University of Pretoria etd – Human, L H (2005)

PART I

BEFORE TOURING WITH SPORT PSYCHOLOGY

CHAPTER 2

University of Pretoria etd – Human, L H (2005)

JOURNAL ENTRY I

WHERE DID IT BEGIN?

> Remember that you engage in sport because it enhances your life. You owe it to yourself and to those who care about you to do your best. You cannot do more. Win or lose you're still the same person and life goes on. It is your chosen commitment and struggle towards excellence that makes you a better person, not your win-loss record.
>
> Jack Lesyk (in Lesyk, 2001, p.6)

DB[1]: To help me understand where you are coming from, would it be possible for you to start by telling me something about the role sport has played in your life?

LH[2]: As far back as I can remember sport has always been an integral part of my life. It has always in some way enhanced the quality of my life. At certain stages it has been more present than at other stages. At certain stages it has been present in a very informal way, like playing cricket as a young boy in the open veld next to the house I grew up in; while at other stages it has occupied a very formal position such as my participation in athletics, rugby, squash, swimming and volleyball in Standard X in 1981. I would like to tell you about some of my experiences with sport.

When I think back on how sport and I became formally acquainted with one another, the first memory that comes to mind was the day my father took me to the squash courts of the Union Steel Corporation in Vereeniging in 1971. I was in Grade II. I can still remember being without squash shoes and holding onto a wooden squash racquet that was as long as I was tall - and I was not very tall. The squash court felt overwhelmingly enormous to me and I remember feeling lost on it. The smell of perspiration filled the air, a smell that I would later in life learn was characteristic of squash courts all over the world. I have played squash in Scotland, England, Germany and Australia and in all these countries I experienced the familiar smell of squash-court-perspiration. I still remember what my father looked like on that day. He wore squash shoes, white socks,

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1 DB is the abbreviation for Prof. Dave Beyers, the supervisor for this research project.

2 LH is the abbreviation for Lourens Human, the researcher in this research project.

white shorts and a white shirt with the collar turned up. This was my father's squash trademark, a turned up collar. I never understood why he wore his shirt that way and I also never asked. Squash is the sport that I have been involved in for the longest period of time. As I have said, I started playing in 1971 when I was eight years old. At high school I received provincial colours for squash in Standard IX and X. I remember playing squash on my own for hours in the courtyard of our house with an old wooden squash racquet. I used to play against myself, practising all kinds of shots. Over and over I would practice serving the squash ball. Over and over I would practice my forehand and backhand. I used to imagine that I had an opponent whom I was playing against and I also had imaginary spectators following the squash game. Besides my solitary courtyard squash games, I also spent a lot of time alone, as well as with my father on the squash court practising a game that would become an integral part of my life. While telling this narrative about squash in my life, I realize how important the roles of repetition and imagination were in the process I went through while I was learning to play squash. The saying "practice makes perfect" comes to mind regarding the importance of repetition in any sport. Furthermore, when I think back on how I used my imagination to see myself playing, to create opponents, as well as to allow spectators into my world, I also became aware of anxiety creeping into my world and I realize too that I hardly ever allow myself to create that imaginary world as an adult. It was so powerful to use it in my playing and sport as a young boy and I wonder why I have allowed it to become marginalized in my life. Perhaps this research project is in a way the resurrection of my imagination but this time with the focus on training psychology students to become sport psychologists.

I also remember that as a young boy my father bought me the records of the late Gerhard Viviers. These were recordings of Springbok rugby games that Gerhard Viviers was the commentator for. I used to play these records over and over again and always assumed the role of either Dawie de Villiers, who played scrumhalf for the Springboks, or Mannetjies Roux, who played centre for the Springboks. In the lounge of our house I used to enact the commentary of Gerhard Viviers regarding these two rugby players. When I was playing for the

Springboks as Dawie de Villiers, I used to get the rugby ball at the back of the scrum and using a typical Dawie de Villiers dive pass the ball to the flyhalf and when I was playing the game as Mannetjies Roux, I made thumping tackles on my opponents. At this young stage of my life I was still completely unaware that these two positions, scrumhalf and centre, would be the two rugby positions that I would play during my participation in rugby in primary and high school. In primary school I played scrumhalf from Standard I-V and in high school I played centre most of the time. Now and then I played flyhalf or fullback. While I was playing to the commentary of Gerhard Viviers, I constructed imaginary games and I very often placed my family as supportive spectators next to the field. Today, when I look back at my Springbok rugby games in our lounge, I realize how much I learnt regarding the game of rugby by doing scrumhalf dive-passes and centre tackles over and over and realize once again the importance of imagination and repetition in sport.

Another experience that enters my world when I think about my involvement in sport was when I was in Standard V in 1976 in Peacehaven Primary School, Vereeniging. This was a very small primary school with only 340 pupils. There were only 17 boys from which a first rugby team could be chosen. So there were 15 of us in the team and we had two reserves. We had a coach, Mr. Kip Vermeulen, whom we all adored. Although he was strict, he believed in us and I believe he used the sport of rugby to develop us as young boys. He was also our Afrikaans teacher and in his spare time he wrote short stories that were broadcast over Afrikaans Radio at 19:20-19:30 every evening of the week. When I look back on his involvement in our lives, I realize today that we as youngsters were one of his short stories that he was developing through sport. We won the rugby league that year - the first time in the history of Peacehaven Primary School. The last game we played in the 1976 season was against Roostuine Primary School. It was the final. We had won all our games during that season and so had Roostuine Primary School. We had only one chance to win the league and become the first team to do so in the history of Peacehaven Primary School. I remember how Mr. Vermeulen had asked that all the tables and chairs of one classroom be removed and the gymnastic mats be carried into

the classroom. Mr. Vermeulen had arranged that we spend the whole morning lying down on the gymnastic mats in preparation for the rugby game. We were also given honey to eat for energy for the game. I learnt from this that nutrition and pre-game preparation were important when participating in sport. We played Roostuine Primary School that afternoon on their home ground. It was only very late in the game that Melville Goosen, our flyhalf, got the ball and ran down the sideline to score a try in the corner. In those days a try counted only four points. The conversion was unsuccessful but it did not matter as we had won the game 4-0. In a way we had so few, only 17 young boys to choose from to play for the first team but that did not get us down. We had a coach who saw us as young people whom he believed in and he helped us believe in ourselves. To him we were not machines who had to win so that he as a coach could take the pride and glory. Instead, he used sport to develop us and he taught us that you can achieve so much with so little. From time to time I still bump into Mr. Vermeulen. I still have an enormous amount of respect for him and gratefulness for what he taught me about life through the sport of rugby.

DB: What sport experiences did you have later on in your life, for example in high school?

LH: One of the most memorable experiences I had during my high school years was when I was in Standard X. I played in the centre position for the first rugby team of Vereeniging High School. During the season we lost a game against Vereeniging Technical High School, which meant that as a first team we had to hope that Vereeniging Technical High School would lose a game, which would open up the possibility that we could play in the final of the first team league. This never happened because Vereeniging Technical High School did not lose a game that year and went on to win the first team league. However, our second team was still in the running to win the league but had to play against Three Rivers High School to win the league. Well, Three Rivers High School and Vereeniging High School were archenemies. You could lose all your games but you never lost against Three Rivers High School. This was the cultural discourse informing our way-of-being as high school sports people. It was the

final game of the season and if our second rugby team won this game they would not only win the league but would also beat Three Rivers High School. I was taken from the first team and asked to captain the second team for that game as we were allowed two first team players to play for the second team. The week prior to the game our biology teacher, Mr. Jorrie Jordaan, kept on telling us that we did not have a chance to win the game as he had gone to watch Three Rivers High School practice and it looked very impressive. I decided that no matter what, Three Rivers High School would not win the game and I was not going to lose the last rugby game that I played for my high school. Saturday arrived. We won the game 12-4. It was one of the most amazing experiences I have ever had. I learnt what the value was of having a goal and achieving it. I learnt about determination and what it meant to go out there and play with every inch of my being.

