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APPENDICES

Appendix A: Notice of the 1ˢᵗ meeting

Appendix B: Invitation to Hatfield Campus colleagues

Appendix C: Ethics statement

Appendix D: Permission letter

Appendix E: Typed records of the 17 R@I meetings

APPENDIX A
Notice of First Meeting

R E S E A R C H @ I T S O S E N G

NOTICE OF MEETING

DATE:　　　　Wednesday **26 May 2004**

VENUE:　　　Sammy Marks museum

TIME:　　　　**10:30 – 12:00**

INVITED:　　All interested in *Research@Itsoseng*

<u>CONVENOR:</u>　**Willem Louw (willem.louw@up.ac.za)**

MOTIVATION FOR THE MEETING

The main motivation for this meeting is an attempt to synergize three current contextual factors in our sub department: one, a threat to our survival; two, improving our quality and methods of training; three, improving the functioning of Itsoseng.

As you all know we are fighting for our place in the dust. We are convinced that what we can offer as a psychology sub department is of value to current and future students. Unfortunately nobody will believe us just because we say so.

Money talks and Research output (which eventually relates into money) talks. We are all qualified and registered psychologists in academia who by high probability should have the potential to do good enough (publishable) research. If we collectively decide to make research output a core function of this sub department, we might find that nobody will stop us. We each have unique talents that when pooled together could make it attainable to publish. It is my belief that if we employ the correct strategy (one that adapts to our needs) we can assist each other to publish on a regular basis.

> Practical problems (Itsoseng, training, etc) → (Action) Research → Publications, dissertations, seminars → Money, attracting students (over seas, etc) → Survival

PRELIMINARY AIMS OF MEETING

- To establish a core research team at ITSOSENG
- To inspire and infuse ourselves with excitement about the possibilities and opportunities for Research@Itsoseng
- To work out the pragmatics and draw up a time frame or schedule

APPENDIX B
Invitation to Hatfield Campus Colleagues

R E S E A R C H @ I T S O S E N G
Theory-in-action
Valuing local relevant knowledge
Turning resources into assets

University of Pretoria

Department of Psychology

Mamelodi Campus

INVITATION TO THE NEXT RESEARCH@ITSOSENG MEETING

Research@Itsoseng is an initiative spearheaded by the psychology department designed to facilitate locally relevant knowledge creation on the Mamelodi campus. Social researchers gather every two to three weeks during which we aim to encourage and support ongoing research projects. We have a strong action research focus and place a high value on informed committed action. Fellow practitioners / trainers / lecturers who would like to improve their research output in an atmosphere of support and creative challenges are invited to attend the next meeting.

Next R@I meeting

DATE:

WEDNESDAY *10 NOVEMBER 2004*

TIME:

09:00-12:00

VENUE:

STAFF ROOM, ITSOSENG (EDUCATION BUILDING, MAMELODI CAM PUS)

PLEASE REPLY TO *willem.louw@up.ac.za* IF YOU WOULD LIKE TO ATTEND.

APPENDIX C
Ethics Statement

ETHICS STATEMENT

2004-07-14

Dear _____,

This document is an attempt to ensure good ethical practicing in conducting my research.

My research is an action research study that explores the question of relevant local knowledge. I am attempting to establish a research centre at the ITSOSENG clinic on the Mamelodi campus that is able to produce knowledge that is relevant and useful to the community it serves. The ITSOSENG community is defined as all the people who have some connection with the clinic, be it clients, referral agencies, students, staff or friends of ITSOSENG. This project will be successful if the research centre is producing knowledge that is relevant and useful to the ITSOSENG community and when the rate of research output in terms of articles published in accredited journals is significantly higher than the current rate of research output at ITSOSENG. My intention is to submit aspects of this process in the form of a thesis for a PhD degree.

I undertake to at all times negotiate permission to conduct the various aspects of the research, to respect confidentiality and to ensure participants' rights to withdraw at any time from the research. I will make use of various data collection methods. These might include audio tape recordings, video tape recordings, written notes during meetings, contents of email communication, recollections of informal conversations, photographs and submissions from participants in whatever form. I intend to facilitate the research in such a manner to ensure that all participants benefit from the participation in one way or another. Issues of confidentiality of the research material are constantly open for discussion and negotiation and I undertake to revisit these issues on a regular basis.

Please indicate with your name and signature below that you understand the focus of this research project as well as your rights as participant in this research.

Kind regards,

Willem Louw

Research facilitator: tel 083 360 8672 / (012) 842 3684

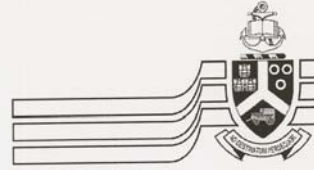✂--

I understand the focus of this research project (facilitated by Willem Louw on the establishment of a research centre at ITSOSENG, Mamelodi campus) as well as my rights as participant in this research.

Date	Name and Surname	Signature

APPENDIX D
Permission Letter

Tel: (012) 842-3412/22
Fax (012) 842-3634
E-mail: edwin.smith@up.ac.za

University of Pretoria

Cnr Hinterland Street and
Hans Strijdom Ave
Mamelodi
Republic of South Africa
http://www.up.ac.za

**Office of the Director
Mamelodi Campus**

16 May 2006

Mr WP Louw
Researcher
Department of Psychology
Mamelodi Campus

Re: Permission to conduct research on Mamelodi Campus

Dear Mr WP Louw:

I am pleased to inform you that I support your request for research on the Campus using colleagues as participants. You will have to engage in the necessary steps to gain their permission and consent as required by your project.

I wish you well in your research and look forward to learning of the outcome of your investigation.

Yours sincerely,

Edwin T Smith
DIRECTOR: MAMELODI CAMPUS

APPENDIX E
Typed Records of the 17 R@I Meetings

Record of 1st R@I meeting held at Sammy Marks 2004-05-26

Present:

Linda, Terri, Gerhard, Ilse, Member 6[1], Willem

Contextualization:

I convened this meeting in an attempt to formalize some of the ideas that were expressed in conversations that I have had the privilege to share with most of you on various occasions around the research potential and opportunities at Itsoseng. I have a passion for Action Research and believe that if we pool our unique creative resources and apply this to practical problems/opportunities that we see at our place of work (passion), that this could lead to many benefits for all of us.

I see this project as varying in size for each participant. I myself am interested in the project as a whole (establishing an Action Research centre at the Mamelodi Campus that is able to do research on various focus areas (or practical problems) with the aim of producing research products that is relevant and useful to the participants of each of the research projects.) This I plan to document in the format of a PhD research report.

I see us starting with a core team, testing our wings in true AR style on a problem that has practical relevance for each of us – the efficient running of Itsoseng clinic. From this many other smaller projects can fit into the original problem (Improving Itsoseng clinic) or we could work on other projects concurrently. The specific problem that we tackle can be regarded as content and our progressing competence in applied research can be seen as the process.

A key aim for me is to record the work that we do and problems that we deal with everyday in such a format that we can publish this as legitimate research – whether in accredited journals or other archives, which keep records of meaningful events/actions/processes that took place.

I undertake to arrange the logistics/pragmatics of the meetings and to make available and distribute my documentation of the process.

Invitation:

This document serves as my recollection of some of the main ideas expressed during the meeting held on 2004-05-26 at Sammy Marks museum. I invite you to add to this document:

- ideas that you remember that were expressed but which are not reflected (or not adequately reflected) in this document
- new ideas that came up for you while reading this document and which relates to the general topic

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[1] Originally this team member's name appeared in these records, but was changed to "member 6" to respect this member's wish to remain anonymous in this document.

- other crazy ideas which are not really related to the topic of the meeting but which you feel could add value to future meetings or reflection on this meeting
- process comments on the meeting – perhaps you noticed something in the way we communicated or dealt with contributions that influenced the discussion.

<u>Recollection of main ideas expressed during the meeting:</u>

I noted the following responses to my question "what is your most important or urgent concern regarding Itsoseng Clinic?":

Member 6:

First of all I get defensive when you start asking about what is not working at the Clinic because Ilse and I have done everything that is necessary to ensure the efficient running of the clinic. However, our problem is Intern A[2]; she does not do what we tell her to do. We (Member 6 and Ilse) have a clear idea of what should be done to improve the functioning of Itsoseng, we communicate these ideas to Intern A and Intern B but I feel that Intern A just does not cooperate. A meeting is scheduled with Intern A and Intern B for 2004-05-27 to address this concern. This meeting should be more effective than previous ones since our authority as clinic managers has recently been communicated to the interns very clearly.

Ilse:

I don't think that the meeting on the 27th will make any difference. I do not feel defensive when we talk about what is not working at the clinic. There are a lot of things not working and that is a great concern for me. The following are a few of the many areas I see that need improving:

- Case management and client distribution
- Marketing of Itsoseng
- Intern interactions with clients especially on the first contact
- Security (of valuable assets, e.g. psychometry)

I would like to reiterate what Member 6 has said; we have put all the procedures and systems in place, but the interns, especially Intern A, are just not following them.

Terri:

I want to know what is going on with the nursing station. There seem to be a lot of people milling around in the waiting area. Perhaps we need to speak to the nurse(s) and work out a better system around the waiting area.

---

[2] Originally the names of the two interns appeared in these records. This was changed when these records were included in this document for the purpose of protecting their privacy.

I also have some ideas about the role that the BPsychs play in the clinic. They seemed to be often used by the masters' students as interpreters. My suggestion is that they do the first interview (intake) on their own and then team up with a masters' student to form a therapy team doing co-therapy for the remainder of the sessions.

Linda:

My concern is the client distribution and case management in the clinic. I am especially concerned about the practice of using the home language of the client as basis for referrals to students. I think this issue needs urgently to be addressed and perhaps me and Terri can have a combined discussion with the clinic managers, Interns, Masters' students and BPsychs students around this topic.

My other concern is the state of the second therapy room that is unusable as a therapy room at the moment.

Gerhard:

My concern is the Clinic-training interface. I have experienced some frustration around communication problems between various sectors within the clinic. This to me is a big concern. For example we have made decisions about the nature of the work the BPsychs are allowed to do in the clinic and have communicated this to the interns on several occasions but somehow the message does not have its intended effect. Students also ask us questions during the training or supervision sessions about what they can and cannot do, which puts us in a difficult position. We have however recently decided to just refer those questions back to the clinic managers.

I share Linda and Terri's concern about the M's using the BPsychs just as interpreters. I am also concerned about the *ethics* training of the BPsychs.

Linda:

Should we include the BPsych internship issues here? I ask because I am concerned about the workload and the intensity of the cases they have to deal with.

Terri:

That reminds me of research done at Vista, Port Elizabeth, which has to do with support structures for the BPsych students and the need of educating the institutions where they do their internships.

I have a wild idea to address some of the problems we experience with the clinic: how about we use the M's as nodal point since they seem to display a lot of creative energy. My assessment of the main problem at Itsoseng is a problem of *engagement.* The interns have a lot of passion and a lot to give – somehow this is just not being manifested.

Gerhard:

How about we involve the interns in the training program (in other words let them present some parts of the training) to create a sense of ownership?

We have spoken about the high volume of "learning problems" that present at Itsoseng. I have made contact with an educational psychologist at the main campus who is willing and interested to talk with us (al at Itsoseng) about their approach to learning problems and perhaps assist us in finding our way to work with similar problems.

Linda:

I think it is vital that we have accurate and updated stats on the client population and presenting problems at the clinic so that we can identify and address the various issues as they come up and we can also use these stats to motivate for support structures (admin personnel etc).

Priorities that emerged during the conversation

- Involve the masters' students more
- Engage Intern A – increase a sense of ownership
- Address the issue of "Learning problems" Gerhard and Linda to organize a work session in combination with somebody from main campus educational psychology.

Preferred outcomes

1. Friday 28 May – deadline for clinic stats to be submitted by the interns to Member 6 and Ilse.
2. Friday 28 May – deadline for psychometry inventory to be submitted by the interns to Member 6 and Ilse.
3. Ideally a working relationship be fostered between clinic managers and interns as opposed to an adversarial relationship

Agreed upon action before next R@I meeting

Gerhard and Ilse:

Conversation with Intern A to engage her in the "learning problem" workshop

Ilse:

Changing the dynamic of the current relationship with the interns

Date and venue of next R@I meeting

Wednesday 9 June 2004

09:00, Sammy Marks

End of this document

Record of 2nd R@I meeting held at Mamelodi Campus (Staff room) on 2004-06-09

Present:

Terri, Gerhard, Ilse, Member 6, Willem

My recollections of the nodal discussion points of the meeting:

During this meeting I kept record of the main ideas discussed without necessarily recording authorship of the ideas. The discussion flowed more freely between everybody and I did not focus so much on individual contributions from everybody. For that reason I do not present the ideas in this document as expressed by anybody specific, but in terms of a rough chronological flow of the conversation.

A shift in focus

One of the first issues that were raised was the importance of making a clear distinction between a management focus and a research focus of the R@I meetings. Since we tackled the issue of improving the service delivery and efficient functioning of ITSOSENG as a first action research project the danger existed of seeing these research meetings as an attempt to exercise control over the clinic management team (Member 6 and Ilse)[3].

Clarification of my (Willem) role

I see myself as the research facilitator or primary researcher. I have taken it upon myself to set up a research wing at Mamelodi campus (psychology sub department), with a core aim to make it easier to publish the work that we do anyway. I believe that action research is ideally suited to this purpose and that we are surrounded by relevant research questions that would be beneficial to find answers to.

What is Action Research?

I undertake to give you a quick overview (20 minutes) of the main characteristics of Action Research during the next R@I meeting on the 16th of July. I also include some light, yet exiting reading you can do (about how we can implement AR at ITSOSENG) before that meeting if you are interested.

---

[3] The efficient running of the ITSOSENG clinic is a goal that I believe we all strive towards. What exactly it would look like if it runs efficiently and to capacity I think we can define more clearly. Perhaps we also need to rethink the "clinic management team" idea. Since this meeting I had discussions with most of you around this topic and I would like to suggest that we brain storm possible ways and structures that will meet everybody's needs around this issue.

Curriculum development

The Vista psychology modules have just been through an extensive development process and a feedback loop still exists to evaluate the modules. An idea was mentioned that we should capitalize on this feedback loop while it still exists. [4]

Establishing an Archive

To assist us in generating locally relevant research questions and to just do it, I (Willem) undertook to serve as a collection point and manager of a research contribution archive. This basically means that anybody who identified a research question can forward that to me and I will catalogue it. The idea being that we experience many great ideas but often do not record or follow them up and then they are lost. This archive is also for research reports that won't necessarily get published in accredited journals. The archive could furthermore also serve as a reference site for relevant literature that could be useful in making sense of our situation. If you read anything cool, send me the reference and a short description of what makes this reference cool. So – anything is acceptable and wanted, as long as it can be framed as remotely connected to research. This is an invitation to experiment with research, no matter how small or how crooked. [5]

Research questions and topics generated during this meeting

1. The link between qualitative research methods and psychotherapy training (Exchange of metaphors, hermeneutic circle – move from local to general and back)
2. Class participation – what contributes to the status quo?
3. Class participation – what is the reality? What categories of explanation (eg white lecturer, black students) are used and by whom to explain the reality?
4. Assumption that the Mamelodi campus (students) are busy moving from an African mindset to a western mindset. Common frame of looking at people who are different from the norm.
5. "The oppressed majority" – a concept that is uniquely South African?
6. Transport of UP students between Mamelodi campus and Hatfield campus – what is the sentiment among students about this.
7. What do students on the Mamelodi campus feel and think about the vision and happenings around the incorporation?

Feedback regarding the meeting with Intern A

Member 6 reported that the meeting went very well and Ilse mentioned that Intern A seemed a lot more open and relaxed. It was felt that Intern A's new position, as administrator, is possibly

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[4] Now that I am writing about the feedback loop, I must confess that I am not quite sure what the main point was. I remember however that Terri and Gerhard had strong views about it. If any of you could remember more about this issue, please drop me an email and I will include it in this document.

[5] Up to date I have received two contributions from Gerhard – way to go Dr G!

in part responsible for the shift. Certain relational dynamics between Intern A and Intern B was mentioned and I (Willem) started to draw an ecological map on the board to aid exploration of the effect this dynamic might have on various other role players in the clinic.

Ecological map of primary staff and student relationships at ITSOSENG

I attach a copy of this map at the end of this document. We jokingly remarked that there seemed to be a number of woman dyads characterized by a less than comfortable relationship between them.

Disagreement between Ilse and Member 6

A disagreement erupted between Member 6 and Ilse about what approach to take in dealing with the conflict between Intern A and Intern B. This interchange seemed fairly intense and it was suggested that Ilse and Member 6 find ways to resolve it outside of this meeting.

