

Department of Psychology

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Note from the Departmental Chair

What an eventful year it has been for higher education in South Africa! The Rhodes Must Fall campaign has had an important influence on university campuses countrywide and in large measure galvanized Stellenbosch University students into action. One of the more important meetings I had was with a representative of the Open Stellenbosch movement. My feeling is that we are all largely on the same side. We all want transformation of the university so that our student population and staff complement reflect more closely the demographics of the country, rather than a single ethnic or racial group. After all, our university is a national asset, funded by taxpayers, and so it needs to serve everyone. We also have a responsibility to transform our discipline so that graduates in psychology, including professional psychologists, are broadly representative of our country's demographics. This is a longterm project and our department is working towards helping to achieve these goals.

During 2015 the Department of Psychology has undergone several changes. We were pleased to welcome Dr. Marianna Le Roux into the academic staff. Dr. Le Roux is a longstanding member of the department with several years of experience as a researcher and administrator. She has now started teaching at the undergraduate level, to the great benefit of our students. This year will also see the retirement of two very dear members of the academic staff, Dr. Charl Nortje and Mr. Henry Steel. I have gotten to know both colleagues very well over the years that I have been in the Department, and it is a time of great sadness for me personally that from 2016 onwards we will no longer be working together. We will all miss their warmth, good cheer, and much valued academic input. Ms. Cecile Joubert will also be retiring at the end of 2015 from her post as administrative officer. Ms. Joubert has been in the department for the past 21 years and we will miss her welcoming and engaging presence.

But 2015 is also a time of renewal. We will be appointing two new lecturers, Ms. Bronwyne Coetzee and Ms. Rizwana Roomaney, who will begin their tenure in the Department in July 2015. Both are accomplished researchers and lecturers and we look forward to their contributions to the department.

Next year our department will be undergoing an external evaluation. The evaluation is an important process to ensure that our work—teaching, research and community interaction—meets the highest international standards. We take great pride in facilitating the learning of our undergraduate students. Our mission is to develop students to become critical thinkers, engaged citizens, and (my personal favourite) sceptical inquirers. Several of our staff members are renowned researchers and leaders in their respective fields, whose work makes an impact both nationally and internationally. Staff members take very seriously the task of mentoring and supervising post-graduate students to become eminent researchers and scholars themselves. Our department is also very active in many communities both inside and outside South Africa. I believe we are in a very good place at the moment as an academic department. I have no doubt that the evaluation will be favourable but we also look forward to learning about ways to improve the work that we do.

Our Monday colloquium provides a vibrant intellectual space. We continue to attract prominent speakers and



researchers who present pioneering and provocative work. I'd like to encourage all students to attend as many of the colloquia as possible. Listening to and participating in academic discussions of this nature has the potential to be transformative, both intellectually and personally. It is not everywhere that one gets an opportunity to listen to presenters from all parts of the world. It is certainly one of the highlights of being in the department for me.

As I think of the field of psychology I am struck by how relevant our work is today. We have the capacity to ask and answer important and provocative questions: How do we reduce interpersonal racism and violence in our society? How do we prevent cyber-bullying? Why do young people join terrorist organisations such as Islamic State? What psychological factors can account for the pilot of Germanwings Flight 9525 deliberately crashing his plane and killing all its passengers? Is it possible to predict and thus avert such events in the future? How do we help survivors of natural disasters, such as the Nepal earthquake, come to terms with their psychological trauma? How do we best protect young people from unwanted pregnancy, sexually transmitted infections, and interpersonal violence? How do we ensure that children grow up in environments that optimise their development? These are difficult questions and the answers are not always clear, but psychology has a role to play in helping to answer them.

This is my last year as department chair. In December 2015 I step down as chair and Professor Awie Greeff takes over the leadership of the department. I was fortunate in that the department was very well-functioning before I took over, due in large measure to my predecessors. It has been a huge privilege for me to be in this position. I think what I enjoyed most has been my interaction with colleagues and students. I have spent many hours with programme coordinators, lecturers, and students, working together to solve administrative, academic, and sometimes personal problems that presented themselves.

I am very optimistic about our department. Our postgraduate numbers continue to grow, indicating the popularity and relevance of psychology in society, and also the attractiveness of the department as an intellectual space. As one of the most prestigious psychology departments on our continent, we have a great deal to be proud of.

Ashraf Kagee

Disturbing the “normalized quiet of unseen power”: Alternative ways of representing violence

Prof. Lou-Marie Kruger

An interdisciplinary workshop, “Disturbing the ‘normalized quiet of unseen power’: Alternative ways of representing violence”, was hosted by Stellenbosch University’s Faculty of Arts and Social Sciences from 31 March to 2 April 2015. The workshop was held at The Wallenberg Centre (STIAS), Stellenbosch and welcomed Professor Rob Nixon as a keynote speaker.

The workshop was based on Rob Nixon’s (author of the 2011 award-winning book *Slow violence and the environmentalism of the poor*) premise that “(i)n a world permeated by insidious unspectacular violence ... writing can make the unapparent appear, rendering it tangible by humanizing drawn out calamities inaccessible to the human senses” (Nixon, 2011, p. 8).

The emphasis in this workshop was firstly on what Nixon has called “slow violence”; human calamities inaccessible to the human senses. In a country where we are bombarded, on a daily basis, with statistics and disturbing images of violence, we are accustomed to the conceiving of violence as immediate and explosive. Nixon (2011) contends:

...we need to revisit our assumptions and consider the relative invisibility of slow violence. I mean a violence that is neither spectacular nor instantaneous but instead incremental, whose calamitous repercussions are postponed for years or decades or centuries. I want, then, to complicate conventional perceptions of violence as a highly visible act that is newsworthy because it is focused around an event, bounded by time, and aimed at a specific body or bodies. Emphasizing the temporal dispersion of slow violence can change the way we perceive and respond to a variety of social crises.... (p. 1).

These drawn out calamities can include, but are not limited to, colonialism, slavery, institutionalised racism, class and sexual oppression, dispossession, unfair labour practices, compromised health care and education, crime, substance abuse, hunger, the intergenerational transmission of violence, the slow and vicarious impact of trauma. It is contended that it is these slow processes that are also the underlying reasons for the fact that the problem of violence is at a globally unprecedented level in South Africa.

The second emphasis in this workshop was on alternative ways of representation, providing intellectuals, academics

and artists with an opportunity to “write” violence differently and thus to disturb “the normalized quiet of unseen power” (Said, 2011). The need is to urgently rethink the concept of violence – politically, imaginatively, and theoretically, but, in doing so, to engage with the representational, narrative and strategic challenges posed by the relative invisibility of slow violence. We wanted to, with strong research as basis, show how creative non-fiction, literature, visual art, music and film can serve to make invisible violence visible and thus to move society out of its resigned paralysis. As such, the workshop can be seen as a protest against a “culture of resignation” (Morgan, 2005), a culture which permits much violence not to be seen at all or for it to be seen as inevitable and mundane.

Presenters included Rob Nixon, Vasti Roodt, Aryan Kaganof, Seve Robins, Carina Truys, Sally-Ann Murray, Sally Swartz, Stephanus Muller, Albert Grundlingh, Lwando Scott, Bronwyn Law-Viljoen, Imraan Coovadia, Hentie van der Merwe, Sandra Swart, Francois Knoetze, Thomas Cousins, Mathilda Slabbert, Megan Jones, Tertius Kapp, Andries Bezuidenhout, Pierre de Vos, Louise du Toit, Floretta Boonzaier, Shose Kessi, Despina Learmonth, Zethu Matebeni, Willem Anker, Irma du Plessis, Stephanus Naude, Kylie Thomas, Sherine van Wyk, Adrian van Wyk, Pieter Odendaal, Michiel Heyns, Murray la Vita, Nathan Trantraal, Carina Venter, Ingrid Winterbach, Lou-Marie Kruger. Topics covered included (but were not limited to) time, water, shit, waste, academia, labour, the school, the prison, the hospital, mothers, fathers, teachers, dogs, horses, locusts, boys, girls, childhood, whiteness, blackness, religion, rugby, language, the category, the canon, the colony, the beach, the woods, the city, the dump site, the valley, joy, melancholy, intimacy, risk, desire, danger, death. Presentations included the reading of academic papers, creative nonfiction, fiction, poetry, plays, essays, recordings (video or audio), conversations, discussions, interviews, music, and films. The programme for this workshop can be viewed at <http://www.litnet.co.za/Article/workshop-disturbing-the-normalized-quiet-of-unseen-power-alternative-ways-of-representing>.