There are many more experiences that I would be able to share with you regarding the role of sport in my life. To me sport has always been part of my life and I cannot imagine my life without it. Sport represents a time and place where all aspects of my being come together and sport has also taught me a lot about living life. It has always had an enhancing effect on my life and allows me to experience moments of excellence. I am still involved in the sport of squash.

DB: Through the above narratives you have given me some insight into the role sport has played in your life. Would it be possible for you to tell me about the unfolding of your career?

LH: In primary school I always wanted to become a dentist. I do not know why. In high school I was on the Chartered Accountant (CA) route for most of the time. I think this was because my best friend, Snyman Pieters, wanted to become a CA. By the time I got to Standard X, I decided I wanted to study engineering at a Technikon. At that time of my life I believed that I would not be able to pass university and so I opted for Technikon. I applied for a bursary at Gencor Mining (Pty) and I was successful. I had to work for six months in a mine, do

my two years military training and then go to Technikon for my first academic block. So, after I completed Standard X, I went off to Stilfontein Gold Mine in the Western Transvaal. I worked there for six months as a learner engineer and hated every moment of it. I then did my military service from June 1982 to June 1984. This was a very meaningful time in my life. I spent a lot of time in Angola and Mozambique and learnt a lot about life and death. It would be fair to say that this was the time when I grew up. I also received a "Dear Johnny" while I was in Mozambique, an experience that changed my life. A "Dear Johnny" is a letter that your girlfriend sends to tell you that she is breaking up with you. I dropped the engineering idea and decided to study theology. While I was studying theology I realized that my being there had nothing to do with a divine calling but was the way I had chosen to deal with the hurt of receiving a "Dear Johnny". I often wonder why I kept on studying theology after I had realized the reason for studying it. I do not know. Maybe it shows the strength of the religious discourse in SA that I kept on doing something while I knew I did not want to become a minister. Maybe the answer lies somewhere in the words of my friend Thinus Gerber who studied theology with me. I once asked him, while he was studying to become a CA after completing his theology studies, if, he was 18 years old and had to make a career choice, he would study theology again. He answered: "For the development of being a person, "yes"; for money in the bank, "no". I went on to complete my theology studies at postgraduate level. While studying theology I started doing psychology as well and also went on to complete a MA (Counselling Psychology) at the Rand Afrikaans University (RAU) and a MA (Industrial Psychology) at Potchefstroom University for Christian Higher Education (PUCHE). I started working for the Department of Labour in 1992 as a vocational counsellor and after completing my MA (Counselling Psychology) as a counselling psychologist. Thereafter I joined the Department of Psychology at the UP in 1998. I suppose I could stop here as this is a very brief overview of my professional development. This is only one narrative of my professional development - a very chronological and factual one. During all the time I have spent studying at university there were a few moments that I experienced meaningful learning that I believe profoundly shaped the way I see myself as a

person and as a psychologist today. To me, these moments were characterized by experiencing a shift in meaning regarding the way I see myself and the world around me. I would like to share some of these moments with you.

DB: What are those meaningful learning moments, which you believe, have shaped you as a person?

LH: The first of these learning moments took place when I was busy with my second year of theology studies in 1986. The subject was systematic theology. At that stage I was still very absorbed in the positivist notion of one truth being out there and of one way of understanding God. I suppose I could describe myself as being a supporter of fundamental theology. In the subject systematic theology we had a guest lecturer, Dr. Cornel du Toit who was lecturing us on work that was foreign to the reformed theology tradition. You can imagine how resistance flourished between lecturer and students. Then, one day he made the following comment: "Remember, your way of viewing the world is like a candle. Your candle is only able to light up a small part of the room and not the whole room. It is extremely dangerous to think that your candle is the only candle and that your candle can light up the whole room. We need to put all the candles together to light up the whole room". These words have stuck with me since that day. His words sounded so different from the traditional language within the religious community that I was part of, which stated that there was only one truth, only one candle for all of us. I do believe this was the start of my conversion from positivism to constructionism.

Three years passed before another learning moment entered my life. This was in my fifth year of theology studies. Until then I had been trained predominantly in structural analysis of Biblical texts, which entailed a 10-step approach to analysing any text. This way of analysing texts was strongly informed by positivism as I was taught that I had to look for the truth within the text and that I, as the reader of the text, had no impact on the text or brought nothing to the text. I guess the 10-step analytical approach was the psychometry of theology as its aim was to enhance the objectivity of the reader. Accordingly, there was an

essential truth in every text, which I as a reader, had to discover. This I could only do if I was objective, which was established by means of a 10-step analytical approach. How powerful can you not be when you are part of a select community that has access to a 10-step analytical approach, which will allow you to discover the one true and real meaning of a text? I even had the arrogance to buy into the cultural discourse that the message I was discovering was the word of God. Fortunately this stopped when Prof. Jurrie le Roux walked into the class in my fifth year of study at the Faculty of Theology when he began with the following words: "Well, my method is that I don't have a method. The text will take us where it wants us to go. We won't take the text anywhere. It isn't about method, it is about reading. The more you read, the more you will be able to see and hear the text". I learnt anew that I, as the reader of a text, was myself a text. When reading a text there were two texts interacting with each other that created yet another text. I felt as if I was being redeemed from the sins of positivism. I started realizing that it is impossible to keep myself out of any conversation, be it with a living or written text. It became more important to understand my assumptions, biases and prejudices when interacting with a text than to try and keep them out of my interaction with a living or written text and then to call that objectivity. It is here that objectivity received a permanent "injury" in my life for which I am grateful.

I do believe that the two experiences I have written about had a profound impact on my life. However, nothing could prepare me for the radical impact of the credo of Prof. Wilhelm Jordaan (Jordaan, 1992). I came across the credo of Prof. Jordaan three years after my experience with Prof. Le Roux. I started reading the credo and I could feel how my horizon and that portrayed in the credo started overlapping. It was as if this credo was my credo, as if someone had climbed into my world, looked around and wrote a credo about it. I experienced a very intense catharsis that day in 1992. In the credo of Prof. Jordaan he portrays his experiences of God in a phenomenological way. As a child he was taught to experience God as the One that had to be feared. As he grew up, he became aware that he had to pretend to have a relationship with God, which caused him to participate in all the religious rituals of the religious

community in a very incongruent manner but this allowed him a place within his family and society. As life progressed he experienced himself as an outsider beyond the religious community and someone who could not answer his children's questions about God and referred them to his wife for answers. It was only later on in his life that he started experiencing God as involved in his life in a very mysterious manner, which he did not always need to understand. Reading this credo was my final conversion from positivism to constructionism. I was freed from the notion that there is one God and only one true story about God. There may be one God, I am not always sure but I have many narratives about that one God. I shifted from believing that there "is one God and only one true narrative about Him/Her" to believing that there "is one God but I don't know if my narratives about Him/Her have anything to do with Him/Her". There are times in my life when I experience God as totally absent, while at other times I experience God as present. There are times when I experience Him/Her as known, while at other times He/She can be so unknown. I think the most meaningful moment while reading this credo was the realization that it is "ok" to have more that one narrative about God and that these narratives will always have an inherent tension amongst one another. I translated this to many areas of my life in that I started realizing that any of my experiences can be narrated in various ways and that the narrative is shaped by history and culture.