Next meeting

16 July 2004
09:00 – 12:00 at Ilse's house
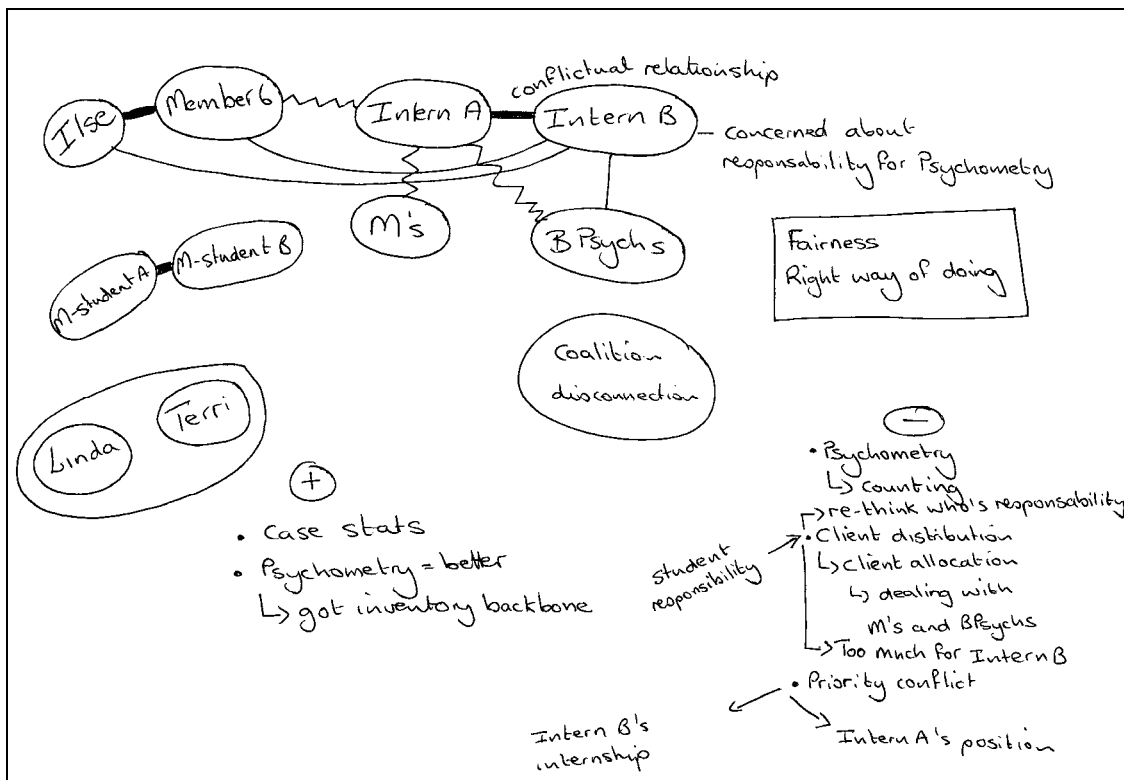
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R E S E A R C H @ I T S O S E N G

Informed committed action
Valuing local relevant knowledge
Turning resources into assets

Record of 3rd R@I meeting held at Ilse's House 2004-07-16

Present:

Gerhard, Ilse, Linda, Member 6, Willem

Authorship of this document

This again is my recollections aided by my notes taken and writings on a flipchart during this meeting. Comments, refutations, amendments and enhancements are always welcome to these records.

A key issue

Gerhard specifically ask that we omit from these notes an issue that came up surrounding his keys. If any accidental reference to Gerhard's keys appears in the rest of this document please make an effort not to notice it.

Agenda points

1. **Orientation of ourselves in the research process as well as the context within which the research is taking place.**

Clinic management team

It was decided that Member 6 and Ilse would draw up a job description of the clinic management team, in other words a list of areas that needs to be managed or controlled. Based on this list two portfolios would be decided on. Member 6 to serve as a clinic manager with a specific port folio which would make her in control of various areas that needs to be managed, the individual areas can be allocated to other staff members. The same counts for Ilse. In this regard an organogram based on area to manage would be useful. Member 6 and Ilse to have a conversation regarding the clinic management function as a whole and their respective roles in it.

Clinic receptionists

Linda stated that money is available to appoint two maybe three student assistants ASAP to work as receptionists for ITSOSENG. Member 6 and Linda to follow this up.

R E S E A R C H @ I T S O S E N G
Informed committed action
Valuing local relevant knowledge
Turning resources into assets

Becoming more visible

It was decided that we are now no longer *in the process of establishing* a centre of excellence or *in the process of establishing* a research wing. We are doing it and living it and can make it known to the world. Possible forums to introduce R@I could be the following:

- CSA (Centre for the study of Aids)
- PSYSSA (Community psychology conversation on last day – join in)
- "Midrand community psychology centre" Linda to follow up somebody there.
- SOS children's village
- Seminars at Psych dept main campus
- Agape: network and making ourselves known. Becoming a force to be reckoned.

HIV focus of research

We should not ignore the importance of HIV related issues in any research we do. It was decided that the R@I would not exclusively do HIV research, and that we perhaps should revisit the idea that the M-dissertation topics be limited to HIV research. As it stand however, the status quo remains.

Linda reiterated the tremendous need for psychologists in SA to be aware of HIV related issues and gave the following examples to illustrate her point:

- The Phelophepa incident (where dentistry students who received needle stick injuries were sent home without any counseling support or debriefing)
- Research@Itsoseng = implications for getting big funding from NRF for BIG projects (5 year projects)
- SOS project
- Georgia State University Project

2. Quick presentation (20 min) of Action Research principles and how that relates to our context and vision.

I gave a quick presentation of my understanding of the main points of Action Research relevant to R@I. This turned out to be a lively and an interactive discussion, which I appreciated. I include the main points of the presentation here:

Action Research

1. If you want to understand something, try and change it (Kurt Lewin).
2. AR is about <u>serious</u> (rigorous) <u>problem solving</u> (Improvement focus)
3. NB for whom knowledge is created : power-knowledge tension
4. The value of knowledge lies in its ability to <u>effect change</u> or to <u>understand why change is impossible.</u> (A discussion ensued at this point about the word "improvement" –

R E S E A R C H @ I T S O S E N G
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Turning resources into assets

perhaps an effort to stay contextually relevant better describes the aim of knowledge in this regard. Gerhard quotes Hayley on this one if my memory serves me correctly.

5. Turning resources into assets (Linda objected to the use of words from the economic genre which is perhaps better suited to describe objects than human interactions.)

6. AR = a form of self-administered in-house training. This raised the issues of "being the expert", "expert knowledge" and "outside experts". When we try and solve a problem that has very specific local relevance and we consult outsiders – then they act as consultants rather than outside experts.

7. AR gives us an opportunity to integrate the 3 tasks of universities (Teaching, Research, Community service) in one go. Linda links the word "Praxis" to this idea.

8. The Basic process of AR is as follows:

➢ Voice a concern

➢ Formulate a desirable alternative

➢ Plan certain actions that will <u>most likely</u> effect change

➢ Implement the actions

➢ Observe (creative methods), Evaluate (implementation <u>and</u> the outcome) and Learn

➢ Revisit original concern with additional info and go through the cycle again.

➢ Once desirable alternative is reached or other unique outcome that you are satisfied with is attained – tell the story, report on the process and what according to you as responsible for the shifts – provide evidence for your claims.

PAR (Participatory Action Research)

Linda offered to give a presentation on Participatory Action Research at the next R@I meeting.

Organic evolvement

The point was made that even though there is a lot of planning and monitoring of desired outcomes, any AR project evolves organically and that this process should be respected. Caution should be taken to be too rigidly invested in a very specific outcome.

3. Tackling ethics and issues of confidentiality.

I explained my need to circulate an ethics statement, which would explain what every participant's rights are in this research project as well as stipulating how I intend to deal with issues of confidentiality and sensitive information. As soon as Gerhard in his role as my supervisor had a look at my proposed consent form, I will distribute and explain it.

4. Exploring and consolidation of what we have learnt so far (In general and about improving the service delivery of ITSOSENG).

This project was officially named the (F)RIC project: *Reinventing Itsoseng Clinic* project.

The main aim of this project is to evaluate whether ITSOSENG is running to capacity or whether it is underutilized.   We ask ourselves "what can be done to improve the functioning of all three legs of ITSOSENG ?):

R E S E A R C H @ I T S O S E N G

Informed committed action
Valuing local relevant knowledge
Turning resources into assets

1. <u>Teaching</u>
   (eg live supervision, assessments better suited to content)

2. <u>Research</u>
   - ITSOSENG library of contextually relevant knowledge
   - Web site accessibility
   - Publishing of articles
3. <u>Community involvement</u>
   - Under capacity? – create mutually beneficial partnerships (eg SOS, Stanza, Mamelodi Day hospital, Kalafong, I Mil hospital, Dept of Health, Faculty of health sciences
   - NB to define "community" – What or who can be regarded as the ITSOSENG community, or the community that ITSOSENG serve?

It was proposed that ITSOSENG = **the sub department in action**, with the understanding that the SUB DEPARTMENT = Staff, interns, students and all the support structures and infra structure. This will serve as a working definition.

We have also learnt that our **communication** between the various staff members and with various other role players in ITSOSENG could be improved and this have lead to some incidents of frustration. The R@I meetings seems to help in focusing our attention on certain issues of importance and following them up.

In looking at the decision making process, management function and executive function of ITSOSENG noticed an interesting phenomena:

Clinic management team: CMT   = Member 6, Ilse
Clinic execution team: CET   = Intern B, Intern A
MA trainers: MAT   = Terri, Linda, Gerhard, Willem
Students: STS   = MA, BPsychs

1. CMT communicates (x) to CET. CET behaves in a way that looks like (x) was sent, but not received. We started looking at how (x) is communicated on a content and process level and what indicators were used to ensure that message sent was message received.
2. CET complained to CMT that students receive different instructions from the trainers than what the CMT communicates to them. This was specifically about client allocation and psychometry lending practices. We discovered that some communication happened between trainers and students (relevant to the CMT and CET) without ever reaching the CMT or CET. Consequently it was proposed that we need to standardize procedures in the clinic and make sure that everybody has access to these procedures.
3. We also learnt that Member 6 and Ilse works better separately than as a team and consequently a redefinition of the CMT was requested with the understanding that

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neither Member 6 nor Ilse would like to leave their positions as part of the clinic management team.

5. Deciding on a course of action based on what we have learnt.

- Synchronization of procedures and info about procedures in the form of a procedure manual
- Redefinition of the CMT.

The following task list was set:

Task list based on R@I meeting held at Ilse's House 2004-07-16

NR	TO DO	ACTION BY
1	Write down any strong feelings or reactions (excitement, disgust, sadness, resentment, joy, etc) you had to any thing said during the meeting and email it to Willem.	All
2	Please think a bit about the effects of your involvement in the R@I project had so far on you – what were the unexpected benefits and gains (if any) and what were the sacrifices (if any)	All
3	Job description of CMT (Clinic management team)	M & I to compile Everybody to submit suggestions
4	Identify a research project you want to drive / steer / take primary responsibility for. Name it and submit it to Willem via email.	All
5	R@I Broad casting board on first floor	Willem and whoever is interested
6	Search for a nice logo for R@I and a slogan, eg. *Turning resources into Assets.* I have included three slogans in this document's letterhead.	Anyone who is interested
7	R@I newsletter	Willem + anyone who is interested.
8	Procedure manual for clinic	Gerhard to compile, everybody to submit
9	Investigate the possibility of getting more rooms – a R@I room	Linda
10	Next meeting: Gerhard's house 6 August 09:00	All

End of this document

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Record of the 4th R@I meeting held at Gerhard's House 2004-08-06

Present:

Gerhard, Ilse, Linda, Member 6, Terri, Willem

Authorship of this document

This again is my recollection of this meeting aided by my notes taken, writings on a flipchart and a tape recording. Comments, refutations, amendments and enhancements are always welcome to these records.

Discussion points during the meeting

1.   Clinic management job description list

Ilse informed us that she took responsibility for the **test lab** and that Member 6 took responsibility for the **monthly clinic statistics**. They have started to sort out these two issues first as a matter of priority, but are still open to receive ideas of what else can be included on a "job description" of the clinic management team.

2.   Student assistants

Member 6 informed us that she is aware of 2 students who are really interested in the student assistant's positions and she required info regarding the procedure to get them instated. Linda replied that we must just get forms and then let the students fill them in. Linda agreed to acquire these forms.

3.   Sustaining the energy level of R@I

Gerhard cautions that R@I becomes an extra stressor and binds us rather than liberates us. He states that if we can hang on long enough to the research focus and plan our activities for next year around this idea it will be easier. He attributes the current difficulty in sustaining the energy due to two systems running concurrently – our usual way of doing things and on top of that working from a research focus.

4.   Three legged model

Linda talked about the 3-legged model (Teaching, research, community support) that was worked (see Appendix A) out a while ago. Terri mentioned that there is more info available than is represented on the page Linda handed out and that she would have a look on her computer.

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5.   Mentoring

Willem proposed an idea to integrate research and mentoring even more with the current academic offering and community support. This idea entails teaching fitting into research projects rather than teaching happening independent of research. Students do assignments (gather and present information) that is relevant to the research projects and in so doing are mentored in the research and community support process and have a chance to see psychology in action from the first year level. If we do this well enough we should be able to get NRF funding. Terri volunteered here horror experiences with the NRF form. We know someone who has seen the form and lived to tell the tale. NRF funding is project focused, not researcher focused and must contribute to staff developing and must also empower disadvantaged students.

6.   Social research centre of excellence

If we become proficient at getting NRF funding we might even gradually become independent of UP and exist on our own.

7.   Year planning for 2005

Gerhard suggest that we start as soon as possible to work out a plan for next year within the three-legged model. Terri suggested that we take what we do already and reframe it to fit within this conceptualization.

8.   Research formats

Congratulations to Ilse and Terri for submitting an article on Ilse's research that was accepted. Willem added that we should not only think of research that can be published but also to generating local relevant knowledge that is useful to us and that from this bigger pool of knowledge we can publish. Terri reminds us that a pool already exists; she has a lot of data in her office that just needs to be analyzed. Gerhard added that he and Linda has also accumulated data as a result of their "Translators/interpreters/co-therapists" workshop – now we just need to work the info into article format. Linda suggests that we employ master students to work as research assistants to start writing up preliminary articles on the already available data.

9.   2005 teaching programme

We start with the UP BA programme from 1st year level next year. This will necessitate us to think hard about how we are going to divide our manpower.

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10.   PAR

Linda gave a presentation of PAR, accompanied by an 8-page handout. The following points ensued from the discussion:

11.   Revisiting the task list set at Ilse's house
- Procedure manual
- Other items on task list

End of this document

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Record of the 5th R@I meeting held at Mamelodi in the tea room 2004-08-27

Present:

Gerhard, Ilse, Linda, Member 6, Terri, Willem

Authorship of this document

This again is my recollection of this meeting aided by my notes taken, writings on a flipchart and a tape recording. Comments, refutations, amendments and enhancements are always welcome to these records.

1.   Kiosk – keys on door + cupboard

2.   Student assistants - Reception

This will start on Mondays and Tuesdays

3.   R@I Letterhead

Formalize the letterhead so that the health clinic can also use it.

4.   SOS project

Follow up and give feedback

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5. An Itsoseng website

This should be linked to other sites as well has having several pages regarding various aspects of Itsoseng

There should be member access for private documents.

6. Clinic functioning

Problem with continuity from one year to the next – a procedure manual will aid with this. This procedure manual should also specify what the stats form should look like as well as how to fill it in. It should also contain a copy of all the relevant forms to be filled in, eg consent forms, etc.

7. Energy levels

Energy levels depend on a closed system (?)

8. Presentation to the Dean

Linda will contact the Dean today to invite her to a presentation to the department about Itsoseng. It is vital that we prioritize what it is that we want to do. This presentation will force us to prioritize for ourselves.

