KwaZulu-Natal has the highest concentration of Indians outside of India, but there is the tendency construct “Indians” as one unproblematic and homogenous racial or ethnic group, while ignoring cultural, religious and historical differences within this apartheid-era identity classification. This problematises the project of attempting to examine and understand the nuances of gay Indian sub-culture in South Africa and the specific psychosocial and contextual factors that impact on their lived experiences and identity development. This presentation looks at trends, challenges and opportunities in academic research and popular media that focus on gay South Africans of Indian descent.

SEXUALITY & GENDER  
Friday, 19 September: 12:00-14:00 (Venue 4)

Young lesbian women’s representations of gender and sexuality: A participatory project

Zway M & Boonzaier F

The importance of engaging young people on issues of gender and sexuality has been widely acknowledged, however, young people who do not identify as heterosexual have largely been excluded from research. Research involving lesbian adolescents has mostly focused on risks that they face, for example risks of homophobic victimisation and increased vulnerability to mental health problems. Focusing solely on risk makes other dimensions of young people’s lives invisible what may be pleasurable and empowering. More research is needed regarding lesbian adolescents and their gendered and sexual identities, using empowering methodologies that focus on aspects of their identities that they themselves deem important. In this paper we present preliminary findings from a project that is in progress, which investigates how lesbian adolescents choose to represent their experiences of gender and sexuality; how intersecting identities such as race and class impact on these representations; and how the stories lesbian adolescents tell may maintain, but also challenge dominant narratives about young people of diverse sexualities. This project uses Photovoice, a participatory action method where participants take photographs to represent their experiences, and they also participate in focus group discussions and individual interviews. Findings presented will be from a narrative analysis of photo stories, individual interview transcripts, and focus group transcripts collected over six to eight meetings with 10 lesbian adolescents aged 14 to 17 years. Practical, theoretical and methodological implications will be discussed, focusing on how the Photovoice methodology can be used as an empowering method to engage young people who may be stigmatised or marginalised.
You’re like a proper hood rat: Responding to representations of black lesbian women on South African Television

Donaldson N & Wilbraham L

With the politicisation of sexuality and sexual violence in South Africa, recent academic research and news reports on the so-called corrective or curative rape of black lesbian women often result in black lesbian women being positioned predominantly as helpless victims. Specifically, research has argued that the stereotypically masculine gender performances of many black lesbian women has resulted in black lesbian women being the primary targets of violent heteronormative hate crimes. This presentation will present aspects of the analysis of discourse from a focus group discussion of self-identified black lesbian women responding to representations of the black lesbian characters featured in the South African television programme, Society. Wetherell’s method of critical discursive psychology was used to examine the discourse of survival used in negotiating these racialised subject positions where the participants’ discourse worked to position black lesbian women as in a vulnerable position. However, this position was negotiated in a complex way where black lesbian women were also positioned as having some agency within perceived violent contexts.

Betwixt marriage and murder: Critical reflections on homophobic violence, identities and political agency in South Africa

Judge M

South Africa is the first country in Africa to recognise same-sex marriage. It is a country seized with the contradictions between the achievement of legal equality for gay and lesbian people on the one hand, and continued exclusionary practices and homophobic violence, including rape and murder, on the other. This marriage/murder nexus spotlights the material and discursive dynamics that shape gay/lesbian identities in a context in which sexuality is increasingly politicised. Discourses of homophobic violence in post-apartheid South Africa articulate something of the wider context in which identities and politics are being constituted. Located within a feminist post-structuralism framework, the paper will present preliminary findings of a discourse analysis of violence against lesbians, and consider implications for identity formation, political agency and feminist politics. What might discourses of violence against lesbians expose and conceal about sexuality, gender, race and class in South Africa? How do these discourses trouble notions of an empowered/disempowered citizenship for lesbians in particular? Drawing on an analysis of media texts and focus groups with lesbian-identified women and activists, the findings expose how dominant discourses of violence against lesbians (re)produce particular constellations of race/sex/gender and class. Also, battles over the meaning of equality, democracy, gender and sexual identity, and political citizenship, are at play. Such discourses have power effects that, amongst others, illuminate the disciplining of non-normative genders and sexualities and political resistances to this.
Thematical Oral Sessions

SEXUALITY & GENDER  Friday, 19 September: 12:00-14:00 (Venue 4)

Human rights violations in the LGBTI community: A phenomenological study of a university in South Africa

Mavhandu-Mudzusi A & Sandy T

South Africa has laws and policies to safeguard the human rights of its citizens, including marginalised minority groups like lesbians, gays, bisexuals, transgenders and intersex (LGBTI) people. However, the human rights of these individuals are repeatedly and frequently violated in a range of settings, including higher education institutions. This has a negative impact on their mental well-being. Yet studies on attitudes toward non-heterosexuals in South Africa, including the violation of their human rights, are rare. This paper reports on the perceptions of violation of the human rights of LGBTI people among students at a rural university in South Africa. A qualitative multi-method approach was adopted, underpinned by interpretative phenomenological analysis. Data as collected using semi-structured individual interviews (N=20) and focus groups (n=4x5). The data was analysed thematically using interpretative phenomenological analysis. The results of the study indicate that LGBTI students' rights are violated by university employees and non-heterosexual students. The violation of human rights has implications for the mental well-being of the studied population. There is a need to raise awareness of LGBTI issues in the university and its surrounding communities. This approach will improve attitudes and social interactions with this population.

COMMUNITY  Friday, 19 September: 12:00-14:00 (Venue 5)

Understanding Fragile X Syndrome from a mother’s perspective

Weber C & Olivier H

Fragile X Syndrome (FXS) is seen as the most common cause of inherited, genetic intellectual impairment that occurs in all ethnic groups. Research has shown that mothers of children with FXS are often the carriers of the syndrome, which adds a specific genetic vulnerability for these mothers. Mothers of children with FXS often display relatively high levels of parenting stress and low levels of psychological well-being. However, observations made have piqued our curiosity about their positivity and determination to carry on each day. We followed a qualitative research approach, gathering data through semi-structured interviews based on open-ended questions with a single participant. It allowed us to understand the participant’s experiences specifically as a mother of children with FXS in South Africa. Although we recognise the limitations of a single case study, our findings offer positive insights into a South African FXS mother’s life, previously unreported. Even though there are very limited support and little awareness on FXS in South Africa, she still found ways to generate support, taking responsibility to create awareness amongst her community, and finding solutions to everyday challenges raising FXS children. Our study therefore discourages blind stereotyping of mothers of children with FXS as vulnerable only. Given the dearth of FXS-related research in South Africa, research that is specific to the South African context is required, promoting awareness, education and advocacy for individuals diagnosed with FXS.
A Time of Celebration and Critical Reflection

Thematical Oral Sessions

COMMUNITY Friday, 19 September: 12:00-14:00 (Venue 5)

Process of evaluating a community-based violence-prevention intervention using participatory methodologies

Talip N, Simmons C, Van Gesselien M, Isobell D, Lazarus S & Naidoo A

Amid the high rates of violence in South Africa, a number of violence-prevention initiatives have been developed, but few have been evaluated. This paper reports on the development of a community violence-prevention programme in the Western Cape, located within a project, SCRATCHMAPS, that focuses on mobilising spiritual capacity and religious assets to promote positive forms of masculinity in order to create community safety and peace. The study is framed by a community-based participatory action research approach and is guided by the values and principles of community engagement. Within this framework, a participatory process evaluation was conducted to evaluate the development of a manual to guide a community-level violence-prevention intervention. The evaluation methods employed for this phase of the research included: a photo-documentary, to tell the story; document analysis of workshops and meetings relevant to the process of developing the intervention manual; a community workshop where the community research team presented the intervention manual, its objectives and activities, and received feedback from the community; a Delphi expert panel review which comprised experts in the field of masculinity, violence, safety and peace, spiritual capacity and religious assets, as well as local community expertise; and a focus group discussion including academic and local community researchers. Reflections on this process highlight the value of pursuing a participatory approach to developing a community-level violence-prevention intervention.

Implementation of a home visitation programme to promote child safety, peace and health: Caregiver reflections

Ismail G & Arendse N

The family and home constitutes the primary environment essential in the development of children. The family, through its caregivers, provide the nurturance, guidance and communications with the social and physical world that children require to reach their developmental potential. This study explored a child safety promotion intervention that utilised a home visitation model to support caregivers in providing and nurturing an environment that promotes safety, peace and health. The intervention highlighted traffic safety, child maltreatment prevention, and nutrition and immunisation promotion. Drawing on an ecological assessment model, researchers’ were able to obtain a better understanding of caregivers’ responses to the intervention. In particular, caregiver receptivity, perceptions of the programme’s relevance and appropriateness, perceptions of the effectiveness of delivery of the programme and the relationship between caregivers and interventionists or home visitors were investigated.

Investigating the effectiveness of a parenting programme in the prevention of youth violence

Erasmus H

The effectiveness of a parenting programme, which according to emerging evidence may be effective in the prevention of youth violence, will be investigated. For the purpose of the study a South African community plagued by youth violence will be identified for the implementation and evaluation of the selected parenting programme. This presentation intends to provide an overview of the proposed study with special focus on the relevant research methodology. A needs assessment aimed at the development of a programme theory, the development of a programme theory, the selection of a relevant parenting programme based on the programme theory, and the implementation and evaluation of the programme will be addressed.
Adolescents living in low-income communities are faced with additional hardships as a result of the social and historical context of South Africa. The developmental stage of adolescence makes them especially susceptible to environmental influences. While the low-income environment promotes the experience of stress, it also demeans individual coping abilities. This article explores the nature of the stressors adolescents are faced with, how they cope and make sense of contextual challenges and what the barriers to help-seeking behaviours are. The qualitative approach entailed the use of a semi-structured interview schedule in a focus group of eight participants recruited from a high school in a low-income community in Paarl. Thematic analysis revealed that adolescents from low-income communities experience a multitude of stressors including violence, threats to safety, and financial and interpersonal difficulties. Coping resources and mechanisms are limited and inadequate. Adolescents from the low-income community employ coping mechanisms that are destructive in nature, such as substance abuse, violence, aggression and suicidal ideation. The effects of stress adversely impact various aspects of the adolescent’s functioning which include, but are not limited to, academic performance and interpersonal relationships. Additionally, it was found that a number of factors, such as stigmatisation and mistrust, hinder help-seeking behaviour. Owing to the fact that adolescents from low-income communities experience many developmental and contextual social problems, with no formal resources or coping mechanisms to manage these experiences, it is of significance to develop health-care services, policy changes and other means of addressing this problem.

Much has been observed and discovered about human development since developmental psychology emerged and consolidated as a viable science over a century ago. Yet, until recently, most of this knowledge has been gleaned mainly from studying offspring of highly educated, affluent, mostly white parents in the minority world of Europe and its Diaspora in North America and Australia. Lonner and Berry recognised that Nsamenang is the first psychologist from the developing world who provided a comprehensive, systematic account of human development which is sensitive to the needs, interests, and ecologies of the majority world where the bulk of humanity lives. This paper is framed on a mixed method approach. It will briefly summarise some assumptions and fallacies that undergird mainstream theorising in psychology, including misguided non-attention to the metaphysical phases of “being” human. I will sketch developmental stages of a lifecycle (not lifespan) that tacitly acknowledge genotype but inspire a developmental theory that gives more attention or as much attention to the context in which a personalised genotype unfolds. This theoretical approach is worthy of consideration by development lists and educators as it brings to the fore the affective nature of the environment on cognitive development and social learning. Ogbu powerfully articulated the significance of the child’s frame of reference to his learning potentiality and Bronfenbrenner stressed that “the understanding of human development demands more than the direct observation of behaviour… it requires examination of multi-person systems in interaction”.

Coping and help-seeking behaviour in a group of adolescents living in a low-income community in Paarl, South Africa

De Wit M & Du Plessis N

A lifecycle developmental trajectory

Nsamenang B
Psychological tests are susceptible to the effects of time. It is important for tests of child development to be updated regularly to ensure that they continue to accurately reflect stages of development in a modern context, and to maintain links with the broader educational context. One challenge when updating a test is the thin line between modernisation and retaining the original spirit of the measure. The team tasked with the restandardisation and revision of the Griffiths Mental Development Scales has tackled this quandary from the foundation up, distilling the true essence of the measure whilst rigorously holding it up to the needs of modern practitioners and up-to-date theory and psychometric influences. Extensive research at the outset of the project emphasised the predominance of new attitudes to early learning as promoted through the new foundation phase. The findings of this research highlighted the need for a more extensive revision than originally anticipated. For example, the creation of a more comprehensive “Foundations of Learning” subscale, which explores the child’s potential and readiness for learning, revolutionises the applications of the measure, thus extending its use in fields that include scholastic assessment and neuropsychology. The measure has also been updated with a strong focus on technology, thereby facilitating the development of complementary applications that interface with the core subscales. This presentation will highlight key decisions that have had such a profound impact on the measure and expound on the anticipated future challenges that not only face this test, but developmental tests in general.

Effects of financial disadvantage, family structure and family processes on adolescent functioning

 Associations between financial resources, family structure and indicators of the caregiver-adolescent relationship and family functioning were examined. Families (N = 206) were recruited from low-income communities in Durban. Participants included a maternal caregiver and an adolescent (65.5% female) from each family; adolescents were in Grade 7 (n = 175) or Grade 10 (n = 31). The sample was diverse in terms of race/ethnicity and included black, coloured, Indian, and white participants. One-fifth of the sample reported an after-tax household income of R1 500 or less; two-thirds of the sample earned R5 000 per month or less. Just under half (45.1%) of the adolescents lived with both mother and father. Indicators of socio economic status were household income, parental education and parental occupation. Because financial and structural resources are associated, a series of regression analyses with household income, parental education, household size and family structure as the predictors were used to examine associations with youth- and parent-reported family functioning and with youth reports of caregiver support and attachment style. Living in a two-parent household predicted better youth-rated family functioning (F(6,199) = 3.80, p < .001) and more support from father (F(6, 199) = 3.44, p < .01). In contrast, household size was the only significant predictor of anxious (F(6, 199) = 3.25, p < .001) or avoidant (F(6, 199) = 4.72, p < .001) attachment. This highlights the importance of using diverse indicators of family resources and family dynamics to understand contributions to youth and family functioning.
Thematical Oral Sessions

African youth’s varied pathways to resilience: Implications for practitioners

Van Rensburg A, Theron L & Rothmann S

Resilience or doing well amidst extreme hardship is seen as a transactional process between an individual and his or her social ecology. The individual steers towards and asks for support and it is the duty of the social ecology to reciprocate and offer meaningful resources in return, such as counsellors, psychologists, and social workers. Using the Pathways to Resilience Youth Measure, this study investigated the varied social ecological contributions towards resilience processes in at-risk youth from Bethlehem and QwaQwa, Free State. A 10-factor measurement model was developed using Ungar’s social ecological expression of resilience. Functionally resilient (N = 221) and service using (N = 186) youth’s experiences of their social ecologies were compared using latent variable modelling. Multi-group analysis was conducted to study the metric and scalar invariance of the measure for the two samples before comparing mean scores. The results indicated that youth within the same social ecology took varied pathways to resilience depending on the meaningfulness and expression of the resources provided. This has implications for practitioners’ intervention programmes that support at-risk youth. Practitioners need to ensure that interventions and resources offered to youth are culturally and contextually meaningful.