The last experience that I would like to share with you occurred at the end of my postgraduate training in psychology at the RAU. The final exam of the MA (Counselling Psychology) programme was an oral based on my personal and science philosophy. This was one of those situations, which meant that if I failed I would have to redo all my postgraduate training. I chose to explain my personal philosophy by using the two religious metaphors of the crucifixion and resurrection. Please note, I do not see crucifixion and resurrection primarily as historical events but as metaphors that inform and shape life. I believe that life is about experiences, which we choose to narrate as either crucifixion or resurrection experiences. The dominant religious discourse regarding crucifixion and resurrection state that they have a linear relationship to one

another, firstly the crucifixion and secondly the resurrection. When I view the crucifixion and resurrection as primarily historical events, they do have a linear relationship. But when they are seen as metaphors, more circular and more interactional, where the one metaphor needs the other to exist, everything changes because the crucifixion and resurrection exist simultaneously in my life. The exam taught me that I have many experiences everyday and depending on my history and culture, I can narrate those experiences as crucifixion or resurrection experiences. For me to be more whole, the crucifixion and resurrection metaphors need to be part of who I am. These metaphors do not ask for moral value judgement but for a binary relationship in my life. I often wonder if people in the helping professions have not constructed the helping professions in such a way that we keep people living crucified lives and do not want to allow them to live resurrected lives, as this might put us out of work. Caputo (1993) says as a person he cannot say anything about God but as a theologian he has to make a buck. Maybe as a person I help people live resurrected lives but as a psychologist I often wonder if I was not predominantly trained to keep them crucified because I have to make a buck?

During all the years I spent at university I was given so much information and I learnt so little. Fortunately, there were moments people shared some of their experiences with me and then I learnt so much. This has shaped the way I see myself as a person and as a psychologist. I do believe learning takes place when experiences are shared as I have experienced in my own life. I have experienced it in the six years I have been training counselling psychology students and I hope to train students who are interested in sport psychology in the same way. Athletes have a huge amount of experiences to share. We do not have to insist on bestowing our privileged scientific knowledge on them in an effort to enhance their performance. Maybe they have more to teach us than what we have to teach them. Perhaps the time has arrived that we train students to become sport psychologists who believe that athletes have a lot to offer and as sport psychologists we can assist them to bring forth the richness of their experiences so as to not always blur their experiences with our so-called expert knowledge.

DB: I now have a clearer picture of the role of sport in your life, as well as the unfolding of your career. How did it happen that sport and psychology became teammates in your life?

LH: I started working at the UP in May 1998. At the end of that year the Head of the Department of Psychology asked me if I would co-ordinate the MA (Counselling Psychology) programme. I was surprised because I had been working in the Department of Psychology for only eight months. I agreed. In my opinion I inherited a very fragmented MA (Counselling Psychology) programme. The programme was like a sport team without a goal. It had no idea what it had to achieve, let alone how it wanted to achieve what it had to achieve. It took me five years to re-build the MA (Counselling Psychology) programme with the help of those involved in the programme. The programme grew from having its focus primarily on the career psychology field to a programme with four core modules, namely fundamental psychology, counselling psychology, career psychology and community psychology.

I have always realized that I cannot see myself as being a psychologist whose working environment is limited to an office. I started asking myself the following question: "How can I be a psychologist and also work outside?" I concluded that the world of sport would allow me such opportunity. If I could work as a psychologist within a sport context, I would be able to allow sport and psychology to be teammates in my life. I also wanted to take the goal further. I wanted to train students in the same position as I, to be sport psychologists thereby allowing both sport and psychology to remain part of their lives. With this in mind I decided to use as a research project for a Philosophy Doctorate (PhD) in psychology the development and implementation of a programme in sport psychology to be lectured on a postgraduate level in the Department of Psychology at the UP. To me, the PhD research project can be seen as a unique outcome in my life (Freedman & Combs, 2002; White & Epston, 1990) because it will allow me to re-write my

sport and career narratives. Through this re-writing I shall enter the world of sport not just as an athlete but also as a psychologist.

DB: So this is your narrative of where you are today. Can I say that you have come to accept the "resurrection" experience of sport and your career and that they have become teammates in your life, for now and the future?

LH: Yes. In my opinion "crucifixion" and "resurrection" can be seen as experiential metaphors for all spheres of life, be it religion, politics, career or sport. As people, we all experience "crucifixion" and "resurrection" times in various areas of our lives. In this conversation I have told you about some of my sport experiences and what sport has meant to me as a person. I have also shared with you those moments during my training at university that I experienced as meaningful learning moments, which have shaped the way I conduct myself as a person and as a psychologist. I also briefly described how sport and psychology became teammates in my life. The coming together of my career and sport in my life is a "resurrection" experience for me.

DB: In this conversation you have allowed me a glimpse of your world regarding sport and your career and how you chose the topic of your research project. What will our next conversation concern?

LH: In our next conversation we shall be talking about the research problem, question and goal(s) of my research project, as part of my tour with sport psychology.

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CHAPTER 3
JOURNAL ENTRY II
PROBLEM, QUESTION AND GOAL(S)

> A goal is created three times. First, as a mental picture. Second, written down to add clarity and dimension. And third, when you take action towards its achievement.
>
> Gary Blair (in Lesyk, 2001, p.40)

> You must have long-range goals to keep you from being frustrated by short-range failures.
>
> Charles Noble (in Lesyk, 2001, p.44)

DB: A research project usually emerges when a researcher becomes aware that there is some kind of a problem. How would you describe the research problem pertaining to your research project?

LH: Allow me to answer your question by referring to the history of sport in SA, the Sport Information and Science Agency (SISA), the South African Sports Commission (SASC), international trends in sport psychology training, the Health Professions Council of South Africa (HPCSA) and professional psychology training at the UP.

DB: Would you like to start by telling me more about how you see the history of South African sport? How do you relate the history of South African sport to your research problem?

LH: In SA the first democratic elections were held in 1994. The country embarked on a new road, which was characterized by political, economic and social changes. The world of sport did not escape the changes that occurred in SA. I would like to look at the development of sport in SA over the years and how the face of sport has changed.

Being divided within South African sport

In 1956 the National Party, the government of the day, introduced apartheid legislation into the world of sport in SA. This led to black sport organisations being established with the aim of promoting non-racial sport within their communities. It would seem that white people in SA did not want to affiliate with these organisations and therefore these competitions were held only amongst people of colour. In 1959 the South African Sports Association was established. This organisation was the first national sport organisation for people of colour and, because they were strongly opposed to apartheid legislation, affiliates of this body were banned from leaving SA and participating abroad. In 1963 the South African Non-Racial Olympic Committee (SANROC) was created to advance the ideals of people of colour outside the borders of SA. The work of SANROC lead to the exclusion of SA from the Olympic Games in 1964, as well as from the Olympic Movement in 1970 (Archer & Bouillon, 1982).

In 1971 the South African government instituted a multi-national sports policy, which allowed all people of SA to compete against one another at an international level with the prerequisite that there had to be other international athletes participating in these competitions. The South African people of colour could then participate as representatives of their own national group (i.e. traditional homeland) but not as representatives of SA (Brickhill, 1976). In 1973 the South African Council on Sport (SACOS) was established and highlighted the racial segregation in sport. Furthermore, SACOS intensified the campaign of prohibiting international tours to and from SA (Archer & Bouillon, 1982). By the mid-1970s South African sport was isolated from the international sporting community. The SACOS era came to an end by the early 1990s due to its over- involvement in the private lives of its members and the organisation's inability to attract substantial support from black people (Roberts, 1988).