9. PSYSSA – community psychology conversation

10. Community psychology focus

Look at compulsory readings

End of this document

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Record of the 6th R@I meeting held in the Staff room, Mamelodi campus 2004-10-08

Present:

Ilse, Linda, Member 6, Terri, Willem

Discussion points / Agenda: page

Clinic functioning

Ilse reports that no items were reported stolen since more rigorous security measures have been put in place. She reports that the interns are much more strict with the control of the Psychometry lab key and that seems to have made the vital difference. There seems to be overall happiness with the Psychometry lab at present. Ilse is frustrated with the seemingly cumbersome process of ordering new Psychometry and Linda offers assist Ilse the aim of identifying and clarifying:

- what forms to fill in
- who to submit the forms to,
- etc

Member 6 is busy designing a new stats form. She expressed her disdain at the current description of *presenting problems* on the stats forms (eg. Psychological problem.) All MA students are requested to redo their stats for the whole year and submit their completed stats forms by no later than 29 October. MA lecturers and supervisors are requested to assist with enforcing this decision. It is envisioned that the new stats form should enable us to use the info for meaningful and hopefully insightful research into the functioning and possibilities for improving service delivery at Itsoseng.

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Ilse received feedback from the interns that some students are not punctual in performing their clinic duties and seems to have a very relaxed attitude about their clinic duty. She suggests that the Supervisor on clinic duty go down at 13:00 and keep record of who is there and who isn't.

Linda indicated her disdain at the clinic's reception area that seems to be non-existent. She recalls an incident where she moved the furniture around herself to try and improve the reception area and noticing later that day that it has been moved back. An idea was raised that if somebody could serve as a full time receptionist that this might alleviate the problem.

Ilse informed us about the current practice in client distribution at Itsoseng which results in an uneven client distribution among the students. The interns do not manage this function and Ilse thinks that this is partly because Intern B is intimidated by the M's. Willem made a suggestion that we should do an orientation with the interns in the beginning of the year to give them clarity about their roles, responsibilities and mandates for control and management.

Ilse relayed salary related concern from Intern A and informs us that she refereed Intern A to Linda.

FOR ACTION:

Linda & Ilse: Identify and clarify procedure for ordering Psychometry

Member 6: New stats form designed and distributed to all M's and Bpsych students by 15 October 2004.

Linda and Terri: Follow up client distribution practice with the M's.

Office space

It was decided that now is the time to request more office space on the 2nd floor, Education building. We proposed that Linda make this request via email asap to the acting campus principal via his personal assistant. We decided to ask for minimum 5 offices.

FOR ACTION:

Linda: write and send email requesting 5 offices on our current floor

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Kitchen

Before Linda went on leave she requested alterations to our tea room's counter on the 2nd floor and the instillation of a code lock on the door facing the main passage. The response to this request was an installation of a code lock on the door of the Itsoseng kitchen, down stairs. Heheheh. Simple requests are'nt. Linda offered to follow this up and make a 2nd attempt to secure our tea room.

> **FOR ACTION:**
>
> **Linda:** Installation of code lock and alterations to tearoom counter.

Presentation to the Dean

Terri expressed again the urgency with which we have to act in this matter, especially considering the uncertainty about the future of this campus and the continual decisions that get taken in ignorance of the potential that exist. By doing this presentation it is assumed that we will give some people with executive power some info to act on. This is our hope anyway, and perhaps the best we can do so far. It was agreed that by Wednesday 13 October 2004 we would send a one-page letter summarizing our main arguments and attractions to:

- Psychology Department, main campus (head of department)
- Head of the school of social sciences
- The dean of the faculty of humanities
- Two Vice chancellors of the University of Pretoria)

Attached to this one page letter we also send the Presentation that will be refined by Ilse and Linda.

> **FOR ACTION:**
>
> **Ilse & Linda:** Refine presentation
> **Terri:** Write one page cover letter and send the whole package to our targets readers.

Future of the Mamelodi campus meeting feedback

From all the feedback I (Willem) have heard of this meeting I get the impression that an overall vision for the Mamelodi campus is still in absentia. Much discussion ensued about the logistics of the present handling of exams, student intakes and module offerings. I also picked up a fear

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narrative around asking the wrong questions and Terri and Linda wondered whether we should warn the department on the main campus that the consequences of our inquiries might have unjustified repercussions for the executive committee of the psych department. It was decided that Linda and Terri would discuss their experience and expectations for retribution at the next executive meeting (12/10/2004).

FOR ACTION:

Terri & Linda: Contextualize at the next executive committee meeting possible future conversations from top management around our department's inquiries and requests at the meeting with the vice chancellor and one of the vice principals.

Video cameras and other equipment

Willem gave a short presentation of the results of his research regarding suitable video equipment for ITSOSENG. It was decided to acquire the following:

Item	Quantity	Estimated price
Panasonic GS11 Video camera	1	R3999-00
Sony HC30 Video camera	1	R5300-00
VCR (stereo)	1	R1199-00
VCR-DVD combo	1	R1799-00
Flash drives (128 Mb, R219-00 each)	6	R1374-00
Tripods (R220 each)	2	R440-00
Canon A400 digital camera	1	**R1399-00**
Mini dv tapes	10	**R390-00**
Quote from New World, 2004-10-11		R15900-00

Linda has already sent the secretary of the psychology department an email regarding the procedure to acquire these items. Linda indicated that she would follow this up with the secretary since we did not receive any response so far and would like to acquire these items before the end of October 2004. Willem offered to do the physical buying of the equipment as soon as we have a means to acquire them.

FOR ACTION:
Linda: find a way to get the money in our budget to New world
Willem: find a way to get the items from New World to ITSOSENG

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Research opportunities at Phelophepa

Willem and Gerhard attended the Phelophepa meeting on 6 October 2004 at the Carlton centre. The dates that were allocated to us are as follows:

Week 1	4 students	25-29 April	Robertson
Week 2		02-06 May	Ashton
Week 3	4 students	09-13 May	Swellendam
Week 4		16-20 May	Oudsthoorn

During that meeting Willem and Gerhard realized that we are in an ideal position to do some community psychology research. The general idea is to prepare the students before hand to do research on the train and then write it up as an article when they return. This can be done as one of the module outcomes and they can perhaps co-author papers with us on the results of their research. This idea is still in its infancy, but it seemed during the R@I meeting that it created great excitement. Willem also mentioned an idea that was raised at the Phelophepa meeting by a lecturer from the University of Natal about Community psychology as:

Western psychology inflicted upon disadvantaged communities (done by psychologists)
VS
Psychology by the community for the community (done by anyone)

ISTP2005

The International Society of Theoretical Psychology conference is scheduled for 20-24 June 2005 in Cape Town. We thought it a capital idea to each present a paper on our individual research activities at this conference and ideally speaking all the papers in the same larger time block (a symposium). Abstracts need to be submitted by 30 October 2004. We have scheduled a sub dept meeting on Wednesday 20 October 2004 at 09:00 in the staff room to share our individual abstracts with each other and discuss.

> **FOR ACTION:**
> **All:** Write an abstract of no more than 200 words and bring to meeting on 20 October at 09:00 in staff room.

Next R@I meeting

Wednesday 10 November 2004 at 09:00. Venue: Staff room / Fly Lounge.

End of this document

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Record of the 7th R@I meeting held in the Staff room, Mamelodi campus 2004-11-10

Present:

Ilse, Linda, Member 6, Terri, Willem, Gerhard

Discussion points / Agenda: page

Recap on previous minutes

Prof M

Two meetings in future:

With Vice rectors – selling our vision of the campus
Faculty meeting 22 Nov for the department's vision
Linda: there seem to be a stalemate in terms of a date for the first meeting, Prof D's secretary cannot give us a date yet. Linda to follow this up.

Gerhard: We should push the "standards of excellence" idea:

Values
International opportunities
Competencies
Interdisciplinary involvement
Research
Itsoseng
    Research
    Clinic
We need to write a proposal based on the NRF idea of a centre of excellence focusing on:

• Indigenous knowledge systems
• Educational relevance

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Proposal content:

- Interdisciplinary cooperation
- Infra structure
- How UP Vision & Mission fits and can be manifested on Mamelodi campus
- Current and potential research
- Existing service delivery – clinic
- Unique focus of programmes on Mamelodi campus
  - Post graduate
  - Indigenous knowledge
  - Unique assessment methods
- NB!!! Pilot study for improving student support and academic support
  - How study guides are written
  - Various ways to support students in this context

Two proposals need to be written – one for the vice rectors and one for the faculty

Linda to search for a skeleton format.

Ilse: We should be able to create 7 page document and therefore will need a summary page on top which will probably be the only bit they will read.

Clinic

What has been improved?

- Communication and relationships within the clinic
  - Evidence: stats forms are being filled in by Intern A and others
- Service delivery
  - Better service to clients
  - More accountability on all levels of the clinic
  - When problems come up – more aware of them
  - Clinic runs more ethically (Member 6: When something happens Intern A now writes incident reports)
  - Terri & Ilse: the communication between training and the clinic better, next year want to take it further. There should be less distance between the training and the interns
  - Gerhard: the disconnected complaint process have been changed
  - Linda: I receive a lot less problems regarding the clinic that I need to address – this used to happens lots
  - Ilse: Delineation of clinic areas is much clearer – in terms of which problems are dealt with by Ilse, Member 6 and Linda.

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- One of the M-students from this year has been appointed as an intern for 2005 and there is general optimism about how her structured and diligent way of working could improve the clinic's functioning
- We should publish this in the Journal of Psychology in Africa.

SOS project

A draft memorandum of understanding has been sent, we are awaiting feedback from the research psychologist requesting the research. We have decided to start with the data collection early in 2005.

ISTP 2005

Funding: Terri has exerted tremendous amounts of energy to accrue funds for us – no luck. Because the department lacks sufficient research output – there seems to be no money for us. Terri is willing to write a report and take it to Prof C if nothing happens to make funds accessible to us.

Linda urges us to register for ISTP.

Video cameras and other equipment

One of the ladies from acquisition needs to get the asset numbers. We were successful in acquiring the two video cameras – yeay!

Terri's research

Invitation to a discussion on indigenization on the 24th of November 2004 at 9am in the Big room. Bring cake and make it fun.

Next R@I meeting
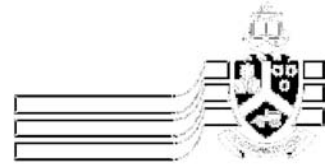
25 January 2005 at 09:00. Venue: Staff room

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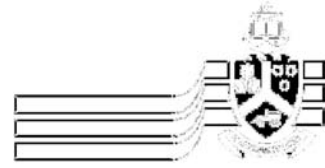
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Record of the 8th R@I meeting held in the Restorative room, Itsoseng, Mamelodi campus 2005-01-25

Present: Ilse, Terri, Member 6, Willem, Gerhard

Discussion points / Agenda: page

Outstanding issues from 2004

Various meetings were held in 2004 and the important points from these meetings were discussed and are mentioned below.

- The coffee during this meeting was outstanding.
- Office space and computers remains an issue of urgent attention – follow up with Linda.
- Website for Itsoseng – remains on agenda, still no clarity on appropriate action to take.

Reflecting on meetings with the Mamelodi campus principal in 2004

- G: The Mamelodi campus principal is a career-orientated person, and sees Mamelodi as an important part of his career. He made the statement "I'm too young to have a failure on my CV". *The point being that when we speak to him, we must let him knows how R@I can contribute to his personal success*. (Ilse: I'm too young not to have a failure)

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- T: When we (Terri & Linda) originally spoke to him; he was enthusiastic, but not pro-active. We are the ones who need to make things happen.
- T: the other impression I got was that he is very careful not to offend existing structures (the one time Terri asked for the mailing list of important people on the main campus she was reprimanded – he seems very careful about the chain of command and red tape structures)
- M: My sister started studying yesterday and the Mamelodi campus principal was the only person who spoke to the first years that was entertaining – they enjoyed him thoroughly.

Reflecting on the meeting with Prof D in 2004

- Prof D has bought into the idea.
- T: I have never seen him as enthusiastic.
- For some reason he cannot take it further – he did however arrange a meeting with the vice chancellors.

Reflecting on the Vice chancellors meeting with Prof D, Prof C, Prof M and Psych dept HOD in 2004

- Advise us to keep the project focus small to start off with at least
- Prof C was critical, non-committal, cool. He did not say yes or no.
- Prof D said that if we put a proper proposal on the table he could approach Prof C for money. If we can keep Prof D excited he can probably exercise leverage over Prof C.
- Prof M: he is the joker in the pack. He can play any card. The classic double bind – "Who are you that you think as white people you can do something for the black community" but at the same he criticizes you for not doing enough.
- Psych dept HOD: We should spend more energy selling the R@I idea and vision to her – she was silent throughout the meeting and did not look happy. The politics are interesting: Psych dept HOD gets keen on ideas that come from higher levels but does not seem to play a role in getting higher levels excited about ideas coming from the bottom. So, we had to in a sense go over her head to convince the vice chancellors of our good idea so that they can instruct the faculty level officers on vision and direction. Psych dept HOD does not look down to find enthusiasm, she looks up. We originally planned to have a meeting on faculty level that includes Psych dept HOD but could get it off the ground since Berg and Muller could not commit to a date-time for that meeting. It seems very important that we cultivate the relationship with Psych dept HOD around this issue.
- Prof D:
  - Get other faculties (deans, specifically the dean of medicine and the dean of student affairs, etc) and departments on this campus on board.
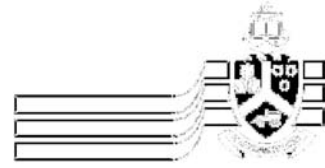
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- o Contact Dr J (research director) who can explain to us how to get funding for this project.
- o Link with CSA (Centre for the study of Aids) – lost of money for research in HIV/Aids.
- o Prof D is available to facilitate these meetings.
- o Our proposal is too broad, get it more focused and launch a project. However, our purpose in our talks with all these people is not to get money for a research project, but to share our vision for the Mamelodi campus (especially in the apparent absence of anybody else doing it)
- o If we launch a project successfully, we can use that to convince people of the workability of our vision.

Gerhard: We must give them what they want to hear while meeting our own needs. It is a question of reframing: we must have a focused project that keeps them happy and that also meets the needs for establishing the campus as a worthwhile site. Perhaps we should establish this campus as a worthwhile site through launching and pulling off successful projects.

Willem: I am also just wondering why we need their support – why can't we just do what we are doing here.

Terri: Because of the dean. We are sitting with top management and then us and a layer in between (Dean and school head) that seems impenetrable. Initially we worked from the bottom up to no avail. However, if we can convince the top layer the middle layer will fall in.

Willem: I understand, but for what do we need the dean, why can't we just live our solipsistic existence on this campus. Why do we need any support from the top to do what we are doing here?

Ilse: We want to engage in something that is going to last and not just terminate after a year or two.

Terri: It is also about marketing and making visible what we do. We want to influence the decision makers that decide on the future of this campus. When we tried to send a proposal to the Dean we were very forcefully told that we are out of line, "who are you to talk about these things" – they were actively discouraging us from even thinking about a future for the Mamelodi campus.

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A separate identity for the Mamelodi campus?

Member 6: Apparently only black students received letters inviting them to apply at the Mamelodi campus. There must be many white students who would easily study this year on the Mamelodi campus, if only they were aware that is was an option. Students with very high M counts (eg 21) were refused due to lack of space at the main campus and yet were not advised to try and register at the Mamelodi campus.

Terri: Linda and I went to the main campus for a meeting and we walked through the registration hall and I walked past a table with a map of the Mamelodi campus lying there and we chatted with him, but did not get the idea that he would recommend anybody to register at the Mamelodi campus.

Gerhard: We should have had a stall there: "Have you considered Mamelodi?"

Terri: Anyway, that is why we are talking to all these people.

Willem: I think I get it now.

Gerhard: **This is actually the whole drive with what we are busy with (R@I) - a quest for recognition, identity, relevance, for keeping something that is potentially very worthwhile for the community and hopefully in the end for the whole university.**

Ilse: I just still wonder whether we cannot sell the R@I initiative to one or two of the lecturers on the main campus – I know it is probably impossible because none of them are really interested or very busy – but if we could we say: "look we are working with the main campus, we don't really have a separate identity." I think that half of the time we are being blocked by the dean and Psych dept HOD because they feel we are separate from 'them', (they don't regard us as part of their 'us'.) **A separate identity is not necessarily all good.** Maybe we should have the next R@I meeting on the main campus. Then they have no excuse not to attend.

Gerhard: Maybe in La Pat? They've got a lovely Prego roll there.

Terri: **You see it is part of the bigger problem of people who don't want the campus to have a viable identity – because that is why they get so upset if we talk about the campus as a "thing" – because "the campus" should not exist (as distinguishable from the university).**

Willem: We got an intuitive feeling from faculty level that the vision is to close down Mamelodi campus and we assumed that is filtering through from top management to the faculty level. However when we talked to Prof D, we find that top management seems to be very positive

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about the campus. Just for this reason alone – it was valuable to speak to top management – there does not appear to be a hidden agenda, from top management's side at any rate.