Mediated mutual reciprocity for enhancement of cognitive and ecological impact

Tchombe T

Discussions on children’s cognitive enhancement is based not only on understanding the opportunities offered but on how the mediation strategies employed generate meaningful reactions that are mutually reciprocated by both children and parents. It illustrates the nature and quality of participation by both parties, as they engage in rich cultural activities that are of interest and relevant to meaningful living. The underlying principles for this discussion stem from the premise that in indigenous settings, children are active in co-parenting activities and the ecological context within which these take place, through its cultural amplifiers, determines to a large extent the cognitive skills developed. Different cultural amplifiers, such as trapping, weaving, fishing, farming, trading, pottery, singing and dancing offer rich opportunities for the enhancement of different cognitive skills. The dialectical relationship suggests that both children and parents influence each other’s behaviour, employing strategic activities for negotiating and exchanging ideas. This paper discusses indigenous teaching and learning strategies for cognitive enhancement in childhood to validate the mediated mutual reciprocity theory and its implications for culture-based cognitive enhancement.
**A Time of Celebration and Critical Reflection**

### Thematical Oral Sessions

**DEVELOPMENTAL** Friday, 19 September: 12:00-14:00 (Venue 6)

**How does volunteering shape the development of transferable skills of Unisa psychology graduates?**

Ngweljana N, Masisi I, Ncongwane H, Xaba S, Tshatsinde K & Mavundla E

An undergraduate degree in psychology does not necessarily equip students with transferable skills needed by employers. Furthermore, limited professional psychology training opportunities requires psychology graduates to think critically about how their academic training and transferable skills may be applied in different work contexts. The Unisa Peer Help Volunteer Programme provides valuable opportunities to Unisa psychology students from the second year of study onwards develop transferable skills in exchange for the opportunity to make a meaningful contribution to the Unisa community. A narrative approach will be used to gain insight into the experiences of the volunteers who took part in the programme and how it has shaped their understanding of the value they could add to organisations. A thematic content analysis will be used to analyse the findings. The study will highlight the benefits of volunteering in terms of developing the transferable skills of psychology graduates at Unisa and the importance of volunteering as a way of preparing for the work environment.

**EDUCATIONAL** Friday, 19 September: 14:15-16:15 (Venue 3)

**Student teachers’ perception of teaching practice at the University of Zululand**

Sibaya P & Mkhasibe R

This study explores the perception of student teachers towards teaching practice as a way of assisting the University of Zululand to understand and address the concerns of the student teachers. Teaching practice is crucial for student teachers to acquire knowledge and become professional, motivated and efficient teachers. If students do not have teaching and learning experience as an integral part of their development as teachers, they have not been properly prepared for their future work in the classroom. The purpose of this study was to investigate the nature of student teachers’ perceptions of teaching practice with the hope of contributing to the improvement of teaching practice programme in the education institutions. A questionnaire was used to collect data from the respondents (N=84). A five-scale Likert-type rating was used with five response categories. The questionnaire consisted of 24 items and the Kendall test was performed on 10 statements.
Teachers’ attitudes towards information and communication technologies in education in South Africa

Hart S & Laher S

The use of Information and communication technology (ICT) worldwide is rapidly increasing. It is important for schools to integrate ICT into the learning framework as research has shown that the use of ICT in education has positive effects on learning such that it supports collaborative learning, encourages creativity and promotes higher-order learning. It is also important to equip students with the necessary skills to achieve personal and professional success in the technological era. A critical aspect of ICT implementation is teacher buy-in. Integrating ICT into schools is influenced not only by access to ICT but also by teachers’ attitudes towards ICT. This study explored teachers’ attitudes towards ICT using the attitudes towards computer scale. The scale measures computer attributes, cultural perceptions, perceived computer competence, access to computers and the personal characteristics of teachers. A convenience sample of teachers, from primary and high schools (private and public) in the Johannesburg area, completed the questionnaire. The results of this study are discussed in this presentation together with recommendations for a way forward in terms of attracting teacher buy-in to facilitate the use of ICT in education.

Sense of meaning and study persistence and perseverance at an institution of higher learning in South Africa

Makola S

The study evaluated the relationship between sense of meaning and throughput rate with a sample of alumnae of a university. Participants were a stratified sample of two groups, 20 students who scored high on the Purpose in Life (PIL) test, and 20, who scored low on the PIL test, selected from a random sample of 101 alumnae from the Faculty of Management Sciences, of a university of technology, in South Africa. They ranged in age from 27 to 30 years, 73% were females and 70% were Sotho speaking. The research follows up on a study conducted with the same participants in their first year of study to investigate the relationship between students’ sense of meaning and the extent to which it influenced adjustment at university (N=101). Data were gathered using PIL, biographical questionnaire, and student records. An independent sample’s t-test was conducted to compare persistence level for high meaning group and low meaning group. There was a significant difference in the scores for high meaning group (M = 3.150, SD = 1.785) and low meaning group (M = 0.500, SD = 1.573) conditions; t (38) = 4.267, p = 0.000. These results suggest that a high sense of meaning does have an effect on persistence levels of university students. Specifically, the results suggest that when students have a high sense of meaning in their first year of study, they are able to persevere and complete their studies.
This study examined the perceptions of teachers dealing with learners in their class who experience mild intellectual barriers in primary schools within an inclusive education system. A qualitative methodological design was used within an interpretive paradigm. The following research question directed the research: How do teachers experience learners who present with mild intellectual barriers in mainstream classrooms in primary schools within an inclusive educational system? Data was collected by means of semi-structured interviews, at two primary schools, by means of purposive and convenient sampling. Data was analysed using Tesch’s eight steps. Themes revolved around perceptions that teachers held of their learners’ schooling, participation with homework, collaboration with parents, and an understanding of their learners’ academic strengths and limitations. The findings of the study indicated that teachers faced challenges in their understanding of learners with mild intellectual barriers. They also reported an understanding of their learners’ limitation, but ambivalence was detected regarding an appreciation of their strengths. One of the important findings of the study was that schools should take initiative in providing supportive guidelines to teachers regarding the above constructs in order to help them optimise their learning and teaching strategies in the inclusive classroom, and to support these learners to reach their full potential.

Science subjects are still taught in abstraction in many schools. At the same time, female students’ achievements in science subjects are still poor. Teachers rigidly stick to their textbooks, teaching science subjects as if they were foreign concepts, in some way contributing to poor academic achievement. This paper posits that female students are exposed to some scientific concepts through the roles they play in their homes. This should provide them with a sound start in scientific learning. Traditionally, mothers tutored female children in the act of motherhood through cooking, by identifying and utilising teachable moments that present themselves. This paper seeks to prove that girls can be exposed through important scientific concepts through their gender roles.
Unpacking behavioural trends in advantaged and previously disadvantaged schools in South Africa: The use of Progress in International Reading Literacy Study as a case study for intervention

Scherman V, Kim S & Annunziato R

Safe and orderly environments have many names in literature; namely productive culture, safe and orderly atmosphere and school climate. Regardless of the terminology used, a safe and orderly environment is essential if student achievement is to be affected positively. Using the South African data of the Progress in International Reading Literacy Study (PIRLS), school profiles of advantaged and disadvantaged schools will be compiled based on indicators of safe and orderly environments and student achievement. The sample will comprise 341 schools with a total of 15 744 Grade 4 pupils. The representative sample will be drawn using a three-stage stratified cluster sampling design, proportional to size, classrooms and finally pupils. Instruments for the study include an achievement assessment; and learner, parent, teacher and principal questionnaires. For the purpose of this paper, only the principal data, with the focus on safe and orderly environments, and achievement data will be used. The data will be analysed by means of descriptive statistics, scale and profile analysis. The descriptive statistics and scale analysis will be explored to satisfy validity and reliability considerations. Profile analysis is based on principal components analysis and aims to identify the most typical latent profiles from manifest person response profiles. Once the profiles are generated, they will be compared and reported on with the aim of identifying possible interventions which can be implemented by psychologists in schools.

Africa is not a country: Re-imagining lesbian, gay, bisexual, transgender and intersex rights in Africa

Mbathe K & Terre Blanche M

South Africa is celebrating 20 years of democracy and freedom, which is enshrined in our much-envied constitution. This is a very crucial moment where critical reflection is necessary in order to move forward with the foundation laid by our predecessors. This presentation will attempt to: examine and locate South Africa within Africa and the world with regard to lesbian, gay, bisexual, transgender and intersex (LGBTI) rights and freedom; discuss the dangerous practice of homogenising Africa and ultimately implying that Africa is uniformly backwards; and acknowledge the strides made by the government and civil society, working together, in advocating and protecting the rights of LGBTI individuals, but also the challenges and what the academy could do, particularly in terms of our status as an African country. Compared to most other African countries, South Africa has a good story to tell about its successes and struggle in securing LGBTI rights. We need to be careful not to over-play our exceptionalism, reinforcing the stereotype of Africa as the “dark continent”. Concerted efforts from the international community and our African brothers and sisters played a pivotal role in the defeat of the monstrous system of apartheid. It may now be time to return the favour by pressurising the powers that be across Africa to treat individuals who engage in same-sex relations as equal citizens.
Attitude of Christian and Muslim students toward homosexuality in secondary schools in Nigeria: Implications for counselling

Kinanee J

Religion is one variable considered to have a significant influence on people’s attitudes toward homosexuality. While Nigeria’s anti-gay law, passed early this year, attracted global outrage, religious groups and individuals have applauded the government for it. This study was designed to investigate whether differences exist between Christian and Muslim students’ attitudes toward homosexuality generally and the Same-sex Prohibition Law in particular. A sample of 460 students was selected from predominantly Christian and Muslim secondary schools in the Nigerian city of Port Harcourt. Students were selected from the terminal class (SS3), and made to respond to an adapted version of the Attitudes Toward Lesbian and Gay Men (ATLG) Scale. Two research questions and one hypothesis guided the study, while the data collected were analysed using appropriate statistical tools. Results showed an overwhelming negative attitude toward homosexuality among both Christian and Muslim students, with over 80% of the Christian students indicating support for the anti-gay, as did 78% of their Muslim counterparts, with some students wishing for harsher penalties. This is aligned to the results of earlier studies. There is the need for a comprehensive counselling programme to address issues of sexuality and gender in schools, including alternative sexual orientations. Counsellors should also stress the human rights perspective in sensitising people to differences in sexual orientations and treating people without discrimination.

The discourse on homosexuality of Cameroon Catholic Church

Ntemen J

Given its European colonial history, the Roman Catholic Church continues to have a strong presence in Cameroon. Globally the Roman Catholic Church firmly disapproves of homosexuality. The current project investigated the Roman Catholic Church’s discourses around homosexuality in the Cameroon context. This was conducted by identifying all articles related to homosexuality in the archives of L’Effort Camerounais, the main catholic newspaper in Cameroon, and subjecting these to a content analysis. The results will be discussed and it will be shown how the quality of debate within Cameroon impact on the church’s views in the country. Recommendations will underline the importance of disseminating evidence-based knowledge to inform church-based discourse in the country.
Effects of the Ugandan homosexuality law for Tanzanian lesbian, gay, bisexual, transgender and intersex persons

Kajula L

Homosexuality is criminalised in Tanzania. According to Penal Code Act Cap 16 of the Laws of Tanzania, homosexuality is regarded as “offences against morality” and any male person who has or permits a male person to have carnal knowledge of him is guilty of a felony and is liable to imprisonment for 30 years. However, Tanzanian lawmakers as suggested by President Kikwete in an interview with Christiane Amanpour on 13 February 2014, have so far largely ignored this law. On 24 February 2014 Ugandan president Yoweri Museveni signed into law a bill that aimed at strengthening existing punishments for anyone caught having same-sex sexual relations, imposing jail terms of up to life for “aggravated homosexuality”. Uganda has been moving towards the tightening of laws against homosexuality since 2010. The resulting effects of the Ugandan law have been felt in Tanzania where LGBTI people have reported several discriminatory incidents, including being evicted from rented houses. A member of parliament has been reported as getting ready to present a motion for Tanzania to adopt the Ugandan anti-homosexuality law. Psychologists and mental health professionals in Tanzania need to be equipped to support LGBTI who will feel the waves of the tension most.

Issues and challenges of anti-gay legislation in Nigeria: Implications for mental health practice

Kinanee J & Jamabo T

Some studies rate Nigeria as one of the most homophobic countries in the world, an attitude that is most reflected in the promulgation of various anti-gay laws, especially the recently passed Same-Sex Prohibition Law. This law criminalises all forms of same-sex relationships and bans all groups and activities that promote homosexuality. Sanctions imposed under the different pieces of legislation range from 14 years’ imprisonment to death by stoning (as it is under the Sharia law). Several issues and challenges around these laws need to be considered. Is the anti-gay law actually a violation of human rights, as claimed by Western critics, UN agencies, and human rights groups? If these laws cannot be considered as human rights violations, how does it transgress the international agreements on basic freedoms such as the right to privacy and freedom from discrimination, to which Nigeria is a signatory? Was the National Assembly actually “endorsing the collective voice of Nigerians opposing gay marriage”, as argued by government officials in defence of this new law? What becomes of the sexual minorities who are being made to seek asylum abroad or go underground and remain subjected to untold psychological distress and stigmatisation from the Nigerian public? What are the implications of these for mental health practice? That is the focus of this paper.
Crisis management and alternative sexual orientation

Ezekiel-Hart J

Every age and every life situation has its own crises. Even globalisation with its much acclaimed positive effects can be a harbinger of crises. Alternative sexual orientation is gaining more recognition and visibility today than ever before. And this is not without its own share of crises both to the individuals involved and the societies to which they belong. Thus alternative sexual orientation has both psychological and social crises dimensions. The debate over the causes of alternative sexual orientation is still raging. While some believe that it is genetic (biological) in nature, others affirm that it is learned (environmental). This paper concludes that managing these crises must depend on adequate knowledge of how alternative sexual orientation emerges. If it is biological, undoing it will be akin to attempting to change one’s skin pigmentation; but if it is learned, it can be unlearned - how?
A Time of Celebration and Critical Reflection

A celebration of psychological assessment and innovative counselling models. Critical self-reflection of the immediate past 20 years in practice, with a view to shifting psychological and psychometric approaches for the future. Where have we come from? Where are we now? Where are we going?

Reflection of the practitioner in practice in relation to ethics and assessment

Foxcroft C

Two decades into the democratic South Africa and a full decade after a Human Sciences Research Council survey into psychological testing and test use in South Africa, is a good moment to reflect on the unfolding story of the practice of psychological assessment. This reflective paper will be presented in a three-part narrative based on research, professional practice dilemmas and personal experience. Stage 1: Progress made regarding the availability of psychometrically sound measures appropriate for use in our multi-cultural and multi-lingual country. Stage 2: Ethical assessment practices and dilemmas. Stage 3: Training of psychology professionals in the use of ethical and psychological assessments. The reflective story will conclude with a “future-logue” where thoughts will be shared around key aspects which need to be tackled in the next decade.