An art exhibition, curated by Hentie van der Merwe, formed part of the workshop and was held at Gallery University Stellenbosch (GUS) from 30 March to 23 May 2015. The exhibition took as formal motif the image of the animal in contemporary South African art to explore Nixon’s notion of “slow violence” outlined above. Artists included Liesl Brenzel, Jean Brundrit, Chelsea Christian, Wilma Cruise, Gavin Younge, Carol-Anne Gainer, Elizabeth Gunter, Friday Jibu, Francois Knoetze, Fritha Langerman, Ledelle Moe, Brett Murray, Luan Nel, Walter Oltmann, Lyn Smuts, Solette Wait, Michael Yeltsin.



Francois Knoetze, still from *Cape Mongo (Metal)*, 2015, video clip



From left to right: Professor Rob Nixon, Professor Lou-Marie Kruger, Mr. Hentie van der Merwe and Ms. Colette Hamman

Some notes from the workshop on “Slow violence”

ZIW, DAARDIE LIG

Poem

Andries Bezuidenhout
Sociology, University of Pretoria

Workshop on Slow Violence
Stellenbosch University, 31 March – 2 April 2015

ZIW, DAARDIE LIG (na 'n gedig van Celan)

Bord by die Shell-garage sê: Reduce, Re-use, Recycle.
Steeds te donker vir lees, maar ons, skarrelaars, al hier.
Honde en elektriese heinings snork nog –
soms 'n blaf, 'n klap as 'n vonk van draad verwissel.

Hoor my, ek's 'n digter. Vir my het hulle sakke uitgesit
op sypaadjies langs strate so oud dat waens daarin kon
omdraai.
Nou net gesinsmotors van Duitse oorsprong
en ek kom getrollie om als deurmeakaargemop uit te sorteer.

Plastiek, blik, glas kan jy afwas by Shell se kraan,
maar papier, o papier: witter as sneeu, ja witter as sneeu
moet dit wees, want vuil papier kan jy nie was nie, net
brand.
Droë papier vir die depot, 'n paar bob vir 'n bondel
boekmooi gebind.

Ou nuus, foto's van verskytende sterre, slierte uit
ontwerperskakhuisblikke,
versteekte agendas van hulle met note,
maar sonder kom- of koffievlekke soek hulle dit
en besmette papier kan jy mos nie was nie, net brand.

Moeilik om bloedspatsels van woorde te onderskei, so
vroeg,
nog donker onder hierdie plataankatedraalboog.
Lig kom nader, ek moet wikkel anders word ek soos Chappie
deur die armed response buite die dorp afgelaai.

Wou nie sê wat hulle met haar aangevang het nie,
net dat hulle eers 'n straatkat gesokkerbal het
en dat die dier later ophou kerm het.
Hoe recycle jy 'n kat?

Baar lewe, bar lewe, sê Chappie,
selfs Seven-Eleven-casuals ruik op ons neer.
Maar ek's mos 'n digter, als oorgedra op oorskietpapier
wat ek teen oggendskemer kan lees en dan verbrand.

Uiteindelik die son, eers vurige bloekomkoppe,
harspanpalms, skedelsipresse, dan my katedraalduisternis
losgeknoop – gloei blare, gloei bas.
Ziw, daardie lig.

THE FLAW OF LOVE: A SIGHT-SPECIFIC INTERVENTION

Video clip

Carina Venter
Musicology, University of Oxford

Workshop on Slow Violence
Stellenbosch University, 31 March – 2 April 2015

[Things I wanted to be]

At the age of four I wanted to be a boy
At the age of three I wanted to be six foot tall
At the age of seven, a tennis player (until I moered my
mother in the face
with a racket, it really was an accident, I mistook my
mother's face for a tennis ball.)
At the age of ten I wanted to be a sterrekundige (made the
announcement on RSG)
At the age of 20 and 21 a missionary
At the age of ten or eleven I wanted to be able not to be
certain things
In the same year I no longer wanted to be blind
At 24 I wanted to be the best smelling book in the world,
bound in leather, a book sitting in the Merton upper library
At seventeen, a cellist
At 27 I wanted to be dead
At the age of three I wanted to be good
So many things I wanted to be.
At present I want you to be me.

Some notes from the workshop on “Slow violence”

THE SLOW VIOLENCE OF HUNGER: NOTES OF A PSYCHO-ETHNOGRAPHER

Reading

Lou-Marie Kruger
Psychology, Stellenbosch University

Workshop on Slow Violence
Stellenbosch University, 31 March – 2 April 2015

Wilmien Wilders is 43 years old. The nurses at the clinic referred her to me because she is severely depressed. Her file is very fat with medical ailments. 10 April: *Vaginale afskeiding. Swelsel in lies. Afspraak vir Papsmeer.* 16 April: *Pyn op die bors. Afspraak by Stellenbosch Hospitaal.* 3 Mei: *Papsmeer. Amatryptiline. Afspraak gemaak met Lou-Marie.* (10 April: Vaginal discharge. Swelling in groin. Appointment for a Pap smear. 16 April: Pain in the chest. Appointment at Stellenbosch Hospital. 3 May: Pap smear. Amatryptiline. Appointment with Lou-Marie.) ‘Appointment with Lou-Marié’ means that the nurses don’t know what to do with her.

Wilmien walks into the consultation room, sits down and cries. Big tears. ‘I am hungry, very, very hungry’, she says. I wait. ‘And me and my husband, we are separated from bed and table. I don’t have a feeling for him anymore.’ As a psychologist I deal with bad relationships all the time. But I do not know what to do with hunger.

I ask about the relationship first. The couple got married on 28 September, 20 years ago. They have two children, not close to each other in age. Two sons, a 20-year old and an 11-year old. Wilmien says that it will be nothing for her to divorce her husband. He drinks and he smokes dagga and he does not give her any money. ‘*Ek wil op my eie gaan*’ (‘I want to go on my own’), she says. ‘*Ek weet nie wat ek vanaand gaan eet nie. Ek sal maar die kleintjie na die skoonmense stuur. Hulle gee altyd vir hom kos. Hulle is erg oor hom.*’ (‘I don’t know what I am going to eat tonight. I’ll just send the baby to the in-laws. They always give him food. They are fond of him.’).

On the wall of the consultation room instructions for inserting a female condom. Cheerfully coloured pictures of how you can get the HIV virus and how not. A hand-written note from the nurse to herself: *Josie, hoe populêr is Jesus in JOU lewe?* (Josie, how popular is Jesus in YOUR life?)

I ask about work. Wilmien lost her job as a factory worker a few years ago. She had the job for 12 years. ‘*Ek weet nie eintlik wat gebeur het nie, dinge het begin sleg gaan en ek het eendag vir my supervisor gesê: “As jy vir my ‘n gat grawe, sal jy self daarin val.” Toe laat hulle my gaan.*’ (‘I

don’t really know what happened, things started going bad and I said to my supervisor, “If you dig a hole for me, you will fall in it yourself.” Then they let me go.’) She has not worked since: ‘*Wie gaan nou vir ‘n 43-jarige werk gee?*’ (‘Who is going to give a 43-year-old work?’). I am also 43. I look at her. She looks much older than 43. She is wearing a few layers of clothes. She lifts up her jacket to show me how loose her clothes are. Her body is bony and small and scarred. But tough. Her face is crinkly with slanting eyes and high cheekbones. The laughing lines of her eyes make her seem amused, even though her mouth stays sad. ‘*En in daai jaar is my ma ook dood. My steunpilaar.*’ (‘And in that year my mom died. My pillar of strength.’) She tells me that she also has ‘*hoë bloed en ‘n hart*’ (‘high blood and a heart’). I look at the fat clinic file. ‘*Ek sien nie meer kans nie*’ (‘I don’t feel up to it’), she says.

