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The IUPsyS Newsletter – A new format, and a new name

James Georgas, Editor



This March 2010 IUPsyS Newsletter of the International Union of Psychological Science initiates a new format. The purpose of the IUPsyS newsletter is to inform its National Member associations and their

members and other scientific bodies about the activities of the Union and other significant issues related to psychology throughout the world.

In addition to the IUPsyS Newsletter, the Union has inaugurated a monthly Bulletin that contains news for National Members and governance materials, and an Announcements page on the website that is a source for information about national and international conferences in psychology, calls for papers, current events, and other announcements. As always, the Union also maintains a current calendar of international and National Member congresses, conferences and meetings.

The IUPsyS Newsletter will contain a variety of types of articles designed to stimulate discussion and interaction. A first type is brief articles on state-of-art research topics by distinguished psychologists. The article in this Newsletter, *"The Laws of Learning are always in effect"* is a summary of the Presidential Address of J. Bruce Overmier, the former President of IUPsyS, at the International Congress of Psychology in Berlin in 2008. Other articles of regional or international interest might include reports of activity or developments in psychology education, practice or research, articles describing research-to-policy applications, articles on the processes of establishing new research directions, or issues related to the development of psychology in areas of

the world. Note that the Newsletter will not publish primary research articles normally submitted to psychology journals.

A second type of article is descriptions of psychology in countries. The article in this newsletter, "Psychology in South Africa" was written by Ann Watts, Secretary-General of the 2012 International Congress of Psychology, and Member of the Executive Council of IUPsyS. The article is particularly of interest in that, in addition to describing the history of the development of psychology at university level and its applications in the different areas of psychological practice, it also describes the peaceful integration of South African indigenous psychologists into equal status after the Apartheid period. The article is also timely in that the next International Congress of Psychology will be held in Cape Town, South Africa in 2012.

A third area for the IUPsyS Newsletter is an invitation to member countries to send articles about important issues, events, and developments in psychology in their countries. Announcements regarding congresses or other upcoming events in their countries will be placed in the Bulletin and Announcements section on the website.

A fourth area is letters to the editor, commentaries and opinion pieces from colleagues in member countries. These may be discussions about issues that have been raised at general assembly meetings, problems faced by member countries, new directions for IUPsyS, and many other topics.

This is your newsletter, and we look forward to publishing your contribution. Please contact us at newsletter@iupsys.org.

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The Laws of Learning are always in effect

Precis of Presidential Address at the XXIX International Congress of Psychology

J. Bruce Overmier
University of Minnesota

James Bruce Overmier was President of the International Union of Psychological Science from 2004-2008 and is currently its Past-President. He is Professor of Psychology at the University of Minnesota. His research spans specialties of learning, memory, stress, psychosomatic disorders, and their biological substrates and is carried out with a variety of species of laboratory animals and with humans. Overmier has authored some 200 refereed research articles, book chapters, and books in his specialties. He has received many awards for his scholarly contributions, including the Clifford T. Morgan Distinguished Service Award in Behavioral Neuroscience & Comparative Psychology, Minnesota Psychological Association Outstanding Contributions to Psychology Award, the APA Award for Distinguished Service to Psychological Science and American Psychological Foundation's Arthur W. Staats Award /Lecture for Unifying Psychology (Coordinated by APA Div. 1). He has served on the governing boards of a number of national and international psychological organizations and has been editor or associate editor of a number of psychological journals.

In his Presidential Address "The Laws of Learning are always in effect" given during the 2008 IUPsyS Congress in Berlin, J. Bruce Overmier talked about the relations between science and practice and emphasized that they are not so separate as some suggest. In fact, he argued that they are, indeed, actually interdependent—past, present, and future. Overmier referred to several examples including one historically old from Pavlov's laboratory, one on fears and phobias but with several modern extensions, a few others (e.g., touch massage therapy, motor-rehabilitation therapy, drug dependence, etc.), and two from his own researches—one on learned helplessness and one on memory. This article is a summary of the Presidential Address.

Ed.

Pavlov and experimental neuroses

Pavlov and his colleagues Shenger-Krestinikova (1921) and Krasnogorsky (1935) demonstrated that neurotic behaviors could be reliably and reproducibly be induced in dogs by exposing them to unsolvable discriminations, and, moreover, this same technique worked in children as well. The dog experiments were a model for those with children and showed parallel causality. The demonstration was important because it removed neuroses from being idiopathic to being scientifically tractable for discovering lawful principles of neuroses.

Fears and Phobias

This is the story of the origins of systematic desensitization therapy—one of the most fundamental and effective therapeutic tools for phobias used in practice today, and the basis of a range of "exposure" therapies including modern EMDR. This story could start at several places in time—perhaps with Masserman's research and theorizing about fear in rats. Or—as I will do here—with Joseph Wolpe's follow-on research on fear induction and its elimination. Wolpe's (viz. 1952) laboratory research conditioned fear in cats and then tested a series of possible treatments that could reduce those fears. These included simple extinction. But, what he found as most effective was to present short extinction trials while the cat was in a relaxed state and eating. Wolpe thought of the eating and fear as reciprocally inhibitory. From these experiments, he developed the therapeutic approach we know today as systematic desensitization used in humans.

One can point to this as a case of a therapy developed from a principled understanding of fear, its origins in Pavlovian conditioning, and its modulation and extinction as studied in animals. And this is true.

But there is one other point I want to make from this example. There is really no question that the breakthrough research that led to the development of effective therapy was based on the laboratory animal research. It is also true that tens of thousands of therapists have made use of the systematic desensitization therapy to help neurotic patients to



J. Bruce Overmier

Is theory-guided research generally the most productive and effective source for psychological science? Or, does it best spring from the applied setting or clinic where one's practice poses new challenges? That is, do life's challenges for a patient show us the short-comings of our understanding for which we must discover answers? Actually, this is not an Aristotelian—either/or—issue. Rather, both have been proven to be powerful guides to research and influence each other.

come to lead normal lives. But when practitioners were surveyed by Plous (1996) and asked whether they *ever* made use of the findings from animal research in their practices, about 9 out of 10 said “No!”

Not only is this answer obviously incorrect given the history just reviewed, but basic psychological science research is ill served by the practitioner responses because it misleads the public and research funding agencies. The failure of those practitioners to recognize the origins of their therapeutic actions most likely reflects a failure in our teaching students the history of their tools.

A modern extension of this research addresses the clinical issue of why clients that have successfully undergone an exposure therapy sometimes show a re-emergence of the phobia later in a new place. One part of the answer lies in the very natures of acquisition and extinction.

Psychologists have long known that acquisition generalizes quite broadly. Fear learned in place *X* will also be manifest in place *Y*; a fear learned of a biting animal on the playground is likely to show up at home. However, surprisingly, extinction does *NOT* generalize very much. Basic laboratory science has shown that a fear extinguished in Place *X* will still be manifest in place *Y*! A fear extinguished in a therapist office, or even on the playground, is still likely to reappear elsewhere. This has obvious implications—and challenges—for the therapist; the therapist must find ways of better approximating the *in vivo* environment where the patient lives, works, and plays.