Developments in the field of psychological assessment over the last decade

Taylor N

Ten years ago the Human Sciences Research Council published a needs analysis regarding patterns of test use and needs of psychological assessment practitioners. After conducting a thorough survey of the views of practitioners a list of 14 recommendations was provided as an agenda for the development of the psychometric assessment field in South Africa. The professional board for psychology was tasked with taking ownership of the agenda and driving progress in each of the 14 areas. This paper looks at the recommendations made and the subsequent developments in each of these areas. A critical evaluation of the recommendations and the outcomes will be presented. It is argued that development in these areas cannot be solely the responsibility of the board as the task would prove too onerous without the support of practitioners and other bodies. Recommendations will be made.

The rapid formation of the therapeutic system and guidelines for innovative brief therapeutic work

Snyders R

Counsellors serve as lightning rods for client provocation and intensity. As such they attract the emotional intensity of the client like a lightning rod. How the counsellor fields and deflects tension and discomfort response provides the foundation for a novel brief therapeutic work. This presentation is aimed at providing some guidelines for the rapid construction of a therapeutic system in which the tension directed at the counsellor is amplified by means of a constructive counter-provocation process. The use of self, of the counsellor, is central to this innovative counselling process. Useful skills and interventions are discussed as solutions for counselling practitioners.

Symposia

Thursday, 18 September: 08:00-10:00 (Venue 3)

A CELEBRATION OF PSYCHOLOGICAL ASSESSMENT AND INNOVATIVE COUNSELLING 20 YEARS SINCE DEMOCRACY

Wilks M

A celebration of psychological assessment and innovative counselling models. Critical self-reflection of the immediate past 20 years in practice, with a view to shifting psychological and psychometric approaches for the future. Where have we come from? Where are we now? Where are we going?
Several pilot studies have demonstrated that the technique of transcendental meditation produces significant reductions in post-traumatic stress (PTS) in both soldiers and victims of war. This study examined the effect of the transcendental meditation technique in reducing symptoms of PTS among undergraduate students beginning their further education and training or higher education training education in South Africa. Most of the students in the study had never been involved in war, yet had a history of traumatic events. Students from UJ were used as the control group after being screened for PTS in 2013, using the PTSD Checklist - Civilian (PCL-C), the Beck Depression Inventory (BDI) and the Trauma History Questionnaire (THQ). Students from the Johannesburg Maharishi Institute were screened for PTS using the same tests in 2014. In both groups, psychologists identified PTS symptoms in the confirmation interviews. The control group received no further treatment. After the initial pre-testing the experimental group was instructed in the transcendental meditation technique and told to practice for 20 minutes, twice a day. Conclusions of the pilot study indicate that transcendental meditation produces a significant reduction of PTS symptoms without the use of pharmacology or re-opening the traumatic event and creating secondary trauma in individuals. This study celebrates the resilience of man overcoming trauma and PTS and calls on professionals to reflect on positive alternative means of intervention as part of counselling best practice.

The damage to children’s lives and psycho-social health through the apartheid years and the struggle for freedom is well documented. The move to democracy resulted in advances in law, policy, research and practice, specifically in the care of children and this gives us reason to celebrate. A broad range of children’s rights, including the right to health care is enshrined in South Africa’s commitment to and ratification of several international child rights conventions and charters in the South African Constitution and in reformed domestic legislation. However, equality in law and policy has not resulted in equal access for children to professional services. Furthermore, the prevention of harm to children and the promotion of mental health are identified as urgent challenges for professionals working with children, given the high levels of abuse, neglect and the high number of orphans. This paper will celebrate the progress made in relation to psychosocial care and highlight gaps in law, policy and service provision. The symposium participants are challenged to reflect on their ethical and moral responsibility to ensure that every child has access to evidence-based care.
A Time of Celebration and Critical Reflection

This symposium hosts a series of presentations focusing on mentoring within various contexts. Mentoring plays an important role in learning and career development. This is particularly true for early career academics and students at critical decision points in their academic careers. The dynamic and complex relationships between mentor and mentee are a site of knowledge transfer based on predefined goals. Within this symposium we aim to discuss the complexities underlying the mentor-mentee relationship; the challenges that encompass the transfer of hidden knowledge; the role of mentoring in developing young academics; the role of the mentee in knowledge production; and the dual state of the mentor as the mentee in early career development.

MENTORING ACROSS CONTEXTS IN ACADEMIC SETTINGS
Fynn A

This symposium hosts a series of presentations focusing on mentoring within various contexts. Mentoring plays an important role in learning and career development. This is particularly true for early career academics and students at critical decision points in their academic careers. The dynamic and complex relationships between mentor and mentee are a site of knowledge transfer based on predefined goals. Within this symposium we aim to discuss the complexities underlying the mentor-mentee relationship; the challenges that encompass the transfer of hidden knowledge; the role of mentoring in developing young academics; the role of the mentee in knowledge production; and the dual state of the mentor as the mentee in early career development.

Mentoring young academics in psychology: The Wits experience
Bowman B & Laher S

An exploration of literature on mentoring in academic settings tends to focus largely on peer mentoring or academic mentoring. With academic mentoring the focus is largely on students as mentees and academics as mentors. Not much is written on academic-peer mentoring where academics act as mentors for other academics. It is usually accepted that such mentoring will occur between colleagues on an informal basis. In academia, as with any other workplace, this does occur to a degree but the academe unlike other workplace settings does have different demands which someone from a corporate background or fresh out of university would not know. This prompted the Psychology department to embark on various initiatives with regards to mentoring. Broadly these would fit into areas of staff induction, research skills and career development guidance. These initiatives have occurred semi-formally over a period of eight years. Mentors and mentees recently completed a survey reflecting on their experiences of these mentorship initiatives. The feedback from this survey together with the presenters’ own experiences of being both mentor and mentee will be used to discuss the challenges and opportunities for mentoring young academics in psychology.

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Mentoring plays an important role in learning and career development. In the South African setting, mentoring has been described as an important tool for facilitating the psycho-social development of youth who come from low resource contexts. Mentors are typically volunteers who donate their time and expertise within a specific context and who do not necessarily undergo any training. The complex and dynamic relationship between mentor and mentee requires a specific skill set that can hold the open communicative space required for complex learning to take place. Mentor training is therefore crucial to the success of a mentoring process. In addition, mentor training can play an important role in developing a supportive psychosocial framework for mentors. The aim of this paper is to describe the experiences of two academics that trained 200 volunteer educators in six provinces to act as mentors for youth in low-resource settings in South Africa. The educators were selected as a core group due to their participation in a larger corporate social investment initiative aimed at holistic youth development. The reflections focus on the challenges faced in respectfully engaging with the personal belief systems of the potential mentors while sensitising them to the societal norms expected of them as mentors. We also examine the space of the value system of the mentor trainer in the training process.

Psyche, a student-run association at the University of Pretoria, supports both undergraduate and postgraduate students. One of the main goals of this society is the personal growth of the students outside of their academic growth. It is paramount to budding psychologists to get involved in community work and to reflect and grow before entering a master’s degree or career within the field. Literature shows that previous life experience, coaching, mentoring and sometimes therapy, are useful tools for undergraduate psychology students in order to better understand themselves. Psyche students assist this type of growth by co-ordinating community placements and selecting numerous students to act as mentors during these placements and throughout the year. The community placements equip students with the ability to cope in novel, occasionally stressful, situations within their field. These placements also provide students with the opportunity to reflect on whether the discipline of psychology is still their desired line of work. The mentors assisting these members are also students and are also undergoing a novel and occasional stressful situation. One of the key points of this research is to assess how successful the mentoring that occurs within these community placements is. It would be of great benefit to the society itself and to the university and surrounding organisations, to find the value of peer-to-peer mentoring. Here we will discuss the experiences of the students of their mentoring and open the door for suggestions from other professionals and students within the field.

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Uncovering the leader in the mentors of the Father a Nation project

Koekemoer E

South Africa has an increasing number of orphans who grow up without the influence of positive male role models. This paper aims to present a leadership intervention programme based on a needs analysis done on the mentors of the Father a Nation (FAN) project called the Training of Responsible, Empowering and Effective Leaders (TREE) programme. The FAN project equips male volunteers to act as mentors and role models to orphans and vulnerable children in the Bopelong Community in the Vaal Triangle. The mission of the TREE programme is to help these mentors to become better leaders. This was done by equipping the mentors with the relevant knowledge to develop new leadership skills and improving existing skills. TREE focussed on empowering the mentors and guiding them to be responsible and effective leaders within their communities and to the orphaned and vulnerable children. The TREE programme consisted of three meetings that ranged between four and five hours each. The mentors who participated in the TREE programme reported discovering new qualities about themselves such as feeling more competent to handle everyday situations, being an agent of change, leading by example, being more accountable for their actions, and to inspire and encourage others. They also reported feeling better prepared to be leaders within their community. The application of this training intervention can inform similar projects which aim to equip mentors in leadership programmes.

Network-based, project-focused, transformative mentoring: Becoming part of and re-imagining psychology in Africa

Fourie E, Terre Blanche M & Mbatha K

The academic literature on mentoring is structured around a number of well-known key concepts such as: setting (workplace, academia, youth); formal versus informal intentions (rehabilitative versus developmental); duration (the persistence of relationships); and intensity (the degree of personal transformation). During the course of our own experiences in mentoring we have found many of these concepts useful in reflecting on and improving our practice - in particular the idea, which is commonly highlighted in the literature, that there is a “sweet spot” to be found somewhere between these various extremes. However, we propose a different, more muted, set of categories that have perhaps played a more formative role in our development as mentors and mentees. In this paper we highlight mentoring as productive work, as networking and as transformative, and describe how each of these elements have played out in various processes that we have been involved in. We tell the story of how two professors and one junior lecturer at the University of South Africa engaged with a number of processes involving inducting young psychological scholars into the discipline while developing new ways of psychological thinking and practice appropriate to the African context. We discuss a number of energising dynamics that are inherent in situations such as these that involve differences in power and status, and in which the different parties are desirous to learn from one another while remaining cognisant of international academic standards and traditions.
This paper compares two forms of sexual socialisation to which learners are exposed: the sexuality education components of the life orientation manuals and the lyrical content and videos of popular songs. Taking the Grade 10 classes of two diverse schools in the Eastern Cape, we analysed, in depth, the sexual subject positions made available in, firstly, the life orientation manuals used in their classes and, secondly, the two songs voted most popular by the learners. Against a backdrop of heterosexuality and an assumption of the “adolescent-in-transition” discourse, the main sexual subject positions featured in the life orientation manuals are the responsible sexual subject and the sexual victim. A number of sexualised subject positions are portrayed in the songs, with these subject positions depicting sex as a site of pleasure, tension and complexity. The stark disparities between these two modes of sexual socialisation cannot be attributed only to their different genres of communication. The fluid sexual subject positions depicted in the songs learners choose to listen to can help to inform life orientation sexuality education in ways that takes learners’ preferred cultural expression seriously and that moves away from the imperative of “responsibilisation”.

Young men are sexually socialised in a “mediaised” social world that continually (re)represents and (re)constructs, through imagery and discourse, the “ideal” heterosexual male. Within the South African context, research shows that young people seek out sexual material on the internet and visit pornographic websites to answer questions they have concerning sex. The aim of the study was to explore how young people co-construct narratives of sexuality when talking about pornography. Seven focus groups were conducted with young people between the ages of 18 and 24 at a university and further education and training college using non-personal prompts to generate discussion. Data were analysed using a critical discourse analytical framework. We report here on a key discourse that the men drew on when talking about their use of pornography: what we have termed a “pleasure maintain/hold” discourse. Data found that male participants constructed pornography as helping to reduce sexual performance anxieties. These participants indicated that pornography introduced them to sex, provided them with details regarding sexual acts, the confidence to engage in sex, and particular representations of pleasure and desire. The “pleasure maintain/hold” discourse that justified their use of pornography was underpinned by a narrative of anxiety concerning sexual performance in which, on the one hand, a young man must ensure adequate sexual performance to affirm his male sexuality/masculinity, and, on the other hand, failure to sexually satisfy one’s partner may result in the current sexual partner leaving in search of another, thereby implying that one is not sexually competent.
Critical sexual and reproductive citizenship pedagogy: Implications for practice

Macleod C & Vincent L

Drawing from the insights of the previous three papers presented in this symposium, feminist literature on sexuality education, and feminist and queer reworkings of citizenship theory, this paper explores the possibility of critical sexual and reproductive citizenship pedagogy. We start by discussing Michelle Fine’s work on the “missing discourse of desire” that received significant attention in the literature on sexuality education. We indicate that the second strand of her seminal paper, namely the “absence of entitlement”, received much less attention. It is this strand, taken up later in the work of Michelle Fine and Sara McClelland in the form of a “framework of thick desire” that, we argue, holds the most promise in terms of emancipatory sexuality education. We extend the framework of thick desire, arguing that its focus on human rights is a limitation. We argue that in viewing desire, pleasure, sexual subjectivity, entitlements and rights within a feminist and queer sexual and reproductive citizenship framework, the possibilities and difficulties attendant upon a “framework of thick desire” are incorporated and overcome respectively. Using local examples, we discuss the implications of the framework we are proposing.

SEXUAL SOCIALISATION AND YOUNG PEOPLE...continued

Macleod C

A discourse of disconnect: Young people’s talk about life orientation sexuality education and parental communication about sex

Jearey Graham N & Macleod C

School-based sexuality education, provided as part of the compulsory life orientation learning area, is the most widely implemented intervention into the sexualities of young people in South Africa. The aim of sexuality education, as described by the Department of Education, is to enable learners to “make responsible decisions regarding sexuality and lifestyle choices in order to optimise personal potential”. As such, attempts are made to “responsibilise” individual young people, often with little acknowledgement of the social locatedness of sexual behaviour. Parents, too, are exhorted to speak to their children about sex by television programmes such as LoveLife, and to inculcate a sense of sexual responsibility in them. In this paper, we report on a study that investigated the talk of groups of students from a further education and training college about the sexualities of high school learners and their own past sexuality education. Participants drew on a discourse of disconnect when talking about their school sexuality education, and their parents’ (lack of) communication with them about sex. Participants spoke about how the messages of sexuality education classes had no bearing on their behaviour (with facts learnt in the classroom being cited as largely irrelevant) and how there was a lack of meaningful communication around sex, between parents and children. The data suggest that adultilist attempts to construct a “responsible” sexual subject position for young people are resisted when such a position is constructed in a non-relational manner.
Social psychology in South Africa continues to be a crucial sub-discipline which aims to interrogate and take seriously issues of social justice. Though espousing an expanded purview that considers social situations in which people find themselves, it continues to be populated and dominated by knowledge and theorising from the West. This is a challenge as it almost assumes a universal way of understanding people’s lived experiences, which has been argued by many as problematic. Much of the teaching in social psychology continues to be dependent on imported theories, and an assumption of universal application. There is a need for critical reflection on the applicability of social psychology in the present South African context. This symposium seeks to offer space for this reflection through highlighting some of the challenges of uncritically applying imported theories and methodologies, possibilities of the sub-discipline in the country today, and its implications.