I ask about her history. (Does hunger have a history? Does it matter?) Wilmien was the oldest child and has three brothers (Paul, Jacobus and Patrick). All four children are from the same parents. When Wilmien was still very young her father lost his eye while pruning trees and received compensation from the government. With this money he bought a plot in *Treurwilgerstraat* (Weeping Willow Street) and this is where the family lived for most of Wilmien’s childhood. Her father died when Wilmien was 14 or 15 and the family lost the house.

I have my history, but Wilmien Wilders is still hungry. The only thing I can do is to make an appointment for the next week.

In the next few weeks we talk about empowerment, without ever using the word. After our first session, she comes weekly, always on time, always with the amused tears, telling me how hungry she is, how angry she is, how sad she is. Together we make plans. We agree that her biggest priority is to get a job. She cannot divorce her husband if she is not independent. She does not want to go back to the factory. We decide that she should go to Bergzicht to take a house management course. We have to figure out how she will get money for the taxi fare (R10) for the initial appointment at Bergzicht. Psychologists do not give their patients taxi fares.

She gets the fare somewhere and enrolls for the six-week course. When I see her again, six weeks later, she is in the waiting room when I arrive. She runs to me with wide open arms in soap opera style. I say ‘Wilmien’ in soap opera style. She laughs the deepest laugh as she hugs me. The crowd in the waiting room stares at us. ‘I finished my course’, she says. ‘*Ons het gister diplomas gekry.*’ (‘We got diplomas yesterday.’)

In the kitchen of the clinic (no consultation rooms available on this day) I ask ‘What have you learned, Wilmien?’

Some notes from the workshop on “Slow violence”

‘Everything,’ she says.

Ek het geleer ‘n mop is eintlik ‘n dweil. ‘n Mop is net ‘n mop in Engels. En ek het geleer hoe was mens wasgoed, al die wit goed saam en al die gekleurde goed saam. En hoe om te stryk en hoe om ‘n chocolate koek te bak. Maandag het ek vir die eerste keer in my lewe ‘n chocolate koek gebak, maar toe eet die groot klong dit op. Toe’s ek darem kwaad. Ons het geleer om te kook. Nie net kos nie, ook goed soos macaroni en lasagne. En ek het baie verskillende mense ontmoet en ek het goed reggekom met die juffrouens. Die meeste van alles het ek gesukkel met die kooi opmaak. Dis baie moeilik om ‘n kooi op te maak. As ek nou ‘n werk kry sal ek maar my boek saamvat en altyd in die boek kyk hoe om die kooi op te maak. Maar vir my stryk het ek 30 uit 30 gekry. En ek was 22 jaar laas op skool. Ek dink ek gaan in January die frail care kursus ook doen. Die afskeid gister was net baie swaar. Ek het selfs trane gestort. Ek kon nie wag om vir Lou-Marie te kom vertel nie

‘I learned that a mop actually is a *dweil* (Afrikaans for mop). A mop is just a mop in English. And I learned to do washing, all the white stuff go together and all the coloured stuff together. And how to iron and how to bake a chocolate cake. I baked a chocolate cake for the first time in my life on Monday, but then my big boy ate it all. Then I was very angry. We learned how to cook. Not only food, but also macaroni and lasagne. I met a lot of new people and I got along well with the teachers. Most of all I struggled with making the bed. It is very difficult to make a bed. If I get a job, I will take my book with me and always check in the book how to make the bed. But for my ironing I got 30 out of 30. And I was in school 22 years ago. I think I am also going to do the frail care course in January. The farewell yesterday was just very difficult. I even shed some tears. I couldn’t wait to tell Lou-Marie.

‘n Koek, ‘n kooi, ‘n klong en ‘n dweil. (A cake, a bed, a boy and a mop.)

On the way home, I also shed some tears.

Our sessions end, because soon after her report-back, Wilmien gets a job. Weeks later I drive home with my daughter and at the corner of my street in Mostertsdrift I see Wilmien. I stop and call her. She seems delighted to see me. She explains that she got a job in this street, a few blocks up from my house. *‘Ek sukkel net, want ek mag nie op die mense se stoele sit nie, so ek raak moeg. Maar ek sukkel darem nie meer met die kooi opmaak nie.’* (‘I just struggle because I am not allowed to sit on the people’s chairs, so I get tired. But I do not struggle to make the bed anymore.’)

‘Wie is dit?’ (‘Who is that?’) my daughter asks when we drive away. I do not know how to begin to answer the question.

The Kayamandi Career Project

Prof. A.V. Naidoo

In 2010 the Psychology Department was invited by an NGO to provide career counselling services to the Kayamandi community. Under Prof. Tony Naidoo's supervision, this contact has evolved to become the Kayamandi Career project with a broader engagement in the Kayamandi community involving honours, masters and doctoral students. Honour students in the Career Psychology module and student volunteers have been involved in providing career counselling interventions at Makapula and Kayamandi high schools with a specific focus on the Grade 9s (to assist with subject choice) and the Grade 12s (to assist with information and opportunities pertinent to post matric options). With master's student, Olivia Matshabane, as coordinator, the project team has been involved in providing a range of career interventions and research. Clinical Psychology master's students, Kitso Machangane and Curwyn Mapaling, have initiated a Personal and Career Development group intervention for Grade 11's at the two high schools and have been working in partnership with the Lokshion Foundation (a community NPO) to adapt the same intervention for their youth programme. Olivia's own research focuses on exploring the career narratives of local students. Doctoral students, Thembelihle Dube and Anouk Albiën, both have their research linked to the project. Thembe's action research study focuses on the narrative identities of youth who are unemployed seeking to construct alternative options in their lives. Anouk's study with Grade 11 learners is focused on countering the circumscription effects of socioeconomic factors on career development.

The project team recently hosted the Kayamandi Youth Indaba (Youth Roundtable Discussion) on 13th April 2015. The Indaba brought together SUs Psychology Department staff, students and volunteers with volunteer organisations and community based organisations to discuss programmes and initiatives aimed at assisting unemployed youth as well as to engage with and be engaged by unemployed youth in the community. The indaba included representatives from various stakeholders (with representatives from Stellenbosch Municipality, Ithemba, Lokshion Foundation, Matie Community services, NYDA, Harambee as well as Heart Capital. Youth from the community also had an opportunity to interact with the organisations present at the indaba.



Panel at the Kayamandi Youth Indaba



Doctoral student, Thembe Dube, served as MC at the Kayamandi Youth Indaba



Youth engaging in an ice breaker at the indaba



Kayamandi Career Life Project Team 2015

Mphatlalatsane (Early Morning Star) Lesotho

Integrating Early Childhood Care and Development, HIV testing and treatment support, and nutrition into rural informal nursery care in Mokhotlong, Lesotho: A randomised control trial

Prof. Mark Tomlinson

Background

Societies with a heavy social burden of HIV/AIDS are at high risk for stressors that could impair a child's brain development in the early years of life, directly affecting the potential for language development as well as lifelong physical and social health. Poverty and related problems, such as poor health and nutrition, deficient care, and limited stimulation – particularly when they act together – have negative effects on the early development of children. When caregivers are affected by HIV/AIDS, the effects of the illness can limit sufferers' capacity to provide care and stimulation, placing the child at high risk for impaired cognitive and social/emotional development. These risks can be minimized and possibly even prevented by strengthening the family environment through the provision of high quality programs for early childhood development. Protective influences such as good nutrition, health care, supportive parenting and opportunities for early learning possibly all serve to promote positive development – including good health and academic outcomes, as well as effective parenting of the next generation. Early childhood development services provide a platform where skills can be communicated to improve the outcomes for young children and where linkages with health facilities can be facilitated.