The conditioning model of phobias is not universally accepted. One basis of challenge is that survey questionnaires often fail to identify a specific prior personal traumatic experience that could be the basis of the phobia. Not every snake phobic seems to have been bitten previously by a snake! Some have simply assumed that such an event must have taken place—whether or not it is consciously remembered. But that is not necessarily so either in fact or for the theory because in the 1980s, Mineka and her associates (1984) demonstrated that direct personal experience is not necessary for the conditioning of persistent fears. They can be learned by observation. This was done by demonstrating that young monkeys can learn to become fearful of snakes simply by watching an adult react with excessive fear to the presence of a snake. Direct experience is not necessary for the formation of phobic behaviors

There is yet more that has been confirmed through the study of fear learning in animals. Clinicians have long known that phobias do not seem to be random. More people are afraid of bugs and snakes than are afraid of knives and axes—although more are harmed by knives and axes than bugs and snakes. The animal

experimentalists such as LoLordo and associates (viz. 1989) have now confirmed that the learning of fear *is* selective. The learning of fear cannot readily occur to just any signal object. It can only occur to certain objects. Indeed, this turns out to be a general fact about all learning—appetitive as well as defensive. For mammals, tastes can become associated with illness, but songs cannot. Monkeys can learn fear of snakes but not of flowers. Similarly, not every individual who experiences some trauma becomes phobic to it or some aspect of it. Suomi (2004) working with generations of families of rhesus monkeys has shown that timidity and the readiness to learn fear has both genetic and parental components.

This kind of story could be repeated for a variety of other now important interventions such as Schanberg and Field’s touch therapy (1987) for premature infants arising out of work with brushed rat pups or Taub and his associates’ motor-restraint rehabilitation therapy for stroke patients arising from research with deafferented monkeys (1965).

Learned Helplessness

This is an opportunity to tell you a little bit about “learned helplessness” – a descriptive construct that has played a role in thinking about human responses to stress and failure. Any search of the topic of learned helplessness turns up thousands of articles on it, both basic science and applications. It has been invoked by Seligman (1975) as a model of human depression.

Learned Helplessness too has deep roots in laboratory animal research on learned avoidance behaviors based on the interactions between Pavlovian conditioning of fear and Thorndikian instrumental reinforcement learning. Students working with Richard Solomon were deeply involved in testing Mowrer’s postulate of the separability and independence of the two processes and that the two components could be experienced in either order and yield identical outcomes. Overmier and Leaf (1965) tested this and found it not quite true; if Pavlovian conditioning of fear came first, the learning of the instrument behavior was impaired.

Focusing on the feature of Pavlovian conditioning that events are uncontrollable, Overmier and Seligman (1967) demonstrated that exposure to a substantial amount of uncontrollable stress resulted in impaired motivations, impaired cognition, and impaired emotional reactivity. Overmier, and Seligman labeled this syndrome of effects “learned helplessness”. Additional research revealed other aspects of the syndrome including: CNS amine depletions, compromised immune responses, and increased psychosomatic vulnerability.

Follow-up research has detailed this phenomenon and its applicability to a range of human dysfunctions.

Again, we bench scientists like to point to this as a case of applications developed from a tests of a theory of avoidance behaviors that resulted in a principled understanding of a phenomenon found in humans.

Let me offer one more contemporary example.

Memory Aids for Short- Term Working Memory

The inability to recognize people you have just met or a new grandchild or even to recall who is the president or what war we are now fighting is a terrible burden.

Basic laboratory researchers have long been interested in discovering the principles and mechanisms of memory in humans and animals. Of special interest has been memory's persistence – or not — over delays. What mediates the persistence? A variety of answers have been suggested—like neural traces of the past event. Let me present a line of work on “working memory” that has potential applications in gerontology.

In the first half of the last century, a researcher named Tinklepaugh (1928) carried an intriguing memory test with monkeys. He would show the monkey either a piece of lettuce or a piece of banana and then place it into one of several boxes in front of the monkey. After a few seconds to minutes, he would let the monkey choose to open one box as a test of the monkey's memory. For most except at the longest intervals, the monkey was usually right, and it happily ate the reward it had seen placed in the box.

On some occasions, Tinklepaugh showed the monkey a piece of banana, but during the delay and out of sight of the monkey, he would change what was in the box to a piece of lettuce. On these occasions, the monkey picked up the lettuce, threw it down, and looked back in the box. Clearly it *expected* something else! This research went relatively ignored because it didn't fit well with then current Thorndikian theory about learning.

As theory evolved into the 1960-70s, Trapold and Overmier (1972) developed the hypothesis that, in fact, animals did learn to have *expectancies* about the reinforcers that were used in experiments. In one laboratory animal experiment for example, using a novel experimental design, Overmier, et al (1971) asked “Are fears induced by different outcomes ‘different’? Can the expectations of different threats be used to guide behaviors that are appropriate to the *specific* threat?” And the answer was “Yes.” They called this the “differential outcomes effect”.

This led to a series of researches with animal in which it was found that when animals could use such *expectations about action-outcomes* to learn and to solve problems, they did so faster. And with colleagues, they showed that expectations also

facilitated animals' memories for correct choices and actions. Moreover, the phenomenon seemed quite general across a range of species—including human children.

Savage and associates (viz. 2009) have shown that these prospective expectations are a form of memory different from retrospective forms based on their neurochemistry. That is, choices and actions and even recognition behaviors could be based on the *past* discriminative cue, *or* it could be based on the *expectation of the outcome* of that correct choice. And, these two ways of choosing were the result of different forms of short-term working memory.

Knowing as we do that some memory challenged individuals such as those with Korsakoff's disease have cholinergically-based memory and learning problems, Hochhalter et al (2000) attempted to help them learn by affording them ‘access’ to this second memory system by arranging differential outcome-contingencies correctly for them. A series of experiments with such clients has now confirmed this speculation. For example, they compared accuracy of choices in a face-recognition, working memory task where correct choice either had common consequences or had different consequences for correctly identifying each face. They showed that when correct recognitions resulted in common consequences—the standard way of training and testing recognition memory, Korsakoff patients did significantly worse over delays than matched normal controls. But, when differential outcomes were used—the theory based new training shown effective in animals—Korsakoff patients performed very much better than before and almost like normal controls! Differential outcomes is a new intervention tool that potentially can help some memory-impaired aging clients learn the names of their grandchildren when that was not possible for them before. This is yet another a clear example of principled discovery directly from the bench laboratory with real applications!

Summary Comments

In each of the examples I presented, there was theory-driven basic animal laboratory research that led to principled understanding of some issue that in turn resulted in useful clinical applications. But as well, often the theory under test was motivated by some prior clinical observation (e.g., Mowrer, 1939). I think the cases reviewed—and they are not special cases or exhaustive—offer us all some useful instruction.