Terri: Two facts are very important to this issue: (1) the deans and top management exist in a conflictual relationship regarding the issue of incorporation of Mamelodi campus (2) the government (education dept) have a conflictual relationship with top management (budget cuts) about representivity and there are people in top management who think that this conflict can be solved by the presence of the Mamelodi campus.

FOR ACTION: A separate identity for the Mamelodi campus?

All: Investigate the suitability of La Pat as next R@I meeting venue and sample the Prego rolls

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Reflecting on the meeting with Prof M

- G: We need a strategy to market our ideas.
- T: Prof M said that he would set up a meeting with some of the other deans.[6]
- Tension between the local and the general with regards to training – what makes our training unique and to what extend is local knowledge transferable to other contexts (so that students who are trained here also can work in England).
- Synergies between this programme and the main campus programme –we mustn't reinvent the wheel. By 2006 there must be one counselling training programme at Tuks.
- Identification of partners and who to speak to/market the Itsoseng vision.[7] Eg
    - CSA (Centre for the study of Aids)
    - Health Sciences
    - Natural Sciences (Aids research)
    - Deans
- What is very important is to find out how our research vision for Itsoseng and the Mamelodi campus fits in with the existing research plans of the different faculties. Dr J might be the appropriate person to contact in this regard.
- We have to write a proposal to convince the role players and the funders.
- We must be careful not to duplicate what is happening on the Hammanskraal campus – so we must visit the Hammanskraal campus. T: As far as I know, the Hammanskraal
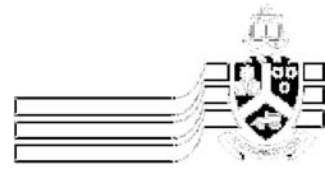
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[6]   [R@I8, tape1of2,side 2, 098]

[7]   [R@I8, tape1of2, side 2,198]

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campus is not used for teaching, community service or research, they use it to have bosberade (strategic planning meetings), and you can rent it if you need a lot of students to do a workshop – it is not functioning as a campus. G: I think we should go there to at least be able to say, this is how we are not duplicating what is happening there.

FOR ACTION: Reflecting on the meeting with Prof M

Linda & Terri: Raise the issue of integration of Counselling programme at next Executive committee meeting

Willem & Gerhard: Get hold of the research plans / strategies for the different faculties from Dr J.

All: Arrange an exciting visit to the Hammanskraal campus.

Itsoseng as Psychology clinic of UP

Itsoseng is now the official clinic of the Psychology Department of the University of Pretoria. Consequently the equipment and Psychometry from the child and adult guidance clinic can come to Mamelodi. There is talk that some of the clinical students will do some of their practical work at Itsoseng. G: We must not lose our broader vision of the R@I project here when students from the main campus come and work here. We understand the philosophy, but not everybody on the main campus do: *that the clinic is a research site, a service delivery or community service site and it is a training site.* So when we say that Itsoseng is now the Department's clinic, it should not only mean a site for practicals but for all three these functions. T: Linda has submitted a proposal(s) to the department about Itsoseng related to her directorship of the clinic. G: It is important to get hold of the proposals to Psych dept HOD about Itsoseng – nb documents explaining Itsoseng to UP.[8] T: It is likely that our vision for Itsoseng does not match the larger department's vision for/of Itsoseng. G: That is why we have to sell it to them.

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[8]   [R@I8, tape1of2,side 2, 168]

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FOR ACTION: **Itsoseng as Psychology clinic of UP**

Ilse and Willem: Make a plan to get Psychometry and equipment from Main campus to Itsoseng.

Willem & Gerhard: Get hold of the Itsoseng proposals submitted by Linda as part of the archive.

Gerhard's meeting with Prof JJ

- I went to him since it is known that he values scholarship and developing young academics and while I was there I told him what we do on our campus
- He seemed excited about ideas and suggested that he would be keen to attend a workshop between the major players to talk about how to establish this campus as a research site and he will also provides workshops for us. He would like to be part of the panel that brainstorms ideas for this campus in the workshop rather than facilitate this workshop. Prof D might be willing to facilitate this workshop for us.
- T: We must be very aware that Jonathan is not popular amongst everyone in top management – there is resistance against him. I also talked to MS and he is keen to be involved.
- Top management has supported our initiative in principle but they want now a concrete plan of how we intend to pull this stunt off – and to do this we need to include more people, more faculties – and this workshop could be just the means to achieve this end. The outcome of this workshop should be a strategic plan of "how" to establish Mamelodi campus as a valuable site for research, teaching and community service.

FOR ACTION: Gerhard's meeting with Prof JJ

Willem & Gerhard: Schedule a workshop on how to establish this campus as an important research site, approach and invite major role players and invite Prof D to facilitate this workshop. (Good marketing opportunity as well)

All: Get other academics in our building excited about our vision for this campus (Dan, Gilbert, Mishak)
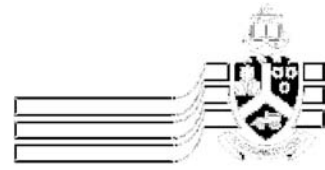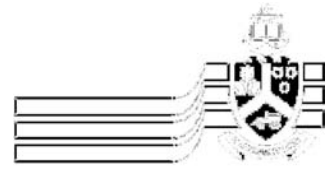

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Gerhard's meeting with our Dean

Gerhard has an appointment with the Dean to discuss why he was not promoted and this is an hour long appointment. It would appear that this is a clever scam to get an audience with the Dean so that Gerhard could infect her with our enthusiasm and wicked plans for the campus.

FOR ACTION: Gerhard's meeting with our Dean (Prof Muller)

All: Be impressed with Gerhard's cunning plan.

Feedback from the Senate meetings

- The actual senate meeting: Our colleague from the sociology dept commented on the inferior programmes at Mamelodi. Terri defended our work and received support from Prof D and Callie and was thanked for her wise words.
- The senate committee for Mamelodi academic programmes: The sad fact is that the chairperson for this committee is a dud. So people have lengthy discussions about a subject, no decisions are made and then he says: "We will close this item now and your concerns are noted." (G: noted, printed, shredded). The Deans make out the majority of this meeting and the content is mostly administrative concerns (study material, exam dates, etc). One thing that we can use is that Prof **MK walked in at some point and said the campus is an opportunity for a pilot study for student support because the government is looking critically at the university with regards to the level of student support specifically for the black students** that is why they are willing the spend a lot of money on the development of study guides. And the idea then is that whatever is learnt here can be taken back and applied at the main campus.[9]

Gerhard: So, when we launch a project it must contain the idea of student support and that whatever comes from this project should be framed in terms of how the knowledge created here can benefit students in "similar situations" on the main campus.

Terri: Prof D says a lot of sensible things, but it is not followed up. At the start of the senate meeting a black academic raised the question of why the vision for the Mamelodi campus is not addressed, but nothing came from it. Gerhard stated that he would like to know who that academic is.

Willem: We do not concern ourselves with Onderstepoort or the Groenkloof campus, why should anybody on the main campus be interested in us?

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[9]   [R@I8, tape2of2,side1, 000]

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Terri: The difference is that Mamelodi is a campus containing many faculties whereas O/poort and G/kloof each contain only one faculty and does not function as a campus.

Gerhard: Prof MK went to the G/kloof campus and shared his vision for UP with them and apparently Mamelodi does not really feature in there. I will try and get hold of the power point presentation from Jean-Marie.

FOR ACTION:

Gerhard: Get hold of the power point presentation of MK on the vison of UP

Meeting with Prof KM

On the 17th of February I am meeting with Prof KM. He received the award of best performer at Tuks (university of Pretoria)in 2004 and has also received his NRF rating and this makes him a good person to know that can share with us who at tukkies (university of Pretoria) to approach for funds and sympathy and enthusiasm and who not. I will give feedback at next R@I meeting on this meeting.

Gerhard: It may be a good idea to find out how he relates to Prof JJ.

FOR ACTION:

Willem: Give feedback at next R@I meeting (2005/02/21)

People we need to have informal chats to about R@I

Dispel ignorance, ignite the world and spread the gospel!

- Dr GB (Terri)
- DD (Gerhard)
- GT (Gerhard)
- KA (Terri will talk to him, G: maybe he can talk to the dean of sciences on our behalf)
- FS (Terri)
- The Dean of engineering (Perhaps write a letter, and if we get a workshop of the ground, invite the dean to send an observer/representative)
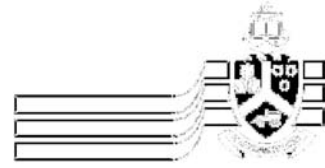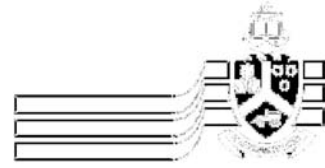- The dean of medicine (Linda)
- Student services (Linda)
- The SRC
- Dr JH

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- The CSA (centre for the study of Aids) (Willem)
- The marketing dept /corporate branding (Terri) – It would appear that marketing have the perception that Mamelodi is just for the students who could get in at the main campus. Consequently Mamelodi is only marketed in townships.
- The Dean of humanities (Gerhard)
- Law faculty ,IG (Terri)
- The other departments in our faculty – Sociology, History, English, African languages, Afrikaans, Political science, Industrial psychology.
- The Mamelodi campus principal – Gerhard: we now have a mandate from Prof D to speak to various people about R@I. We can go to The Mamelodi campus principal and say that we want to organise a campus meeting – Terri is unsure whether this is a good idea, since there was serious resistance from him in the past.[10]

Gerhard: we must not forget – how do we dovetail the R@I idea with existing research initiatives in each faculty – because we might find in discussions with these identified people that they are already involved in research projects that they are enthusiastic about (eg, the centre for gender studies, law).

FOR ACTION:

All: have informal discussions about R@I with various people.

Teaching/Training function

- MA practicals: students must work at Itsoseng 1 afternoon/week <u>and</u> somewhere else one afternoon/week
- An active dynamic network list/file[11] needs revisiting.
- Gerhard wants to write an article/book on the training philosophy at the Mamelodi campus – he will discuss with Linda and find a way.

Research Function

<u>NIH project: Psychosocial needs of children affected by AIDS in low-resource countries:</u>

- Ilse to write email to M (coordinator of the project), informing her of her (and our) desire to be involved in a later stage of the process.

<u>SOS project:</u>

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[10]   [R@I8, tape2of2,side1, 355]

[11]   [R@I8, tape2of2,side2, 470]

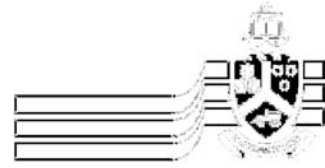# RESEARCH@ITSOSENG

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- Willem & Gerhard is starting with the interviews on the 27th of January

ISTP 2005:

- All funding applications must go through Psych dept HOD's office in the form of a letter. She is busy designing a standard form for applying, but we can already inform her of our intention to apply for funding.

Community service

Clinic functioning

Reflections

Does a campus exist independent of the university – can a campus distinguish itself from the university by means of the distinction "us" and "them"

End of this document

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Record of the 9th R@I meeting held in the Tea room, Itsoseng, Mamelodi campus 2005-02-21

Present: Ilse, Terri, Member 6, Willem, Gerhard, Linda

Discussion points / Agenda: page
1. Security   1
2. Office space   2
3. R@I Website   3
4. Integration of UP MA counseling programs for 2006   3
5. Conversations with people who could be sympathetic to our cause
                                                                       4
6. Feedback on current research projects   4
7. Salvaging material   5
8. Clinic functioning   5

Security [12]

- Computers have been ransacked and some hard drives and memory modules were stolen.
- Linda: Plan – increase security (code locks for store rooms) and request for either laptops or removable hard drives.
- Gerhard: How about a safe in the storeroom where we can lock away our removable Hard drives at the end of each day.
- Terri: We have a safe room downs stairs, but we need to secure the ceiling – once that is done it is a safe.
- Willem: One level of intervention is to increase security, but nothing is fail proof, the other level of intervention is to get clarity and commitment from the insurance agency as to what exactly the procedure is for getting operational as soon as possible.
- Terri: We need a meeting with all the role players – security, campus management and insurance agent(s) to get agreement on procedure for claims.

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[12]   Tape 1of 2, side1, 000-174

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Office space [13]

- The campus principal's PA sent out an email saying that people who wanted offices must apply and Linda did apply – and received an acknowledgment that the application was received. In the mean time the campus principal indicated that two offices are available to us. He would also follow up why the dry walling has not been done in the counseling rooms down stairs. Campus to carry the cost of the dry walling (Acc to Linda).
- Various options were discussed in terms of how best to use our existing office/ counseling and training spaces, no conclusions were reached. We went to look at various open spaces in the geography side of the building and identified room 107 (and 207 & 208) as suitable to our purposes.
- Terri: the reception area contains a large amount of wasted space and suggested that we drywall certain sections and make a whole separate office space.
- Ilse: Tutors need office space too.
- Terri: we need a sign for Itsoseng again, as well as name board of staff members downstairs.
- Terri: A crazy idea just popped into my head [14] - why don't we move the Photostat machine/printer into the tea room? This is a communal room – we must just secure the room and then we win a whole other office.

FOR ACTION:

Linda to speak to campus principal re

- ➢ securing room 107 as well as
- ➢ organizing a meeting to speak about space in general, dry walling
- ➢ date that we can occupy room 207 & 208
- ➢ security issues

Linda to follow up

- ➢ Name sign for the clinic, board with names of staff in building
  Converting tea room into a combined printing tea room – have to organize network and telephone points.

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[13]   Tape 1of 2, side1, 310-574

[14]   Tape 1of 2, side1, 519

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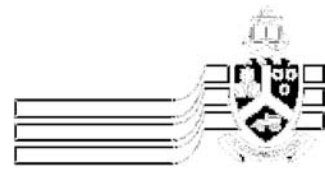
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R@I Website [15]

- **Member 6**: Dr M is currently managing the UP Psych dept website and is possible resource person that could help us. I would really like to become our expert in this area and can we please look into how much it will cost to go on a course.
- **Linda**: We should get many links to the R@I website.
- **Gerhard**: What we need is an action plan based on information.
- **Willem**: I don't want Member 6's going on a website course to be the deciding factor whether the R@I website come into being or not.
- **Gerhard**: Member 6 must still go on the course because the website will need to be maintained, but we need a shorter way to get the website up and running.
- **Ilse**: What about Terri's boys to assist us.
- **Gerhard:** Have a look at **www.blogger.com** which might offer an option or two. Also look at the NRF website which has a free do it yourself HTML writing course on their site.

FOR ACTION:
➤ **Member 6** to prepare a basic R@I page and to give this to Terri who would then pass this on to her sons to put that page onto a website format document.
➤ Alternatively **Member 6** to use a website writing program she has at home to prepare a draft R@I website for us.

Integration of UP MA counseling programs for 2006 [16]

- Terri & Linda: was discussed at the Executive committee and a workshop was scheduled for the 2nd of March 2005.
- Anyone is welcome to send ideas and proposals in writing with Terri and Linda to this workshop.
- Bureaucratic inertia has the implication for us that to even just to exist (as separate from the main campus) we have to go against the status quo, against the grain.

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[15]   Tape 1of 2, side1, 574 – side 2, 058

[16]   Tape 1of 2, side2, 061- 130

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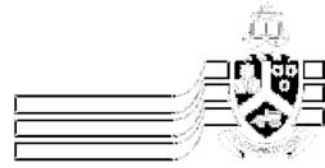
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Conversations with people who could be sympathetic to our cause [17]

- **Terri:** Did speak very briefly and informally to <u>Dr K</u> who delivered a proposal to Mamelodi Senate committee regarding a unique statistic program that he would like to start facilitating on the Mamelodi campus – so he is also planning new things for the campus. In principal he agreed with new developments on this campus but was not particularly interested in Itsoseng and could not see how the science faculty could benefit from it. Prof D also indicated that he wants to develop a large institutional process for developing a new vision for this campus – involving staff on this campus and the main campus, students and the community.

- **Gerhard:** Had a meeting with <u>the Dean</u> on Friday and it was a very disappointing meeting, both in terms of feedback on my promotion as well as a conversation on R@I. Had great difficulty engaging with her. She listened very politely and disinterested. Interpersonally she is just not present. Unfortunately no support from her.

- **Linda:** I am seeing our head of the department this week regarding the clinic proposal so that we can get Itsoseng to be independent from the Psychology department and functions as a UP clinic. Linda also indicated that she is willing to talk to Dr J. Gerhard expressed an interest in being present at this meeting.