It would seem therefore that for a very long time South African sport was divided along racial lines and it was no more than a reflection of the political and economic division so apparent in the country at that stage. On the one hand there were sport organisations for white people and on the other hand there were sport organisations for people of colour. In this era it was as if sport enhanced the racial division between South Africa's people and that it was not being used as a tool for nation building.

During my entire schooling career in SA (1970-1981) I never once participated in sport against people of colour. I participated in athletics, rugby, squash, swimming and volleyball and my opponents were always white people. The racial discourse of the time did not only inform the political arena I grew up in but also whom I was allowed to participate against in sport. I was allowed however to have contact with people of colour through the church that I belonged to. The contact, however, had to do with youth outreach programmes when we would, as young white people, go and tell young people of colour that we had "the answer" and that they should change and follow our lifestyle. Similar to the world of sport, the religious discourse that was informing my life at that stage was one of segregation. Ironically, when I did my national service in the South African Defence Force (1982-1984) I was expected to eat, sleep, bath and fight with people of colour in Angola and Mozambique. I was just not allowed to play with people of colour, to play any kind of sport with or against them.

Today, my own children have the privilege of practising sport with and against people of colour and of participating in sport with all the people of SA. To watch them be part of the new SA in this way has made me realize how much I lost by not being allowed to get to know people of colour. On the contrary I was always told to be afraid of "them". I believe it is a privilege for my children to grow up in a SA where they are exposed to all its different cultures.

Getting together within South African sport

In the late 1980's and early 1990's the National Sports Congress (NSC) was established. The NSC complemented the work of SACOS but the two organisations were in constant conflict due to the fact the NSC had a strong relationship with the Mass Democratic Movement, while SACOS was of the opinion that sport and politics should not be mixed and that the liberation of sport in SA should be done via organisations that were politically non-aligned (Roberts, 1989). The conflict between the NSC and SACOS intensified as the NSC started talks with white sport organisations and SACOS would not engage in negotiations with white sport organisations until apartheid had come to an end. However, the Interim Committee of the National Sports Council was of the opinion that the NSC could benefit from the talks with white sport organisations and started moving toward unification within South African sport and that unity should be attained before the end of the old political era and the beginning of a new political era. This would enable sports organisations to address the development of South African people through sport as the new political era dawned upon SA. The unification process has not been without its problems and many of the current problems that are being experienced seem to be due to the fact that during the unification process the needs and demands of people of colour were not adequately addressed (Nauright, 1997).

Being united within South African sport

In 1994 the Ministry of Sport and Recreation was established in SA. The Ministry of Sport and Recreation, the National Olympic Committee of South Africa, the South African National Recreation Council and the NSC were seen as important role players within South African sport. Despite the unification within South African sport that had come to the fore after the 1994 democratic elections, numerous problems within the world of sport are still encountered.

DB: We have discussed South African sport as being divided, as getting together and as being united. What do you see as the current major problems in South African sport?

LH: One of the major problems seems to be the different philosophical views regarding the development of sport. The Department of Sport and Recreation has identified development as one of its priorities. This is in accordance with the government's Reconstruction and Development Programme (National Department of Sport and Recreation [NDSR], 1995). On the one hand, development can be described as "dependency in development". This view on development holds the position that people of colour have to be educated to adopt the practices of white people if they want to improve and succeed in sport and therefore the relationship between people of colour and white people remains a "one-up one-down" relationship regarding development in sport (Crush, 1995). On the other hand, development can be described as "independence in development", which links very closely with the Black Consciousness philosophy on development. In this philosophy, development is seen as liberating people of colour from dependence on white people and is viewed as a process whereby people of colour move from dependence on white people to independence from white people (Boshoff, 1998). Unfortunately, it seems as if the "independence in development" philosophy is the alternative cultural discourse and the "dependence in development" is the dominant cultural discourse within South African sport at this stage. This becomes very apparent when one views how and for whom current developmental programmes are constructed.

The two different philosophies on development can be identified at ground level particularly in the way development programmes are run. At this stage in SA, development programmes are implemented for people of colour with the aim of developing them it seems to the same level as white sportspeople. Furthermore, even when people of colour have attended predominantly white private schools, received good coaching and financial support, they are still referred to as "developmental players" (Bey, 2000; Rich, 1999). The

"developmental" tag is not so readily bestowed upon white inexperienced players in a particular sport who have not received adequate coaching and who are socio-economically disadvantaged. It seems as if these kinds of developmental programmes keep the legacies of the past alive by, on the one hand, putting predominantly people of colour into developmental programmes with the aim of developing them to the standard of white sportspeople while, on the other hand, predominantly white sportspeople participate at an international level (Miller, 2001). It seems therefore that sports development currently still has a very strong race connotation to it and that we have not yet reached the position where development is perceived as imperative for all the sportspeople of SA, irrespective of gender or race.

Although sport organisations within SA seem to be unified, it appears as if unification has not yet been attained amongst sportspeople within SA (Miller, 2001). There still seems to be a lot of inequality amongst people of colour and white people, which manifests itself in the form of direct and indirect discrimination within South African sport. On the one hand, direct discrimination can be seen as "unequal treatment amidst unequal circumstances" that is, people of colour do not have the same training equipment, level of coaching and financial support as white people. Unfortunately, in the process of correcting historical imbalances, people of colour have become part of developmental programmes and quota systems that are prolonging past inequalities. On the other hand, indirect discrimination can be seen as "equal treatment amidst unequal circumstances". Within this form of discrimination people of colour can now compete against white people but people of colour do not always have the same facilities as white people, do not always have access to quality coaching and often still do not receive the same financial support as white South African sportspeople (Essed, 1991).

Another problem in South African sport is the level of unawareness amongst elite athletes of the psychological skills that they use in their sport. Whitton and Schomer (2002) conducted a research project involving 30 elite athletes in the Western Cape. The aim of the research was to establish which psychological

skills these elite athletes used and where they acquired these psychological skills. The psychological skills that were most often used by these athletes were goal setting (90%) and imagery (80%), while those least often used were autogenic training (25%) and cue words (14%). The athletes indicated that they would like to learn more about arousal control (100%), goal setting (100%) and imagery (100%), while they were not interested in learning more about autogenic training (71%) and rituals/routines (50%). Furthermore, 33% of these athletes learnt about psychological skills by attending workshops, seeing a sport psychologist or consulting with a coach, 50% relied on informal self-directed sources, while 17% utilized a combination of both. In this research project the researchers also tried to determine how aware these athletes were of the psychological skills that they were using and which part of their psychological preparation needed improvement. Regarding the psychological skills used, the researchers found that 73% of the athletes were not aware of what exact psychological skills they were using while 27% were found to be aware of their psychological skills utilization. The research also indicated that 90% of these athletes were unaware of which aspects of their psychological preparation needed improvement while only 10% were aware of which aspects of their psychological preparation needed improvement. This research project concluded that although these elite athletes were making use of psychological skills, the quality of application of these psychological skills needed upgrading and so too did awareness regarding their psychological skills utilization and improvement.