Quite commonly, the real gap between basic laboratory science and practice is small—if it exists at all. The gap may be more in our social structures than in the discipline, *per se*, because we do not talk to each other as much as we should. The *perception* of a gap is also partially rooted in what and how we teach – in not communicating the full historical origins of what we do

in research or what we do in our practice. There is a need for better communication between scientists and practitioners during graduate education and continuing throughout our careers.

We scientists and practitioners can help each other to greater successes. Indeed, we need each other. But we must communicate with each other and to the public.

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ICSU NEWSLETTER - INSIGHT

http://www.icsu.org/3_mediacentre/INSIGHT_03_2010.htm



<http://www.worldsocialscience.org>

The South-East European Regional Conference of Psychology

Sofia, Bulgaria, October-November 2009



The continuing series of Regional Conferences of Psychology are jointly sponsored ventures of IUPsyS, IAAP (the International Association of Applied Psychology) and IACCP (International Association of Cross-Cultural Psychology). The conferences, held every two years, have been running since 1995. The most recent, the eighth, was SEERCP 2009,

held in Sofia, Bulgaria, from 30th October to 1st November. The series as a whole aims to review the state of psychology in particular regions, to foster its development and to disseminate psychological understanding, knowledge and effective practice within the region.

The objective of SEERCP 2009 was to demonstrate the achievements and enhance the capacity-building collaboration of psychologists in the region and in the world. The conference was intended to allow psychologists in the region to share and increase their professional knowledge of what is going on in their countries, and to learn about the paradigms, schools, needs and achievements of psychologists across the region and other parts of the world.

The conference was hosted by the Bulgarian Psychological Association (BPS) whose President, Dr Plamen Dimitrov, was the Chair of the Organising Committee. Professor Sava Djonev, Vice President of

the BPS, chaired the Scientific Programme Committee. Over 350 delegates attended, of whom about half were from the SEE Region or nearby countries. The remainder were from Western Europe and from countries further afield, including Australia, Canada, Singapore, South Africa and the USA.

The Opening Ceremony was held in the Aula, the grand hall of the University of Sofia approached through a spectacular marble foyer and staircase. Speakers at the Ceremony (prefaced by Bulgarian folk singing) included the Deputy Minister of Education, the Chairs of the Conference Organising and Scientific Committees, the President of IAAP (Mike Knowles) and the President of IUPsyS. The scientific work of the conference followed



Professor Plamen Dimitrov
at the Opening Ceremony
of the SEERCP

immediately on from this welcoming ceremony. The scientific programme included keynote presentations, symposia, individual papers and poster sessions. These were supported and complemented by Round Tables, Workshops and a range of ad hoc meetings and exhibitions.

The themes were chosen by the Committees to address achievements and challenges of Psychology in the SEE region, and included:

- Health Psychology in a changing world
- School and Developmental Psychology
- Clinical and Counselling Psychology
- Applied Social Psychology in action
- Psychology in the economy, public policy and government
- Organisational Psychology
- Disasters and Crisis Psychology
- Psychological Assessment
- Research in juvenile justice services
- Applied Psychology as a profession

Outside the work of the conference sessions, the organisers had laid on a magnificent social programme, including an Opening Cocktail in the National Archaeological Museum with its collection of unique ancient Bulgarian artefacts, a sightseeing tour of Sofia, a memorable folklore dinner complete with





Bulgarian folk dancing and an excursion to the historic town of Plovdiv.

At the closing ceremony, speakers congratulated the organising team on the comprehensive success of the undertaking. The great success of the conference reflects the enormous dedication and sheer hard work of the organisers, as well as that of the many collaborating organisations across the region. The conference has made a significant contribution to building networks regionally and more widely, to be built upon in future years.

IUPSyS National Capacity Building Workshop for the South-East European Region

Sofia, Bulgaria 2009

As part of the South-East European Regional Conference of Psychology in Sofia, Bulgaria, the Union held a one-day event on 31 October to enable leaders of psychology associations in the region to share experiences and to explore possibilities for developing psychology in the region. The workshop was led by Professor Pam Maras, IUPsyS Executive Committee member, with the support of other members of the Executive Committee and IUPsyS Officers.

While the workshop did not attract as many participants as hoped, there were representatives from a range of regional psychology associations, including Bulgaria, Cyprus, Greece, Hungary, Slovenia and Turkey. In addition, colleagues from The Netherlands and the US (representing IAAP) attended for part of the workshop. Discussion was lively, and, as well as getting to know each other and building relationships, participants shared information and learned about national psychological associations in the region. In particular, the workshop helped identify some key questions, issues and concerns about developing psychology in the region.

One set of issues and concerns were on how to make a national psychology association relevant and attractive to members. There was an acknowledgement that the policy-level activities of national associations, whilst important, can often seem remote or boring to potential members. Discussion focussed around three areas: promoting the benefits of membership, engaging with members, and encouraging student members. Ideas and suggestions in these three areas are in Box 1.

Box 1: MAKING NATIONAL ASSOCIATIONS RELEVANT AND ATTRACTIVE

Benefits of membership

- Having legal regulation of psychology makes benefits clearer
- Help define and support the identity of being as psychologist
- Think creatively about marketing of membership benefits
- Provide a members-only section of the website, with information on services, such as lists of psychologists working in private sector
- Have clear answers to the question "I pay, what do I get?"
- Advertise the content of member pages on the front page of the website

Engaging with members

- Devolving activity to subgroups is a good way of getting members more involved
- Support active divisions of the association through regional events
- Enable members to present their work to others, meet colleagues and make friends
- Hold social events, such as an annual party, to foster social links
- Identify and involve enthusiasts; this also helps with succession planning
- Providing regular communication and engagement with membership (e.g., through newsletters, workshops, meetings)
- Plan to deal with queries promptly (e.g., ensure phone transferred to someone who is available; guarantee email response in four days)

Encouraging student members

- Form a students' association within the national organisation
- Support student-relevant events or activities (e.g., student conference; poster sessions; "open bar" at conference)
- Provide a low membership rate for students to build the habit of membership
- Involve a student president or official in executive committee meetings
- Seek funding for student activities or exchanges

A further set of issues focussed on communication – with and amongst members, with the wider public, and with governmental bodies and other agencies. Key ideas are summarised in Box 2.