- **Gerhard:** I think we should give Prof D a quick update (like a progress report) every now and then on what we are doing and what we are planning[18]

Feedback on current research projects [19]

- <u>SOS Educare project:</u> Last Thursday & Friday (17&18 Feb 2005) Willem and Gerhard conducted focus groups with the 36 Day care mothers. A critical question that came up for us during the process was "how is what we do action research – what elements are present to make this action research?" "Do we structure our questions in the later focus groups based on our conversations in the first couple of focus groups?" – "not sure whether the repetition of information is due to the specific spaces the facilitators open up through the questions or whether there is a sameness inherent in the respondents experience."

- <u>SLK 391 project:</u> Ilse: 3rd year students have to volunteer as a receptionist and to observe over a couple of months what sort of clients come in and decide for themselves what type of problem is prevalent at Itsoseng and then design an intervention according to that.

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[17]   Tape 1of 2, side2, 137- 300

[18]   Tape 1of 2, side2, 470

[19]   Tape 1of 2, side2, 301

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Salvaging material [20]

- **Linda & Terri:** If anyone has anything on their computers that looks remotely connected to me, please save it because one day I might have a computer again and will then appreciate to have some of the stuff I have sent you back.

Clinic functioning [21]

- Test lab inventory:
    - The two interns C & J has been given time until the end of Feb 2005 to update the test lab inventory (and hand in to Ilse) and after that the lending procedure as in the past will take effect.
- Stats:
    - First handing in date is the first week of March 2005.
    - 2004 Summary of stats + Feb 2005 stats to be brought to the next R@I meeting to investigate trends. [22]
- Interns:
    - Both now work 2 mornings and 1 afternoon a week outside work and supervision. It is set up in such a way that at least one intern is always in the clinic. It was decided that the interns should attend a part of the sub dept meeting to have a space to give us some feedback.
- MA's:
    - Member 6 reports that the MA students have some concerns about the sufficiency of amount of clients in the face of low client inflow as well as the presence of the Tukkies[23] students.
- Creative space solutions:
    - When we have more clients than counselling rooms and therapists we will have to think of creative solutions in terms of type of sessions
    - It will also be worthwhile to consider our current arrangement in terms of counselling rooms available and optimize that.
- Marketing:[24]

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[20] Tape 1of 2, side2, 495

[21] Tape 1of 2, side2, 577

[22] Tape 2of 2, side1, 000

[23] Colloquial name for the University of Pretoria, from the original name Transvaal University College (TUC)

[24] Tape 2of 2, side1, 100 -201

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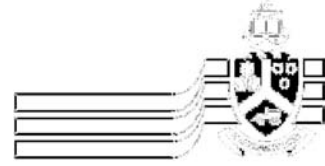
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- o M's referral list exercise was useful
- o K (Bpsych student) to drive the marketing initiative – he should get an on campus marketing port folio. Member 6 saw enthusiasm from A (Masters student) and she suggested that he be involved in the marketing since it would suit his personality.
- o Students on campus should be targeted, because we don't get a lot of students on this campus that make use of the facility
- o Staff on the campus probably do not know that they can refer students to Itsoseng
- o SRC is a valuable resource – if they believe that Itsoseng could benefit students, word might get around
- Format of stat forms:
  - o Stats forms to be changed to reflect the possibility to have group sessions – if this option appears on the form, perhaps students will consider trying this format of session out.

FOR ACTION:

➢ Ilse: Follow up Test lab inventory report at next R@I meeting
➢ Member 6: Bring summary of 2004 stats + Feb 2005 stats to next R@I meeting
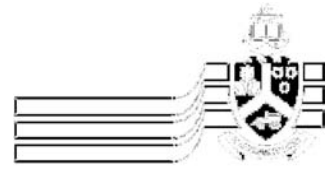➢ Willem: Talk to K about the marketing port folio

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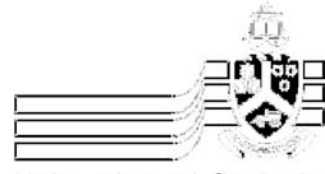
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Record of the 10th R@I meeting held in the staff room, Mamelodi campus
2005-04-25

Present: Terri, Willem, Linda, Gerhard, Ilse

Discussion points / Agenda: page:

(At the beginning of this meeting I asked for items to put on the Agenda by asking for anything that is either connected to *research* or *Itsoseng*)

Action research not necessarily community sensitive

It is important not to confuse action research with research that is necessarily in service of the down-trodden or automatically relevant to surrounding communities. Action research is also used in high power executive companies to increase their earnings. It has a strong educational and industrial base. Action research does not come ready made with values – it can easily be co-opted into mainstream traditional research.

MA brochure

Adjustments to the current MA brochure – we need to give LH (coordinator of the masters programme in counselling psychology on the Hatfield campus of the university of Pretoria) suggestions as to how we want to change this based on the decisions we took in the meeting between the two campuses' counselling training teams. New brochure to reflect:

- Phelophepa Health train
- More info regarding bursaries available, eg closing dates and size of bursaries

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- Practicals at Itsoseng
- Programme offered on the Mamelodi campus
- Language issue needs to be addressed – English only or English and Afrikaans – perhaps not necessarily addressed in the brochure.
- The last paragraph of the introduction needs to be changed to reflect that students need to sit for the Board exam before registering as psychologists
- Several adjustments were made to the wording of the brochure to make sure students know exactly what they are letting themselves in for should they be accepted on the programme

In general the brochure looks fine.

Unisa brochure

Unisa has an institute for social and health sciences and their mission interested Terri, it reads:

Mission

To function as an internationally and locally recognized African research centre of excellence

within the social and health sciences.

Specific focus areas:

- Injury prevention
- Safety promotion
- Encouraging methodological, theoretical, policy and intervention expertise.

This really is a brochure that we can learn from. If they can do it, why can't we do it. Their emphasis is on research, but they also do intervention and teaching! Exactly what we are doing.

NB: we need to send an envoy to make contact with this centre.

We can form an alliance with them and form a different focus area and work in partnership with them.

2nd Year MA's feedback

Terri reminded everybody formally that we should all get feedback from MA2's during our thesis supervision with them and remind them that the next feedback meeting is on the 2nd of September 2005.
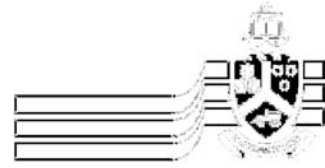
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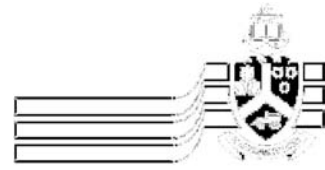
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AZ's proposal

Terri needs feedback on Az's proposal asap.

Clinic duties

Next block started this week. Please make sure that you know when you are doing clinic duties this block.

Indigenisation of knowledge

Linda and Gerhard to get themselves involved

Reception duty

In an attempt to integrate our teaching and clinic work, please try and frame your undergraduate assignments in such a way that the students can get involved in Itsoseng clinic. Ilse has succeeded in doing this by giving her PSY 391 third year students an assignment that requires of them to do a certain amount of reception duty hours and submit a report of their observations while doing reception duty. Well done Ilse. You go girl!

Follow up on plans made in previous meetings

ISTP 2005

Library assistance

L V is the Humanities' dedicated research assistant in the library on the main campus. She is an incredible resource that could become an asset to us if we make use of her services. She is very knowledgeable regarding electronic resources and other material useful in literature studies.

End of this document

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Record of the 11th R@I meeting held in the tea room, Mamelodi campus
2005-05-23

Present: Ilse, Terri, Member 6, Willem, Linda, Gerhard

Looking back over the first 10 meetings

Willem's opening address of the 11th meeting:

When I looked back at the first 10 meetings we had I saw that initially there was a lot of enthusiasm and optimism from my and your side to see if we can integrate teaching and research more on this campus and also that we are busy with innovative teaching anyway we might as well write it up as research. From then from where we are now we spent a lot of time in the meetings not really on research or teaching innovation or community engagement. Instead our focus evolved naturally out of those original commitments because we asked ourselves in the first meeting what is our most pressing concern and that was that the clinic was not functioning as well as we thought back then it could. We spent a significant amount of time trying to improve the clinic. During the course of 2004 we also felt that the campus was under threat from being closed down and we also focused on what we could do to save the campus so that we could continue what we are doing. We took on an enormous project to sell a vision for this campus to top management of Tukkies (University of Pretoria). We are still busy with that by arranging conversations and presentations to people in power who have influence over what happens to this campus. So the focus on ourselves as researchers and how we can provide support to each other to have a higher research output and get involved in projects that won't necessarily take up more of our time – that focus have been lost. We also focused on quite a lot of issues that could be dealt with in sub-departmental meetings (security, office space, etc). So the issues around action research, peer support and integration of teaching and research takes up very little space on the minutes.

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This morning I would like check with you to what extend you also feel a need for refocusing the R@I meetings or do you feel that the way it evolves is fine.

Terri:
I agree with your perceptions, but you did not mention ISTP – we are all preparing for that and that sort of covers the areas that you mentioned were lacking.

Linda:
Yes, maybe we would have focused on something else (research related project) if ISTP had not come up.

Gerhard:
Having said all that, maybe we should look at ISTP and see how that fits into the original plan. Maybe we should say how the ISTP papers fit into the R@I idea. If we make that link explicit, we might find that we have done more than you think we have done.

Terri:
Doing that would also be useful for our R@I presentation next week at the department's *Research day* (30 May 2005). We have to report on the research at Itsoseng initiative (what it is and what its purposes are) and then show what work we are doing in order to show how our work slots into that.

Willem:
If the topics of our conversation during R@I meetings are more general peer support and not so focused on specific logistic support then our meetings might be more accessible to other members of the department to join.

I'm not saying we have done anything wrong. But when I look at the evolutionary process it looks a bit removed from the original idea, which is still a powerful idea for me.

Linda:
One of the difficulties that we face is trying to keep those three branches integrated given that the pattern here is that really they are three very separate activities (research, teaching and community engagement) – so we get pulled into the separate branches and it is then difficult to bring them back into the others.

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Terri:
The point is that the culture on the main campus is that these three activities or branches are separate and we have been drawn into that, because we had programs that were much more integrated with the other two and those programs were just thrown out and replaced by programs we did not have a say in and that had not been integrated.

Linda:
But, a ray of hope is that through the semesterisation process that we are intimately involved in is that we could put a proposal on the table that brings back the vista modules.

- The point is that the vista modules are seen as of equal value in this semesterisation process and it makes it possible to again link the teaching curriculum to the community and research legs.

Ilse:
Just to respond to what you said at the beginning of this meeting; for me it was very useful to use ten of the meetings to get the clinic back on track because that opens up a lot of research opportunities – we needed to sort out a lot of things before the research data could become available – so I don't think al was lost, I think we have got to a space now where a space is created where we can use what we did to get research products out of it. It has helped me also to focus my ideas a lot more on how to get going with research.

Willem:
One of the things that I fantasized about was that we would think of ourselves more as researchers than we did before the R@I initiative. That by engaging with research hands-on we would become comfortable with our identity as researchers. I find that the research identities of academic staff are very underdeveloped. The teaching side is much more developed and so also our therapist identities for those of us doing therapy.

Linda:
J S (professor from the psychology department, Hatfield campus) confirmed a move in the department towards becoming research focused and less teaching focused. We should not worry about losing students during the semesterisation process.

- It becomes a priority to develop a research identity – and working through the obstacles towards it. How to be a researcher and stay sane.
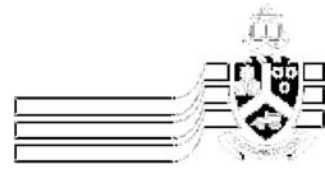
Willem:

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Some wild ideas about the integration of research teaching and community engagement:

1. How we define these three terms is important.
2. If we define **teaching** as imparting knowledge or making available to a group of people a specific set of knowledge then to integrate research and teaching would be to make our findings available to a group of students we feel should get access to these findings **– so** research informs our teaching. Teaching brings us into contact with a subset of the immediate community as well as the market needs and should inform our research focus.
3. **Community engagement** could imply a charity like engagement with a group of people we envision to be less than us in some ways and our engagement with them makes them more. Alternatively, it could also be conceived as engaging with a group of people we perceive to be more than us, so that we seek out people we anticipate to benefit from. A third option is to form a partnership with a community of people and that we define and create the partnership in such a way that we derive mutual benefit. This community is invoked around an opportunity for mutual benefit and does not exist independently from "the presenting problem".
4. What counts as **research** for us. Is it only research if the results or findings are captured in a research product format (eg article) that is peer reviewed and accepted by an accredited journal? Or can the knowledge that we generate (and have generated) in our own archives also be considered as research.

Gerhard: The only research that counts is research with money attached to it – because money does not talk – it swears.

Willem: I sense a split in myself: on the one hand a desire to increase my research output almost at any expense and on the other hand a desire to do meaningful work (work that I believe in and regard as ethical) whether it gets published or not.

Gerhard: My sense is that there has been a lot of ripening of the fruit during the past year, the fruits are not quite ready for the plucking, but I think that there is much more on the table and under table and something can be done with it. I can already think of about six things that I can possibly write articles on. For example the SOS project – there is at least two articles in there that Willem and I can write about. Last year – conceptually at least the idea of publishing was much further in my mind than it is now.

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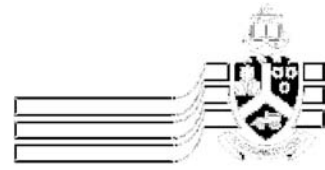UNIVERSITY OF PRETORIA
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- The SOS project came as a direct result of establishing R@I. Gerhard met KM at some research day and mentioned the R@I initiative to him to which KM responded with a proposal that we do a small research project for them. We then met with KM and D (social worker), got a sense of their need, wrote a proposal which were accepted, conducted the research, wrote a budget or invoice and got paid for a job well done. All this was possible because we had established research identities for ourselves and engaged from that position.

Gerhard: It is almost as if my mind has been slowly populated with ideas for research and now I can start narrowing them down. Before the R@I project I could not narrow things down because there wasn't a critical mass from which I could draw. I always have vague ideas about what to write, but now there is a context into which these vague ideas can grow and develop.

Terri: We mustn't forget the rich source of completed dissertations for article writing. If we are desperate for building up publications – that is one way of doing it. Even if the student does not publish on their own, we can still publish on the findings. I just never have the time to follow that up.

Linda: Time is an issue

Willem: If we can develop a format or blueprint that while the student is waiting for the results, they reduce their dissertation manuscript into this blueprint article format, it should not take that much time from us. At present we are not in this routine, but it sounds like a very good routine to get into.

Gerhard: It becomes important now to ask how has what we have been doing for the past 10 meetings been action research? And this ties in with my idea of operationalising the ideas rather than just talking about them. And on the research day we should operationalise ideas rather than just dreaming about them. We should also remember that AR is not a very familiar paradigm on the main campus, we might get questions like "why is this research? – why do you call it research?" Also just because we work in a broader framework of AR it does not mean that every research project within R@I should be an action research one.

Terri: Yes, it is important to differentiate between two levels. The one is that R@I is an action research project with the aim of stimulating various research initiatives and activities etc, and that those research activities fall on the 2nd level.
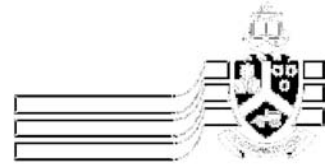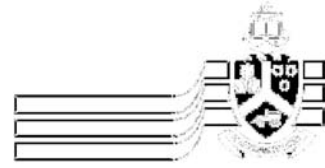
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Indigenous psychology symposium at Mamelodi campus 3 June 2005

Decision to send a broad invitation to other staff members on the campus as well as main campus psych dept members. We are going to set it up sitting under the tree.

Departmental Research Day 30 May

Terri will acts as the chair of the meeting. For our R@I spot on the programme we have 20 minutes to discuss:

- Goals
- Funding
- Project life
- Completed activities
- Current activities
- Future activities
- Opportunities
- Challenges

We can also differentiate between research done **on** the clinic and research done **in** the clinic. The Research day's presentation is attached to this document.

Definition of Itsoseng "Clinic"

This word clinic is somewhat confusing. We have a clinic that has certain goals and functions. We have teaching activities – some of which are not linked in any way to the clinic and we have a community project that fits into the broader clinic function. More info available on the tape. It would be NB to get other stakeholder's perceptions of what "the clinic" means to them and where they see the boundaries. There seems to be different definitions of the Clinic at different times. There are different activities that counts as various different ritual enactments of the different *ideas* of "clinic".

Defining 'community' in community engagement

An Ecosystemic constitution and defining of community. One should make it as wide as possible, e.g.