South Africa is rich in culture and tradition due to the many different cultures within its borders and those from other parts of Africa. Unless there is an understanding of these cultures, it is difficult to teach children and teenagers how to relate to their environment and formulate appropriate values. Emotional responses are coloured by the values of each individual, and in order to develop relevant emotional responses, we must understand the other person’s perspective. During eight years of working with children and teenagers in Soweto, helping in the development of appropriate emotional responses and value formulation, it has been seen that each cultural group knows little about any other group and tends to rely on hearsay, which is often inaccurate. Observation has shown that interacting with each other and the community fosters understanding. The key seems to be in learning, in practice, how our different communities work and how the cultures are mixing together. The idea that it is simply two or three groups interacting is problematic. There are at least as many groups as there are languages. The lack of literature and studies into our unique South African situation hinders this work. It has become essential that we develop our own reference material. The presentation of real incidences will highlight this problem. However, some idea on how others are managing to bridge the cultural differences would be helpful.
This paper aims to examine the discourse strategies used to construct initiation schools in online media and message boards. The focus of this paper is to understand the tension that comes with holding traditional practices in the face of modernity and the associated cultural expectations associated with it. It also aims to describe the manner in which this tension is constructed in text by the media in news reports and participants in discussion forums. While there is still debate around whether the internet will revolutionise public participation; “increase understanding, foster tolerance”; create a community of informed, interactive and tolerant world citizens”; and create a digital utopia, the internet is acknowledged as one of the widest-reaching sources of information and entertainment. Specifically, it provides a platform to challenge the traditionally top-down communication between the elite - who have privileged access to the media - and the general public who were previously constructed as passive recipients of information. Using the male circumcision initiation rite, this paper examines how the South African public discursively constructs the epistemic location of African traditions in South Africa. The conclusion of this paper examines these rhetorical devices from within the decolonial school of thought which critically examines everyday interaction for universalising, normative language that aims to commit cultural epistemicide to reinforce the white, male, European, Christian traditions of masculinity.

Digitising initiation schools: A critical discourse analysis of initiation schools in online news reports and discussion forums

Fynn A

An emphasis on language has been a hallmark of critical social psychology ever since the advent of various forms of discourse-oriented approaches to the discipline in the late 1980s. In South Africa, too, critical psychologists turned to language en masse during the 1990s, with different varieties of discourse analysis becoming theoretically and methodologically dominant. However, I argue that this turn to language was characterised by an overemphasis on the ideality of meaning, which meant that the materiality of speech remained virtually inaudible. This neglect of the material qualities of language gives rise to a number of analytical deficits which are frequently reflected in empirical research conducted in the discourse tradition. It also has political consequences, especially in postcolonial contexts where language differences are politically significant and (re-)productive; contexts, in other words, like South Africa. The politics of language in such contexts may indeed be seen as exaggerated versions, forerunners in many ways, of conditions with global reach, which affect the old colonial centres in kind, if not in measure, and which force us beyond modernist and even postmodernist moulds for theorising language, subjectivity, and the political. In response, this paper develops insights from Marx and Engels, who developed a sketchy but important materialist account of language; and from Fanon, who explored both linguistic alienation and the possibility of linguistic re-appropriation, in order to articulate a general critique of language in critical social psychology from a particular vantage point in the world where language matters most: postcolonial South Africa.
In the symposium we will discuss the use of equine-assisted psychotherapy (EAP) with vulnerable youth populations, particularly in the Diepsloot community. In four papers, we will report on a quantitative study design to examine the possible effect of EAP on the self-concept of youth in the Diepsloot community, and we will also report on qualitative data on the experiences of Diepsloot youth who have participated in a six-week youth life skills programme using EAP. Two further papers will report on the use of EAP in a case study of a participant who is a sexual abuse survivor, and we will be considering the use of EAP in a life-skills youth course conducted from a logotherapy perspective. All papers will report on data gathered from youth who participated in at least six EAP sessions.

The high rate of child sexual abuse in South Africa and globally, makes these cases a reality for educational psychologists practising today. Equine-assisted psychotherapy is a relatively new field in psychology, and research shows that this therapeutic intervention can have a significant. Sexual abuse leaves children with psychological effects ranging from intrapersonal problems such as low self-esteem and feeling emotionally overwhelmed, to interpersonal problems resulting in communication and relationship challenges. According to Kavakov, equine-assisted therapy deals well with issues such as self-concept, self-efficacy and self-acceptance. The study investigated the experiences of the therapist, the client, and the parents when using equine-assisted psychotherapy in a case of sexual abuse. I made use of a phenomenological, qualitative case study design to explore the experiences of the participants. The data collection methods included interviews, field notes and observations. Artefacts were used to aid the researcher in the observation process, but also to help the researcher explain the findings. Furthermore, creative expressive arts therapy tools were used in the interviews to assist the participants in expressing their experiences regarding the equine-assisted therapy process. In the findings, three themes were identified: equine-assisted therapy, an empowering life changing experience; the extent to which active engagement with horses assists in expressing emotions; and the equine-assisted therapy process and therapeutic experience

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The potential of logotherapy infused equine assisted learning encounters to awaken youth-at-risk to the realisation that there is hope for a life filled with meaning and aligned to purpose

Boyce S, Pike J & Millar C

The world’s youth, including children and adolescents, are engaging in ever-increasingly violent, abusive and risk-taking behaviours. It would appear that the youth is behaving in aggressive, addictive and depressive ways as a result of feelings of worthlessness, meaninglessness and emptiness, all states associated with existential vacuum. Traditional forms of therapy and counselling focusing on those generally accepted factors which drive such behaviour appear to be powerless and ineffective in driving lasting positive change. The research project aims to determine the impact of non-traditional experiential Logotherapy-infused equine-assisted psychotherapy, and learning encounters in provoking youth-at-risk to access their noetic dimension in a journey of self-discovery, such that they find hope and meaning in purposeful, responsible living, led by conscience. Where youth are restored to believe they have unquestionable worth; that despite their current life situation, there is hope for a better life which is within their realm of influence. The research project is quasi-experimental by design, employing active learning action research methodology. There is a single sample and participants will complete a pre and post assessment. The respondents are 26 Grade 7 learners from a school in a disadvantaged community, 14 girls and 12 boys. They are in the age range of 12 to 14 years. The research is to be conducted during the second quarter of this year, and the outcomes will be collated and finalised during June.

Equine-assisted psychotherapy (EAP) is a new and innovative psychological methodology incorporating horses. Through experiential learning processes and a solution-oriented approach, stronger and more effective coping skills for the daily living and relationship skills can be developed. The purpose of the study was to investigate the impact of EAP on the self-concept of youth. Forty-five youth-at-risk respondents from a disadvantaged community, aged from 9 to 18 years, attended an eight-week experiential life skills programme. The study was conducted at three different periods. The intervention incorporated themes such as: respect; communication; boundaries; conflict resolution; and goal setting. A psychological measure prior to treatment and immediately following treatment was completed. The pretest-post-test design compared scores on the Piers-Harris Children’s Self-Concept Scale 2. The scale mainly focuses on the self-perceptions that children and youth have of themselves and the impact of their behaviour on others. The findings of the study will be discussed and include the ongoing effectiveness, and focusing on the efficacy and reliability of the use of self-concept scales as a measurement for EAP. The discussion will also focus on the further research to evidence the effectiveness of equine-assisted psychotherapy and learning.

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The experiences of at-risk youth after participation in an Equine Assisted life skills and healing programme

Nienaber L, Boyce S & Robertson D

The objective of the present study was to explore the experiences of at-risk youth who participated in phase two of an equine-assisted life skills and healing programme. The present study employed a qualitative, exploratory research design and was carried out on a sample of 86 participants. Two eight-session programmes were run, each during a different school term. The first programme included 38 participants, while the second included 48 participants. After the eight sessions, respondents were requested to write letters with regard to their personal experiences of the programme. Raw data was coded and major themes extracted. The themes that emerged from both programmes included: respect; empathy; sympathy; boundaries; acceptance and tolerance; choices and consequences; and responsibilities and values. There was also a strong desire to learn more about horses, in particular, how to care for them, understand them, and love them. From the findings it became apparent that the participants had positive experiences and that they gained valuable insights into important aspects that will empower them to take responsibility for and govern their own lives.
Informed by the theme of the 20th Annual National Psychology Congress, this symposium will firstly celebrate the multi-sectoral approach adopted by the South African Hate Crimes Working Group in addressing prejudice-motivated crimes. Since 2009, a range of civil society organisations, academics and researchers have collaborated in the development and piloting of a hate crimes monitoring tool. This tool, the Hate and Bias Crime Monitoring Form, serves as mechanism to record and monitor levels of suspected hate crime within a range of sectors that are vulnerable to prejudice-motivated victimisation, so as to be able to demonstrate the extent, nature and psychological impact of such crimes in South Africa. Secondly, presenters will use this platform to critically reflect on their participation in the Hate Crimes Working Group from their position as psychology professionals, academics and researchers. The symposium will also reflect on working at the interface between civil society and government in efforts to advocate for appropriate legislation, as well as examples and options for community engagement and response.

Developing a hate crimes monitoring tool for the South African context

The South African government is currently in the process of developing legislation on hate crimes. This follows repeated calls by civil society for an appropriate response to the apparent scourge of hate- and bias-motivated crimes that are tarnishing the image of South Africa as a “rainbow nation”. In this regard, the formation of the civil society-led Hate Crimes Working Group in 2009 has been significant as a means to develop joint strategies to engage government structures, such as the criminal justice system and police, and explore how best to make interventions in order to address hate crimes. Against this backdrop, this presentation will critically reflect on the proposed policy framework and current conceptualisations in respect of “hate crime”, “hate speech” and “intentional unfair discrimination”. Furthermore, processes that informed, and the rationale for, the development of the Hate and Bias Crime Monitoring Form will be illuminated. In this regard, the presentation highlights the importance of gathering and presenting coherent and conclusive data to government towards a better understanding of the extent and nature of such crimes. Also indicated is the significance of attending to the impact of hate crime on the individual, the community and society.
Raising the voice of the voiceless: Working towards addressing hate and bias crimes in South Africa

Mbatha K

Hate crime incidents have received minimal attention by academics and researchers in South Africa. This presentation discusses current attempts by the Hate Crimes Working Group to address this dearth in literature. Researchers operating in the qualitative research paradigm emphasise the importance of context. In addition, researchers who work closely with people postulate that establishing rapport is essential in allowing participants to share their stories. In this presentation I do four things: First, I discuss the usability and applicability of the Hate and Bias Crime Monitoring Form in different contexts. Second, I share some of the results that were gathered from the different sectors within which research was conducted, especially in relation to the psychological impact of hate crimes. In this regard, I focus on race-related cases, religion-based cases, witchcraft-related cases, and intentional unfair discrimination against sex workers, in particular by law enforcers. Third, I critically reflect on my participation as an academic and researcher in the Hate Crimes Working Group. Fourth, I reflect on the lessons learnt and the role of psychology and academia in raising the voice of the “voiceless”, those who are on the periphery. I also briefly discuss the need for further research and collaboration with different sectors involved in work relating to hate and bias crimes.

TOWARDS UNDERSTANDING THE NATURE AND PSYCHOLOGICAL IMPACT OF HATE CRIMES IN SOUTH AFRICA...continued

Nel J

Documenting LGBTI-related hate crimes in township communities in and around Cape Town: A participatory, capacity-building approach

Lynch I

Despite constitutional and legislative protection, sexual and gender rights in South Africa continue to be violated with high levels of gender-based violence, generally, as well as homophobic and transphobic violence and discrimination against lesbian, gay, bisexual, transgender and intersex (LGBTI) persons, in particular. Such hate crimes function to maintain a dominant heteronormative social order where LGBTI genders and sexualities are constructed as a threat to patriarchal norms. Widespread secondary victimisation in the criminal justice system, however, contributes to underreporting of LGBTI-related hate crimes and when reported, the absence of a hate crime category means these violations remain invisible in crime statistics. This lack of accurate information hampers the development of interventions and in this presentation I reflect on a community-led research project aimed at increasing the documentation of LGBTI-related hate crimes in the Western Cape. A team of LGBTI human rights defenders completed training in the use of the Hate Crimes Working Group’s Hate and Bias Crime Monitoring Form before implementing the tool to document incidents of hate crime in their respective contexts. I consider challenges encountered during fieldwork, notably the psychological impact of researching violence and managing potential risks to fieldworkers. I also discuss advantages of working within a community-led framework, which in this project allowed access to cases not typically reported to healthcare service providers or at police stations. I conclude with implications for continued efforts to develop a hate crimes evidence base and strengthened social and psychological support for LGBTI human rights defenders.
This symposium seeks to engage with community psychology approaches and perspectives on the diverse communities that exist in and around correctional systems. The focus will be on initiatives that cross the boundaries between the inside and outside of prisons. Examples are the establishment of a prison studies and prison communities interest group, the development of tertiary education opportunities for prisoners, issues of social reintegration and recidivism after release, issues relating to the families and relatives of prisoners, and the collaborative generation and dissemination of knowledge about prison experiences and circumstances.

South Africa has one of the highest rates of incarceration in the world, yet research and projects in the prison communities are lacking and inadequate. Inside-Out Outside-In is a loose, inter-disciplinary grouping of South Africans interested in issues relating to prisons. The Inside-Out Outside-In prisons interest group started as an idea in an office with only a handful of people in 2013, and today it has close to 50 interdisciplinary members across South Africa. We have received coverage in academic journals, newsletters and other professional publications, we are involved in various projects and a number of master’s and doctoral students in the Department of Psychology at the University of South Africa have opted to do dissertations on prison issues and communities. This presentation gives a practical look at how an idea gave birth to an official interest group, and the lessons learnt in growing and maintaining an interest group/community. We will present on how we made use of technology and social media such as Facebook, Twitter, WhatsApp and a website to not only create awareness about the interest group, but to maintain momentum in the growth of the group. We will also discuss the relevance of interest groups in community psychology and highlight the importance of the fact that community psychology is not only about communities, but by communities, and how important it is to connect these research and intervention communities.
INSIDE-OUT OUTSIDE-IN: PRISON STUDIES AND COMMUNITIES...continued

Fourie E

Carceral communities in post-apartheid South Africa

Mbatla K & Terre Blanche M

South African psychology in the post-apartheid era has made some progress towards research about and advocacy for marginalised groups’ psychosocial well-being, but many gaps remain. One group of South Africans who have received some attention from post-apartheid psychology are those who have, in one way or another, come into contact with the criminal justice system. The circumstances of this group of South Africans can be understood as a constant transition between a series of different “carceral communities” – repeatedly liberated from one form of constraint only to be inducted into another. In this presentation we do two things: First, we provide a general overview of the different “carceral communities” that form part of the South African criminal justice system. Second, we focus on one particular community, namely the community consisting of those who are awaiting trial, but who are “out on bail”. Those who find themselves in this position are in many ways much better off than awaiting-trial prisoners, but they are nevertheless in a very difficult psychological position, feeling themselves ostracised from everyday, non-criminal society and uncertain whether they will be entering the community of convicted criminals – in effect trapping such individuals in a no man’s land and an emotional “inside-outside” rollercoaster. We review the limited previous work that has been done with regard to this particular group of individuals and make some suggestions for future research and activism, with particular reference to the South African context.

A critical evaluation of the HPCSA policies addressing prospective psychologists with a criminal record prior to registration

James J & Mdakane M

This presentation aims to report on the marginalisation of psychology students with a criminal record wishing to register with the Health Professions Council of South Africa (HPCSA). This study is a combination of policy analysis and auto-ethnography. The policy analysis involved in this study examines the legislation and procedures associated with the HPCSA with the view to determining the space constructed for prospective psychologists who have a criminal record. The auto-ethnographic aspect of this study focuses on the lived experiences of one of the researchers with a criminal record that existed prior to registration with the HPCSA. A brief overview of the policies enshrined in the Act reveals that the HPCSA limits its insights into offences committed by unregistered persons, or practitioners who have been found guilty of unprofessional conduct related to the code of practice. Prospective psychologists who hold criminal records outside the scope of practice have their constitutional right infringed upon. The presentation concludes with recommendations for addressing the gap in the policies governing the regulation, registration and integration of prospective psychologists with criminal records.