Box 2: IMPROVING COMMUNICATION

With and amongst members

- Promoting member communication is vital: news on activities, issues of practice
- A newsletter holds the association together and helps in the development of divisions or interest groups (“the more you differentiate, the more the whole organisation holds together”). Members who join divisions are more likely to stay in the association and get involved
- People love to see themselves in the newsletter: include brief interviews or descriptions
- Provide opportunities to communicate online, especially for smaller organisations. Use of blogs, twitter or social networking may be better than email for discussions. Online communication may encourage members into organisational roles or attend meetings

With the wider public

- Use the popular media to help promote psychology as a science and a profession. An example is the use of TV reality shows, often involving psychological and ethical issues, with opportunities for psychologists to become involved. This can be a strong driver within the public to recognise psychology as a profession.
- Producing a popular journal can be problematic and requires involvement of commercial organisations
- Where feasible, have a “media committee” which identifies and works with major media sources. Ensure that the press gets into the habit of contacting the organisation.

With governmental bodies or other agencies

- Identify people in the association who can handle political and legal issues, to ensure psychology is not omitted from relevant policy matters and is not linked with unscientific activity
- Involve politicians and others in events, awards, dinners. Particularly influential are key people who have had personal good experiences with professional psychologists.
- Develop mechanisms for advocacy and “lobbying” to improve involvement in government decision-making.
- Provide appropriate information to members of parliament in clear and simple form

A final area for discussion at the workshop was the education and training of psychologists, and the national structures and regulations governing both educational provision and professional recognition. The discussion led to the identification of a number of emerging issues:

- ♦ The difficulty of introducing regulation to a currently unregulated professional area
- ♦ Regulation is an expensive activity. How should the association be involved, and is it good value for members?
- ♦ The role of EuroPsy (a framework for achieving professional recognition within Europe): the EuroPsy project has looked at psychology programmes across Europe, where there is a good deal of commonality at the undergraduate level, and at the requirements to be a competent practitioner in psychology, where there are large national differences, with each country having specific laws and regulations.
- ♦ Problems are generally at the societal level, not the academic level. It is important for Associations

to have a long-term view of making changes, and that this should be based upon scientific criteria.

Participants left the workshop feeling that much had been discussed but that in some areas they had hardly scratched the surface.

A symposium at the forthcoming International Congress of Applied Psychology (ICAP) will explore how National Capacity Building Workshops might best support the needs of the Union’s National Members.



National Capacity Building Workshop, SEERCP 2009



IUPsyS Workshop Series: Conflict Prevention in the South Caucasus Region

Capacity Building Workshop: Bereavement Research and Practice, Jena, Germany, November 2009

Following the 2008 Russian-Georgian armed conflict, IUPsyS, like many other organizations, received an urgent request from Georgia to provide support for Georgian psychologists' work with internally displaced persons. Following exchanges with Professor Irakli Imedadze, Director of Uznadze Institute of Psychology and President of the Georgian Psychological Society, IUPsyS President Rainer K Silbereisen, under the auspices of the IUPsyS capacity-building programme, developed a workshop series *Conflict Prevention in the South Caucasus Region*. The first of the workshops in the series, *Bereavement Research and Practice*, was held in November, 2009 at the University of Jena. Support for the workshop series is provided by the German Academic Exchange Service (DAAD), IUPsyS and the University of Jena. The second workshop will focus on research and training models for bereavement interventions, and the third on curriculum development, implementation, and measurement. More details of these subsequent workshops are given at the end of this article.

First workshop: Bereavement research and practice

The organising team for the five-day *Bereavement Research and Practice* workshop included Professor Rainer K. Silbereisen (as President of IUPsyS and Head of the Department of Developmental Psychology and Director of the Center for Applied Developmental Science, University of Jena), Professor Wolfgang Miltner (Head of the Department of Clinical and Biological Psychology, University of Jena), Dr Verona Christmas-Best (University of Jena) and Dr Sebastian Grümer (University of Jena). The workshop covered the topic of bereavement from a broad perspective,

ranging from the normal lifespan-related loss of family, friends and acquaintances, through loss due to accidents and natural catastrophes, to loss caused by armed conflicts.

The organising team sought experts of the highest international calibre working in the field of bereavement as academic researchers and with practical experience in bereavement work. The faculty attending, and their presentation topics, were as follows:

- Professor Martin Hautzinger, Tübingen, Germany: *Theories of bereavement*
- Professor Claudia Dalbert, Halle, Germany: *Measurement and diagnostic issues*
- Professor Buxin Han, Beijing, China: *Bereavement in the Chinese culture –example of the Wenchuan Earthquake*
- Professor Frank Neuner, Bielefeld, Germany: *Bereavement and trauma in the context of poverty and war*
- Professor Thomas Elbert, Konstanz, Germany: *Prolonged Grief and Potential Interventions*
- Professor Hansjörg Znoj, Bern, Switzerland: *Intervention and Complicated Bereavement*
- Professor Rainer K. Silbereisen, Jena, Germany: *Issues of professionalization in psychology*
- Professor Wolfgang Miltner, Jena, Germany: *Education and training in clinical psychology*

Twenty-one participants attended, from Armenia, Azerbaijan and Georgia. The working days included a mix of lectures from faculty (with plenty of time for questions and discussion), poster and project presentations from participants, and group working sessions with opportunities for report back and synthesis. The intense and lively discussions meant that many sessions overran. Participants had a break on the third day and joined a guided tour of the nearby historic town of Weimar.

The fourth day of the workshop followed the established pattern of presentations and activities, but in the afternoon a group of visiting students and their



Lecture session Professor Buxin Han

tutors from Radboud University of Nijmegen in The Netherlands, a leading centre of research in human development, visited the workshop. These young people were invited to join in the group activity and to consider the questions posed in relation to the afternoon presentation. This they did with wonderful flair, including reporting back, and thereby adding greatly to the quality of the workshop. From feedback received, the students thoroughly enjoyed their time at the workshop and felt it had been a tremendous learning experience. The workshop participants also reported very much enjoying having the students join the workshop. Other occasional visitors from the Caucasus region who study or work at the University of Jena also joined the workshop from time to time.

The final day of the workshop was organised slightly differently to the other workshop days. Following the afternoon presentation and question and answer session, the workshop moved from its base at the Best Western Hotel and Conference Centre, Jena, to the Institute of Psychology, University of Jena. Here, participants were given an introductory talk about the work of the biological psychology laboratory, headed by Professor Dr Miltner, before having a tour of its facilities. Participants then moved to the Center for Applied Developmental Science where they were able to visit a scientific exhibition on adolescent development, and to meet and talk to several project leaders and research associates.



Poster Session

In terms of substantive achievements, the faculty certainly learned a great deal about both the political situation in the countries involved and the nature of national academic training. The participants learned about the concept of bereavement as loss of significant

others, resulting in grief as an affective response, and mourning as a culture-typical manifestation. Much information was shared on the natural course of bereavement and on more complex versions, including maladjustment, antecedent conditions and long-term consequences. Examples referred both to life-course events and also to natural catastrophes and armed conflicts. The discussion in break-out groups was very effective in deepening the structure and applicability of the knowledge gained. The presentation and discussion of posters resulted in a form of advisory support not experienced previously by the participants. In general they learned about better ways to use data for testing propositions – and many had very interesting data indeed. Most problems seemed to lie with scientific training, and it was clear that there is a strong role for such a workshop in supporting the younger and the older generation of scientists.