- The geographical community around the campus
- The people who come to the campus from all over the world
- The places where interns and students go out to work at as part of their practicals

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- The main campus
- Any possible stakeholder that feeds information into the system (and out of the system)

Community therefore is not a word describing a homogenous, geographically boundaried group of people that we do a project on, but rather a word for everybody we engage with from whom we derive value and perhaps and hopefully our contact is also beneficial to them. This begs the question how teaching differs from community engagement or can teaching be done is such a way or looked at in such a way that it can be regarded as community engagement. What makes something teaching, research and community engagement. Can they not overlap and is it useful to distinguish so clearly between them.

Events do not have an essential nature that can be classified into either teaching, research or community engagement, rather each event can be described from either a teaching angle, research angle or community engagement angle. Our language makes it so. Ad hoc communities form around a research question – question determined systems (a-la problem determined systems, Goolishian & Anderson). The community dissolves again after completion of the project.

Is the university embedded in a larger community or does it grow from within a community – is it the fruit on a tree or the carving on the tree? (See Alan Watts; Creative meditations – an apple tree appling an apple)

One of the meta purposes of the R@I initiative is to develop a specific valued base research approach where relevance is one of the key values – local relevant knowledge.

When we put theory into action we also operationalise critisms against traditional research.

A renewed need to have a website on which we can publish some of this morning's discussion's main points.

Next meeting
2005-11-29

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Record of the 12th R@I meeting held at Café 41 in Arcadia
2005-09-19

Present: Ilse, Terri, Member 6, Willem, Gerhard, Linda

Discussion points / Agenda: page:

Terri's medium term vision for the department

- We have an honours class consisting of 85 people, who are academically very strong and very frustrated that they can do very little with their qualification.
- We also have a lack of **Masters-by-dissertation** students (lost of Masters course work students)
- We also have a lack of staff in the dept.
- ➢ Now if we put these 3 ingredients together we can do the following:
  - o Create posts for research fellows/junior lecturers and they slot into research projects and do Masters' dissertations within a focus area run by us – which could become part of Research@Itsoseng.
  - o We employ them - so they can also do some of the teaching
- ➢ In this way we address the lack of staff, lack of Masters' by dissertation, increase research output and create jobs for this huge pool of honours graduates.
- ➢ We will need a rated researcher in order to get NRF subsidy and this person could coordinate this staff contingent.

R@I legitimacy and track record

- We have great dreams and visions, but to sell these we need to show that we are able to produce. We should work with what we have done and publish that asap and THEN on the basis of that take on bigger projects. We will be much more convincing that way.

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ISTP2005 / Publishing research

- In order for us to publish our work we need motivation. Each of us invest R100-00 in the person who first get his ISTP2005 paper published in an accredited publication. Everybody agreed to this!
- We are not sure which journals we should submit our articles to – what are the journals we could choose from?
- Prof JJ insists that academics should know the top 5 journals in the world / SA in your field of expertise.

TASK: For next R@I meeting: bring names of 5 articles in your field of study – a journal that would most likely be interested in your research topic.

- We must still start a journal for rejected articles (Gerhard). Yes! And get it accredited (Linda).
- M-students – an under-utilized source of article co-writers: we should request each m-student we supervise to also submit a draft article. We do an enormous amount of work in thesis supervision – we should get accredited publications out of it.
- Linda – there are also a lot of potential articles in the information we received from the BPsych students working at various placements. (eg, Baviaanspoort [Linda]).
- The idea is that the lecturer gets the articles publish ready and then take second authorship.
- MM (BPsych student) is very keen to get involved in any research assistant capacity. Would like to do something more stimulating than just photostats.
- Gerhard shared with us an opportunity he has (with a professor of Afrikaans literature at the university of Johannesburg, Prof WB) to do some research on creative writing as therapeutic process and how to contain such a process.
- Proff WB said something to the effect of :"…in my first twenty papers I argued this line of thinking…." – making it sound as if article writing is just a run of the mill activity. We seem to have a mental block against article writing. And this we need to attack.
- There is a lot to be said for disciplined writing – making time on a daily basis to write something, because article writing seems always to be the last thing we have time for – and that is why it never happens.

R@I and Willem's PhD

Willem: It might be useful to discuss how what we are doing during the R@I meetings fits into my PhD process.

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Gerhard: how about giving us a very short overview again of the AR process and orientate us where we fit into an action–reflection cycle.

- The original idea: To create a regular event-shape to link the need we all expressed to publish more and our frustration with Itsoseng clinic. We had / have very little time to do our teaching, improve the functioning of the clinic and to publish. I thought that we could use the meetings to make our life easier, more meaningful and then publish on the process and the effects.
- A linear trail of knowledge creation in each successive meeting not very visible from the surface reading of the minutes – poses some question of whether we are going about our action research project in the proper way.
- Gerhard: "Is the research question posed in May 2004 still appropriate in September 2005? Or has there been a shift?" "Is the development of the Itsoseng clinic a sustainable idea in the light of recent political developments and uncertainties at UP, Mamelodi campus?"
- Terri: "There is another outcome of this R@I project that we should not forget – when we put together our proposal for the Mamelodi campus there was a whole section on a research centre at Itsoseng which would have not been in existence was it not for this work Willem has done with R@I. Consider that Action reflection cycles not only run between meetings but also in longer time periods. So look for links across meetings and not so linearly in successive meetings.
- Willem: "So it has more of an organic feel to it, than a mechanical feel."
- Terri: "Yes, that is the one thing, the other thing is that, yes, there were a lot of circumstances that worked against your original conceptualization of it, but in another sense that conceptualization contributed towards the next step.
- A shift has taken place in my mind from – using Itsoseng as the spine and from the spine teaching, research and community development happening to how can any psychology dept be relevant to the community that it serves and is embedded in? It makes me curious how relevant psychology departments in other parts of the country is to their immediate communities?
- Willem: Using our students as a therapeutic workforce in the community is one form of relevance, but I'm more interested in knowledge creation activities – are there any such joint ventures? – in psych departments?
- Linda: Universities seems extremely self serving, the final question is always what will financially benefit the company, not the student nor the community.
- Gerhard: Benefit has been narrowed down to one discourse – money.
- Ilse: I urge you to continue your PhD project until next year, do not stop now. It is likely that we are in for major changes next year. We are more and more moving to a less integrated and less community relevant teaching status quo – it would be great to evaluate your original research question against the reality of May 2006.
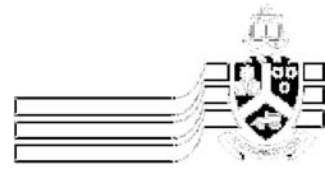
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Note: This idea is quite different from the original idea of seeing how our actions have improved our situation to see how political changes have worsened our situation and what the role of our actions were in this – a saving/self preservation effect or a sinking effect.

- Gerhard: I think it would be a good idea to situate this project within bigger landscape (South Africa) and to look at other models that work and are better, worse and nonexistent – and that could be a nice networking opportunity. The second thing that seems to happen here is that we tend to talk about our dreams and then the (our) constraints that make it difficult – and I'm just wondering how much a discourse analytical stance will be beneficial in our understanding why we always see the these ring wraiths coming in from the outside and spoiling the party. How do these discourse functions to disempower the whole process (us). Could this be a way to stand back and evaluate the process from a certain standpoint – otherwise it is just a loose collection of complaints all the time.
- Willem: we have done lots in response to the ring wraiths and complaints which we perhaps don't always give ourselves credit for.
- Gerhard: well, then that needs to be identified. Perhaps exactly because this is more of an organic process it is more difficult to identify the links between events and shifts and evidence for shifts and cause of shifts.
- Ilse: Don't think that if you can't answer your original research question that we got nothing out of it – if it wasn't for R@I who knows in what state the clinic would be in now.
- Willem: Perhaps R@I also served as a psychological survival mechanism to deal with the incorporation – it keeps a unity where al other unity structures are broken down.
- Gerhard: Yes, it gives us hope for identity, for survival, for relevance or a stage for our voices.
- Ilse: R@I is one place where we can fight for what we believe in – we still have a voice here.
- Gerhard: Your records and minutes needs to be reviewed and systematized and then fed back to the group so that they/we can respond to that. The traces, the different punctuations on the circular processes.

Authorship of Willem's PhD
- I need to give evidence of independent research and that I created new knowledge – but in this context how can that be done when the whole R@I group generate knowledge together and work on the research question together?
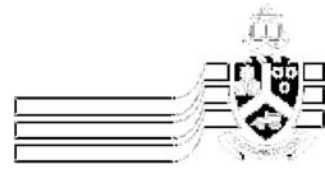
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- Linda: aren't you doing research on a Meta level?
- Willem: on some level it is Meta and on another level it is micro.
- Terri: For me there is a distinction between you and us – you call these meetings and guide the agenda and pose questions to the meeting – it is a little bit like being a therapist – you do take a certain initiative in terms of asking certain questions to the system which then run with it. Ask yourself what would do you do that would not have happened if you did not run this project.
- Linda: Aren't you in the typical position of a participant action researcher – because that is exactly what that person does.
- Gerhard: why don't we throw this question on the PAR net and see what responses we get.
- Linda: Isn't the debate around PAR and the role the researcher that the researcher relinquishes the expert role and I here discomfort about this.
- Willem: Yes, but I still need to give evidence about expertise for a PhD study, not so?
- Linda: I think you can still show evidence of expertise without having directed in a very active way the research process.
- Terri: Yes, for example, you can substantiate the way the research is done theoretically – that is proof of your research expertise. We are not doing that. The inputs you make and organizing of the meetings as well as your reflection on the process are all uniquely yours. We don't do that.
- Gerhard: Co-created reality does not mean we walk away from the conversation with the same reality – we both constructed each other's different realities.
- Linda: there is always the expert role on some level otherwise you won't be commenting on the process in the first place. The fact that you comment on it puts you in the role of expert.
- Gerhard: It will be important to report on your various identities and roles in this process. Maybe separate them as different characters in this play.

R@I Website

- Terri: R says he can get hold of another program to make a website for us.
- Gerhard: Can't we just use FrontPage?

Work allocation and research

- When we decide who teaches what next year, we should also budget research time, not just teaching time. This should be an actual part of the planning in terms of time management.

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HIV research focus

- We have managed to supervise the majority of M dissertations within the HIV focus. Students from the main campus we will be supervising from next year onwards might not be so open to it and can we really force it?
- Our ISTP papers did not have a HIV focus, but a community relevance focus. Perhaps we could reconsider our HIV focus and broaden it to community relevance – HIV is in any case a very relevant topic in the community we are embedded in.
- We should compile a list of completed dissertations at Itsoseng with a summary of its main findings so that we can use the knowledge so created.
- Terri propose that we approach a publisher and publish something like "studies in HIV" and that it is made up of summaries of the dissertations done at Itsoseng.
- A good focus area could attract Masters by dissertations students and we can market ourselves in this way.
- A cool paper could be to investigate job opportunities for psychology students (Honours, BPsych, Masters by dissertation).
- Terri: All of this would be so much easier to invest energy into if the future of the campus was just decided – then we can run!
- Linda: The irony is that we keep hearing that the campus is dying, but we cannot get going because they have not made a decision about where we are going.
- Willem: We could now use this argument and do nothing or run anyway in the face of uncertainty – we might just provide proof that it is worthwhile to continue.

The way forward for 2006

- Because we do not know what our future will look like, we must just keep moving forward because that momentum CREATES a future for us.

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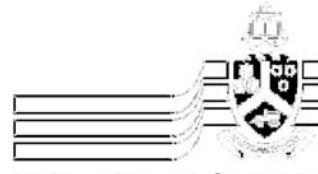
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Record of the 13th R@I meeting held in the tea room, Mamelodi campus 2005-10-18

Present: Ilse, Terri, Member 6, Willem, Linda, Psych dept HOD

Discussion points / Agenda: page:

NRF rated researcher in the department

Linda:

- It is very difficult to get a rating at the NRF,
- We all publish and do research separately
- What if all of us work together on all the R@I projects then we attach everybody's name to it and in this way we get more publications under more people's names and therefore have a better chance to become rated NRF researchers.

Psych dept HOD:

- When it comes to promotion time however, there is a high premium on sole authorships and that co-authorship and multiple authorships is frowned upon. So in terms of career development I would advise to find a balance – to publish some stuff on your own.

Linda:

- I hear the argument in terms of career development, but in terms of NRF rating – would multiple authorships count against a person?

Terri:

- The NRF requires a proven research record of your own as well as having loads of postgraduate students (Master's and doctoral) working under you – they also look at the profile (previously disadvantaged, etc, etc) of those students.

Linda:

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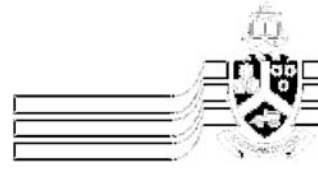
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- Would it then not make more sense to have an umbrella project ran by one person and then have focus areas within this umbrella project

Willem:

- Why bother getting an NRf rating, what is so important about it? Is it that a NRF rated researcher has access to vast amounts of funds that could be spent on remuneration of PhD and Masters students in the umbrella project when they are used for teaching some modules.

Psych dept HOD:

- Yes, this could be done, but it is not so easy to get an NRF rating.

Terri:

- The other possibility is to appoint an NRF rated researcher.

On a practical level there isn't space in the department to appoint somebody who is at that level (only senior lecturer positions available). The other problem is that the University system does not really accommodate research only positions in academic departments. The University of Pretoria promotes the principle of individual promotion and individual achievement and NOT teamwork. So for everybody in the department to agree to help one person to become an NRF rated researcher will work against the whole current philosophy of the university.

At Vista, no student of ours ever received even feedback from the NRF, despite complete applications, and to get somebody in our department to get an NRF rating looks close to impossible. So it seems that this source of money is not accessible to us and perhaps we should look towards the private sector for funding.

Willem: If somebody gives us R500-000 today for research – what would you do with that money?

Psych dept HOD: We don't know what to do with that, because we have never even fantasised about that.

This is an important question that challenges the idea that we can only do meaningful work if we have lots of money.
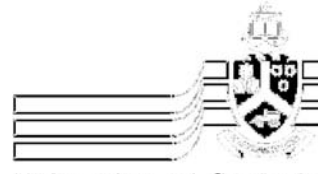
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<u>Linda:</u> The problem we are trying to address is to free ourselves up in order to achieve more quality of work life and produce quality research. If we can find cheap labour to run our classes then we can focus more on our research.

It is also possible to introduce a module at Masters' level requiring of them to do some professional assistance work, some teaching load etc. In this way they get training in professional presentation skills, liaison with other professionals, etc. We should also not assume that Masters student would detest teaching at undergraduate or honors level – they might regard it as a great honor.

The presenting problem in other words is *to free up more time to do research*. One attempted solution is to get somebody else to take over some of the activities that take up most of the time like teaching, marking, etc.

<u>Willem:</u> Another solution might be to enter into a partnership with private enterprise eg The "Sanlam HIV project" or the "Sanlam director of Itsoseng" where we solve social science research questions for big a companies in partnership with big companies.

<u>Terri:</u> Some companies have social consciousness funds and make them available for just such projects.

<u>Psych dept HOD:</u> We seldom think that the service we can provide is good enough or would sell. We underrate and undermine ourselves in this way.

<u>Willem:</u> If we can pull this off, we kill two birds with one stone: (a) we get funds that we can use to free us up and, (b) we ensure that we do community relevant research.

Local relevant knowledge and Learning problems at Itsoseng

<u>Terri:</u> If we are looking for some project to spend R500-000 and I think of the need in our immediate community, then "Addressing learning problems in Mamelodi" is a project that might attract funding from private enterprise.

<u>Linda:</u> There used to be a wise old woman calling herself a child psychiatrist working in Garankua who found herself in exactly the same position as we found ourselves – seeing child after child with learning difficulties. She then started keeping careful record of each case and when she and her staff had a critical number of kids on this record they then went and sought sponsorship and funding and
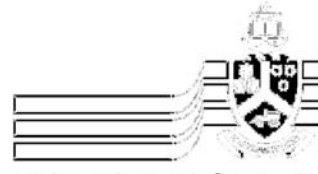
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legitimization and then opened up a centre for learning problems. This is one of the reasons why we started keeping statistics at our clinic.

Linda: I'm concerned about the ethics of current ongoing projects in townships funded by overseas organizations – how does this really benefit the communities where the research is being done – the benefit should be there WHILE the project is running – not in the form of recommendations of what somebody else must do to alleviate suffering.

Willem: Ok, but there might be a way of writing the proposal to say UNAIDS to access funds, write a report at the end justifying what we spend the money on and what the gains were AND go about it in an ethically responsible way so that the community of people involved in the research derive immediate benefit from the research process.