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This presentation aims to report on the experiences of former repeat offenders concerning meanings attributed to experiences of resilience when arriving at a permanent state of non-offending. The increasing rate of recidivism in South Africa is generally considered as being problematic and unacceptably high. In conducting research on recidivism, investigators are invariably inclined to focus on ideas about the causes, either identifying problems or planning solutions. This presentation, however, proposes an alternative viewpoint to studying recidivism. Instead of using a deficit-based model which focuses on reviewing repeat offenders actively involved in the cycle of reoffending, using a strengths-based model through which we listen to the narratives of former repeat offenders, one is likely to draw from their collective experiences the positive aspects essential during this major transformative change toward permanent desistance. In realising this objective, I aim to draw on a narrative framework to explore and describe the experiences of former repeat offenders who have arrived at a perpetual state of non-offending. Informing this study is the General Strain Theory and I emulate work conducted by criminologist Robert Agnew on “storylines”. The paradigm grounded within this presentation is transcendental phenomenology. Relevant to this perspective are the descriptive meanings attached to experiences of strain versus resilience. In concluding, I suggest that merely narrowing our understanding on the negatives, shortcomings and dysfunctions of the system is self-limiting; rather, comprehending the offenders’ life-world and keeping a focus on their strengths and healthy behaviours should be the cornerstone of our interventions.

Legal reaction to crime in South Africa tends to be of a punitive and accusatory nature. Under the present system of justice, the offender is the centre of interrogation without regarding the needs of the victim, the background circumstances to the crime or the ability of the community to offer an alternative form of justice. As prison incarceration and solitary confinement has been found to result in the end-of-sentence release of a damaged person often suffering from mental illness, it has been suggested that indigenous forms of justice might be considered. A form of justice recognising the dignity of both offenders and victims has been brought into awareness by the Truth and Reconciliation Commission, which demonstrated a participatory and truth-revealing way of dealing with offences. A Restorative Justice approach advocated by the Justice Crime Prevention and Security Cluster arose from this, appearing to offer processes closer to the indigenous form of community discussion and negotiation. Restorative Justice aims to connect offenders with the families of the victims. The needs of the victims as well as those of the offender are then addressed in this process so that a re-offence can be prevented. Psychologists might be trained to facilitate secure and effective communication between victims’ families and offenders. Following this engagement, offenders might also be supervised into projects which make a difference to those aspects of their or the victims’ community background that could have encouraged a criminal lifestyle.
Viva the White Paper: Experiences and observations in and around correctional services in the UK and South Africa

Prinsloo J

In this presentation I tell the story of my involvement as a psychologist with correctional services in the UK and South Africa. I am interested in the interface between two apparently different sub-disciplines of psychology – neuropsychology and community psychology – and how it applies to my work as a psychologist in the Department of Correctional Services in South Africa. Recently I had the opportunity of attending the first block of the MSt programme in Applied Criminology, Penology and Management at the Institute of Criminology, University of Cambridge. This programme brought together parole services, government policymakers, magistrates, trainers, heads of prisons and warden managers in England, Wales and Scotland to be informed about, discuss and contemplate research development and findings in the broad field of correctional services. In my presentation I discuss how insights I gained from this programme relate to my work at grass-roots level in South Africa, at the interface between offenders and officials, providing me with a bottom-up view of processes that originated from top-down policy imperatives. I share my experiences and observations about the relationship between top-down and bottom-up initiatives in South Africa and the UK, which can be summarised as: Viva the White Paper!
Rape is a considerable problem in South Africa. American studies have provided various theories and conclusions for the motivations behind sexual violence against women. However, those conclusions may not be entirely true for South Africa. Hence, it is important to understand the motivation behind rape within the South African context. The aim of this review was to systematically evaluate studies which present empirical evidence for the relationship between black males’ perceptions of the female body and rape in South Africa. A systematic review was utilised to complete a comprehensive search for suitable articles that were relevant to the research topic. This included a thorough search through the PsyArticles, SocIndex and Psychology and Behavioural Science databases. The articles selected were subsequently additionally assessed to determine their efficacy and quality. An appropriate critical appraisal tool was used to rate the articles in terms of their quality and relevance. The final articles selected for inclusion were then methodically reviewed, reported on and discussed within this paper. This was done by six researchers, individually and in pairs. There is a connection between the way black males perceive women and rape in South Africa. A significant result of this review was that men who have more hostile attitudes towards women, have gender inequitable beliefs and believe in rape myths are more likely to be sexually aggressive towards women.

The National Qualifications framework requires that fourth year and honours students complete a research requirement of 30 credits or 300 notional hours. The research assignment is aimed at developing skills in conceptualising, executing and writing up research of limited scope that prepares students for future study and low level research. Psychology programmes often enrol between 20 and 50 students in honours programmes, while B Psych programmes often do not include focus input in research methodology. Thus departments are challenged to develop a system that makes pedagogic sense, develops the capacity to conduct research and to develop critical thinking skills. Projects at this level are often poorly developed, superficial, and insufficient in scope to develop the prerequisite skills. Alternatively, they are too big, ambitious and out of scope. Many departments make use of group projects to manage the burden on staff resources. This concept paper addresses the requirements of fourth year research and attempts to illustrate how systematic reviews can address issues of pedagogy, research capacity, human resources and critical evaluation skills.
A systematic review of family-focused prevention programmes aimed at reducing, preventing or delaying engagement in health risk behaviours in pre- and early adolescents

Jacobs W, Knight-Fitt S, Mosikwa K, Rix P & Salvage S

The extent of substance use and associated problems in the Western Cape prompted the need for interventions addressing these high-risk behaviours. Research shows that targeting pre-adolescents and their family processes may act as a preventative measure to such behaviour. Thus the study was aimed at identifying empirical evidence about intervention programmes for preventing, delaying and reducing engagement in health risk behaviours amongst young adolescents. An initial keyword search was conducted in MEDLINE and CINAHL, followed by a further search in Psychology and Behavioural Science Collection, Sport Discus, Soc Index, Psyc Articles, Science Direct and Academic Search Complete according to set criteria for studies published between 2002 and 2012. Data extraction and quality assessment were carried out on studies selected for full-text appraisal and results were analysed and presented in narrative format. Some 893 possible titles and abstracts were found, 11 full-text articles were critically appraised, and eight studies reviewed, reflecting the paucity of published studies on family-based interventions for preventing, delaying and reducing engagement in health risk behaviours amongst young adolescents, especially in the South African context. Although positive results were consistent across studies, effect sizes were relatively small and cost-effectiveness needs to be assessed before recommendations for use in South Africa.

The impact of positive peer relationships on adolescent risk-taking behaviour


Adolescent behaviour attracts much negative attention due to the persistent nature of risk-taking by this age group. Attempts to stem adolescent risk-taking through the implementation of various intervention programmes have been largely unsuccessful. The impact of positive peer relationships in reducing risk-taking behaviour is not adequately researched and is therefore not conclusive. This study aimed to systematically appraise studies conducted to establish the impact of positive peer relationships on adolescent risk-taking behaviour and the implications thereof. A comprehensive search was conducted in July and September 2013 for English, full-text journal articles dated no older than 2002. The databases of Behavioral Science, Soc Text and PsychArticles were used. The methodological quality of the journal articles were independently assessed by four reviewers. Eight eligible epidemiological studies were included in this review. All studies reported adolescent risk-taking behaviour as a serious public health concern, and explored the impact of constructive measures found within positive peer relationships as a way to reduce risk-taking behaviour. The findings support ongoing, increased efforts to research the impact of this phenomenon. Quantitative results from the eight studies show that a reduction in adolescent risk-taking behaviour is possible when previously negative outcomes are combated by more constructive and optimistic states of being connected to another person of similar age.

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A systematic review is a study that aims to identify relevant primary studies and assesses the methodological rigour and coherence of each study to provide an empirical base of filtered information. For students at honours level in South Africa, conducting a thesis using a systematic review develops the capacity to apply theory to practice, working in teams and independently, and making use of advanced methodological designs. Research at honours level needs to be contained to reduce stress so as to foster positive conception and perception of research, research outcomes and the supervision experience for both the supervisor and supervisee. Moreover, there is a dearth of literature on experiences of conducting a systematic review. This is an exploratory study that aims to determine honours students’ experiences of conducting a systematic review and research supervision and to ascertain supervisors’ experiences of supervising systematic review studies. Social constructionism was utilised as the theoretical framework. Participants were recruited on a voluntary basis from two higher education institutions in the Western Cape. Data was collected using focus group discussions, and analysed using thematic analysis. The ethical guidelines stipulated by the respective higher education institutions were firmly upheld. Final results were not available at the time of the submission of the abstract.
This symposium is a continuation of the highly successful meeting that was held at the 2013 PsySSA Congress. The symposium will focus on key issues relevant to private practitioners in South Africa.

Lessons learned from the committee of preliminary disciplinary inquiry

In her capacity as chairperson of the Committee of Preliminary Disciplinary Inquiry, Dr Louise Olivier will share invaluable insights into some of the transgressions committed by psychologists either due to a lack of knowledge, or purposefully. The presentation will also focus on the sanctions meted out to those found to have violated the ethical code. It is envisaged that the lessons shared will assist practitioners in maintaining high ethical standards.

Common mistakes in private practice

This presentation will focus on some of the common mistakes made by both beginner and experienced private practitioners. The aim of the presentation is to highlight how these oversights can potentially undermine the success of a practice.

Strategies for survival in private practice

Managing a successful private practice is formidable at the best of times, and may be particularly challenging during periods of economic instability. This presentation will focus on strategies to both manage uncertainty, as well as grow one's practice.
In the last few decades, the relevance of traditional western psychology has been questioned. Western psychology fails to offer alternative ways of understanding people in their traditional contexts. It is on this basis that Higgs argues for the inclusion of indigenous African epistemology that originates from African philosophy with a distinctive African epistemic identity. The Forum of African Psychology (FAP) was officially established in 2009 by a group of concerned African scholars and practitioners. The intention of FAP is to deal with psychological analysis and its application to African realities, culture, philosophies and epistemologies. By means of a conversation with founding members of FAP, this session shares a story of the development, vision, and future directions and possibilities of the Forum of African Psychology with reference to the practice of psychology locally, continentally and internationally.

The achievements and contributions of African-American psychologists are conspicuously absent from most of the History of Psychology texts being assigned in most psychology departments in the US. A cursory review of recent History of Psychology texts produced only one that makes mention of the contributions of an African-American psychologist. In 2002 a study ranking the 100 most “ eminent ” psychologists of the 20th century was published in Review of General Psychology. Not only were there no black psychologists among this group, several of those listed, such as Eysenck, Cattell, Hall, Jung, Jensen and Terman, were known to have openly espoused racist views about the intellectual and moral development of African people. Suffice it to say, then, that there is an urgent need to construct a more inclusive history of psychology in the United States, one that includes the many contributions of African-American psychologists. This lecture will present a brief overview of the major historical figures and developmental milestones in the evolution of African/Black psychology in the United States.

Drawing from African hermeneutics, this paper discusses the idea of African scholarship with reference to five main points: The epistemological foundations of all forms of knowledge, the hermeneutic and hence dialogical character of knowledge construction, the role of indigenous languages, the inescapably emancipatory nature of African scholarship, and the role of the community in knowledge co-construction in the service of Ubuntu, Hunhu or M’aat. Highlighting the relationship between knowledge production, human interests and power, the paper argues, following Ramose, that African scholarship takes Africa as the centre (and not the periphery) of knowledge construction and this includes, amongst others, taking African experiences, as well as its own concepts for understanding her history and predicament, seriously. By way of example, the paper touches briefly on an African-centered perspective on gender-based violence not only to highlight the challenges emanating from dislocation or disconnection, but also in order to illustrate the emancipatory possibilities of IKS.

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Acholi indigenous methods for healing and reintegration of survivors of violent conflict into the community: The case of Gulu, Northern Uganda

Adibo J

Acholi indigenous methods for healing and reintegration define and situate Acholi survivors of violent conflict as a people. In the case of violent conflict, for example, going through rituals performed for their reintegration back into the community brings them to a space that resonates with them and which they can identify with. However, non-indigenous methodologies being used in the reintegration of Acholi survivors of violent conflict in Gulu culturally alienate them from holistic healing. The non-indigenous methods do not incorporate what is really meaningful to the survivors in their healing process. In doing this, holistic healing becomes elusive and questionable according to Acholi culture. This paper sets out to explore how Acholi survivors of violent conflict can be helped to be themselves through the Lwongotipu healing ritual, since no person can live from a space they are not. In allowing the Acholi “to be”, holistic healing for sustainable peace can be possible. While there are number of rituals performed by the Acholi to reintegrate survivors of violent conflict into the community, this paper focuses on the Lwongotipu healing ritual. The study is informed by an indigenous African philosophical perspective, including the NTU approach to healing, which incorporates characteristics such as harmony, interconnectedness, cultural awareness, balance, and genuineness.

Socially constructed notions of childhood and experiences of social support for carers

Gandari E

Literature on the social well-being of child caregivers indicates compromises to psychosocial outcomes that have costs on caring tasks and their well-being. This literature encompasses a range of themes, from social isolation due to long-term care responsibilities, the capacity of social networks to offer support to children and culturally informed practices of reciprocity within social networks, to stigmatising attitudes towards people affected by AIDS. This qualitative research used a purposive sample of eight child caregivers to explore children’s perspectives on their activities. Semi-structured in-depth conversations were carried out and data was analysed by grouping meaningful units into themes and patterns. Culturally-informed constructions of childhood, including consensus within a community about the roles, duties and capacities of children, stand to mediate children’s experiences of what is analytically referred to as “parentification”. The concept contradicts ubuntu philosophy as child caregivers report feeling weighted down by the responsibilities they are shouldering before they are emotionally and physically mature to carry.
Due to the marginalisation of the African perspective on identity and the promotion of the Western worldview on the same, Africans continue to be defined from without, resulting in what is referred to in this study as the “African identity problematic”. The African identity problematic, I argue, is the resultant complex and fluid identities of the African people who have been oppressed for years. It is the contention of this study that despite the government’s political commitment to non-racialism, the black and white identity binary, an apartheid construction, remains firmly entrenched. This study sought to demonstrate that, despite the change in legislation at a macro-level that promotes equality, the inferior black and superior white identity binary continues unabated, promoted at the micro-level by various government institutions, particularly schools. In an effort to demonstrate this, this study explored how black African learners who attend or have attended former white schools construct their identities in relation to the competing multiple meaning systems in their life-worlds. Qualitative interviews were conducted with black African learners who attended former white schools. The results were analysed by means of the voice-centred, relational methods. The current study presents the findings. It brings to the fore recommendations for policy, research, and theory.