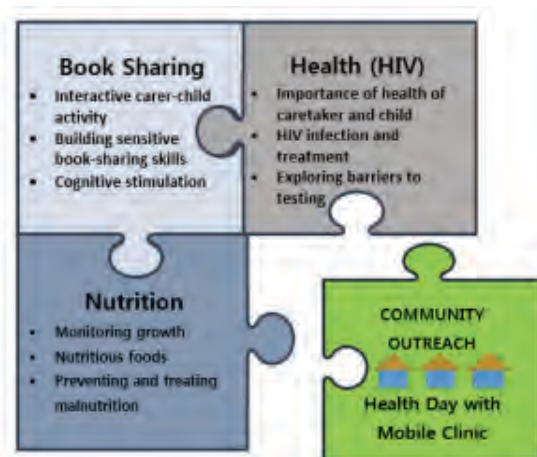
Lesotho has one of the highest adult HIV prevalence rates globally at 23%. It is home to an estimated 41,000 children living with HIV and a high number of children orphaned by HIV/AIDS. Early diagnosis of HIV infection is essential for child survival and the promotion of child development. Geographical and climate factors, however, present challenges to HIV testing and treatment of children in the country. HIV is not the only threat to child survival and well-being. The same factors that challenge HIV testing and treatment contribute to deficits in early childhood development and nutrition, particularly in Lesotho's more remote and rural areas. There is a substantial body of evidence confirming the strong relationship between early parenting, stimulation and nutrition with children's intellectual, behavioral, emotional, and socio-occupational outcomes. These associations attest to the importance of establishing early childhood development within these highly deprived areas.

Study

The Mphatlalatsane (Early Morning Star) project is an evaluation of an intervention program that integrates Early Childhood Care and Development (ECCD), HIV testing and treatment services, and nutrition support for families with young children (ages 1-5 years). The program will be implemented in several villages in the Mokhotlong district of Lesotho, making use of existing village-based ECCD centers

to deliver the programme to families. The intervention is designed to increase early childhood stimulation, HIV testing and treatment and child nutrition, and will be evaluated using a cluster randomized controlled trial (RCT).

Caregivers of young children (age 1-5 years) will receive training in sensitive book-sharing skills – a strategy that stimulates the child cognitively and encourages caregiver-child engagement (see [book-sharing project](#)). In addition to book-sharing training, intervention sessions include key messages to motivate positive practices and support caregivers to improve growth and health outcomes for their children. In addition to the intervention sessions delivered at the ECCD centres, local organizations will be mobilized to coordinate community outreach days that aim to increase HIV testing among families through promoting an overall focus on child health.



The research initiative will be based at Stellenbosch University with co-Principal investigators Prof Mark Tomlinson (Stellenbosch), Prof Lorraine Sherr (UCL), and Dr Lucie Cluver (Oxford). Professors Peter Cooper and Lynne Murray (University of Reading and Stellenbosch) will be active collaborators.

Funders

The study is be funded by PEPFAR-USAID, in collaboration with the Government of Lesotho and local community-based organisations

Evaluating a HIV vaccine research community engagement programme at two HIV prevention research centres in the Western Cape

Prof. Leslie Swartz, Ms. Anthea Lesch, Prof. Ashraf Kagee, Mr. Zuhayr Kafaar, Ms. Anneliese de Wet

In developing an HIV vaccine, the clinical trial context poses some intrinsic and extrinsic challenges, which need to be taken into account when evaluating community engagement processes. The intrinsic challenges are recruiting and retaining participants for the duration of trial and implementing the highest quality standards in trial protocol while, at the same time, leaving the community better off. The extrinsic challenges are dovetailing clinical trial efforts with other HIV risk reduction strategies, addressing social and contextual issues, such as poverty, unemployment and education, in communities with individuals at high risk of HIV infection, as well as respecting human rights and dealing with ethical dilemmas in the process. These challenges emphasise the importance of the involvement of the community in HIV vaccine trials (HIVVTs). Community engagement in HIV vaccine clinical trial research is also regarded as essential from an ethical standpoint, and for the practical running of trials. A number of guidelines for community engagement practices have been published and these are useful and aspirational documents. Communities are, however, complex and the question arises, though, as to how in practice such activities are enacted. Efforts to develop a safe, efficacious HIV vaccine must be based on collaboration and partnerships among all stakeholders involved. The aims of the study are to describe the context of community participation with regard to HIV vaccine trial participation and to evaluate current activities and approaches to community participation and knowledge dissemination.

The study is currently being conducted at the Masiphumelele HIVVT site of the Desmond Tutu HIV Foundation (DTHF). The research is being conducted in two phases:

Phase 1 – (1) to determine formally stated goals, objectives and outcomes of CE activities of the Masiphumelele HIVVT site, (2) to determine CE activities being implemented at the Masiphumelele HIVVT site from work plan documents, (3) to determine future CE activities to be implemented to achieve the stated goals, objectives, and outcomes, and (4) to determine how participants understand and describe the CE activities and their goals. Study participants are researchers, community outreach team members, community advisory board (CAB) members and counsellors. The interviews are audio-recorded and transcribed and analysed with the use of thematic analysis.

Phase 2 – (1) to construct a list of identified outcomes, (2) to develop an evaluation program, in consultation with DTHF staff, and (3) to conduct an outcome evaluation of CE activities according to the stated outcomes. The evaluation will follow a fourth generation approach to evaluation.

We are currently in the process of analysing the semi-structured interviews conducted at the Masiphumelele site as part of phase 1. We are also in the process of conducting a systematic review of the literature on community engagement in HIV vaccine trials.

This research aims to contribute to the knowledge on developing contextually relevant and culturally sensitive community engagement activities that align with existing processes in two local communities.

Ethics approval has been obtained from Stellenbosch University and the University of Toronto.

This community participation project is funded by the Canadian HIV Vaccine Initiative.

Welcome to Peter Muris!

Prof. Helene Loxton



Peter Muris is full professor in Developmental Psychopathology at the Department of Clinical Psychological Science, Faculty of Psychology and Neuroscience, Maastricht University. After completing a master's degree in Mental Health Sciences (Clinical Psychology) at Maastricht University, he conducted research on coping styles and anxiety at the University of Amsterdam. Later, Muris returned to Maastricht as faculty member and completed his clinical training as cognitive behavior therapist and clinical psychologist. At this time he started to focus his research on psychopathology in children and adolescents, in particular anxiety disorders. In 2004 he was appointed full professor in Clinical Psychology at Erasmus University Rotterdam. Seven years later, in 2011, he returned to Maastricht University where he accepted his current professorship. His research fits within the experimental psychopathology tradition. A prolific author, Muris is also associate editor of the *Journal of Child and Family Studies* and *Child Psychiatry and Human Development*, and serves on the editorial board of a number of other clinical psychology journals.

When asked to tell us about his view on the position of extraordinary professor at the Department of Psychology at Stellenbosch University, he wrote the following:

First of all, I would like to say that it is a great honor for me to be offered this position. I hope to collaborate further with people of the department, first and foremost with Helene Loxton with whom I already worked together for many years. Maybe we could also try to get a grant so that we can give the research a good boost. I also hope that I can also make a contribution to the education of the students, not only by supervising exchange students who come to Maastricht, but also by giving lectures and workshops at Stellenbosch University. Finally, I would like to learn more about South Africa. From a previous visit, I know that it is a great and beautiful country. I want to see its flora and fauna, and meet many more warm and friendly people.

Peter visited the department in July 2015. He was the guest speaker at the Colloquium on the topic "The fearful young: On the developmental and experimental psychopathology of anxiety".

Mens-Dier Interaksie navorsing:

Dr. Marieanna le Roux

Pets as Therapy honde kuier by die bejaardes van Huis Ebenhaeser, Cloetesville.



“Die glimlag vertel die storie! ’n Inwoner geniet die interaksie met Lexi”

Onder supervisie van dr. Marieanna le Roux, het Chanelle Buckle, magisterstudent, ’n navorsingsprojek ontwerp met die titel *“Effects of an animal-assisted visitation programme on depression, loneliness and quality of life in elderly nursing home residents: A randomised controlled study”*.