South Africa's sport has moved over the years from being divided, to getting together, to being united. Although South African sport can today be seen as united, it is not without teething problems. These problems seem to be related to different philosophical views regarding development, as well as how and for whom developmental programmes are constructed. Furthermore, it seems that discrimination is still alive with regards to sporting facilities, quality coaching and financial support for sportspeople. Elite South African sportspeople seem to be making use of psychological skills but the majority seem to be unaware of exactly which skills they are using and which aspects of their psychological

preparation need improvement. Problems like these that can also be addressed from within the field of sport psychology and therefore it has become important that students be trained in sport psychology so that they can address these problems from a sport psychology point of view.

DB: You mentioned the South African Sport Commission at the beginning of our conversation. How do you relate the South African Sport Commission and your research problem to each one another?

LH: The SASC was established in 1998 under the South African Sports Commission Act (Act 109 of 1998)(South African Sports Commission [SASC], 2002). The Education and Training sub-unit of SASC has as its vision "the establishment of a world-class network in education and training to maximise capacity building in sport, recreation and facility management in South Africa" (SASC, 2002, p.6).

Within this sub-unit there are the following Key Performance Areas (KPA's) (SASC, 2002, p.6-15):

- KPA 1: Ensuring the availability of key sport and recreational training material.
- KPA 2: Establishing a network of service-providers for education and training in sport, recreation and facility management.
- KPA 3: Managing and monitoring of training programmes to ensure effectiveness.
- KPA 4: Accumulating and disseminating of education and training-related information.

Through the actualisation of the above-mentioned KPA's, SASC wishes to establish a position where they are "at the cutting edge, providing a service of excellence. Training will provide this service. It will be an investment into the human potential that serves sport and recreation in South Africa" (SASC, 2002, p.16).

In my opinion the current situation in professional psychology in SA is not in a position to make a fundamental and meaningful contribution to the work of the Education and Training sub-unit of SASC as there is minimal professional training in sport psychology at tertiary institutions where students can be trained via professional psychology programmes in sport psychology to work as researchers and practitioners in the field of sport. By establishing such programmes in sport psychology, students can be educated in sport psychology theory through course work, do sport psychology internships, undertake sport psychology research and receive supervision that is sensitive to the sport context. I am of the opinion that in this way tertiary institutions will be able to deliver students who have been trained to work as sport psychologists and it will not be necessary to make use of clinical, counselling or educational psychologists for sport psychology work for which they have not always adequately been trained.

DB: In what way do you see your research problem and the Sport Information and Science Agency having any connection with each other?

LH: The SISA was established on 23 November 1995 because "historically there has been an absence of an effective and coordinated resource base capable of providing sports science and technology services to South African sportspeople" (Basson, 2000, p.4). Furthermore, Basson (2000, p.2) states that "scientific support services, rooted in basic beliefs and values contributing to a safe, healthy and fair sports experience and promoting mass sports participation and enhancing performance quality, has become an essential component of modern day sport".

According to Basson (2000, p.4) the aim of SISA is:

> The establishment, coordination and application of a world-class information, scientific and technological resource base, with skills, capabilities, facilities and equipment to provide services to athletes, coaches, technical officials and administrators, enabling them to accelerate the rate of sports development and enhance the quality of performance at all levels.

The SISA has established a network of 19 accredited institutes based at tertiary institutions that are able to deliver professional services to sportspeople in various areas (Basson, 2000). These areas are "health and safety, physical and motor capability analysis, mechanics of movement, physiology and training of movement, nutritional and psychological assistance and sociology" (Basson, 2000, p.3).

Within the SISA strategic framework there are five KPA's (Basson, 2000, p.5-9). These are:

- KPA 1: Health, Safety and Sports Medicine.
- KPA 2: Sports Science.
- KPA 3: Technical Development Aids.
- KPA 4: Research and Information Management.
- KPA 5: Mass Screening and Sport-Scientific Talent Identification.

The field of psychology in general and more specifically sport psychology form part of KPA 2. The other subdisciplines that form part of KPA 2 are biomechanics, nutrition, sociology and physiology. The aim of KPA 2 is to assist athletes and coaches in the physical and mental preparation necessary for participation in sport, especially on a competitive level (Basson, 2000).

Regardless of these structures, training in sport psychology is underdeveloped in SA and it has become imperative that students are trained in sport psychology on a theoretical and practical level and receive adequate supervision if sport psychology wants to make a valuable contribution to sport in SA. Sport psychology research and practice in my opinion can make a valuable contribution to the work of SISA if it could be established as an autonomous psychology within the South African context and not be treated as an "add on" to other forms of psychology.

DB: You have constantly been referring to problems pertaining to the South African context. How do First World countries see sport psychology training? Is it possible that their way of doing things could highlight problems in the South African context?

LH: Allow me to refer to the United States of America (USA), Canada, Australia and the United Kingdom (UK). These are the countries that I believe have a profound influence on South African sport.

United States of America

Training to become a sport psychologist in the USA can be done via sport science, also called kinesiology, exercise science or movement science, or it can be done along the psychological route (McCullagh & Noble, 2002; Taylor, 1994).

Students, who choose to follow the sport science route to become sport psychologists, enter by enrolling in an undergraduate programme in sport science. These undergraduate programmes usually consist of courses such as exercise physiology, biomechanics, motor behaviour, sport sociology, sport and exercise psychology, as well as the history and philosophy of sport. After completing their undergraduate studies in sport science, students can enrol in postgraduate programmes in sport science. At this level they firstly do a masters level programme in sport science, which is then followed by a PhD. The PhD is in sport science, with specialization in sport psychology. The PhD programme can have a research and/or applied focus and consists of courses like research methodology and statistics as well as advanced courses in motor behaviour, biomechanics, exercise physiology and sport sociology. Furthermore, a substantial part of the PhD programme is devoted to courses in sport psychology. Students who have been trained in sport science departments and not in psychology are technically not allowed to call themselves psychologists as the practice of psychology and the title of psychologist is protected by state and provincial law and reserved for those students who have been trained in

psychology (Taylor, 1994). They may apply, however, to the Association for the Advancement of Applied Sport Psychology (AAASP) for membership if their training meets all the AAASP requirements and can then be certified as a "Certified Consultant, AAASP" (McCullagh & Noble, 2002). Taylor (1994) states that 41% of the AAASP members come from a sport science background. To register as a "Certified Consultant, AAASP" candidates have to comply with the following requirements (Murphy, 1995):

Compulsory criteria:

- A doctoral degree.
- Courses in sport psychology.
- Courses in biomechanics or exercise physiology.
- Courses in the philosophical, historical, motor and social bases of sport.
- Courses in psychopathology and the assessment of psychopathology.
- Courses in the counselling theory and practice (supervised).
- Courses in research design, statistics and psychological assessment.
- Knowledge of skills relating to sport and exercise.
- Knowledge of professional and scientific ethics.

Additional criteria:
(At least two of the following four criteria)

- Knowledge of the biological bases of behaviour.
- Knowledge of the cognitive-affective bases of behaviour.
- Knowledge of the social bases of behaviour.
- Knowledge of individual behaviour.

The primary employment opportunities for students who have completed their PhD in sport science, with specialization in sport psychology, are academic positions where they do teaching and research, as well as delivering sport psychology services that do not entail therapeutic work with athletes but have a

more educational character for example performance enhancement of athletes (McCullagh & Noble, 2002; Meyers, Coleman, Whelan, & Mehlenbeck, 2001).