The workshop concluded with dinner at the home of Rainer Silbereisen. This was highly appreciated by all who attended, especially for the excellent food. The evening became very lively when one of the participants discovered a piano. This led to the singing of Georgian and Armenian folk songs, and of course added to the fun of the evening. It was also a very appropriate way for the workshop to end – harmony not just through work but through pleasure.



International Harmony around the Piano

Immediate evaluation, through a specially designed questionnaire, indicated that participants found the workshop to be very successful and to have met their expectations to a very high level. The quality of the faculty, their depth of knowledge and the immediacy of the content of their presentation were especially well rated. The most negative substantive aspect was that participants felt they did not learn much from their fellow participants (as opposed to faculty) and that there could have been more variation in teaching techniques. There were, of course, also suggestions for general improvement – some found the pace of the workshop tiring with too much input in one day, but others thought the opposite and would have liked more time to go deeper into areas under discussion, to obtain more knowledge. All this has to be seen against a remarkable variation in pre-workshop familiarity with

the topic and in experience as an international audience.

Follow-on workshops

The proposal for a full workshop series delineated three steps: first a workshop with the aim of exploration of bereavement events and approaches (the Jena meeting), followed by a workshop focussing on conception and training of practical means to treat bereavement, and finally a workshop concentrating on implementation. The aim of the last step is to develop curricular elements in the training of psychologists in the region, to help in implementation, and in general to establish measures for institutionalizing such developments.

The second workshop will take place in the beginning of October, 2010, in the Dornburg Castle, close to Jena, Germany. It is planned to involve participants of the 2009 workshop, as well as to include new members. This second workshop will focus on practical research and training models for bereavement interventions, and have a strong alignment to the specific needs of the participants. A third workshop on the development

and implementation of a specific psychology curriculum at institutes of higher education in the region is expected to be held in 2011.



Professor Silbereisen leads discussion

In Memorium, Stefan Hormuth



It is with great sadness that the Union reports the death of Professor Dr Stefan Hormuth, President of the German Academic Exchange Service (DAAD). Stefan Hormuth, who died on 21st February, was a good friend of the Union's

international mission, most recently supporting the Union in gaining funding for a programme of workshops for capacity development in the Caucasus region.

The leadership of IUPsyS has had the privilege of his advice and support on issues of Psychology's international representation and development, and will miss him as a friend and colleague. Read a tribute to Professor Hormuth at:

http://tokyo.daad.de/wp/wp-content/uploads/2010/02/hormuth_obit_engl.pdf

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PSYCHOLOGY IN SOUTH AFRICA

Ann D. Watts, University of Pretoria



Ann Watts has for many years been actively involved in the development of psychology, in particular clinical neuropsychology, in Southern Africa. She is a Past President of the Psychological Society of South Africa (PsySSA) and the South African Clinical Neuropsychology Association and has served on the Board of Governors of the

International Neuropsychology Society. She served as PsySSA's Treasurer for two terms, edited their newsletter for seven years, and has convened the society's annual congress for the past six years. Ann is also a member of the South African National Committee for the International Union of Psychological Science and the International Brain Research Organization, and served on the South African National Committee of the International Science Council until 2009. She is Secretary General for the XXX International Congress of Psychology to be held in Cape Town in 2012. Ann is a Member of the Executive Committee of the International Union for Psychological Science and is the Union's representative to the World Health Organization's International Advisory Group for the Revision of the International Classification of Diseases – Tenth Revision.

In this description of psychology in South Africa, Ann Watts notes that psychology emerged as a formal discipline in South Africa in the 1920s, and, as in many European and North American countries, was initially taught in philosophy faculties. The first psychological association was established in 1948. The history of the development of psychology in South Africa was intrinsically related to the apartheid policy of its governments until its abolishment in the 1990s. The second stage of development of psychology, both as a discipline in the universities and in practice, integrated the indigenous South African population and other ethnic groups into the universities and professions of psychology, and as a response to post-apartheid policy imperatives and issues, particularly the accessibility of mental health services. South Africa now has 23 publicly funded universities. For psychologists five categories of registration/licensing have historically been recognized by the PSB - clinical, counseling, educational, industrial (organizational), and research. (Ed.)

PSYCHOLOGY IN SOUTH AFRICA PRE-DEMOCRACY

"... psychology in South Africa has never been non-political. ... organized psychology in South Africa almost never opposed, has generally accommodated and has often contributed to the development of the apartheid state". Cooper et al (1990, p2)

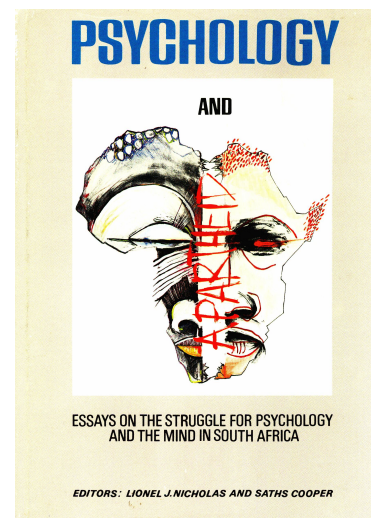
South African psychology is inextricably interwoven with the history of colonialism and apartheid in the country. As such it has historically been both an instrument and outcome of the apartheid system (Duncan, Stevens and Bowman, 2004; Seedat and MacKenzie 2008).

The Development of Psychology in South Africa

In South Africa psychology really only emerged as a formal discipline in the 1920s (Bowman, Duncan and Swart 2008). It was initially taught in Philosophy Departments until 1918

when R.W. Wilcocks was appointed Professor of Logic and Psychology at the University of Stellenbosch. Wilcocks established the first experimental psychology laboratory in South Africa at the university, which he modeled on Wundt's laboratory as he received his doctorate at the University of Berlin in 1917 (Nicholas 2008). Wilcocks was involved in research into the plight of the so-called "poor whites" which was funded by the Carnegie Commission (Cooper et al 1990). As a result of his work on this Commission and his mentorship of H.F. Verwoed (a psychologist and former Prime Minister of South Africa who was one of the leading architects of apartheid) he was responsible for entrenching apartheid legislation. In particular he recommended job reservation for whites and the criminalization of

sexual relationships between whites and blacks (Nicholas 1990; 2008). In 1920 H. Reyburn was appointed to the Chair in Psychology at the University of Cape Town (Nicholas 2008) and



2008) and

Departments of Psychology were also established at the Universities of Pretoria, Rhodes and the Witwatersrand (Louw and Foster 1991).