The National Council on Higher Education (CHE) reports that black students are persistently underperforming in all levels of study in public institutions of higher education in South Africa, while white students remain the top academic achievers. Participation rates for 20- to 24-year-olds in the four major race groups in the country, namely blacks, coloureds, Indians and whites, are lowest for blacks at 14%, and highest for whites at 57%. Black students have the lowest graduation rates in undergraduate study at 15%, as well as in postgraduate studies at 24%. Black students also present with the highest dropout rates compared to the other population groups. While there are a number of factors that may contribute to academic performance, language of instruction has been identified as one of the main barriers to academic success for black students. The current study, therefore, investigated academics’ and students’ attitudes towards bilingual (English and isiZulu) instruction at the University of KwaZulu-Natal. Purposeful sampling was used. Data was collected by means of a semi-structured interview protocol derived for this purpose. The findings were analysed by means of thematic analysis. This presentation discusses the findings and highlights recommendations for research, practice and theory.

Symposia

Friday, 19 September: 12:00-14:00 (Venue 7)

AFRICAN-CENTRED PSYCHOLOGY: LANGUAGE, IDENTITY, ETHICS
Mkhize N

Schooling and reproduction of apartheid selves: An African-centred dialogical analysis
Sifunda T

Perceptions of bilingual instruction amongst staff and students at the University of KwaZulu-Natal
Dumisa N & Mkhize N

The National Council on Higher Education (CHE) reports that black students are persistently underperforming in all levels of study in public institutions of higher education in South Africa, while white students remain the top academic achievers. Participation rates for 20- to 24-year-olds in the four major race groups in the country, namely blacks, coloureds, Indians and whites, are lowest for blacks at 14%, and highest for whites at 57%. Black students have the lowest graduation rates in undergraduate study at 15%, as well as in postgraduate studies at 24%. Black students also present with the highest dropout rates compared to the other population groups. While there are a number of factors that may contribute to academic performance, language of instruction has been identified as one of the main barriers to academic success for black students. The current study, therefore, investigated academics’ and students’ attitudes towards bilingual (English and isiZulu) instruction at the University of KwaZulu-Natal. Purposeful sampling was used. Data was collected by means of a semi-structured interview protocol derived for this purpose. The findings were analysed by means of thematic analysis. This presentation discusses the findings and highlights recommendations for research, practice and theory.
Transition from foundation phase to intermediate phase: Experiences and attitudes of teachers toward bilingual instruction in Grade 4

Mweli P

The phenomenon of study in this research is the transition from foundation phase to intermediate phase schooling in South African schools. The study explores teachers’ experiences and attitudes towards bilingual instruction in Grade 4. It is important to note that during the first three years of schooling in South Africa (foundation phase), children receive instruction in their mother tongue. English as a medium of instruction is introduced immediately at the beginning of the intermediate phase (Grade 4). Hence, the study is interested in exploring the challenges encountered by the teachers and their attitudes towards bilingual education. This study was conducted in KwaZulu-Natal, at schools in the Pinetown district. Participants were Grade 4 teachers in these schools. A mixed method approach was used to collect and analyse data. The study comprises of two parts. In Part 1, questionnaires are used to quantitatively explore teachers’ attitudes towards bilingual education. In Part 2, focus group interviews were utilised to qualitatively explore teachers’ experiences in teaching Grade 4 students using English as a medium of instruction. Data collected during Part 1 of the study was analysed using SPSS (quantitative analysis software), and thematic analysis was used to analyse the data emanating from the focus group discussions. Consolidated findings are presented and discussed.

Language as a research dilemma: Implications for the indigenous research process

Makobe-Rabothata M & Baloyi L

Smith (1999) describes the concept of scientific research as originating from the West and therefore its relevance and applicability is questionable in other indigenous contexts such as Africa, Asia and South America. Smith argues that Western concepts and methodologies by their very nature undermine indigenous knowledge systems because they accept Western science as the only science. This paper explores some of the challenges of applying foreign languages when engaging with indigenous people. Language as a research tool is more than its symbolic meaning. It is a reflection of one’s worldview, philosophy and ontology. A narrative enquiry method using a case scenario of a PhD student in the social sciences was employed. The findings reveal how the student’s research question was rejected by his participants, as the translation of the research question on the key concepts of cohabitation from English to a vernacular language constituted a misfit from the cultural worldviews of participants.

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Indigenous ethics: Implications for professional practice
Mkhize N, Mathe S & Buthelezi N

Professional codes of ethics are generally premised on self-contained individualism – the view that individuals exist independently of culture, history and time. In this article we argue that, to understand ethical decision-making in indigenous societies, it is important to come to terms with the “social reality” of the people in question. Social reality constitutes the manner in which human interactions are understood, roles defined, and transactions enacted. Due to differences in social realities, practitioners encounter multiple and overlapping health-care systems among indigenous people. The ethical implications of practising social work and psychology in such contexts are discussed. We argue that self-contained individualism is problematic in traditional African settings where selfhood is not only communally defined but is also distributed along space and time. Using professional codes of ethics in social work and psychology as our points of departure, and with reference to concepts such as professional boundaries, time perspective and informed consent, the ethical implications of the tensions between communal and individualistic conceptions of selves are discussed. Implications for clinical supervision and practice are highlighted.
Hypnosis in a digital age
Wessels H

The digital era is quickly changing the way in which we relate to the world and each other. Digital technologies hold many advantages and disadvantages for psychologists. However, the use of digital technologies has rarely been explored within the field of hypnosis. This presentation will briefly explore some of the psychological effects of, and the uses of digital technologies within the field of hypnotherapy.

Complex ethical dilemmas in forensic work
Olivier L

This paper will address complex ethical dilemmas in forensic work that may result in a complaint being lodged against the psychologist involved in forensic work at the Health Professions Council of South Africa (examples from actual cases will be given). Some of the ethical dilemmas that will be addressed are the following: How should a psychologist doing forensic work address the confidentiality issue? Should a psychologist become involved in critique of the forensic report of another psychologist and if so, what ethical boundaries should be adhered to? What should be done if a psychologist receives a subpoena to present all his/her documents, psychometric tests, notes etc, to an attorney of law? Does an attorney have the right to demand to be present when his or her client is being evaluated by a psychologist doing forensic work? Can hypnosis be used in a forensic setting and what are the boundaries from an ethical perspective?

Emotional freedom technique within the frame of ego states
Gericke C

What is the ego? It is our awareness of the “me” inside. It is the “me” that is sometimes focused and working, sometimes playful and laughing, sometimes in pain and sometimes illogical in feeling and reaction. We each experience our ego from our own special states, states that have been formed through our experiences. Ego states are parts that can be compared to a person’s internal family. It is similar to the internal organs of the human body. Organs form a unit (the body) that works together. If one part is affected, for example the kidneys, the whole body feels ill. The psyche operates in a similar way. If one part (an ego state) is malevolent or not in alignment with the other parts, the person will experience disease. This presentation is about defining how ego states fit into hypnosis and how I use emotional freedom technique (EFT) with the ego state that is out of line. EFT is a form of counselling intervention that draws on various theories of alternative medicine, through working with the energy channels that run through your body and are connected to all your major organs. When an acupuncturist works on a patient, they adjust the energy with the use of needles. In EFT, we use the same meridian and concept, but without the needles, using fingers to tap on certain points.
Working with the bigger picture: Past life regression
Van Zyl-Edeling H

In this short presentation we will explore the following: Why do past life therapy at all; what if I, as a therapist, don’t believe in past lives; how to work with the client’s reality; pros, cons and pitfalls of past life therapy; and how to meaningfully integrate past life work in therapy.

Memory reconsolidation and coherence therapy
Opperman I

All therapists seek for a specific mystery encounter with their patient from which the patient gains optimum clarity and understanding concerning lifelong battles. If insights to these problems are achieved they are often fragile and quickly lost due to the individual falling back into old ways and habits relating to the problems they are trying to escape. It is exactly this quick and efficient transformation of a client’s position in relation to the actual problem that Bruce Ecker, Robin Ticic and Laurel Hulley attend to in Unlocking the Emotional Brain: building on the basis of neuroscience and the facilitation of change in clinical practice. What makes this indefinable goal realistic is Memory Reconsolidation; clearly specified circumstances in which emotional learning can be accessed, activated and erased. Another answer to how this goal can be achieved is the close process analysis of transformative sessions of psychotherapy. This therapy aims at identifying the symptom and the retrieval of the symptom-requiring schema during the assessing sequence. During this transformation sequence the reactivation of symptom-requiring schema takes place and the mismatch is introduced and repeated. The Verification phase is the final phase in which the client is tested on emotional non-reactivation to establish the cessation of the symptom and the effortless permanence of the process. This method offers fresh instruction on how to conduct a life-changing psychotherapy. Dr Ian Opperman examines this Memory Reconsolidation and Coherence Therapy system specifically in relation to hypnotherapy.
This symposium will discuss the experiences of undergraduate and postgraduate students at the University of Pretoria who do volunteer work as part of the Psyche community placement project. The Psyche community placements are tailored to provide students with practical exposure to psychological knowledge, based on the theory of experiential learning. The community placements equip students with the ability to cope with novel, occasionally stressful, situations within their field. These placements also provide students with the opportunity to reflect on whether the discipline of psychology is still their desired line of work. Community placements are an important space for bridging the gap between the theory and the practicalities of working as a mental health professional. One of the key points of reflection in this symposium is the personal growth experienced by students as they expose themselves to the various aspects of the profession of psychology. In 2014, Psyche community placement sites included Echo Brother/Sisterhood, SAVF Susan StrijdomTehuis, Pathways Support, New Beginningz, and Cansa Support. The selection has been based on the type of community placement and how each different setting is experienced by the students.

New Beginningz Support

This community placement project houses orphaned and vulnerable children ranging in age from newborn infants to six-year-olds. The home provides an educational and supportive environment, as well as medical treatment where necessary. Psyche volunteers’ activities are varied and include providing assistance and companionship to staff when the need arises; assisting with house chores; and investing time in the children during playtimes. Psyche requires volunteers of this project to be committed, flexible and charismatic individuals who are aware of the vulnerability of the children in this age group, and who are able to facilitate appropriate development. The volunteers’ own experiences were analysed to evaluate the appropriateness of placement in such a sensitive domain, where abandoned, abused and ill children are cared for, in terms of their own future development. Issues that arose included appropriate attachment between the children and the volunteers. This presentation will discuss the experiences of the volunteers and the vital role community service plays in the career path of aspirant psychologists.
Echo Brother/Sisterhood
Kok I & Chown M

Echo Youth is a community-run home for teenagers who are in need of support, yet not protected by child services. The community placement project initiated by Psyche involved volunteers acting as “brothers” and “sisters” to the home’s residents. Most of the teenagers were emotionally quite closed off to other people and it was foreseen that the volunteers would need to stay sensitive, patient and committed. The volunteers’ projects at the home included homework assistance and organising entertainment and fun in a safe way. The presentation explores the experiences of both the volunteers and the teenagers who were part of the project. Issues such as racism, conflicting religious beliefs, conflict management and informal familial bonding are addressed, as is the value of a placement in this context in the development of empathy and active listening skills. The volunteers’ experiences provide rich data to be used towards the improvement of the project, and to encourage the development of similar programmes at other higher education institutions.

Cansa Support
Chown M & Groutsch K

The networking between a student-based society and an organisation such as CANSA is a phenomenal step for Psyche. After two years of community placements and various successes, this is the first community placement that involves students entering a clinical setting such as a hospital and will yield interesting results from the students who had previously only volunteered at orphanages and community-run homes. The volunteers in this placement are required to do training outside of their undergraduate or postgraduate studies before volunteering. This raises the issue of whether a student-based society should also be engaging in extracurricular training related to community placements that are not connected to large organisations. Volunteers mainly provided child support during the CANSA-run arts and crafts exercises, and also initiated a support group for families affected by cancer. The successes of this project could motivate other organisations to connect with student-run societies such as Psyche. The personal growth and development of students outside of academic and theoretical knowledge is invaluable and should be promoted.

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Susan StrijdomTe Huis offers welfare services and support for frail elderly people, as well as younger persons who are physically and mentally disabled. Services at the home are aimed at enriching residents’ lives physically, psychologically, socially and emotionally. Psyche volunteers wanted to complement this aim by providing residents someone to interact with, both verbally and physically. Verbal interactions include talking with the residents, reading to them or playing games. Physical interactions can include chair exercises designed to cater to a variety of disabilities or walks around the facility. As many residents have been abandoned by their families, it is expected that these interactions provide them with a great deal of joy. Psyche volunteers benefit from this community placement as they are exposed to a variety of people and disorders, including Alzheimer’s disease, dementia and depression. Volunteers are also equipped with valuable listening skills and patience. On the other hand, this community placement also places emotional strain on the volunteers, as death is not an uncommon occurrence at the home. Overall, Psyche volunteers experience significant mental and emotional growth by being involved in this community placement.

This community placement is regarded as one of the toughest placements that Psyche has run over the years. Pathways provides support and skills development for severely disabled adults, including the development of domestic skills and engagement in arts and crafts projects that have the potential of generating income for them. Volunteers find this project difficult as the time they invest in the project yield few results – firstly because of the severity of the disabilities, and secondly because of the distance they need to travel to and from the centre. However, the placement has also proved to bring about the most self-actualising growth in those volunteers who have stayed. This placement has raised issues around the training of volunteers choosing to work with people with disabilities, as well as the need to remain mindful not only of what students can gain from these projects, but also of the needs of the vulnerable populations who receive care through the projects. This project speaks specifically to the need for volunteers to know themselves and their limits and would thus encourage more focus on personal growth in undergraduate years of study.
Mental health literacy: Notions and attitudes towards mental health disorders and beliefs about treatment amongst African residents of Pietermaritzburg, KwaZulu-Natal

Kometsi M

Despite high prevalence and progress made in identification and treatment of mental disorders, lack of knowledge regarding treatment options and negative attitudes towards patients and treatment facilities remains a challenge. There is a paucity of research in South Africa on the public’s perceptions and awareness of mental disorders and their beliefs about the effectiveness of treatment options. The intricate relationship between culture and mental illness in South Africa’s multicultural context signifies the importance of mental health literacy in order to increase the public’s knowledge, attitudes and access to treatment of mental disorders. This paper presents the results of a pilot study investigating the notions and attitudes towards mental disorders and beliefs about treatment amongst African residents of Pietermaritzburg and its surrounding areas.