Another route to becoming a sport psychologist can be taken by following the psychology route. These students begin by enrolling for an undergraduate course in psychology with the aim of attaining a broad understanding of the content, concepts and research methods within the field of psychology. After completing undergraduate training in psychology, students can commence with postgraduate training in psychology, which may for example be in biological, developmental, cognitive, social, clinical, counselling and organisational psychology. Students who want to specialize in sport psychology usually first do their training in clinical/counselling psychology and specialise in sport psychology as part of their clinical/counselling training programme. Entry into clinical/counselling psychology programmes is extremely competitive as only a few places exist in these programmes. Students obtain either a PhD in clinical/counselling psychology or a Psychology Doctorate (PsyD) in clinical/counselling psychology. The PhD has a strong research focus while the PsyD has an applied focus. The specialisation in sport psychology, in a clinical/counselling course requires that these students acquire adequate knowledge and skills from sport science departments. After successfully completing the PhD/PsyD in clinical/counselling psychology, students are eligible by state and provincial law to be licensed to practice psychology and use the title psychologist and thereby make the services they deliver to the community reimbursable (Taylor, 1994). The students who build sport psychology as a specialisation field into their clinical/counselling programmes can join Division 47 (Sport and Exercise Psychology) of the American Psychological Association (APA)(American Psychological Association [APA], 2002a). According to Feltz (1992) Division 47 (Exercise and Sport Psychology) of the APA was created as a speciality area within the APA. Alternatively, students can apply to AAASP for membership if they adhere to all the AAASP membership requirements. Taylor (1994) states that 46% of the AAASP members come from a psychology background. Employment opportunities for students who have completed their PhD/PsyD in clinical/counselling

psychology and sport psychology can be found in academic settings and private practice, for example (McCullagh & Noble, 2002; Meyers *et al*., 2001). In private practice these professionals can, incorporate sport and exercise interventions into their clinical/counselling psychology practices, for example (Hays & Smith, 2002; Meyers *et al*., 2001).

In 1983 the Sports Medicine Council of the United States Olympic Committee (USOC) established a registry with three categories for sport psychology: clinical/counselling sport psychologists, educational sport psychologists and research sport psychologists. From 1983-1995 a total of 67 sport psychologists were listed on this registry (Zizzi, Zaichkowsky & Perna, 2002) and in 1995 AAASP and USOC formed as certification partnership by which "all AAASP-certified consultants who are also members of the APA are considered to have met the criteria for acceptance to the registry" (Zizzi *et al*., 2002, p.463).

Canada

In 1987 the Canadian Registry for Sport Behavioural Professionals, which was part of the Canadian Association of Sport Science, was instituted. The register was designed to provide a list of names of qualified professionals who could deliver services to the sport community. This register was very much the same as that of USOC and also had three categories: licensed sport psychologists, sport educators/counsellors and sport researchers. In 1994 the Canadian Mental Training Registry (CMTR) replaced this register. In 1999 there were 26 members on this register. These members work on mental training with coaches and athletes to enhance their performance. The members that are on this register do not do psychometric testing with the aim of diagnosing psychiatric disorders, nor do they do psychotherapy with athletes or provide them with drugs of any kind. The Registry Review Committee is a subcommittee of the High Performance Sport Committee of the Canadian Society for Exercise Physiology and states the following as criteria for admission to the CMTR: academic training in the knowledge base of mental skills, as well as a supervised internship in the application of mental skills. Furthermore, a person

must have experience in participating in sport, either as participant and/or coach and have favourable client evaluations regarding mental skills consulting (Zizzi *et al*., 2002).

Australia

In a conversation that Prof. Peter Terry (Head of Sport and Exercise Psychology) and I had during 2003 at the USQ in Australia, he told me that there are two ways of becoming a psychologist in Australia. The one way is called "four plus two" and requires a person to do a three-year bachelors degree in psychology, followed by a one-year honours degree in psychology. After this the person can do a two-year supervised internship with a registered psychologist. The other way is by doing a three-year bachelors degree in psychology followed by a one-year honours degree in psychology and then by a two-year masters degree in psychology. The two-year masters degree can be done, for example, in clinical, counselling, community, organisational and sport psychology. Any one of these two routes leads to registration as a psychologist with the Psychologist Registration Board in a state in Australia (Prof. Peter Terry, personal communication, February 17, 2003). People who have completed six years training in psychology and want to practice psychology and use the title psychologist are legally bound to register as a psychologist with the Psychologist Registration Board in the state that they wish to work in.

In addition they can apply for membership to the Australian Psychological Society (APS)(Australian Psychological Society [APS], 2002d). Associate membership is given to those with four-year university training in psychology and full membership to those with six-year university training in psychology (Australian Psychological Society [APS], 2002a, 2000c). Psychologists can specialise in various fields of psychology after the initial six-year training by undergoing a two-year supervised internship with a registered psychologist in one of the specialist areas. The areas of specialisation are: clinical, community, counselling, educational and developmental, forensic, heath, organisational, sport and clinical neuro-psychology. After completing the two-year supervised

internship, a person can apply for membership to join a College of Psychologists in the area of specialisation, for example the College of Sport Psychologists (Australian Psychological Society [APS], 2002b).

It therefore seems that generalist membership with the APS as a psychologist is granted after six years university training and specialist membership as a psychologist via the Colleges of Psychologists is granted after a further two-year supervised internship with a registered psychologist in a specialist area.

United Kingdom

In the UK there are three routes that can be followed in becoming a sport psychologist. The first route is via the British Psychological Society (BPS), the second is through the British Association for Sport and Exercise Sciences (BASES) and the third route is a combination of the BPS and the BASES.

The BPS route entails that students do "a first degree in psychology that carries the Graduate Basis for Registration (GBR) with the BPS and eligibility for chartered status" (Cockerill, 2002, p.421). It takes four years to do a BPS accredited first degree in psychology with GBR. After obtaining this degree, students can enrol for a BPS accredited postgraduate degree in clinical, counselling, education, forensic, health, occupational or neuro-psychology. The postgraduate training runs over a period of three years and after successful completion of this degree a person can register in one of the BPS Divisions, for example the Division for Clinical Psychology or the Division for Counselling Psychology (British Psychological Society [BPS], 2001a). Psychologists who have an interest in sport psychology and are registered in any of the BPS Divisions, can join the Sport and Exercise Psychology Section of the BPS (British Psychological Society [BPS], 2001b), which was established in 1993 (Cockerill, 2002).

The second route is via the BASES. To be accredited as a full member of the BASES, a person must hold a first degree at honours level in sport science or a

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related field and a higher degree in sport science or related field, must have participated in sport and exercise conferences and workshops and must have been involved in Continuous Professional Development. Accreditation can be in one of the following fields: biomechanics, physiology, psychology or inter-disciplinary. Furthermore, within these fields a person can apply for research and/or scientific accreditation (British Association of Sport and Exercise Science [BASES], 2000). To be accredited as a researcher, a person must have done research and published articles in the field of sport psychology. To be accredited in the support category, a person must be able to demonstrate that s (he) has sufficient scientific knowledge in the field of sport psychology and must have undergone supervised experience in the field of sport psychology over a period of six years (Zizzi *et al*., 2002).

The third route is to be registered as a clinical and/or sport psychologist with the BPS and to be a member of the BASES (Cockerill, 2002).

DB: With these countries' backgrounds in mind regarding sport psychology training, how does South Africa compare as a so-called developing country?

In SA the first course in sport psychology was offered at Stellenbosch University (SUN) headed by Dr. Davie Craven in the 1960's (Potgieter, 1997). At present the Department of Sport Science in the Faculty of Education at this university has a PhD in Sport Psychology. Registration as a psychologist is an admission requirement for this course (Stellenbosch University [SUN], 2002a). Prof. Justus Potgieter is the Head of the Department of Sport Science in the Faculty of Education at SUN (Stellenbosch University [SUN], 2002b) and one of the "sport psychologists"[1] at the SASC.