In hierdie voortoets-natoets ontwerp studie het Chanelle van vier Pets as Therapy vrywilligers en hul honde gebruik gemaak. Twintig bejaardes in die eksperimentele groep het vir 10 weke besoeke van die honde ontvang. Die bejaardes in die kontrolegroep is aan die einde van die 10 weke aan die honde blootgestel. Die resultate van hierdie studie sal eers later beskikbaar wees.



“Die inwoner geniet die interaksie met Anene Loots en haar hond, Lacey”



Pets as Therapy vrywilligers met hul honde. Vlnr.; Brechen van Niekerk met Lexi, Amanda de Wet met Sambuca, Chanelle Buckle, Anene Loots met Lacey en Marieanna le Roux

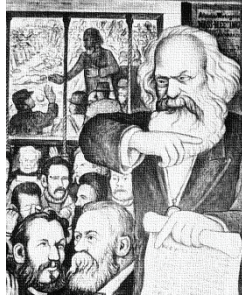
**Kontak dr le Roux by mclr@sun.ac.za
vir verdere inligting oor ander mens-dier-interaksie navorsing.**

Vir meer inligting oor Pets as Therapy kontak: info@pat.org.za of www.pat.org.za

Rethinking Marxism in Psychology

Prof. Desmond Painter

Desmond Painter, an Associate Professor in our department, served as an editor of the 2015 edition of the *Annual Review of Critical Psychology* (ARCP). His co-editors were David Pavón-Cuéllar and Leonardo Moncada, both from the Universidad Michoacana de San Nicolás de Hidalgo in Morelia, Mexico.



“There is a long and currently resurgent tradition of Marxist thinking in South African social sciences, especially in sociology and history, which has been central to the critique of apartheid and to theorising inequality in post-apartheid society. Psychology in this country has always been closer to the status quo, less critical than its social science neighbours, running for ideological cover behind its ‘practical’, often a-theoretical orientation, so there is less of a Marxist tradition in psychology here. At the same time, South Africa has been one of the growth points of critical psychology in recent times, so there is hope – even in Stellenbosch!”

The 2015 edition, which is the second one Painter has co-edited, is themed ‘Marxism and Psychology’ and consists of articles originally presented as papers at the Second Conference of Marxism and Psychology held in Morelia from 9-11 August 2012. It also includes an article by Painter, Pavón-Cuéllar and Moncada on the role of Marxism in psychology today and a reflection on the conference itself by Ian Parker, which was originally published in *Socialist Resistance* in 2012.

‘Marxism and Psychology’, which is the twelfth edition of the ARCP, continues in a long tradition of Marxist thinking and practice in psychology, stretching from Pavlov to Ian Parker and including international figures like Lev Vygotsky and Erich Fromm and South African scholars like Don Foster and Grahame Hayes. These psychologists, in different ways, have all engaged with Marxism as epistemological tradition in the social sciences and as a critique of subjectivity in capitalist society.

According to Painter, Marxism not only retains its relevance for contemporary psychology, but is an essential and inescapable theoretical resource and political challenge. “Look at the individual and social consequences of the ongoing global and financial crisis. Think about the commodification of almost everything from knowledge to water, and the centrality of consumerism in our lives and identities... consider the massive economic inequalities in our own country. Marxism as a tradition, however critically and imaginatively one (re-)engages with it, still offers us the most systematic attempt to understand the conditions and consequences of capitalism and to relate this to a conception of personhood and social relations.”

Painter states that Marxism not only offers us theoretical tools and a method with which to understand our contemporary world, but functions as a necessary critique of psychology – and this includes *critical psychology* – and its (often unintended) complicities with modern capitalism and the social relations and forms of subjectivity (including racism and patriarchy) that it sustains and that sustains it.

The Third Conference of Marxism and Psychology will likely be held in Stellenbosch in 2016.



Two conference delegates, Morelia, Mexico

BABIN PRESCHOOLERS AND HONOURS PSYCHOLOGY STUDENTS: PROMOTING POSITIVE INTERACTION



UNIVERSITEIT
STELLENBOSCH
UNIVERSITY

COMMUNITY INTERACTION SYMPOSIUM 2014

Sustainability Institute, Lynedoch,
Stellenbosch, 4 September 2014

Theme: Interacting for Inclusivity and Innovation

COMMUNITY INTERACTION PARTNERS

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DESCRIPTION OF THE COMMUNITY INTERACTION PROGRAMME

The programme is multi-faceted and is mutually beneficial to all stakeholders. It includes approximately 30 US Hons Child Psychology students and 30 preschoolers at BABIN aged 5-6, each year. It can be broadly divided into two interlinked processes, which are conducted within a period of approximately 6-8 weeks:

BABIN provides opportunities for students to integrate theory and practice by means of giving each student the opportunity to conduct an individual interview with a preschooler at the school on applied developmental psychology topics, as well as an informal play activity. These school visits are not only thoroughly enjoyed by the learners, but also advance their personal growth. BABIN also provides an introductory lecture beforehand and a feedback session after the school visits.

US students participate in a carefully designed and supervised programme of service-learning which constitutes a formal credit-bearing component of the Hons Child Psychology Module. Students learn from and embrace the rich diversity of the South African multi-cultural and multi-linguistic community at BABIN. Feedback is given to the BABIN school community. The best interest of the children is the fundamental approach and objective at all times.



Individual interview session

Preschoolers benefit from collaborative service activities through exposure to a diverse student community promoting inclusivity and acceptance that cuts across any perceived barriers such as differences in age, gender, language, socio-economic status, race and disability. Staff is trained (in close collaboration with the US partner) to accommodate and embrace diversity as part of an inclusive approach;

awareness of tertiary education through direct contact with students as **academic role models**;

life skills development, such as creating an awareness of interaction with people not related to the preschool setting through a carefully monitored and supervised child-friendly academic activity;

personal growth through participating and interacting in the individual child-focused interviews through drawings and other child-friendly play activities.

INNOVATION

The old and traditional approach of community interaction was not followed in the development of this project over the past 17 years. The academic and community partners met on an equal footing, sharing similar values and objectives from the inception phase in 1997, which enabled the project to develop into a comprehensive service-learning programme.

When it was formalised in 2004 it had evolved into a credit-bearing component of the Hons Child Psychology 716 module for the students and a period of concentrated and meaningful interaction with the school community partner.

Apart from obvious mutual benefits to both community partners, the programme is underpinned by theory, documentation, record-keeping, ethical processes, reciprocated feedback, reflection, sharing of knowledge, positive interaction and mutual respect.



Babin preschoolers

PROMOTION OF INCLUSIVITY

The value of this programme over the last 17 years has been that inclusivity per se has never featured as a primary objective for its own sake. Inclusivity has been the fundamental and natural premise of interaction with preschool children and an integral part of the introduction lectures, as well as the practical interaction that the US students have been able to experience at BABIN.

This service-learning programme promotes acceptance, realistic mindfulness and positive interaction. It cuts across any perceived barriers such as differences in age, gender, language, culture, religious views, SES, and developmental challenges.

AN UNDERSTANDING OF SERVICE-LEARNING

According to the definition as stated by Bringle and Hatcher (1995)

"Service-Learning means a method under which students learn and develop thoughtfully organized service that is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience."

AIM OF THE COMMUNITY INTERACTION PROGRAMME

To promote positive interaction between the US Hons Psychology student and the Babin preschooler communities.

Students benefit from collaborative service activities through

student learning (understanding applied developmental psychology module content and connecting experience to theoretical concepts, writing and communication skills);

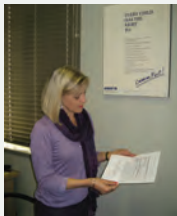
personal development by promotion of inclusivity as fundamental premise of interaction with preschool children (awareness of the rich diversity of the multi-cultural and multi-linguistic social context and commitment to civic engagement);

service to the community (working within different systems, organizational skills); and

service-learning partnership (focusing on sustainability, resource sharing such as sites and documentation).