Reflections on the ethic of Ukama and Ubuntu beyond the indigenisation of an ethic of ethnicity

Murove M

This article argues that the danger related to indigenisation is that it can be easily understood as an attempt at promoting an ethnic life outlook, thus contradicting the idea that our values and knowledge are universalisable. In Africa, scholars have mainly responded to the idea of ethnicity in four ways. Firstly there is a post-colonial school of thought which says that ethnicity was simply a colonial construction. Here it is argued that pre-colonial African societies were comprised of nomadic communities who moved from place to place, hence such societies could hardly have developed a rigid ethnic community. In this regard it is deduced that ethnicity was a colonial social organisational principle aimed at controlling Africans. The second school of thought asserts that ethnicity or an appeal to ethnic consciousness is something that is usually called upon by African politicians in their competition for political power, thus an emphasis on ethnic identity is politically rewarding for politicians. What is implied is that Africans are not ethnic in their life outlook, but that they are encouraged to develop such a life outlook by politicians. Thirdly, a contemporary view of ethnicity asserts that such a form of social consciousness is an evolutionary byproduct of capitalism. It is argued that contemporary neo-liberal capitalism appeals to ethnic consciousness through the use of ethnic metaphors and symbols in order to adapt itself to the local culture. Lastly, there are anthropologists who are advancing the argument that the contemporary resurgence of ethnicity or an ethnic life outlook as an ideal life for all people around the world is in itself a manifestation of a Western socio-economic crisis. This article argues that whilst an ethical life outlook is indispensable, a world that has become interconnected demands from us to be morally and philosophically both ethnic and universal at the same time. In his discussion on philosophy and indigenous knowledge, DA Masolo argues that philosophy needs to understand indigenous knowledge as integral to its discourses, thus implying that philosophy is ethnic and not universal. Equally, Masolo is against the Eurocentric approach to knowledge amidst global multiculturalism. This article will collaborate on the assertions of Masolo by arguing that indigenous value systems such as those espoused in the ontology and worldview of Ukama and Ubuntu does enable us to go beyond the indigenisation of an ethic of ethnicity as these concepts espouse relationality as the main pervading reality of everything in existence.
Body Dysmorphic Disorder (BDD) and confounding co-morbidity diagnosis in a young female adult who is on HAART: An African-centred analysis

Using African-centred theory, this case study reviews the challenges of working with an individual presenting with a BDD clinical picture. Clinical symptoms and manifestations of BDD are examined in the context of a co-morbidity of major depression and post-traumatic stress disorder, precipitated by side effects of anti-retroviral treatment. Focus is also on the role of the psychologist in making an early diagnosis of the condition as well as providing an enabling therapeutic environment that mitigates the severity of the patient’s BDD symptoms. The problematics of dealing with BDD in different but also fluid cultural contexts is discussed.

Psychosocial experiences of unwed teenage mothers in faith communities: Influences of the Christian sexual ethic in a changing African cultural context

The study investigates the experiences of unwed adolescent mothers in faith communities, particularly the Roman Catholic Church. The study was motivated by the fact that, despite the Christian sexual ethic which prohibits sex outside wedlock, many young, unmarried women in faith communities do become pregnant. The study thus sought to investigate the lived experiences of these women and their psychological and social experiences of unwed motherhood in the church community, in an African context. Factors contributing to teenage pregnancy, sources of social support and possible intervention mechanisms were also explored. A semi-structured interview schedule was developed, and 13 participants ranging in age from 18 to 22 years were interviewed individually and in focus groups. The findings indicate that unwed teenage mothers in faith communities experience a range of psychological and social experiences, including frustration, feelings of depression, social exclusion and discrimination by fellow church congregants. Stigma theory and stigma consciousness were used to account for these experiences. Peer pressure and gendered power relations were cited among the causes of unwed teenage pregnancy, while the indigenous custom of reparation (inhlawulo, or payment of damages) and re-admission to the community of believers following a confession were cited among the sources of social support. The study concludes that African-centred sex education and communication between parents and their teenage girls are essential in dealing with the problem of unwed teenage pregnancy. The study concludes with recommendations for practice and further research.

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Redefining resilience in a South African context

Sekhesa T & Mayaba P

Resilience has been defined as adaptive behaviour in the face of adversity. It is a construct that has been viewed as dynamic, integrating the interaction between individuals and their environments within different contexts. This paper argues that the concept of resilience as it relates to Africans needs to be redefined to incorporate the historical and political experience that has shaped and continues to affect the African reality. Describing Africans’ ability to overcome periodic traumatic experiences as resilient is a pacifier which serves to hide an ongoing cultural and psychological oppression facing Africans continentally and in the Diaspora. On the 20th anniversary of a democratic dispensation in South Africa, we have to ask ourselves what we have really overcome and how we could build on our victories. This would aid in assigning a contextually relevant definition to resilience, which in turn would be important in understanding and promoting strength, health, and well-being of South Africans.
Round Table Discussions

Thursday, 18 September: 08:00-09:00 (Venue 1)

How to review articles for scholarly journals

Pillay A & Maree K

The presentation is born out of the authors’ concerns about the diminishing number of experienced academics available to review manuscripts submitted for publication to academic journals in psychology. As in other areas of scholarly psychology in South Africa, there is a dire need to ensure capacity development in the area of academic publishing, which includes manuscript writing and reviewing. Since reputable journals are peer-reviewed, editors rely on skilled reviewers to provide informed evaluations on submitted manuscripts to help them facilitate quality assurance and ensure that the highest standards in publication are maintained. The peer review process, which is the internationally recognised standard in academic publishing, can only be maintained and enhanced if there is sufficient expertise available. To this end, the authors will share their ideas on peer review methods, and provide guidelines on how these tasks may be managed. They will provide a step-by-step approach to assist novice academics in understanding the process of critical review and all that it entails. The session will also allow for interactive discussion.

Thursday, 18 September: 09:00-10:00 (Venue 1)

The quagmire of ethical practice in a dynamically evolving context

Dunbar-Krige H, Brink M, Valkin C, Van Zyl-Edeling H, Exley A, Snyman S & Kruger A

The practice of psychology needs to continuously reflect recursively upon itself to remain relevant to its users. Practicing in an ethical manner is a constant challenge, especially when the code of conduct has not kept pace with a changing and diverse working environment and client population. The purpose of this round-table discussion is to promote such an ongoing process of reflection. Our contention is that we, as practitioners, can no longer rely on ethical rules alone, in a merely reductionist way, and that skilled practice requires more from us. While conducting ourselves within the parameters of the code, being a masterful practitioner requires an interpretive and critical mindset to stay safely afloat. In this discussion, we use specific examples from practice to highlight challenging ethical dilemmas. We focus on: complex boundary management; confidentiality when stretched to the limits; informed consent in situations that are not straightforward; and appropriate professional involvement in a variety of contexts.
Round Table Discussions

Thursday, 18 September: 08:00-09:00 (Venue 4)

Sex through the lens: Transforming gender attitudes through film - film screening

Baza M, Van den Heever L & Charles T

This film screening is presented by Sonke Gender Justice Network and looks at how film is able to influence, challenge and change public opinion and discourse regarding gender, sexuality and human rights. Sex through the lens explores the question “How does one become a man or a woman in contemporary South Africa?” and turns to the nation’s filmmakers to examine how they have attempted to answer this question. We profile Mayenzeke Baza’s award-winning documentary, Ndîyindoda, which takes a close look at rituals and rites that boys and young men are forced to participate in, whether it be Jewish Bar Mitzvahs or Xhosa initiation ceremonies, and it questions the idea of “being tough” and what it truly means to “be a man”. The second film is from the I AM WOMAN series and is called Funeka Soldaat, produced by Plexus Films, and it narrates the story of Funeka Soldaat, a lesbian community activist and the founder of Freegender. Hauntingly beautiful, Soldaat tells of her brutal rape and challenges the notion that homosexuality is “un-African”. A deeply moving chronicle, this film is bound to raise questions about identity, choice, traditional values and the place of love and judgement in our cultures. These two poignant films will form the basis of a panel discussion with representatives of Sonke Gender Justice, the filmmakers and the audience, as we continue to explore gender and sexuality in South Africa today.

Thursday, 18 September: 11:30-12:30 (Venue 7)

Career development as a psychologist in the public service

Fafudi B, Tlou E, Naidu T, Freeman M & Pillay A

The roundtable discussion will look at ways and means of developing the profession, and at the image of psychology in the public service and how the practitioner can maximise his or her career potential in this sector. The aim is to share experiences on how to make the most of a career in the public service, such as modifying jobs and job descriptions to increase job satisfaction, while enhancing productivity. The discussion will also examine how the practice of psychology in the public service can make a meaningful impact on service delivery by highlighting current challenges and outlining recommendations for the future, and considering innovative personal, and organisational initiatives. Since the image of public service jobs has changed substantially over the years, the discussion will focus on ways of enhancing individual development, while helping participants learn how to marry the service delivery, scientific, academic and research components into their daily roles and productivity. The discussants, Anthony Pillay, Emmanuel Tlou and Thirusha Naidu have long and successful career histories in this sector and will draw reference from their personal, clinical and academic backgrounds.
Round Table Discussions

Friday, 19 September: 09:00-10:00 (Venue 1)

Clinical psychologists in public hospitals: Are they independent practitioners?

Pillay A & Hoffman D

The discussion focuses on the roles and functions of clinical psychologists employed in public hospitals. It addresses, inter alia, the duties, practice, reporting structures, supervisory functions and related matters affecting clinical psychologists working in government hospitals. The authors will make brief presentations on various issues in this context. However, they hope to engage participants on matters relating to the level of autonomy they experience in their job situation, for example, do they work as independent practitioners or do they feel subservient to professionals in other disciplines? To whom are clinical psychologists accountable when they work in public hospitals? Accountability is essential, but it is critical that such accountability is fair, and does not result in unwarranted subservience. Perhaps difficulties arise due to the fixation of certain functional and structural authority systems in the traditional mental health model, without a progressive understanding of democratic systems in clinical governance. However, modern approaches to mental health care are based on democratic principles that include an understanding and respect for professional role definitions and, as a result, have no place for subservient relationships.

Friday, 19 September: 14:15-16:15 (Venue 1)

HPCSA Professional Board of Psychology: Protecting the Public and Guiding the Profession. Is the Board striking a balance?

The Health Professions Council of South Africa (HPCSA) Professional Board of Psychology (‘the Professional Board’) is a statutory body established in terms of the Health Professions Act, 1974 (Act No. 56 of 1974) to serve and protect the public, and to provide guidance to registered psychology professionals. The Psychological Society of South Africa (PsySSA) similarly has a role to play in guiding the profession. Notably, the Professional Board has over the years had a significant presence at PsySSA’s Annual Psychology Congress. Participation has been in the form of sponsorships, exhibition tables, formal presentations, as well as interactive discussions. Congress participants, PsySSA and the Professional Board all benefit from such an arrangement and such collaboration is thus valued. Importantly, the HPCSA has recently called for the submissions of nominations of members of the Professional Board to be appointed by the Honourable Minister of Health, Dr Aaron Motsoaledi, to serve for the new term of office effective 1 July 2015 to 30 June 2020. Given the aforementioned, but also the significance of the 20th Anniversary Congress, it may, indeed, be incumbent on us to maximally utilise this scheduled roundtable. While we pause to celebrate those in organised psychology who voluntarily serve our profession, it may similarly be important to critically reflect on whether the Board, in particular, is striking the required balance in serving and protecting the public and providing guidance to the profession.
Fibromyalgia (FM) is a musculoskeletal syndrome of unclear aetiology that affects about 3 to 4% of South Africans. It is characterised by chronic, widespread pain, and is negatively correlated with quality of life and work productivity. Trauma literature has in recent years expanded to acknowledge the effects of stress and daily hassles on both physical and mental health. While traumatic events have been mostly implicated in the onset of FM, daily hassles have been studied specifically in the context of the exacerbation of symptom severity in FM. In addition, pain catastrophising has in the past three decades been established as one of the most important psychological predictors of subjective pain experiences. The tendency to catastrophise pain has widely been found to negatively influence symptom severity. A tendency towards utilising a pain catastrophising coping style was also found to be correlated with increased severity of daily hassles in patients with rheumatoid arthritis. The aim of this poster presentation will be to explain the possible theoretical significance of daily hassles and pain catastrophising in fibromyalgia symptom severity utilising the Transactional Stress Theory by Folkman and Lazarus.

Phenomenological and neurophysiologic investigation into contemplating the self and its psychological applications

Edwards S, Govender S, Hlongwane M, Thwala J, Nzima D, Mbele B & Singh A

This article is intended as an original contribution towards self contemplation from a heuristic phenomenological, neurophysiologic and applied psychological perspective. An integral approach involving six participant researchers’ contemplation-derived experiences is described. There were three men and three women, four of whose home language was isiZulu and two English, with a total mean age of 49 years and an age range from 37 to 58 years. Participants’ individual and collective self contemplation descriptions revealed immediate, direct contact with a transpersonal realm that had profound healing qualities. Self presence was indicated through universal, differential, unique, transpersonal, personal, indigenous, spiritual, communal, applied psychological and relational descriptions. Neurophysiologic correlates consistently revealed the synchronistic, coherent nature of the contemplation process through significant increases in alpha, SMR and beta activity. Also showing high frequency heart-rate variability rhythms and other related neurophysiologic patterns, indicative of a coherent, relaxed and alert state of waking consciousness associated with optimal, healthy, human, physical, mental and spiritual functioning. Findings supported integral and other theoretical perspectives with special reference to ancestral consciousness, neurophysiologic and psychotherapeutic applications and implications of contemplation of the self.
A Time of Celebration and Critical Reflection

Interactive Poster Sessions

Thursday 8:00-17:30, Friday 8:00-14:00

Resilience and coping experiences among master’s professional psychology students in South Africa

Edwards DJ, Ngcobo H & Edwards S

A longitudinal, five-year study, with a qualitative, phenomenological approach, investigated the resilience and coping experiences of 47 professional psychology master’s degree students in their first year of training in South Africa. There were 12 men and 31 women, with a mean age of 26 years and an age range from 21 to 51 years. Findings revealed four main resilience themes of struggle experiences, personal resilience experiences, life management experiences and study experiences. The applicability and value of the findings are discussed in relation to similar local and international studies.

Inner strategies of coping with operational work amongst South African Police Service officers

Gumani M

The identification of the inner coping strategies used by South African Police Service (SAPS) officers who do operational work should be considered by the SAPS to ensure the officers’ management of trauma and continued efficiency at work. The objective of this study was to describe inner coping strategies used by officers in the Vhembe district (South Africa) to reconstruct stressful and traumatic experiences at work. Most studies on coping amongst SAPS officers focus on organisational stress and not on the impact of the officers’ operational work. An exploratory design was used and 20 SAPS officers were selected through purposive sampling. In-depth, face-to-face and telephone interviews, as well as diaries were used to collect data. The data was analysed using content thematic data analysis. The findings showed that the main categories of coping strategies that led to the management of the impact of operational work amongst the selected sample were centred on problem-focused and emotion-focused strategies, with some use of reappraisal and minimal use of avoidance. Considering the context of the officers’ work, the list of dimensions of inner coping strategies amongst SAPS officers should be extended. Intervention programmes designed for the SAPS, including critical incident stress debriefing, should take the operational officers’ inner strategies into account to improve the management of the impact of their work.
The migration of an instrument from Europe to South Africa: Validating the conceptual model and moving on to standardisation

Herholdt R & Henning E

By way of the poster, we discuss what pilot studies yielded so far on a mathematical competence test with more than 1600 Grade R and Grade 1 pupils. We show how the pilot studies yielded data that, after five different administrations, indicate how the test is functional for South African conditions (in four languages), and that the Rasch modelling held successfully in these languages. We thus report that the conceptual model of five levels of competence was sustained in the pilot studies of which there were five runs. The fit with the conceptual model, as applied in research in Germany in the same age group, is such that the standardisation process was set in motion. Such a test is essential for the country where there are only imported tests in English and where the norms are not South African. This means that only privileged children will have access to a diagnostic test, which is expensive and in use in private practice. When the MARKO-D is standardised and normed, it will be made available to the public education departments in all nine provinces of the country, where the majority of achievements drop radically after Grade 3 and where suitable, support, such as remedial material, is not always aligned with what current theory of conceptual development and conceptual change argue. Subsequent to the standardisation, we will make the remedial programme, which is aligned to the test, available to public schools as well.