Organised Psychology

The first psychological association was established in South Africa in 1948, the South African Psychological Association (SAPA). SAPA's membership was white although its constitution did not preclude black membership. In 1957 a black female psychologist applied for membership of the association and the debate regarding this lasted five years, with her finally being admitted in 1962. However, this resulted in the resignation of a significant group of SAPA members. They established the Psychological Institute of the Republic of South Africa (PIRSA) in 1962 which restricted its membership to whites (Cooper et al 1990). Although there was no love lost between the two associations, they needed to collaborate on certain issues, notably the registration of psychologists (Nicholas 1990). This culminated in the promulgation of the Medical and Dental and Supplementary Health Services Act, Act 56 of 1974, in October 1974. This act made the licensing of psychologists compulsory and provided for a Professional Board for Psychology that reported to the then South African Medical and Dental Council (SAMDC).

SAPA and PIRSA continued to collaborate by holding joint conferences and phasing out their respective journals to jointly publish the *South African Journal of Psychology* (SAJP). In 1983 the two associations merged to form the Psychological Association of South Africa (PASA) which was open to psychologists of all races, although its leadership was dominated by white Afrikaaner males (Duncan, Stevens and Bowman 2004; Seedat and MacKenzie 2008).

Psychological Testing

Psychological testing and test development in South Africa has been influenced and shaped by tests developed in Europe, including the United Kingdom, and the United States (Foxcroft and Davies, 2008). Historically psychological testing was the most significant activity for psychologists, initially in the measurement of intelligence for the purpose of classification in education, mental health and child guidance clinics, primarily for whites (Foster 2008). The 1930s and 1940s also saw the misuse of tests in that, for instance, tests standardized for white children were administered to black children and the poorer performance of black children when compared to white children was erroneously attributed to innate differences (Foxcroft, Roodt and Abrahams 2005) and hence used to reinforce the view that blacks were intellectually inferior to whites (Seedat and MacKenzie 2008). World War II saw the focus shift to the industrial area (Foxcroft and Davies 2008) with the

initial focus on assessment for pilot selection (Louw 1987). Post World War II attention centered on the use of assessment procedures for the recruitment, selection, classification and training of African labourers for the gold mining industry (Foster 2008), which was one of the cornerstones of the apartheid state's economy. Subsequent to this most tests were developed and normed for whites, and European and North American models have been used to develop and adapt measures for different language and cultural groups (Foxcroft and Davies 2008). Furthermore, there has been a tendency to translate existing tests of Euro-American origin and to use norms that were developed for use in these countries. Obviously this type of approach was fraught with both ethical and conceptual problems, with a strong possibility for misdiagnosis.

In 1974 legislation was introduced which restricted the use of psychological measures to psychologists (Medical and Dental and Supplementary Health Services Act, Act 56 of 1974).

Counseling and Psychotherapy

As is the case with assessment, counseling and psychotherapeutic practices in South Africa have followed Euro-American models with the emphasis on individual narrative models (e.g. Ahmed and Pillay 2004). The racial segregation of universities and unequal distribution of resources and funds in favour of whites meant that the bulk of psychologists were white (some 90% at the dawn of democracy) and unable to speak an African language. As such psychotherapy and counseling were primarily the purview of urban white upper and middle classes.

Access to Mental Healthcare Services

Apartheid created large disparities between racial groups in terms of socioeconomic status, education, occupation, housing, and health. A fragmented healthcare system was created with inequitable access to healthcare (ANC National Health Plan for South Africa, 1994). Blacks were dependent on under-resourced and over-crowded state hospitals, and some in rural areas never saw a doctor, never mind a psychologist. Psychology was therefore inaccessible to most blacks and hence foreign to them.

Research

During the apartheid era the sciences were largely funded by the Nationalist government. As such socio-political forces prevalent at the time appear to have influenced the nature of some of the research being conducted. For instance institutions such as the National Institute for Personnel Research (NIPR), which fell under the auspices of the Council for Scientific and Industrial Research (CSIR), and the

Human Sciences Research Council (HSRC), where the NIPR was subsequently transferred, were primarily sponsored by the apartheid government and largely controlled by Nationalist Party intellectuals (Duncan, Stevens and Bowman 2004). A view widely held by social scientists at the time was that the HSRC only funded those supportive of the government's apartheid policies. Although this was difficult to prove, the HSRC certainly only published the work it funded (Cooper et al, 1990).

The Voice of Psychology Emerges

From the mid 1970s and in the 1980s a small group of progressive psychologists began to question and criticize the relevance of South African psychology for the country's social system (e.g. Holdstock 1979; Dawes 1985; Nell 1985). Dissatisfaction with the under-representation of blacks in PASA led to the development of two alternative associations during the early 1980's – Psychologists Against Apartheid led by black psychologists and the Organization for Appropriate Social Services on South Africa (OASSSA) which primarily comprised white psychologists (Duncan, Stevens and Bowman 2004; Seedat and MacKenzie 2008). The journal, *Psychology in Society* (PINS), was founded in 1983 which aimed to encourage the critical examination of the nature of psychology in apartheid South Africa (Seedat 1990). In particular the issues confronted by these psychologists, who defined themselves as “progressive” or “critical psychologists” (Suffla and Seedat 2004), centered around the following:

- ◆ South African psychology's white elitist image, and domination by Euro-American intellectual and methodological trends, especially within the domains of testing and therapy. As a result it served the interests of the white upper and middle classes.
- ◆ The domination of organized psychology and academe by white Afrikaaner males (e.g. Suffla and Seedat 2004), despite the feminization of the discipline.
- ◆ The racial segregation of universities and the unequal distribution of funds and resources, with the resultant under-representation of black authors (McCleod 2004) and psychologists (e.g. Ahmed and Pillay 2004).
- ◆ Psychology's silence, apolitical stance and at times complicity with the apartheid era's government and policies (e.g. Cooper et al 1990; Nicholas 1990).

PSYCHOLOGY IN SOUTH AFRICA POST-DEMOCRACY

“The coming of democracy to South Africa in 1994 was also reflected in major transformations in the discipline and profession of psychology” Painter and Terre Blanche (2004, p 532).



PsySSA's early leadership (Left to Right): Prof Sibaya, Prof Nicholas, Dr Cooper, Prof Magwaza and Prof Malcolm

South Africa's first democratic government's programme for the reconstruction and development of South African society gave impetus to the transformation of the science and discipline of psychology. Key issues addressed included an attempt to change the demographic profile of the discipline, as well as a response to post-apartheid policy imperatives and issues, particularly the accessibility of mental health services (de la Rey and Ipser 2004). In the following, the current status of psychology in South Africa will be addressed in terms of the manner in which the discipline is addressing these issues and the challenges it still faces.



Organised Psychology

The Psychological Society of South Africa (PsySSA) was formed in January 1994 out of the three bodies representing psychology in South Africa at the time – PASA, OASSSA and

Psychologists Against Apartheid. PsySSA is committed to the reconstruction and development of post-apartheid South African society through the science and profession of psychology. In January 2010 PsySSA had a membership of just under 3500 psychologists. By 2012, the society's membership is likely to reach 4500. PsySSA interacts with the International Union of Psychological Science (IUPsyS) through its leadership role in the South African National Committee for Psychology, and is a member of the International Test Commission (ITC).