[1] According to Mrs. Alta Pieters of the Professional Board of Psychology (PBP) in South Africa (SA), the term "sport psychologist" is a "public" term used in sporting communities, much in the same way as the term "pastoral psychologist" is used in religious communities. Both these terms do not have legal status with the Health Professions Council of South Africa (HPCSA), as the HPCSA currently only recognizes the following five registration categories for psychologists as legal: clinical, counselling, industrial, educational and research psychology (Mrs. Alta Pieters, personal communication, February 8, 2003).

On 6 January 2003 I sent an e-mail to Prof. Potgieter at SUN requesting him to participate in my research project. I was eager to learn about what the PhD (Sport Psychology) at this university entailed. He responded as follows (Prof. Justus Potgieter, personal communication, January 6, 2003):

> We already have a PhD in sport psychology at Stellenbosch University. Only candidates who are registered as psychologists with the Health Professions Council of SA are eligible to register for this degree. So far 3 students have graduated. The fourth student plans to graduate at the end of this year. Thank you for asking for my input. However, I simply do not have the time to write an essay on the suggested topic at this stage.

I responded to his e-mail asking him for an interview between 27 January 2003 and 3 February 2003 at SUN. My request was only for one hour of his time regarding the topic of my research. Unfortunately he never replied. I found the lack of response strange, as Prof. Ben Steyn of UP honored him at the South African Congress on Sport Science as the "father of sport psychology" in SA. The congress was held at the HPC of Tuks Sport (Pty) Ltd from 30 September 2002 to 2 October 2002. It left me with the uncomfortable feeling that Prof. Potgieter believed that sport psychology was his "intellectual property" and that SUN had sole mandate regarding sport psychology in SA. I could not help it but I experienced him as a withholding "father". The SUN PhD (Sport Psychology) programme still remains a mystery to me. However, I have given a voice to Prof. Potgieter in my research project, through the book "Sport Psychology. Theory and Practice", which he published in 1997. It is interesting to note that I requested all the "sport psychologists" who are registered at the SASC to participate in this research project but no one responded to my request (Appendix A).

By contrast, the response of Prof. David Pargman of Florida State University (FSU) in the USA was overwhelmingly accommodating. I e-mailed him a letter asking permission to study the Master of Science (MS)(Sport Psychology) and PhD (Sport Psychology) programmes at his university. Although he was in

Europe at the time he responded with the following: (Prof. David Pargman, personal communication, August 23, 2002):

> A colleague and I established such a program at my university, Florida State University, 30 years ago and by all means I should be pleased to assist you in any way possible. Feel free to use any materials of ours that might be helpful. Don't hesitate to let me know what you need and I will e-mail my assistant back home and ask that she forward what you require.

This positively different response that I received from Prof. Pargman makes my disappointment in the "silence" of Prof. Potgieter even greater. However, there are a few undergraduate courses in sport psychology at tertiary institutions in SA, as well as sport psychology programmes at honors level, for example, at the University of South Africa (University of South Africa [UNISA], 2002).

DB: Now that you have given me an overview of what is happening in sport psychology, nationally and internationally, do you think sport psychology is a growing field?

LH: It seems that sport psychology is a growing field within psychology and sport science. With regards to training programmes, there has been a 26% growth in training programmes over the last 15 years (Sachs & Burke, 1986; Sachs, Burke & Gomer, 1998). Various professional organisations have emerged over the years, for example Division 47 (Exercise and Sport Psychology) of the APA, the AAASP, the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), as well as the International Society of Sport Psychology (ISSP)(APA, 2002a). Furthermore, numerous academic journals have seen the light, for example, the "Journal of Applied Sport Psychology" (JASP), the "Journal of Sport and Exercise Psychology" (JSEP), "The Sport Psychologist" (TSP) and the "International Journal of Sport Psychology" (IJSP) (Meyers *et al*., 2001).

It therefore seems that sport psychology is an established discipline in various countries across the world and that numerous sport psychology organisations

and journals have come into being over the years. There has also been an increase in the number of sport psychology training programmes across the world. In SA there is currently only the one PhD (Sport Psychology) programme at SUN. Certainly this cannot be sufficient for training psychologists to work in a sport context if we take into account that in 1999 33% of the adult population in SA and 60% of children participated in sport (Sport Information and Science Agency [SISA], 2000). I believe that it is therefore necessary to expand on the limited existing postgraduate training in sport psychology in SA.

DD: To what extent do the five registration categories at the Health Professions Council of South Africa allow postgraduate sport psychology training to take place in South Africa?

LH: The HPCSA is a statutory and autonomous body. It was established as a statutory body in terms of the Health Professions Act (Act 56 of 1974) and continues the work of the Ciskeian Medical Council, the Transkeian Medical Council, the South African Medical and Dental Council, as well as the Interim National Medical and Dental Council of South Africa. Furthermore it receives no funding from the government, the public or any other source. It is totally funded wholly by the professions that form part of the HPCSA (Health Professions Council of South Africa [HPCSA], 2000a).

The mission of the HPCSA is: "Protecting the public and guiding the profession". The mission has two main areas of focus. The one focus is on protecting the public and the other is to guide the profession. The mission is put into practice by determining standards of professional education and training and ensuring that only those people who are registered with the HPCSA may practice in any of the health professions, which fall under the jurisdiction of the HPCSA. Registration with the HPCSA confers professional status and the right to command a reward for services rendered. Furthermore, the HPCSA sets and maintains fair standards of professional practice (Health Professions Council of South Africa [HPCSA], 2000b).

The following Professional Boards fall under the jurisdiction of the HPCSA (Health Professions Council of South Africa [HPCSA], 2000c):

- Dental Therapy and Oral Hygiene.
- Dietetics.
- Environmental Health Officers.
- Emergency Care Personnel.

- Medical and Dental.
  - Medical Technology.
  - Occupational Therapy and Medical Orthotics/Prosthetics.
  - Optometry and Dispensing Opticians.
  - Physiotherapy, Podiatry and Biokinetics.
  - Psychology.
  - Radiology and Clinical Technology.
  - Speech, Language and Hearing Professions.

Currently, within the South African context the Professional Board of Psychology (PBP) of the HPCSA has five registration categories for psychologists. These categories are: clinical, counselling, educational, industrial and research psychology. Psychology students who wish to become professional psychologists have to study up to a maters level in one or more of these directions. A master's level course is a two-year programme and after successful completion of such a programme, students can register in the category that they have been trained in. For example, a master's degree in counselling psychology leads to registration as a counselling psychologist. It is also possible do to more than one master's level programme and therefore a person can be registered in more than one category. The strict boundaries of these categories seem to prevent the development of other relevant areas of professional psychology, for example, sport psychology, neurological psychology and forensic psychology. Students who are interested in sport psychology usually do a master's degree in clinical/counselling psychology and then focus their research project on sport psychology. They have had no exposure to theoretical and practical training in sport psychology and therefore

receive no supervision within the field of sport psychology. Leffingwell, Weichman, Smit, Smoll and Christensen (2001) state that the mental health practice climate is changing and is prompting clinical/ counselling psychology programmes to address new areas of specialization within the field of psychology, of which sport psychology is one. Meyers *et al*. (2001) have revealed that sport psychology consultation can be an alternative and meaningful source of professional activity and income as opposed to the traditional activities and income generating practices of psychologists.