Terri: If we are in a context of very urgent social problems then it is unethical to just make observations about that – that's why action research becomes really important, it becomes impossible to not do action research – if people are dying from hunger how can you just record this and send the stats in a report.

So where do this discussion leave us in terms of our own research projects?

- A renewed commitment to action research
- A renewed recognition that we are committed to doing relevant work here anyway, we might as well make sure that we get publications out of it. Why don't we structure "learning problems" as a project and we take doing action research that can be published on this seriously. Somebody runs the project in 2006 and gives it everything they got and we slot into it doing smaller individual projects that all combine to answer the overall research question – how can we best be of service to the clients that seeks our help with learning difficulties – what are the resources available to us to be of service. This will prompt us to streamline our Psychometry, redefine again our role, scope of practice and social responsibility as psychologists and help our M students in becoming socially aware and relevant.
- We could even involve the HSRC to develop test material that is relevant by collecting the necessary data for them (perhaps somebody is already involved in such a project [developing Psychometry for black township kids]) at our site.

Ilse: I'm sceptical that any of us has the time to really run a project of this magnitude, just running the clinic was already very time consuming.

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Terri: I agree, and was thinking on a much smaller scale, recording that witch we do anyway, rather than trying to save the world. By starting with data collection and for this we can use the M students – to keep more careful and complete records of the various presenting problems surrounding learning problems.

Psych dept HOD: They could also do their dissertations on it, thereby harnessing the person power available to us.

Terri: I'm thinking even smaller than that – that we design a standard form that needs to be filled in by the therapist every time they see a child that was referred by a school and then drop this form in a box. So we start with a problem definition and description before we do anything else.

HIV Focus

Linda: Even though I acknowledge that the learning problem focus is very real at our clinic, I am concerned about the HIV focus of the clinic. My fear is that the HIV focus is under threat to stop and perhaps we should discuss this in the bigger department.

We should also put the dissertations done so far within the HIV focus on our blog – NB

A renewed commitment to make our completed and ongoing research more accessible on the Internet.

Linda: We should not forget the community projects that the Bpsych students have done – some of them can really be published with some work. Hiv affects so many more levels than just managing a person health or CD4 count – at provokes gender issues, family connection and disconnection, sexuality and power differentials. It speaks to confidentiality and hiding away, etc, etc – some aspects of HIV is very visible and other almost completely invisible yet no less devastating. We **cannot** ignore it.

Terri: It is important that we do not lose the value and the momentum of the work that we have already done, because we have built up here a reservoir of resources regarding HIV research and training and to not let that go to waste and take it further.

Linda: I do not believe that a single professional psychology graduate should go into the field without having done some study into HIV/AIDS.

Linda: We need a health promoter on this campus – the position that Ernest filled – for he made it possible that HIV was visible on this campus – there was always HIV awareness or training projects running, condoms freely available everywhere. Since he left, all that has stopped.

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Willem: Prof KM is still available to give us recommendations on Psychometry in our lab with regards to treatment of learning difficulties.

Terri: I hear all these ideas, but we just do not have enough time for all of them.

I hear all these ideas, but we just do not have enough time for all of them.

Ilse: Yes, we are still at the stage where the clinic appointment book cannot be properly managed, so I love all the ideas and wish we could get it done, but how?

Linda: You know what Ilse, I think part of the problems with the appointment book has to do with the attitude of the current interns – and next year upfront we have to get it very clear from the beginning what their responsibilities entails – they are not just here to do counselling.

Ilse: Neither the appointment book nor the stats were a problem in the past.

Meeting with Unisa

Willem: On the 15th of November we are going to Unisa's psych department. They have been a source of great kinship and support of the kind of research we do. Every time we go there or they come here I really get the sense that they have an appreciation for the subtle nuances of doing action research or working in this context. And this relationship was strengthened during ISTP.

Renewed commitment to publish the ISTP papers.

Psych dept HOD: The University receives R71000 for every peer-reviewed article and we are entitled to claim R9000 thereof.

Accredited journals

There seems to be two places that accredits journals: ISI and IBSS –

See: http://www.up.ac.za/asservices/ais/nse/accredited.htm

ISI: International statistical institute
ISI: http://www.isinet.com/cgi-bin/jrnlst/jloptions.cgi?PC=master

IBSS: International bibliography of social sciences
IBSS: http://www.lse.ac.uk/collections/IBSS/about/journals.htm

"Local" South African accredited journals
http://www.up.ac.za/services/research/intranet/docs/DoE_appendix.pdf

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<u>Psych dept HOD:</u> The NRF also accepts "local" SA journals even if the university would not give you money for it, it will still help with your NRF rating. But practically speaking one should aim for IBBS or ISI accredited journals.

<u>Willem:</u> My dream is that article writing becomes like an assignment one does where you can focus on the content and not on the process of writing an articles as major obstacle.

Linda confirmed with Psych dept HOD that there is no difference in terms of the money that you get whether you publish in a South African or international IBSS journal. However, ISI journals are more prestigious and you would get more money for publishing in those journals.

Next meeting
2005-11-29

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Record of the 14th R@I meeting held in the Tea room, Mamelodi Campus
2005-11-21

Present: Ilse, Terri, Willem, Gerhard, Linda

Taking stock

In the next R@I meeting in January 2006 I want to present a summary of all the main points of the 14 meetings and do a stock take and more formal member check. This will be an attempt to stand back one-step and look at the process and discuss this process so that it can be fed back into the evolving process. Gerhard suggested that I start the next meeting with an introduction of how I see the action research process as it plays out in my research project.

Unisa partnership

We were invited to the Unisa psychology department's "people-to-paper forum" on the 15th of November 2005. B and two of her students presented an article they are writing on treating a client diagnosed with schizophrenia at Agape. JN expressed a concern about research done for the purpose of publishing and not to the benefit of the client. This sparked a conversation about exploitive study case research. Another point of concern is that there is a trend to only focus on the researcher's own story in the research and the client disappears. It was an energetic discussion with an attempt to look critically at certain issues in case study research. JN expressed a desire to give guest lectures at Mamelodi campus, particularly but not exclusively to post graduate students.

E, V, M and others made it clear that they value the link with us (Mamelodi) and would like to maintain it. Gerhard thinks that this desire to be linked to us has something to do with how they relate to the rest of their department – they might find in us also a group of odd bods that wants to research and the rest of the people in their department are less keen. Linda agrees and said that perhaps in order for

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them to find meaning in their work they have to try and create something outside of the department – and maybe that is something we will have to do as well. Terri reckons that this is maybe why we connect so easily with them – the margins connect.

V introduced us to the new revamped Unisa psychology journal (the old *psychologia*), now called *New Voices*. V wants to get it accredited, and therefore invites us (pleads with us) to submit articles and serve on the editorial board. This opens up a magnificent opportunity to play around with new ideas of *interactional* editorial boards. The traditional editorial board is an oppositional one; this one could be more of a collaborative model.

V energetically invited us to contribute to both the conference proceedings as well as the *New Voices.* In addition to publishing our individual ISTP papers we can also publish a symposium paper. It makes more sense and saves space to publish symposium papers in the conference proceedings.

Ilse's ISTP paper has been sent off to *Psychology in Africa* for review. She has beaten us all to submitting her paper. As soon as it is accepted she wins the R500-00. Congratulations and well done!

Our current understanding of publication subsidies is that publication in an accredited journal receives automatic subsidy from the education department, when you publish in an un-accredited journal you are then entitled to apply to the general university fund and a committee makes a decision whether you are entitled to some money or not.

Gerhard's "open conversation presentation on the merger process" would be a very suitable submission to *New Voices.*

As we are committed to our partnership with Unisa we should invite them back here soon. Martin asked what the future is of our inter-institutional collaboration – do we have enough momentum that the process will sustain itself or do we have to add to the momentum. Linda reckons that if our submissions to New Voices come of the ground and that part of our partnership grows that we should consider organising a conference in the future. Gerhard wondered how this partnership link with the community psychology interest group – do we relate in any way or is it separate? Can that discussion group be a forum to present our work.

Terri has a need for all our interesting discussions in all these forums to become something – like a publication. It is hard to keep a balance between formal goal directed meetings and informal chat groups. We don't want the meetings to just float, because a lot of energy goes into them, but you also don't want to institutionalise or formalise the meetings too much. Linda expressed a need to also have

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place where you can just reflect without having to commit immediately to write it up into paper. This balance seems very important.

We discussed using co-authorship as well as the buddy system to increase our rate of producing publications. When using the buddy system, your buddy motivates you, and you report back to your buddy at regular intervals on your progress which forces you to work between meetings with your buddy – but you remains the single author.

I have a vision where in approximately 3 years from now we are knowledgeable in the technical aspects of publishing: we are connected and known to a couple of journals, we know the submission criteria, deadlines and preferences of the editorial boards and we can start producing articles at a much faster and energy efficient rate.

Itsoseng clinic

- The interns: The new interns seem very energised for next year.
- V, J and E will form the intern team for 2006.
- We will have 12 M-students working in the afternoons next year.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	8-2	8-1	8-1	8-1	8-1
Afternoon	2-4	1-4	1-4	1-4	

- Willem will be on study leave until July 2006
- Ilse will go on maternity leave from March to July 2006
- Linda will take over the primary responsibility for the clinic in 2006 and Gerhard will take responsibility for the stats
- The 2005 interns were given a task list to complete before the end of their internship:

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- Compile a proper inventory
- Client files should be alphabetically organised according to client surname as well as to year
- 100 copies of each compulsory form
- Clean their computers of all their files
- Tidy the intern office + therapy rooms
- New prototypes for key + psychometry files
- Make a list of clients that needs to be followed up
- Make a list of 2005 referral network that needs to be followed up in 2006
- Stats completed until the end of 2005
- List of all the codes
- Hand in keys

Book chapters

Terri reminded us of an email she sent us about a book called *Counselling in Africa*. The book it is aimed at the readership of the *Journal of Psychology in Africa* – which is basically black people all over the world. So here is an opportunity to become an author of a chapter in this book. This is a textbook / scholarly book and you would get a little subsidy for it. Both Gerhard and Linda expressed an interest to contribute to a chapter. Patrick is on the editorial panel of this journal. This might be a foot in the door to get known with the editorial board.

Terri's study – the Testimonio

The testimonio belongs to all of us – it is a data source we can all use. Terri requests us to look at the

Testimonio in two ways:

- Whether we are content with how we are presented, confidentiality etc.
- What we can do with this Testimonio – how can it best be used.

Terri: This document is basically a chronicle of what we have gained from the previous institution and what we found valuable – in order to take this into the new institution with us.

Gerhard suggests that this document articulates with other "historical" accounts of Vista University currently in existence. Linda remembered a woman (H) who used to work at Central campus in public relations who might be useful in this regard.

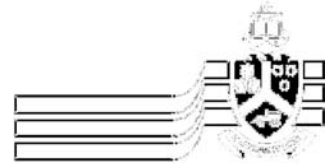LR and EF might be good contact people in this regard.

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This document (Terri's testimonio) is not just a historical account, but was constructed specifically to inform the future. The power of the testimonio is that when Tukkies took stock, or made an inventory of what is valuable on the campus – the experience and tacit knowledge of the staff of what works in this context was not included – this document attempts to redress that. The question is what forums should this knowledge be presented to. Linda thinks that the one forum people usually avoid is the forum that shuts them out – so how do we knock on that door? Maybe a coffee table book for the top management and deans of Tukkies.

This R@I meeting is a forum where the Testimonio has a place and it is exactly for this reason that R@I exist – to serve as just such a forum for all kinds of fledgling research initiatives.

Conferences in 2006

- Mexico – Working with marginalized families and communities: professionals in the trenches – 4-6 August 2006, Oaxaca.
- Iceland – IFTA world congress "Reflection, hope & resilience" 4-7 October 2006, Reykjavík.

The next meeting

2006/01/19   09:00-12:00 at Mamelodi.

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Record of the 15th R@I meeting held in the tea room, Mamelodi Campus
2006-01-20

Present: Ilse, Terri, Member 6, Willem, Gerhard, Linda

Discussion points / Agenda: page:

Revisiting the original focus of R@I and redirecting our energy flow

It is easy to think that we should just publish what we do anyway and not think of this as two separate activities, but making that happen is not so easy. Finding time to be researchers is not easy. We do not have that build into our programme for us, we have to set aside time and make it happen ourselves. In this respect the R@I structure enable us on a regular basis to engage with each other using our research identities.

Our group identity as researchers from R@I has formed sufficiently so that we are comfortable with running a research centre and we have engaged in many actions to live out our sense of belonging to a research centre on the Mamelodi campus. My concern is that our current direction and volume of energy is directed towards the outside to "prove" that we have a right to exist. My proposal is that we redirect our energy inwards towards ourselves and use that energy to improve our skill at publishing our work. I propose that we individuate within the group identity, declare our current work – our joys and struggle and make use of each other as resources to improve our own competence level.

R@I as an action research project currently is formed around two main aims:

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❖ Solving a practical problem that has personal relevance – Improving Itsoseng, increasing our "sub department's" research output
❖ A raised awareness of resources in our environment and within ourselves. (What are these?)

Terri: it is important to qualify and stress that R@I started in the context of our existing resources (Ask her about which ones she is thinking about) falling away – it would have been a totally different ball game to run R@I in the old Vista context.

Gerhard: (quoting from Terri's testimonio: "in a context where there is scarcity of resources you need richness in relationship" – and I think in the context of that we can ask what the things that threatened the R@I process are and what the things are that sustained it. Relational resources have always been strong in the Vista system and there is a threat that the receiving institution erodes that.

I proposed that we shift in process from 'a united front against the forces that threaten our right to exist' – where our energy is directed outward to 'a soundboard and resource for ourselves' so that we become available to each other in a differentiated way. In this way we can work on our individual projects (between the meetings) and use the R@I meetings to enrich that, rather than mostly work in the R@I meetings together and in so doing disempower us to work in between.

Gerhard's research

Gerhard: I wonder why one of the goals namely to help us to publish has not happened for me yet? A need for me is to look at why that has not happened for me yet.

Linda suggested that Gerhard is very close by virtue of having delivered so many papers last year. "You have 4 papers that just need to be converted into articles."

Gerhard: Yes I do, maybe I just need a space here to reflect on how I am going to get over that final hurdle – the things are lying there, but I just can't get myself to do that. To be frank about my experience, it is positive in that I am busy organizing my work load in such a way that I create spaces for myself where I can sit and work. But maybe I am just the sort of person that needs a kick on the butt.

Terri offered her kicking prowess and service which Gerhard rapidly declined.

Gerhard: To convert my papers into articles feels like a long pregnancy where I expect the baby to be born anytime, but every time the doctor says the baby is going to be another month. It is not the R@I process that is keeping me from publishing, it think my inertia has more to do with my own personality and way of working. Maybe the differentiation process will be beneficial to make a more tailor made space for my own research needs.

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Linda: If you can just get one of the papers done it will give you inspiration to do the rest.

Gerhard: It is true. Last year Linda and I wrote a chapter for a book in a week. What gets me is why I can't get to a point where I take one week and just finish an article. It is some block that I have.

Willem: If you have already published an article, what would make the 2nd one easier?

Gerhard: Knowing that I can do it. This is a theme that I have had from grade one throughout – the next level is always the difficult level. It is something in me that always thinks that it is too difficult to do, until I do it. Maybe you can call it anticipation psychosis – the idea that it must be difficult, because I haven't done one yet.

Linda's suggestion:

On a tactical/strategic level to keep these 4 papers open on your computer.

Terri: Yes it's a foreground back ground thing – keep it in the fore ground.

Gerhard: Maybe I haven't bought into the identity of researcher or **publisher** yet. I must buy into the idea that this is who I can be – I can publish.

Gerhard's plan / tactics:

1. To look at what I foreground and what I back ground – if I foreground more publishing actions it will feed into my identity as publisher.
2. There are at least 4 papers that I want to get submission ready. I want to keep all 4 open and it is high priority for me to finish them this year.
3. There are also some M-dissertations that I am supervising and I want to facilitate articles out of them

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Member 6's research

I want to register and start working on my PhD this year. I have some ideas in place but my focus now is not there, I'm going on leave next week. But when I get back from leave I am keen to start on it.

Willem: I would be keen to hear about it – maybe discussing it here could be helpful to you and us.

Member 6: That would be nice but not likely because you do qualitative research and I cannot stand qualitative research and you do not like quantitative research.

Ilse, Linda, Terri assured Member 6 that they are not against quantitative research, they just don't do it.

Gerhard: I am scared of quantitative research maybe, but not against it at all.

Member 6: That is so weird for me, for in my mind quantitative research is the easiest thing in the world.