Department of Psychology



Prof Loxton on children's rights



Orientation session



Feedback session

COLLABORATIVE PARTNERSHIP

"As a partnership proceeds, each partner better understands the needs of the other. In a true, committed partnership, both partners learn and change – they evolve"
Fritjof Capra

Reflection by Liz Jones from Ball State University

Master's students of Ball State University's Counselling Psychology Department, recently spent a week on campus. Their programme involved spending time in Kayamandi with the Career Project team and engaging in Dialogues in Diversity with students from the Learning, Living and Listening house. One of the BSU students, Liz Jones, shared her reflection of the visit:

Carl Jung once said, "The meeting of two personalities is like the contact of two chemical substances: if there is any reaction, both are transformed." This was the experience of my colleagues and I after our visit to Stellenbosch University in May. Between our intentional dialogues about diversity in South Africa and the United States with the students from the LLL house and our exposure to the Kayamandi Township, we were nothing short of transformed. During our stay we discovered that our countries – though separated by an ocean – share many of the same struggles in the elimination of oppression, but also share in the hope that we can facilitate the process.

We left with a renewed sense of purpose and greater insight into the power of acts that at first seem insignificant, yet are anything but: giving children the permission to dream, shaking the hand of a stranger, engaging in dialogues with those who are different to us. While discourse may not be all-sufficient to affect change, it is necessary; discourse provides us with a fuller understanding of not just the problems, but also the solutions. On behalf of myself and my peers, I thank Stellenbosch University for providing us with the resources and the space to engage in these powerful dialogues.



A visit to the District Six Museum: Community Psychology Honours students' reflections

Ms. Sherine van Wyk

"The past is never dead. It's not even past."

William Faulkner, *Requiem for a Nun*

His face is turned toward the past. Where we perceive a chain of events, he sees one single catastrophe which keeps piling wreckage upon wreckage and hurls it in front of his feet. The angel would like to stay, awaken the dead, and make whole what has been smashed. But a storm is blowing from Paradise; it has got caught in his wings with such violence that the angel can no longer close them. The storm irresistibly propels him into the future to which his back is turned, while the pile of debris before him grows skyward. This storm is what we call progress.

Walter Benjamin (1940)

When I visit my family in different parts of the Cape Peninsula, I am constantly reminded of both William Faulkner's and Walter Benjamin's sentiments about the past. Our family had first-hand experiences of the devastating effects of the Apartheid government's policies of forced removals. The dislocation not only scattered family members across the Peninsula, but it also heralded a painful disconnection within our family. Those who could pass for white went to live in Sea Point, while the rest of us with a darker hue were forcibly relocated to Vasco, from where they were later again uprooted to Elsies River. Hence, when I used District Six and the forced removals in class as examples of how the Apartheid government's policies destroyed the sense of community and sowed "wreckage upon wreckage" on this community, I was amazed when my Honours Community Psychology class did not know about District Six or where it was. In our teaching, and attempts to make sense of the present and to "make whole what has been smashed", District Six and many other social catastrophes, must be remembered and told to our students.



Below, with the students' permission, I present some extracts from their reflections on my taking the Honours Community Psychology out of the classroom to The District Six Museum. On this visit the students could learn from an ex-resident of District Six; what it was like living in District Six and the effects of the dislocation on his family members.

Nadia Hoon: Op 7 Mei 2015 het ons as klas die Distrik 6 museum in Kaapstad besoek. Dit was 'n besondere ervaring en 'n perfekte opsomming en afsluiting tot hierdie module. Ek het verwag om 'n baie beter insig tot Suid-Afrika se geskiedenis te kry by die museum en die toer, en dit was net so. Dit was 'n ongelooflike geleentheid gewees om die teoretiese aspek van die module op so 'n manier 'n groter werklikheid te maak. ... Wanneer mens die museum binnegaan, maak 'n hele nuwe wêreld oop, waar die seer en pyn wat destyds gevoel is, 'n werklikheid raak. Soos wat die toerleier met ons gesels het, en hy ons vertel het van die geskiedenis, alles wat gebeur het, en hoe dit die menswees van die meer as 60 000 inwoners geïmpakteer het, kon ek na al hierdie jare die seer en pyn in sy oë ook sien – 'n bittere moegheid. Dit het my net weereens laat beseef wat 'n magtige uitwerking hierdie deel van ons geskiedenis op Suid-Afrikaners gehad het – maar tot vandag toe nog het.

Iets wat ek nog nooit aan gedink het nie, is die impak wat hierdie verskuiwings gehad het op families en huwelike wat uit verskillende rasse bestaan het. Ek weet nie hoe ek nog nooit daaraan gedink het nie, maar ek kan nie begin om in te dink hoe dit moet voel om so geskei te word van jou man, vrou of kinders op grond van velkleur nie. Ek kan nie eens begin indink watter hartseer en gebrokenheid dit moes veroorsaak het nie.

Nicola Roux: I found the excursion to the District Six Museum really fascinating and it brought what we have been learning in Community Psychology much closer to home. It was also nice to get outside the classroom with our class and to experience that together.

Our tour guide, Joe Schaffers, was a former resident of District Six, being born there in 1939. He painted a very personal and rich narrative of how the area of District Six was when he was growing up. It sounded like such an interesting and multicultural suburb. I picked up on a great level of trust between the residents, by the way in which they had their own "credit card" system at their shop. There also seemed to be a great sense of community as the neighbours often looked out for each other and for the children of other families. However, when they were relocated to areas in the Cape Flats, they were completely dispersed and ended up living next to people they had never seen before. This made me think of the saying "divide and conquer" and the power of the group, that the Apartheid government was afraid of.

For me, this excursion made me think about how important your context and home environment is to your identity, your family and your childhood. ... The final drive through the rubble and overgrown grass that covers the majority of the remains of District Six emphasised the destruction of the Group Areas Act and the relocation that happened during Apartheid. The once thriving suburb, with mixed heritages, cultures, races and economic statuses, was torn apart and the houses, families and lives of those living in District Six were destroyed.

"It struck me that our history is contained in the homes we live in, that we are shaped by the ability of these simple structures to resist being defiled."

- Achmat Dangor *Kafka's Curse*



Natasha Jooste: Our tour guide, Joe, lived in the district as a child and was displaced to the townships with the other residents of District Six. This contributed to making our experience at the museum so much more meaningful and insightful. Joe made the place and the pictures come to life through the stories and memories that he shared. He gave us great insight into the lives of those affected by apartheid. The place has a painful past. His point of departure was to explain the community of District Six. They were a vibrant, diverse group of people, reflecting many cultures, races and religions; yet everyone generally seemed to live in peaceful harmony. People respected each other's individuality, trusted each other and looked out for one another. It is ironic that District Six appears to have had what we as a country are now striving for: unity, trust, individuality, acceptance and freedom.

The biggest lesson I learned is that it has to be seen to be fully understood. After visiting the museum and seeing the pictures and some of the townships, everything we have been studying for the last couple of weeks came to life in a terrifying and humanising way. It is remarkable how a short trip to the District Six Museum will quickly help you travel back in time. District Six, itself became probably the most potent symbol of what apartheid did to families and indeed a whole community. There are certain tragedies so vast in scope that their legacies live on. It is evident that we are all products of history and we can never truly escape our history. In ways, seen and unseen, these events have shaped us and the country in which we live.



Lisa Kleyn: Joe, our tour guide at the museum was actually a resident of District Six back in the 60's and 70's and was forced out of his home. He is a Cape Malay man, which got him generalized into the "coloured" category. Visiting the museum was an excellent experience as Joe not only tells the story with first-hand knowledge, but with a passion that brings the story to life. He shared a touching story of a mother separated from her family. She had retired to her designated room (after being dumped in a totally foreign neighbourhood) without coming out for several days and when someone found her she had passed away. Joe said that although her death was attributed to natural causes it was undoubtedly due to depression and a broken heart. When hearing this story along with everything else Joe had shared about his personal experiences during that time I was deeply moved and saddened. You don't uproot people and expect them to thrive without being nurtured. Joe compared the coloured and black townships to the Jewish ghettos but listed one significant difference, "people in the ghettos were forced to stay by enclosing it with fences and armed guards, however, people in townships were brainwashed to believe they belonged there". This statement really awakened me to the extent of brainwashing that took place and how much work still needs to be done. Mental chains of oppression need to be broken for people to be truly liberated.

any experience that was told to me, or that I read about. I suppose that is what certain types of history are about. You can only read/hear about it, but you'll never know what the experience was like.