For the past five years the PBP within the HPCSA has worked on a proposal that the professional psychology situation should have a different demeanour as from 2004. These proposals entailed that the above-mentioned five registration categories at the HPCSA for psychologists would no longer be applicable. People who wanted to practice as psychologists in SA would firstly have had to complete a three-year bachelors degree in psychology as well as a one-year honours degree in psychology. Alternatively, students would have had to complete a four-year bachelors degree in psychology. Following this, students would have been required to do a one-year master's degree in psychology and a two-year doctorate in psychology. The doctorate would have consisted of course work, a research project (50% of the course), a one-year internship, as well as supervision. Students who would have successfully completed their doctoral degree in psychology would have been able to register as a psychologist with the HPCSA (Professional Board of Psychology [PBP], 2003a). Furthermore, the PBP (Professional Board of Psychology [PBP], 2003b, p.8) stated that:

> A person will train as a psychologist or registered counsellor according to the specified core and derived competencies with a focus/bias towards a particular domain of practice, e.g. clinical, developmental, or organisational (in the case of psychologists) or a combination of domains, e.g. clinical/community, organisational/ counselling … it is the prerogative of the respective universities to determine the domains of practice offered in training.

On 12 May 2003 Mrs. Alta Pieters from the PBP sent a letter to all psychologists in SA, stating that the register for psychologists with a MA qualification would close on 31 December 2006 and that as from 1 January 2007 the requirements to register as a psychologist would be an accredited doctoral degree in psychology, the completion of a 12 month approved internship, as well as the successful completion of the examination of the PBP (Mrs. Alta Pieters, personal communication, May 12, 2003). This decision was recalled by the HPCSA in a letter by Dr. Saths Cooper of the PBP on 16 September 2003. Due to changes in the educational system, the merging of educational institutions, as well as the ongoing discussions between the HPCSA and the Department of Health and Education regarding the promulgation of the regulations relating to the registration of psychologists, the status quo would be maintained. This means that the registration requirements at the HPCSA for a psychologist, remains an accredited master's level qualification in psychology, be it clinical, counselling, industrial, educational and/or research psychology (Dr. Saths Cooper, personal communication, September 16, 2003).

In my opinion, by limiting the registration to only five registration categories for psychologists at the HPCSA, the HPCSA restricts the possible expansion of working environments for psychologists in SA. As already mentioned, in 1999 33% of the adult population and 60% of children participated in sport in SA. In the same year the South African sport sector provided 34 325 full-time jobs, 6 140 part-time jobs and for 8 000 volunteer workers. In 1999 sport in SA accounted for 2% of the Gross Domestic Product, which was an estimated R795 million. This excluded the capital expenditure of R852 million, which brought the total contribution of sport to the South African economy in 1999 to R16 765 million (SISA, 2000). It seems self evident that sport psychology can play an important role in the world of South African sport and it becomes imperative that students should be properly trained to work within the variety of South African sport. In my opinion sport psychology can make a contribution to professional sport as well as developmental sport. On the one hand, the Olympic Games in Athens, 2004, once again reminds sport psychologists of the

role they can play, not just in the performance enhancement of athletes but also in establishing support structures for professional athletes. On the other hand, sport psychology should also play a prominent role in developmental sport, where the focus is more on using sport as a medium in the development of the people of SA.

DB: Lastly, with regards to your research problem, could you tell me more about professional psychology training at the UP?

LH: At present, post-graduate professional psychology training in the Department of Psychology at the UP is presented within the framework of the researcher-practitioner model. This means that students are, on the one hand, trained to be practitioners and, on the other hand, they are trained to be able to conduct scientific research within psychology (Beyers, 1981; Raimy, in Phares, 1992). Being trained as a practitioner usually implies theoretical and practical training and students receive supervision during their training. The focus areas for the theoretical training of the students are either clinical, counselling or research psychology. Practical training is done at various organisations that are accredited by the HPCSA and has either a very strong clinical, counselling or research character. Currently, students receive limited exposure to sport psychology at an undergraduate level and there are no postgraduate modules/courses in sport psychology in the Department of Psychology. Students at a postgraduate level who show an interest in sport psychology can do their research projects in sport psychology. In doing so they can gain knowledge of sport psychology but will lack the necessary theoretical and practical training, as well as supervision that normally forms part of a sport psychology training programme. In this regard Wilberg (in Bakker, Whiting & Van der Brug, 1990, p.3) says:

> A distinction is made between recipient knowledge (knowledge borrowed from the parent discipline) and generated knowledge (which arises as a consequence of empirical work directly related to the field in question – in the present context 'sport'). He warns about the danger of uncritically accepting recipient knowledge from the field

> of general psychology for answering questions concerned with sport - they can, in the extreme, be misleading.

If Wilberg's statement is taken seriously then training should also be contextualized. For this reason, I believe that it is imperative to train students in professional sport psychology on a postgraduate level. It will enable them to work from an empowered position and as sport psychologists they can add value to sport in SA - at a developmental and professional level. Ryan (1981, p. iv) states, "both advances in performance and advantages in competition will have to come about along psychological lines".

DB: We have covered a long distance, from the past to the present and we have had a lengthy discussion on the research problem. Based on your construction of the research problem, how would you now formulate your research question?

LH: The research question I would like to pose is: "How are sport psychology training programmes constructed in sport psychology literature and in organisations that do sport psychology training?"

DB: Now that you have stated your research question, how would you describe the research goal(s) of your research project?

LH: I would like to do this by referring to a general goal, as well as various specific goals.

General goal

The general goal of this research report will be to narrate my experience by means of the touring and journal metaphors regarding my encounter with sport psychology, with the aim of developing and implementing a postgraduate programme in sport psychology in the Department of Psychology at the UP.

Specific goals

- Part I: Before touring with sport psychology

  - Chapter 2, Journal entry I:

    To introduce myself as researcher with specific reference to the role of sport in my life as well as the development of my career.
  - Chapter 3, Journal entry II:

    To state the research problem, question and goal(s) of this research report, as narrative.

- Part II: Touring with sport psychology

  - Chapter 4, Journal entry III:

    To narrate my experience of reading up on the history of sport psychology as portrayed in sport psychology literature by using the metaphor of a sport psychology museum.
  - Chapter 5, Journal entry IV:

    To narrate my experience of reading up on sport psychology programmes as portrayed in sport psychology literature by using the metaphor of a sport psychology library.
  - Chapter 6, Journal entry V:

    To narrate my experience of reading up on sport psychology programmes as portrayed in the programme overviews of training organisations that offer sport psychology training from within Psychology Departments across the world by using the metaphor of a sport psychology conference.
  - Chapter 7, Journal entry VI:

    To narrate my experience of a sport psychology training programme based on three visits to the USQ in Australia in 2003, where a MPSE and DPSE are presented by using the metaphor of a sport psychology department.
  - Chapter 8, Journal entry VII:

    To narrate my experiences of my visits to the HPC at TuksSport (Pty) Ltd in Pretoria, SA, as well as my visit to the WAIS in Perth, Australia.
- Part III: After touring with sport psychology

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- Chapter 9, Journal entry VIII:

  To adapt the MA (Counselling Psychology) programme in the Department of Psychology at the UP by developing and implementing a module in sport psychology based on my touring journal with sport psychology.

- Chapter 10, Journal entry IX:

  To narrate the influence of my encounter with sport psychology on my identity as a psychologist.

DB: Now that we have had spent time on the research problem, question and goal(s), I am looking forward to our next conversation. What will that be on?

LH: Our next conversation will be on my visit to a sport psychology museum to view the history of sport psychology as part of my tour with sport psychology.