Willem: Well, it would be great if R@I could have a research output that is balanced in terms of quantitative and qualitative research. At present our focus is heavily biased towards qualitative research as you rightly pointed out.

Gerhard: I would be keen to see if we could do quantitative research that is not trying to be value free but fully declaring our values and biases in doing it.

Member 6's plan:

To engage with her PhD when she comes back from leave and share some of her plans and enthusiasm for it at the next R@I meeting

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Linda's research
- Busy with an abstract for that "call for papers for critical psychology special edition"
- 3 other papers that I am finalizing at the moment
  - One is a theoretical paper – maybe to SAJP,
  - Other two are action research papers
- Community article
- Mamelodi symposium thing

I have more than enough material to work with and would like to get them all submitted this year and I think it is possible.

I have momentum at the moment.

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For me there has been a mind shift – at the end of last year I felt very tired, not enthusiastic at all about coming back. Then I had a major clean this holiday, all the things I have neglected throughout the year. My financial situation also changed for the better, so slowly things are falling into place.

Ilse's research
Ilse has submitted her ISTP paper in journal format to the Journal of Psychology in Africa. If her paper gets accepted she wins the R500-00!!!!!!!!!!!!!!!!!!! Well done Ilse.

Willem's research
- Tremendous enthusiasm about R@I and PhD
- Focus is to make the minutes as complete as possible
- Looking at critical points in the minutes as well transformations that took place between meetings.
- Summarising my findings and then I am going to give **my findings to the rest of you to do a member check** – this is not **participatory action research – findings should be "found" together. It is also not a matter of finding, but on discovering together.**
- Member check (Validity of R@I claims to knowledge) – March 2006
- SOS paper – March 2006
- ISTP paper – March 2006

General comments
Linda: Testimonio type, action research, socially responsible and critical psychology research should be pertinent and in a few years hopefully it would be considered mainstream.

Completed dissertations at Vista Mamelodi
We are all carrying valuable information related to completed research projects as well as new ideas between us in virtual space, but it is not in an accessible archive for it to become an asset – currently an underutilized resource.

Some good ideas to be followed up
- Central archive for abstracts of completed dissertations
- List of accredited journals that we can publish in on wall of tea room – tea room as repository

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- Fridge can be used as a whiteboard – just need to get some white board pens.
- Terri: Set up an agreement with your
  M student:

> We want to publish, send us a draft article based on your research within 3 months after finishing your dissertation. If we don't receive draft within 3 months do you give me permission to write it up myself and you (the student) become the 2nd author.

Itsoseng Clinic

Differentiate again between clinic management and research at the clinic.

We reiterated that Gerhard is in control of the stats and Linda the intern concerns.

Stats:

- must include a qualitative description of the presenting problem which they use to motivate an ICD10 code given.
- Also include who was seen in the session

Terri: I see genograms to be included in every first or second session – but I think we must wait a bit with that.

Ilse: Can you all please give me feedback on the Itsoseng job descriptions asap.

Linda changed her clinic afternoon duty from Monday to Thursday. (Swapped with Ilse, Gerhard also offered that Linda swap with him from Monday to Wednesday).

Notes to myself:

- I was tempted to write "what prevents us from publishing" and what "enables us to publish" – the decision to differentiate this brings to life for me the fact that different things enabled and prevented each of us this far.
- Shift from our research output to my and each of your research output – *differentiation* and *individuation* facilitates personal responsibility.
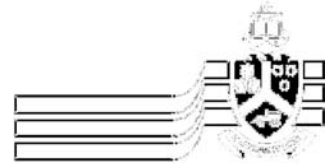-

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Record of the 16th R@I meeting held in the tea room, Mamelodi Campus
2006-02-28

Present: Linda, Gerhard, Terri, Willem, Ilse, Member 6

Discussion points / Agenda:

1. Follow up from previous meeting
2. Linda's research
3. Gerhard's research
4. Member 6's research
5. Terri's research
6. Ilse's research
7. Willem's research
8. Itsoseng clinic – feedback meeting with the M's
9. Research workshop 7th March: Jean McNiff Action research learning shop
10. Rata

Follow up from previous meeting

W: If we look at point 9 on the minutes of the previous meeting (15) there are two ideas that I would like us to attach names to (people willing to take responsibility for making it happen), rather than just agree that they are good ideas. I am willing to do one of them:

Central archive for abstracts and completed dissertations	Willem
List of accredited journals that we can publish in on a wall of the tea room – tea room as repository	Gerhard

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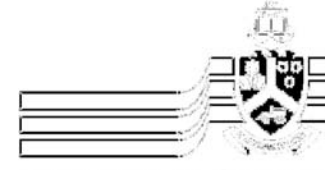
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	Projects	Goals	Needs	Comments / Concerns
Gerhard	1.SOS article: Evaluation of the Educare programme	Middle April	Possible places for publications	* dissertation articles
	2.Translation article	End of May		
	3.Social construction methodology: a compendium of games	End of May		* AR journals at wshop
Member 6	1.Draft PhD proposal for: The psychological implications of small intestine reduction operations	End of July	Ideas and suggestion wrt proposal	I'm quitting smoking soon,be patient with me
Terri	1.Incorporation article	End of April	A kick every now and then	Report on each project
	2.Indigenisation article	Middle March		next time
	3.Testimonio	End of April		
Ilse	1.Article on C's dissertation: Forgiveness in HIV/AIDS	End of Sept	Permission from Corneli	Pregnancy & baby now
	2.Awaiting feedback on submitted article			a high priority
Linda	1.The ghetto is in the eye of the beholder	End of April	Keep nagging me	Invite Unisa
	2.Globalisation & Indigenisation		Visual reminder in Tea room	
	3.Local knowledge & theory around research - critical perspective		Invite Unisa crowd	
	4.Therapeutic development in indigenous contexts			
	5.Two chapters on trauma counselling in Africa			
	6. Co-editor of counselling book			
	7. Section editor for counselling book			
	8. Involved in chapter of MV's book			
Willem	1. PhD: Integrating Research, teaching and community engagement:		Keep doing what you are doing	
	Permission from The Mamelodi campus principal	End of March		Tearoom lists
	Consent from participants	End of March		Website
	2.SOS article: Evaluation of the Educare programme	Middle April		Invite Unisa

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An example of a knowledge creation process:

Willem addressing Gerhard: Okay, how I have divided this form is in four columns; projects, goals, needs and comments/concerns. Is there anything you need from us that would make it easier for you to reach your goals with each project?

Gerhard: What I would need to do is to approach you and talk about possible places for publications, but I think maybe the social constructionist paper would be good in the SAJP[25] for two reasons; the fact that Martin is the editor means that that kind of article would probably be considered and secondly I think it is good in South Africa – it is very popular in South Africa (Social Constructionism), everybody applies it willy-nilly – so, I think it might be a useful article in a South African context. The translation article I am not sure at all. Maybe it could be published in some kind of interdisciplinary language based sort of journal.

Willem: Okay, so for you to finish this by the end of May, if I understand you correctly, you will have had to select a couple of journals to see how to write this article, because from our discussions last time, it sounds like that is where you start. You start with this is the idea that I have, this is the journal where this idea would get accepted, so in what format would they want the article.

Gerhard: Okay, so what you are saying is that I must actually now before I take those rough drafts and put them in the shape of an article, I must identify the journals.

Willem: And it would work well then, because you are also facilitating and coordinating the list of journals in which we can publish, you already have two then. So this is a list that can grow as we submit. It need not start out as a list of 20 journals.

Gerhard: Okay, well, this is helpful to me now, because I still had it in the back of my mind that I must have a finished article and then go shop around for a journal.

Willem: Yes, it makes sense to know your audience so that you can write for them. Would it be possible for you in future R@I meetings to discuss these three articles as research projects and say "this is my research question, this is my design" that kind of thing, just to share a bit of what you do and how you conceptualize your research project.

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[25] South African Journal of Psychology

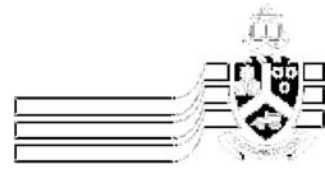**RESEARCH@ITSOSENG**
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Gerhard: Okay.

Willem: That would be valuable for me. Would it be possible and valuable for you?

Gerhard: Yes, I think this is an interesting thing. I think it will be valuable for me, because we always in the research committee look at the specific format in which something is presented such as the research questions, what is the methodology, how are you going the answer the research questions, what is the theoretical base and so on. If I have to sit here and say this is my questions, this is my method and this is my theoretical base; I think it will be useful to reflect on what am I actually doing, and what makes it research, that it is not just an opinion piece.

 INDIVIDUAL INTERVIEWS (30-50 MINUTES)

The purpose of these interviews is to get evidence from everybody participating in the R@I initiative regarding my educative influence and the value that this initiative held for everybody individually.

What do you gain and have you already gained from participating in the R@I initiative?

1. Please describe any increased awareness and/or shifts (or not) that you have noticed in terms of
    a. Your **Values** (what is important about research for you)
    b. Your **Way** of working (how you approach your research projects)
    c. Your **Identity** (How you think about yourself as researcher)
    d. Your own **unique abilities** and **preferences**
    e. **Resources** available to you as researcher
2. What is there that I specifically do or did that makes R@I valuable or not for you?
3. Any other comments about R@I you feel is important to mention.
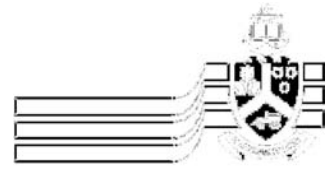
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Record of the 17th R@I meeting held in the tea room, Mamelodi Campus
2006-03-29

Present: Ilse, Terri, Member 6, Willem, Gerhard, Linda

The following table was used to discuss our individual research projects. This table was the main focus of the discussion. Very fertile discussions ensued when we debated which boxes were most appropriate to put our research efforts in.

Gerhard	**1.SOS article: Evaluation of the Educare programme** ➢ Main argument, statement or question **In Evaluating SOS Mamelodi's presentation of the *Educare* programme we discover complex definitions of vulnerable children in a township context and we give a critical reflection on trying out an action research approach in programme evaluation.** ➢ Paradigm **Critical psychology** **Constructionist** **Action research (critical look at this)** **Explorative, political** ➢ Method **Action-reflection cycles (critical look at this) (ref? according to whom?)** **Focus groups, interviews, policy scrutiny** ➢ Possible journals that might be interested **AR websites, Karl Muller could recommend** [Definition of concepts, paradigmatic point of view needs to be clearly given account of] [Could choose journal for: method, content, politics, geography (eg. solidarity with the African continent), etc]
	2.Translation article ➢ Main argument, statement or question **An alternative conceptualisation of the problem of translation in psychotherapy can provide opportunities for using language differences as a psychotherapeutic strength.** ➢ Paradigm

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	Post modernism acc to Kuhn's definition ➢ Method **Language games method – under construction** ➢ Possible journals that might be interested **SAJP?, Look in articles on similar topics where they were published** **"Language matters" Family process? Journal of systemic therapy**
	3.Social construction methodology: a compendium of games ➢ Main argument, statement or question **That people who claimed to employ social constructionist methodology in research projects do not consider the full implication of the theory. This article attempts to provide possibilities for rigour in doing ("real") social constructionist research** ➢ Paradigm Interpretive? Constructionist? Build in levels of reflection ➢ Method Sound argumentation Write article and then critically appraise this article in terms of rigour Deal explicitly with the criteria of rigour ➢ Possible journals that might be interested Journals on constructionist therapies?
Member 6	**1.Draft PhD proposal for: The psychological implications of small intestine reduction operations** ➢ Main argument, statement or question ➢ Paradigm ➢ Method
Terri	**1.Incorporation article** ➢ Main argument, statement or question **The implication of the incorporation process is that the psychological knowledge base (content and process, epistemology)** **of the psychology department was threatened with extinction and the purpose of this study was to find a way to conserve some of those knowledges and**

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processes.

Purpose of the article is not a claim to knowledge, but a form of activism – giving a voice to the disenfranchised and marginal – it is to document a process and a testimony. Witnessing as outcome. To document knowledge that can be taken forward.

➢ Paradigm

Postmodern, social constructionist paradigm

Action research, Narrative therapy, Oral history

Research as conversation and dialogue and recognition of voices

Research is a political process that has been institutionalised in favour of the privileged

➢ Method

Created a community from the marginal

Concerned with oral, particular, the local and the timely (Toulmin, 1990)

Individual interviews (conversations better describes this process), written documents (emails), focus groups, transcribed tape recordings
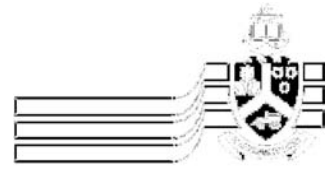
➢ Possible journals that might be interested

?

2.Indigenisation article

➢ Main argument, statement or question

How do people involved in psychology on this campus (incl staff, students, etc) understand indigenisation and how do we think we do it. Conceptualisation and operationalisation of indigenisation

➢ Paradigm

Postmodern, social constructionist paradigm

Action research, Narrative therapy, Oral history

Research as conversation and dialogue and recognition of voices

Research is a political process that has been institutionalised in favour of the privileged

➢ Method

Individual interviews (conversations better describes this process), written documents (emails), focus groups, transcribed tape recordings

➢ Possible journals that might be interested

?

3.Testimonio

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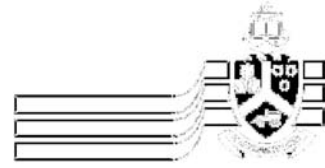|	
	➢ Main argument, statement or question **Documentation of the 1ˢᵗ article** ➢ Paradigm ➢ Method ➢ Possible journals that might be interested
	4. Article on play in psychotherapy in HIV/AIDS families
	5. First year text book
	6. Counselling in Africa textbook
Ilse	**1.Article on Corneli's dissertation: Forgiveness in HIV/AIDS** ➢ Main argument, statement or question ➢ Paradigm ➢ Method ➢ Possible journals that might be interested
	2.Awaiting feedback on submitted article ➢ Main argument, statement or question ➢ Paradigm ➢ Method ➢ Possible journals that might be interested
Linda	**1.The ghetto is in the eye of the beholder** ➢ Main argument, statement or question **Symposium paper – written:** **A report on a symposium, theme of indigenisation and practice of psychology in all of its forms in a township context** ➢ Paradigm **Constructionist** ➢ Method

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Collecting, editing and integration
- ➢ Possible journals that might be interested
Conference proceedings of ISTP2005 – yet to be accepted for publication

2.Globalisation & Indigenisation
- ➢ Main argument, statement or question
Looking at the indigenisation process of psychology in South Africa within a broader context of indigenisation processes elsewhere and a simultaneous globalisation movement. The paper looks at both the dialectic and the dialogue between these two positions.
- ➢ Paradigm
Constructionist
- ➢ Method
Theoretical discussion, challenge to the profession
- ➢ Possible journals that might be interested

3.Local knowledge & theory around research - critical perspective
- ➢ Main argument, statement or question
- ➢ Paradigm
- ➢ Method
- ➢ Possible journals that might be interested

4.Therapeutic development in indigenous contexts
- ➢ Main argument, statement or question
- ➢ Paradigm
- ➢ Method
- ➢ Possible journals that might be interested

5.Two chapters on trauma counselling in Africa
- ➢ Main argument, statement or question
- ➢ Paradigm
- ➢ Method

6. Co-editor of an introductory psychology text book
- ➢ Duties

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	7. Section editor for counselling book ➤ Duties
	8. Involved in chapter of Maretha's book ➤ Main argument, statement or question ➤ Paradigm ➤ Method
	9. Translation in psychotherapy – a systemic analysis ➤ Main argument, statement or question ➤ Paradigm ➤ Method ➤ Possible journals that might be interested
Willem	**1. PhD: Integrating Research, teaching and community engagement:** ➤ Main argument, statement or question ➤ Paradigm ➤ Method ➤ Possible journals that might be interested
	Permission from Campus Principal
	Consent from participants
	2.SOS article: Evaluation of the Educare programme ➤ Main argument, statement or question ➤ Paradigm ➤ Method ➤ Possible journals that might be interested

IDEAS RESULTING FROM THIS DISCUSSION

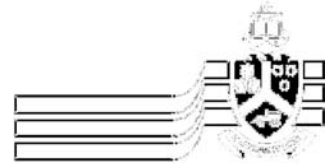➤ **Article not necessarily a research report – report on a research process**

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➢ **Article could be a critical discussion or explication of a personal stance or view that could be of value to other people in the field – or a question or challenge to other people**

➢ **So – an article/paper cannot be evaluated purely on the basis of fitting into the 4 headings used above**

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