Mr Joe Schaeffer highlighted that mindsets need to be changed in order for there to be change on a broader level. He said that the brain-washing that was done to grandparents, filtered down to parents and then further down to children. Some children and adults today still feel that "this is my area, I belong here – that is your area, you belong there". Mr Schaeffer also said that, even though today you can live in whichever area you wish to live (if you can afford it), the people in those areas won't necessarily accept you. Therefore you would still be living in isolation and feeling as though you do not belong. So I echo what he said; apartheid is alive and well, and flourishing in South Africa. Even though the apartheid situation may have improved in the physical sense, the emotional scars of the people living during the apartheid era are still there. As was said, individuals who were forced to relocate to other parts of Cape Town may apply to move back to where they used to live. The people however, feel too wounded to apply because so much has changed and they pose the question "what will I be coming back to". Furthermore, should parents decide to relocate back into District Six, their children would now feel the separation anxiety they felt during those years. Children would be leaving their schools, friends and communities they grew up in, and would have to start from scratch.

Samantha Zacharias: District Six Museum – if you want the truth about our history, visit this place. This is the statement I use, to sum up my experience. It was truly an eye opener for me, but also frustrating. I could not relate to

Amoryne Van Ryneveld: Distrik Ses, na my mening, omvang in een area die hartseer en onreg wat plaasgevind het in die donker tyd van apartheid. Voor ons besoek aan die Distrik Ses museum, het ek nie regtig 'n idee gehad oor wat om te verwag nie aangesien my kennis oor die gebeurtenis in die Suid-Afrikaanse geskiedenis beperk was, en ek was geskok oor die ekonomiese, sosiale en sielkundige impak wat die gebeure van die 1970's gehad het op die inwoners van Distrik Ses.

Met ons aankoms was ek verbaas oor die grootte van die museum. Dit is klein en intiem, maar in die beperkte spasie word soveel geskiedenis vasgevang en word daar in besonderse detail en kreatiwiteit weergegee hoe dit was om in Distrik Ses te lewe. Ons toergids, Mr. Joe, was 'n voormalige inwoner van Distrik Ses en dit het die ervaring vir my soveel meer spesiaal gemaak, want ons kon vanuit sy ervarings leer hoe die lewe in die voormalige distrik was en die impak wat die verhuising gehad het op hom en nabye vriende en familieleden.



(Hoe die strate van Distrik Ses gelyk het voor en na al die huise gesloop was.)

Die vernietiging van Distrik Ses het ook ekonomiese gevolge ingehou aangesien mense nou verder weg was van hul werksplek en nou meer geld moes bestee aan vervoer. Ouers en kinders moes vroeg opstaan in die oggende om by die werk en skool te kom en het baie laat in die aand eers by die huis gekom. Die ekstra finansiële druk het ook daarna toe gelei dat ma's moes begin werk, met die gevolg dat kinders in die middag by die huis gekom het en daar was niemand om toesig te hou oor hulle nie. Die kinders het dus hulself besig gehou en bendes het begin om te vorm. Vandag is bendes een van die grootste probleme wat die polisie en gemeenskappe in Kaapstad, in die gesig staar.

Die verhuising het ook 'n sielkundige effek op mense gehad. Baie kere het mense kontak verloor met hul naaste familie en vriende. Huishoudings is opgebreek as daar 'n kleurvermenging was – byvoorbeeld 'n wit pa en 'n 'bruin'

ma en kinders moes in die geval grootword in enkelouer huishoudings. Joe het selfs stories vertel van nabye vriende wat selfmoord gepleeg het omdat hulle nie kon aanpas in hul nuwe omstandighede nie, want hulle het geïsoleerd en alleen gevoel en asof hulle nie meer 'n identiteit het nie.

Die gebeure wat plaasgevind het in Distrik Ses illustreer aan ons die massiewe impak wat apartheid gehad het op Suid-Afrikaners wat gesien is as 'minderwaardig' en illustreer ook hoe die gevolge van apartheid vandag steeds voort leef. Dit kan gesien word in die armoede en bendes wat voortbestaan in die areas waarheen voormalige inwoners van Distrik Ses verskuif is.

Anzel Rheeder: Tydens die toer met Joe by die Distrik 6 museum het een woord 'n geweldige indruk gemaak op my en alles wat verder gesê is, naamlik: "Brainwashing". Joe het gepraat oor hoe mense tydens apartheid *ge-brainwash* is om te glo hulle hoort nie saam mense van ander ras nie. Die inwoners van sekere gebiede hoort nie in sekere areas nie. Individue van sekere rasse verdien nie 'n sekere standaard van opvoeding nie. Sekere rasse verdien nie toegang tot sekere hulpbronne nie. ... Die gevolg van *brainwashing* kan gesien word in hoe die sin van gemeenskap verander het oor die jare. Joe noem dat in die jare voordat hulle gedwing

is om in spesifieke gebiede te gaan woon, verskillende rasse saam gewoon het en daar 'n samesyn in die gemeenskap was. Vandag, ken ons skaars ons bure.

Die ekskursie na die Distrik 6 museum het regtig'n waardevolle bydrae gelewer tot die Gemeenskapsielkunde kursus. Weereens is die rol wat geskiedenis in die hedendaagse mens se bestaan speel beklemtoon. Om in kontak te kom met die werklike ervarings van sommige mense het die geskiedenis soveel meer betekenisvol gemaak. Die vergroete foto van die sloping het my net laat dink: Wat as dit my huis was?



My German experience

Lorenza Williams

(October - December 2014 in Göttingen, Germany)

As part of my DAAD-NRF In-country Scholarship for doctoral study in South Africa in 2014, I have applied for and received a scholarship for three months to work on my research project in Germany. Through my contact at the African Institute for ATLAS.ti at Stellenbosch University a supervisor for my stay was secured quickly. Dr Susanne Friese regularly teaches the advanced summer school course in data analysis using ATLAS.ti at the African Doctoral Academy at Stellenbosch University, where I attended one of her courses the previous year. Not long after I have received the news that my application for the exchange opportunity was successful, was I on my way to work with Dr Friese, a world renowned qualitative researcher and key contributor and developer of the ATLAS.ti qualitative data analysis software that I am using in my PhD study. And what was even more amazing was the fact that she was a fellow at the world renowned Max Planck Institute (MPI) which acted as host for my research stay. The MPI that I joined was the one for the Study of Religious and Ethnic Diversity (MPI-MMG) in Göttingen – a university town geographically more or less in the middle of Germany.

Dr Friese and I met regularly as she guided me in the coding process, a fundamental part of my qualitative data analysis. When I arrived in Germany I was going towards what Dr Friese referred to in her book as a coding swamp – where I had way too many codes and little or no system of integrating the codes into meaningful categories. Basically, I was in a mess. Dr Friese guided me in defining more suitable codes and building up a more systematic project in ATLAS.ti. Besides the systematic way of doing things I also benefitted from the Germans' hard-working culture, which seemed to be contagious (or was it just psychological?) as my study progressed immensely and I completed a first cycle of coding of all my data and built up categories for further analysis. Besides the work, I also took some time exploring Germany as well as travelled to neighbouring countries, Netherlands and France.

In addition to the fact that my studies benefitted greatly from the solitary time away from my normal routine and

surroundings, I also grew a lot personally as I had time to think, had to live alone in a foreign country (I had friends though!) and had to learn to communicate in ways beyond words. With the little bit of German that I acquired through self-study, I could follow bits and pieces of conversations and the news, find my way with public transport and did grocery shopping. However, I would suggest to students that want to do an exchange programme, to invest time in learning the German language.