Neuropsychological impact of the Scalene triangle principle in Bonsai

Hermann C

A scalene triangle is an asymmetric shape that is believed to please the amygdala region of the brain. Its primary role is that of memory processing, decision making and emotional reactions. Recent studies suggest that one of its roles is to regulate memory consolidation in other brain regions. A variety of data shows the amygdala has a substantial role in mental states, and is related to many psychological disorders. A total of 253 bonsai artists participated in a study that examined the psychoneuroimmunological effect of bonsai on mood. Several instruments such as the Spirituality Scale, Patient Health Questionnaire and Quality of Life Scales were used. Several interviews were conducted with a select few bonsai masters. The majority of participants, 93.7% agreed that being able to work on their bonsais affected their moods positively. These findings are significant in that this type of therapy may be easier to use than animal-assisted therapy. It can be especially useful in settings such as psychiatric hospitals, old age homes, orphanages, prisons etc, as a preventative measure and restorative measure. Studies on meditation have shown that Buddhist monks are able to modulate their amygdala during their practice. Increased activity in the amygdala following compassion-oriented meditation may contribute to social connectedness. Although bonsaists do not report better mental health, it was found during this study that the participants reported an improvement in their mood when working on a bonsai tree.
Interactive Poster Sessions

Thursday 8:00-17:30, Friday 8:00-14:00

**Investigating the relationship between body image, self-esteem and risky sexual behaviour in male and female undergraduate college students**

Homem De Figueiredo T & Hendricks L

This study focused on the relationship between body image, self-esteem and sexual risk behaviour in male and female undergraduate students at a college in Cape Town. Participants (N = 116) were recruited by means of non-probability convenience sampling. Sexual risk behaviour was examined using the Problem-Orientated Screening Scale for the use of Teenagers (POSIT) HIV/Risk subscale. Body image was examined using the Body Image Questionnaire. Self-esteem was investigated using the Rosenberg Self-Esteem Scale. Means across all measures were similar for males and females (N = 116). Fifty-five pairs of data were used for further correlation analysis between the variables. For males (n = 17), a significant positive relationship was found between sexual risk behaviour and body image (r = 0.720**), with a weak relationship with self-esteem (r = 0.30) and a weak negative relationship (r = -0.092) between self-esteem and body image. For females (n = 38), a significant weak relationship was found between sexual risk behaviour and body image (r = 0.036), with a weak relationship between self-esteem (r = 0.020) and a weak relationship (r = 0.210) between self-esteem and body image. Results may be impacted due to the small sample when using the paired data. It’s recommended that a qualitative study be conducted on the gender-specific perceptions participants may have on body image and self-esteem as well as how these perceptions may influence sexual risk behaviours. Due to the fact that different cultures have different beliefs about body image, self-esteem and sexual practices, it would be interesting to explore this domain.

**Exploring the perceptions of masculinity and fatherhood in South Africa: A qualitative study using a social constructionist approach**

Jackson K & Hendricks L

Although there has been an upward trend in research literature regarding the perceptions of masculinity and fatherhood in South Africa, a number of gaps still exist. Research frequently discusses the various components of masculinity and fatherhood separately. However, in many cases it is often forgotten that these two aspects often describe one and the same person. In order to explore this dual presence of perceptions, this study firstly aimed to explore the perceptions of masculinity within a South African context followed by exploring the perceptions of fatherhood in the same context to compare the perceptions of masculinity and fatherhood. Male (n = 56) and female (n = 69) participants were recruited online by posting the survey link on various websites and social media pages. Data was collected via an online survey using open ended questions about perceptions of what it means to be a man and, similarly, a father. Relational content analysis was used to analyse the data. According to the findings, the most common themes used to describe a man and a father, as identified by females were “tender” and “derogatory terms”. “Strength” was noted to be more common when describing a man while “support” was best used when describing a father. The most common themes used to describe a man and a father amongst males, were “support” and “leader”. “Strength” was more common when describing a man, while “tender” was more common when describing a father. This study is limited and an exploration of femininity and motherhood is fundamentally important.
Self-determination theory proposes that the three basic psychological needs, namely relatedness, competence and autonomy are supported by the social and work environments in which people function. Such environments in the case of adolescents are home (family), school (teachers and peers) and the neighbourhood (community). Three studies were conducted using structural equation modelling in Mplus to determine the influence of the home (family functioning) and neighbourhood (sense of community) on the satisfaction of basic psychological needs. A sample of 977 adolescents (14 to 23 years) completed the Balanced Measure of Psychological Needs (BMPN), Sense of Community Index (SCI-2) and Family Assessment Devise. Fit indices c2, AIC, BIC, RMSEA, CFI, TLI and WRMR were used to examine and report the fit of the models for direct effects and interaction effects. Study 1 (N = 488) found that poor family functioning negatively influenced the satisfaction of needs. In study 2 (N = 489) sense of community had no influence on the basic psychological needs. Study 3 showed that family functioning did not moderate the relationship between sense of community and satisfaction of basic psychological needs. How adolescents perceived and experienced their interaction with their families played a role in the satisfaction of their needs in these studies. These findings have implications for practitioners who work with adolescents. They highlight the importance of family and pose questions about the facilitative role of communities in youth development. For counselling psychologists this knowledge can inform interventions on motivation and well-being promotion among adolescents.

The global popularity of the internet has led to a significant increase in romantic relationships that are initiated online. This trend is also noted in the South African context where online relationships are becoming more prevalent. Research findings indicate that people do experience meaningful online romantic relationships and that high levels of intimacy are often experienced online. The poster reviews the experience of intimacy in the virtual context. Both international and national literatures were reviewed. The findings suggest that levels of intimacy are often higher in online relationships than in face-to-face relationships due to higher levels of self-disclosure. It is suggested that the characteristics of Computer Mediated Communication contributes to higher self-disclosure, ultimately leading to higher levels of intimacy.
A Time of Celebration and Critical Reflection

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Thursday 8:00-17:30, Friday 8:00-14:00

Perceptions of online infidelity: A literature review

Band L & Lambert T

There has been a large amount of research on infidelity and its effects on relationships. However, a new phenomenon, that of online infidelity, has emerged and with it comes some confusion as to what exactly constitutes an act of infidelity while exploring the limits of cyberspace. While some research has been done internationally on the perceptions of online infidelity, studies conducted in South Africa are lacking. This poster reviews the literature on people's perceptions of online infidelity. International and national literature published between 1990 and 2013 was reviewed. The results emphasise the current lack of consensus as to what online infidelity explicitly entails. With regards to perceptions of online infidelity, a number of different themes emerged within the results of the studies reviewed. These themes include that of emotional infidelity, sexual infidelity, pornography use, and gender differences in perceptions of online infidelity.

Factors associated with treatment adherence among patients manifesting different conditions at an Eastern Cape health centre

Mfusi S

Whenever treatment is prescribed for patients, a treatment programme or regimen is established and must be followed. The process involves taking a series of medications, regular attendance of therapy or counselling sessions, changing one's lifestyle, and attending follow-ups or engaging in check-ups. Treatment adherence is defined as “a collaborative, active, voluntary involvement of the patient in a mutually acceptable course of the behaviour to produce therapeutic results” (Baron, 2007; p. 89). This poster presents the results of a study that investigated factors associated with treatment non-adherence among patients manifesting different medical and psychological conditions at an Eastern Cape health centre. Thirty patients were selected from a health centre, using purposive sampling. The instrument used for data collection included items that assessed patients' biographical details, and factors associated with adherence or non-adherence to treatment. After permission had been obtained and all ethical concerns addressed, questionnaires were administered to participants at the health centre during times arranged and agreed upon by the participants and the researcher. Data was analysed both statistically and thematically, and the results are discussed within the context of literature on the importance of adherence in medical, psychological, and psychiatric treatment.
Interactive Poster Sessions

Thursday 8:00-17:30, Friday 8:00-14:00

Theoretical perspectives on marital incompatibility

Modutla K

Marriage has traditionally been regarded as an important and a significant phase in a person’s life and it has been recognised as a system that gives shape and form to societal structures. Marriage is nonetheless not immune from relational challenges and problems. According to Amato and Previty, spousal incompatibility has been listed as the one of the highest reasons for marital dissolution, breakdown and divorce, second only to infidelity. However, there seems to have been no further engagement with these findings, leading to a relative paucity of scholarly inputs in this area. This is in contrast to research done on other facets of marriage where there are well established theoretical perspectives. The main aim of this poster is to illustrate how some of these perspectives, namely the ecological, symbolic interaction, social exchange, developmental, structural functional, conflict, feminist and family systems, could become instrumental in explaining incompatibility in marriage. The purpose is not to provide an elaborate theoretical review, but rather to reflect on key perspectives that would shed light on the development of marital incompatibility.

Exploring the therapeutic value of African names

Mokgatle B

Africans have over centuries used names to avert many potential conflict situations and to address stressful life events, as well as to bring homeostasis to a destabilised system. African names have unique histories and meanings and are often associated with specific events in the lives of the family, community and the nation. In Africa the birth of a child is an event of great jubilation and importance and hence great significance is attached to the naming of the child. The hopes and aspirations of the parents, the status of the family, current events of importance and celestial events that may have attended the birth are considered in naming the child. It is believed that the name chosen will exert an influence for better or for worse on the life of the child, the family and in some instances the nation as well. In this paper, I explore the different themes depicting significant life events in the lives of indigenous people where names were used in assisting people to cope with these events. The challenges that might be encountered in adopting such a frame in addressing psychosocial problems will also be explored. A few African names will be selected and used to explore, through case studies, the therapeutic value, if any, of those names as experienced by members of the systems concerned.
The effect of psychological capital on work readiness among Ugandan university students

Mthembu O & Masole A

Higher education institutions have the responsibility to prepare their graduates for employability by empowering them with appropriate skills, knowledge, competencies and attitudes. Graduates’ work readiness is an important yardstick for gauging the quality and standards of training of higher education institutions. The positive psychology and organisational behaviour concept of psychological capital (PsyCap) has been presented as a concept of psychological resources that is grounded in optimism, self-confidence, hope, resilience, success and efficacy. It is expected that PsyCap would predict work readiness of university students. The aim of this research is to ascertain if PsyCap factors would predict work readiness in a sample of Ugandan university students. A survey method using Luthans, Avolio, Avey & Norman’s self-rated Psychological Capital Questionnaire (PCQ-24) and Caballero, Walker & Fuller-Tyszkiewicz’s Work Readiness Scale were used to collect data from a sample of 73 Ugandan university students. The results show that PsyCap factors could not significantly explain variance in personal work competencies (R² = 0.167) and organisational acumen (R² = 0.153). Amongst the four subscales of PsyCap, only efficacy significantly explained variance in work competencies of the work readiness scale (R² = 0.341). Also, among the four PsyCap subscales, only efficacy could explain variance in social intelligence (R² = 0.257). It is concluded that PsyCap factors could not explain variance in work readiness among the participants of the study. The results are discussed and recommendations are made.

A qualitative study to explore the perceptions of fatherhood, knowledge of parenting practices and the needs expressed by fathers in a sample of low-income, black expecting fathers

Niemann P & Hendricks L

Throughout history the roles played by fathers have evolved numerous times and it is only in recent times that fathers are struggling to adapt to these changes. The aim of this study was to explore the reactions of new fathers, their knowledge of parenting practices, their perceptions of fatherhood and gender equality, the concerns they faced, and the support they received as new fathers. This was done through an analysis of secondary data gained from semi-structured interviews, done by the Sonke Gender Justice Network, to gather the opinions of participants (N=5) about their experiences of fatherhood, perceptions thereof and their knowledge of parenting practices. The findings echo that of most of the literature, in that fathers perceive themselves to be the providers of the family, while also seeking to become more integrated with the nurturing role of parenting, which has historically been reserved only for the mother. In this transition the view on masculinity is one that still runs deep within the frameworks of the fathers. While the historic roles of fatherhood have changed significantly, the next step in the development of their roles seems to be the biggest change. The difficulty is suggested as a result of lack of preparation in their formative years, as men are not seen to be carers, but providers, and if this integration is done successfully, fathers will find it easier to be fully integrated in fulfilling both carer and provider roles.
Work stress, work-home interference and perceptions of organisational culture amongst insurance employees

Oosthuizen R, Visser D & Mudzimu P

The objective of the study was to determine the relationship between work stress, work-home interference, and perceptions of organisational culture amongst insurance employees. Data were collected from a sample of 190 employees (females = 46%) who completed the Occupational Stress Inventory-Revised (OSI-R), the Work-Home Interference Questionnaire (SWING), and the Organisational Culture Index (OCI). Data analysis consisted of correlational and standard multiple regression analyses. The results revealed significant positive correlations between the sub-scales Role Overload, Role Insufficiency, Role Ambiguity, Role Boundary, Responsibilities, and Physical Environment of the OSI-R, the sub-scales Positive Work-Home Interference and Negative Work-Home Interference of the SWING, and the sub-scales Bureaucratic, Innovative and Supportive Culture of OCI. These findings contribute to new knowledge in terms of work stress experienced by insurance employees who are always under continuous pressure from the industry. Furthermore, it could be used to gain insight to enhance the work-life balance of insurance employees and the effect of organisational culture as perceived by insurance employees.

Naltrexone pellet implantation therapy and heroin dependency

Van der Walt H

This paper aims to discuss the available literature on the use of naltrexone maintenance therapy with pellet implantation for the recovery from heroin dependency. This review will include the challenges of accessibility of this aid in South Africa. Naltrexone is an opiate antagonist that blocks opioid receptor cells on the post-synaptic neuron, causing it to drastically reduce the cravings, obsessions, and other physical complications of heroin use. Naltrexone comes in many forms, such as a tablet, injection, and pellet implant. The naltrexone pellet implantation is not yet approved by the Medicines Control Council of South Africa, which poses a challenge for individuals to gain access to this aid both for its availability and the price of the product. The naltrexone pellet implantation has specifically shown great success in the aid of heroin dependence recovery in countries such as Russia, where it has been approved for medical use. Heroin dependence can be defined as an individual's inability to stop the use of heroin, even when it is in the person's best interest to do so. Heroin dependency is problematic in South Africa and there is a need for alternative treatment methods to combat the problem. Using the results from key studies, this paper proposes that naltrexone pellet implantation therapy may be used as an alternative pharmacological approach in the treatment process of heroin dependency in promoting a better compound for abstinence from this harmful substance.
South Africa attracts more asylum seekers than any other country in the world. In 2010 there were 58,000 refugees in the country and more than 200,000 pending cases for asylum seekers. Somalis form one of the most visible refugee minorities in South Africa. In many instances refugees are perceived as a burden to the host country and face constant humiliation. The media abounds with reports relating to the mistreatment of foreigners in South Africa. There have been various studies conducted into such mistreatment and its psychological effects. This study investigates the positive aspect of refugee resilience as a result of culture and community support. Utilising an interpretative phenomenological analysis, this study also promotes an understanding of the lived experiences of this community. Data was collected through face-to-face in-depth interviews. The research population is a small Somali refugee community in Fordsburg, South Africa, who have been empowered through their persistent use and celebration of their culture and community, and this study will also examine what prompted this particular population to empower themselves in this way. Factors such as education, religion, language, employment culture, and community will be examined in this qualitative study.