PsySSA has Memoranda of Understanding with 14 national psychology bodies around the world that aim to foster mutual cooperation, development and information exchange. The society hosts the annual



Signing a Memorandum of Understanding with the American Psychological Association. Saths Cooper (signing), Ray Fowler (then-APA CEO), Martin Seligman (then APA President)

National Psychology Congress, as well as a number of continuing education activities and workshops each year. It also publishes the *South African Journal of Psychology* quarterly (see below) and a newsletter, *PsyTalk*.

Since its inception in 1994, PsySSA has been a partner in a community outreach programme, the Phelophepa Health Care Train (which means "good clean health"), run by Transnet, South Africa's national rail.

The train aims to

deliver affordable, accessible mobile health care services which supplement/support existing facilities in rural communities in South Africa. It comprises dental, eye, primary health care and psychology clinics. The Psychology Clinic has a full-time psychologist and is staffed by post-graduate psychology students and intern psychologists. For many, it is their first exposure to community based work and interventions, and most psychology training institutions in the country now include a two week stint on the train in their course. In 2008 the train was the recipient of the United Nations Public Service Award for excellence in public service delivery.

Education and Training

During 2003 to 2005 there were major changes in the higher education landscape in South Africa with the merging and restructuring of institutions, and the introduction of universities of technology and comprehensive universities (C.H.E. 2009). South Africa now has 23 publicly funded universities, of which six are comprehensive universities and six universities of technology. At comprehensive universities 64% of qualifications are awarded at an

undergraduate level, whilst at the universities of technology the figure is 96% (C.H.E. 2009). All degrees are accredited by the Council on Higher Education (CHE). South Africa also has some 129 privately funded higher education institutions (C.H.E. 2009). Psychology is taught at all public universities and many private ones. Most public universities offer professional psychology training, as well as doctoral programmes, some on more than one of their campuses and within Arts and Humanities, Education, and Commerce and Business.

In 1997 the pre-democracy statutory licensing body, the South African Medical and Dental Council, was reconstituted as the more inclusive Health Professions Council of South Africa (HPCSA) which falls under the Minister of Health. Licensing for psychologists is still undertaken by the Professional Board for Psychology (PSB) of the HPCSA. The first post-democracy PSB proposed a revised practice framework for the profession comprising psychologists, registered counsellors / psychometrists and mental health assistants. This provides for the devolution of psychological skills by means of a tiered system of service delivery designed to improve accessibility to psychological services, particularly in rural and under-served communities.



For psychologists five categories of registration/licensing have historically been recognized by the PSB - clinical, counseling, educational, industrial (organizational), and research. In 2009 neuropsychology and forensic psychology were added to the framework, although formal training for these newly recognized categories is yet to be accredited by the PSB. The minimum academic requirements for professional registration as a psychologist are five years full-time formal education in psychology. This comprises a three year Bachelors degree majoring in psychology or the equivalent thereof, a post-graduate year in psychology (i.e. Honours degree), and a directed Masters degree programme or equivalent to a fifth year study in psychology. During both the Honours and Masters degrees, in addition to course and practical work, students are required to complete a thesis. On completing the requisite five years of full-time formal education in psychology, students then complete a 12

months internship in the category of professional psychology in which they completed their Masters course.

Since 2003 all students have been required to pass a National Examination for Psychologists on completion of their internship programme and prior to their registration as a psychologist with the PSB. In 2003 a year of community service was also introduced for clinical psychologists, which must be completed before they may work in independent practice. This is served in rural and underserved areas. It is envisaged that in time community service will also be introduced for the other categories of psychology.

Five categories of registered counsellors are recognized – career counseling, marriage counseling, psychometry, school counseling and trauma counseling. The minimum academic requirements for professional registration as a registered counsellor are four years full-time formal education in psychology. This may take the form of a four year Bachelors degree in psychology, or a three year Bachelors degree majoring in psychology and an Honours degree in psychology. Students thereafter complete a six months internship programme relevant to their chosen category of registration. They are then required to pass a National Examination for Registered Counsellors prior to their registration with the PSB.

Finally mental health assistants will complete a two year diploma in psychology, which has yet to be developed. It is envisaged that they will render basic psychological interventions in primary healthcare settings and under-served areas.

Continuing Professional Development

In January 2000 the HPCSA formally implemented a system of continuing education for all health professionals as a requisite to maintaining registration with the HPCSA.

Ethics

The health sector and professionals working in it (including psychologists) became complicit in a wide range of human rights violations during the apartheid era. As a result, there have been a number of initiatives post-democracy which are designed to place human rights at the centre of a health agenda. Notable in this regard are the recommendations of the Truth and Reconciliation Commission (TRC) on the health sector that a uniform code of conduct for health professionals be developed, implemented and taught in all health science facilities (Truth and Reconciliation Commission of South Africa Report, 1998). Within this context a code of ethics encompassing all psychologists, from scientists to practitioners, was introduced into law in 1999. In keeping with the recommendations of



1998 PsySSA Meeting. From left Lionel Nicholas (PsySSA), Michel Denis (IUPsyS), Saths Cooper (PsySSA), Houcan Zhang (IUPsyS), Jan Strelau (IUPsyS), Pierre Ritchie (IUPsyS)

the TRC, a generic code for health practitioners was accepted into law in 2004. Whilst the code of ethics for psychologists is based on the human rights of our constitutional democracy, as enshrined in our Bill of Rights, which affirms the democratic values of human dignity, equality and freedom, the generic code for health professionals primarily deals with marketing, monitoring, and disciplinary/retributory issues. In 2008 the PsySSA adopted the *Universal Declaration of Ethical Principles for Psychologists*. It is envisaged that this will guide future revisions of our ethical code.

Equity, Redress and Access

In 2009 South Africa had 9704 practitioners registered with the PSB of the HPCSA, of which 6469 are psychologists, 2299 are intern psychologists, 1791 are psychometrists, 580 are registered counselors and 53 are psycho-technicians (a closed register) (PSB, HPCSA, 30 October 2009). Some 16 years into democracy the overwhelming majority of psychologists remain white (in 2004 Duncan, Van Niekerk and Townsend noted that 82% of psychologists were white and this figure does not appear to have changed appreciably). Furthermore the bulk of white psychologists do not speak an African language or understand different cultural beliefs and practices. This has obvious implications for mental health service delivery in South Africa given the diversity of our population. The country has a population of around 49 million, of which some 80% are black and 52% are female (Mid-year Population Estimates 2009/Statistics South Africa). There are 11 official languages, with isiZulu and isiXhosa together being the home language of some 41.4% of the population (Census 2001/Statistics South Africa).