Another aspect that made my stay in Germany extra special was the people that I met there. Firstly Susanne and her family; Dr Norbert Winnige and all the people at Max Planck Institute (MPI MMG); as well as the people at the local church where I visited, formed a very strong support system. My bonus and personal highlight however, was to experience snowfall and building a snowman for the first time and to experience a truly special German Christmas. I particularly enjoyed the Christmas markets, *glühwein*, *lebkuchen* and all the trimmings.

In closing, I would like to thank the Deutscher Akademischer Austausch Dienst (DAAD) for the opportunity of a lifetime. And in particular Jasmin Ramershoven, DAAD administrator in Germany and the DAAD Johannesburg staff for all their help. Dr Susanne Friese for sharing her knowledge and guiding me in my research project, and Dr Lauren Wildschut at the African Institute for ATLAS.ti for making the connection with Dr Friese. Prof Steven Vertovec and the staff of Max Planck Institute (MPI MMG) for hosting me and welcoming me to their international team of researchers. The staff of Psychology Department and particularly Prof Tony Naidoo my supervisor at Stellenbosch University for their continued support and investment in my academic development. And lastly, my family, boyfriend and friends that supported me via telephone, e-mail and social media while I was in Germany. I am truly grateful.

Here are some suggestions for students that consider applying for the DAAD exchange opportunity:

- Apply for the exchange bursary as early as you can so that you can have enough time to prepare for visa applications, buy reasonably priced return tickets, and learn the German language.
- Make contact with a potential supervisor, preferably through your university if you do not have a contact person yet as it carries a bit more weight when a request comes from them rather than you as an individual.
- Search for accommodation as soon as you have an answer from the bursary, since accommodation in university towns is usually hard to find.
- Let Google become your best friend as you search everything from transport options from the airport, information about your town, nearest grocery store to your accommodation, which cellular phone network offers you the best deal, safe running routes etc.
- Take extra money for the first two weeks at least as you may be required to register at your local town hall and also consider that it takes time to set up a German bank account and for bursary money to be transferred.
- Take some time to travel locally, spend time with German people and other foreigners in Germany.
- Remain open minded and make the most of your experience – both in your studies and relationally.



Depression and suicide: The tragedy of Germanwings Flight 9525

By Prof. Ashraf Kagee and Dr. Jason Bantjes

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When Andreas Lubitz allegedly crashed the Germanwings Flight 9525 he was piloting, killing 144 passengers and 6 crew members in the process, the world reacted with shock and horror. It rapidly came to light that Lubitz may have been suffering from depression which ostensibly accounted for his actions. In response to the tragedy, some psychiatrists and psychologists have called for the routine screening of pilots so that those suffering from depression can be relieved of their duties. However, several assumptions are made that warrant closer scrutiny, for example that depression in and of itself causes people to end their lives, that suicidal thoughts are associated with homicidal impulses, that suicidal individuals are invariably mentally ill, that suicide risk can be accurately and reliably assessed, and that screening pilots for depression will make flying safer.

Major depressive disorder is a serious psychiatric condition that affects between 10% and 15% of the population. Typical symptoms associated with major depression are depressed mood, diminished interest in activities, appetite and sleep disturbance, fatigue, poor concentration, feelings of guilt and worthlessness, and thoughts of death and suicide. There is a distinct difference between having thoughts of suicide and taking action to end one's life. The gap between motivation and volition is significant. Many people suffering from depression do not have suicidal thoughts, but some do. Of these, a minority may make one or more suicide attempts. Studies suggest that only about 15% of people with depression die by suicide, most of whom were not receiving treatment at the time of their deaths.

The World Health Organisation estimates that 1 million people die by suicide each year. While rates of suicide globally are high and rising, it is rare for people to act aggressively by killing others along with themselves. Rather than being associated with mood disturbance, homicidal behaviour is more likely to be a consequence of psychotic illness. Homicide-suicide usually occurs within a family context and may involve children, but typically the perpetrator and victims are lovers or spouses. Rates of homicide-suicide vary across countries. The incidence in the USA is reported to be as low as 0.2 to 0.3 per 100,000. We know comparatively little about the incidence of murder-suicide in South Africa although one study suggested that the rate may be as high as 0.9 per 100 000, which is considerably higher than the international average.

Depression is not the only form of mental illness associated with suicide. Suicidal behaviour is also associated with symptoms of psychotic illnesses, substance abuse, personality disorders and post-traumatic stress disorder. Some people also engage in suicidal behaviour in the absence of any psychiatric illness. Suicidal behaviour can also be the result of chronic illness, intolerable feelings of shame and guilt, a loss of identity, interpersonal conflict, and a reaction to socio-economic and situational factors.

While the careful selection of pilots and others who perform duties in which they are responsible for the lives of others is obviously a necessity, screening for depression is fraught with problems. Firstly, screening for depression entails asking the person about their symptoms and relies on their self-report of their emotional state. There are no biological markers for depression as there are for conditions such as cancer, HIV, or tuberculosis. Self-report of depressive symptoms is an imperfect method of detecting the condition as it is easy for the person to deny or exaggerate symptoms. The most effective way to diagnose depression is through careful observation and a detailed clinical interview.

The second problem with routine screening for depression is that individuals endorse symptoms of depression because they may be upset or distressed but not clinically depressed at the time they are screened. Think of someone who has failed an examination or has ended a romantic relationship. These are distressing experiences but they are different from the psychiatric illness of major depression. High scores on depression questionnaires thus may not necessarily indicate clinical depression and may instead signal temporary distress, which is often situation-specific and self-limiting. Conversely, individuals who are indeed depressed may obtain low scores on screening instruments because of the way the questions are asked or because of under-reporting of symptoms. To this extent, screening instruments may not be as effective as one would think in identifying persons suffering from this clinical depression.

A third problem associated with screening for depression is that there can be marked fluctuations in symptoms from one day to the next. Depressive symptoms can also develop insidiously and emerge over a period of a few weeks. Even if screening tools were accurate, they would have to be administered fairly regularly to detect depression effectively.

Accurately determining suicide risk is even more difficult and imprecise. Despite considerable research in this area we still do not have a meaningful list of risk factors or warning signs that would accurately identify all individuals who are likely to kill themselves. Common risk factors, such as being male and having made a previous suicide attempt, as well as typical warning signs, such as insomnia, agitation, hopelessness, a loss of purpose and meaning in life and feeling trapped, might predict suicide at an aggregate population level, but they are less helpful at the level of the individual. Sometimes people complete suicide in the absence of risk factors and without exhibiting warning signs. Another problem is that suicidality fluctuates from moment to moment and thus any assessment of suicide is only valid for a brief period of time.

Impulsivity is another factor that compounds the problem of assessing suicide risk. Some individuals engage in suicidal behaviour impulsively without protracted periods of psychological distress or carefully thought through plans. To determine risk of suicide we thus need to make allowances for the influence of impulsivity, which is very difficult to

measure. The problem is compounded by the fact that there are unfortunately no reliable screening tools that can be used to accurately and reliably assess suicide risk.

It is easy to understand why people might respond to the Germanwings Flight 9525 tragedy by calling for pilots to be screened for depression. After all, screening is simple and relatively inexpensive but such a response may not result in the actual detection of major depression, nor will it positively identify those pilots most at risk for suicide, especially if they wish to keep this hidden from their employers. It will certainly not result in identifying future murderous behaviour, such as deliberately crashing a plane with scores of passengers on board. In fact, such a measure may actually prevent pilots in need of treatment from obtaining it.

Psychiatric illness for centuries has been highly stigmatised. If people fear that being identified as having a psychiatric illness such as major depression may result in losing their jobs, they may be more inclined to conceal their symptoms and not seek treatment. Calls for routine screening may easily be interpreted as a way to rout out disturbed individuals from functioning in society, and may serve to exacerbate stigma and discrimination against people living with a psychiatric condition. The struggle against stigma associated with disability – psychiatric or otherwise – has been a long and arduous one and an end does not appear to be in sight.

Flying in planes makes many of us anxious and of course we all want to feel safe while in the air. However screening pilots for depression will only create the illusion of increased safety and may reinforce myths and prejudices about mental illness and suicide which are ultimately unhelpful.