Psychology and other professional disciplines have been addressing the issue of redress and equity since the advent of democracy. Within psychology these have included reviewing selection criteria for professional psychology training programmes. In 2000 the PSB resolved that graduate professional

psychology programmes should have an intake ratio of 50:50 black:white students by 1 January 2004. However, Pillay and Siyothula (2008) noted that most professional psychology training programmes are nowhere near this ratio and that only 14.2% of clinical psychologists in South Africa are black African, although 81.8% of these were trained post-apartheid. There has also been a call for a mandatory competence in the indigenous language of the area in which the training occurs, although this has yet to be implemented in the selection process. In addition the core curriculum competencies are being reviewed with a view to including issues relevant to the diversity and disadvantage that characterizes the South African population (Ahmed and Pillay 2004).

South Africa psychology is also confronting the need to find ways to make our skills accessible to the bulk of our population. At present psychological services are primarily urban based and mostly available in our main cities, with the majority of practitioners in private practice. Although South Africa is a country in a rapid state of urbanization, 43,75% of the South African population is rural (Census 2001/Statistics South Africa). Furthermore, only 15% of the nation has health insurance (BHF 2009) with the vast majority being reliant on over-burdened state hospital and healthcare facilities where psychological services are limited. The challenge is thus to find ways to incorporate psychological services into primary health care settings, particularly in rural communities. The institution of community service for clinical psychologists is one step, although this needs to be extended to other categories of registration. As indicated earlier, the discipline has also recognized the need for a tiered system of service delivery and our revised practice framework makes provision for this. Initiatives such as the Phelophepa Health Care Train are also facilitating the process, as are community based initiatives, such as training facilitators to deliver basic intervention services to, for instance, brain-injured children (Watts 2008).

Research

Research output at South African academic institutions comprises 64% of all research undertaken in Africa (Yusuf, MacKenzie, Snell and Ward 2008, cited by C.H.E., 2009). This would also appear to be true for psychological research. Research is predominantly conducted at public universities, with Monash South Africa being the only private institution to do so (C.H.E. 2009). Research is also conducted at institutions such as the Human Sciences Research Council (HSRC) and the Medical Research Council (MRC).

Psychological research in South Africa has become more diverse during the post-apartheid era and is increasingly focusing on issues of relevance to our

democratic and diverse nation. These include issues pertaining to racism (e.g. Duncan et al 2001; Durrheim and Mokeki 1997), inter-group-relations (e.g. Ratele 2006), gender (e.g. Schefer, Boonzaier and Kigwa 2006), peace building (e.g. Suffla and Seedat 2009), HIV/AIDS (e.g. Campbell 2003, 2006), and violence (e.g. Foster and Durrheim 1998; Suffla et al 2009). The emphasis on community psychology and community orientated work and interventions are also increasing (e.g. Seedat, Duncan and Lazerus 2001). Although work into the development of appropriate assessment and intervention procedures has been ongoing, this remains a major challenge for our discipline largely because of the diversity of our population (see below).

Psychological Testing

Post-democracy the use of tests, particularly in education and industry, has been highlighted. In education settings school readiness testing and the routine administration of group tests in schools have been banned in a number of provinces as such testing was noted to be exclusionary and perpetuating the discriminatory policies of the apartheid era (Foxcroft, Roodt and Abrahams 2005). If appropriate tests are used they now need to be integral to educational programme planning and inform classroom instruction (Foxcroft and Davies 2008). The use of dynamic assessment procedures has also been mooted.

An outcry against the misuse of tests has also come from industry. The Employment Equity Act No. 55 of 1998 (Section 8) prohibits the psychological assessment of an employee unless the procedure used is scientifically valid and reliable, can be applied fairly to all employees, and is not biased against any employee or group. This has resulted in test publishers, practitioners and companies having to demonstrate that assessment procedures do not discriminate against certain groups. Work on adapting and revising tests to meet these criteria is ongoing and remains a major challenge (Foxcroft and Davies 2008).

In attempt to address the history of misuse of assessment procedures in South Africa, the PSB formed a Psychometrics Committee to control and regulate psychological test use in South Africa. This committee has participated in the development of internationally accepted standards for test use in conjunction with the International Test Commission's test use project, and has also developed certain competency based training guidelines (Foxcroft, Roodt and Abrahams 2005).

Counseling and Psychotherapy

The need to develop counseling and therapeutic interventions that are appropriate for the South African context has been acknowledged. Most of our

population who are slowly starting to have access to psychological services cannot afford to engage in extended psychotherapy. There is thus a need to develop short-term models of psychotherapy as although approaches such as cognitive behavioural therapy and brief-term psychodynamic psychotherapy are useful, many settings require interventions of even shorter duration (Ahmed and Pillay 2004). There is also a need to incorporate a client's cultural context into the therapeutic process and the possibility of integrating various religious and indigenous healing practices is also being explored (e.g. Ahmed and Pillay 2004). The increasing focus on community psychology is facilitating the way forward in this regard as indicated for instance, by the doctoral programme in community psychology offered by the University of Zululand.

South African Journal of Psychology

As noted earlier the *South African Journal of Psychology (SAJP)* is the official journal of PsySSA. While the emphasis of the journal is on publishing empirical research, the journal also accepts (to an ever-increasing extent) theoretical and methodological papers, review articles, short communications, reviews, and letters containing constructive comments. Priority is given to contributions that are relevant to Africa and that address psychological issues of social change and development (J.G. Maree, Editor *SAJP*, personal communication, 2010).

In addition to the accreditation of *SAJP* received from the Department of Education, the journal is also listed with the ISI, the only psychology journal on the African continent to achieve this accolade, and one of a handful of South African journals to be afforded this status. As such this accreditation positions the journal for stronger international competitiveness (J.G. Maree, Editor *SAJP*, personal communication, 2010).

A number of possible changes that are envisaged in the next few years, including publishing the journal electronically as well as in paper format, implementing further steps to improve the impact factor of the journal, and supporting emerging young researchers, especially female and black colleagues. Given historical factors there is an urgent need to promote scholarship and publication among under-represented groups within South African psychology in order to work towards greater representativeness on the contents pages of the journal. The editorial team is considering different approaches to address this issue (J.G. Maree, Editor *SAJP*, personal communication, 2010).

THE WAY FORWARD

"[A] mark of any discipline's relevance is its ability to keep pace with social dynamics and emerge competent to describe its purview in

terms of social relevance." Cooper (cited by Cavill, 2000)

The major challenge for South African psychology post-democracy is to make the discipline appropriate, accessible and affordable for the country's culturally diverse and multi-lingual society. To do so assessment and intervention techniques appropriate for our context need to be developed, and psychologists who can provide such services trained. Ongoing research that confronts relevant post-apartheid societal issues is also an imperative. Although the discipline is addressing these challenges, the development and transformation of the science and practice of psychology in a democratic South Africa remains a work in progress.

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Editors:

James Georgas

Nick Hammond
Merry Bullock

