

**PART III**  
**AFTER TOURING WITH SPORT PSYCHOLOGY**

**CHAPTER 9**

**JOURNAL ENTRY VII**

**MA (COUNSELLING PSYCHOLOGY) PROGRAMME**

I believe the single most significant decision I can make on a day-to-day basis is my choice of attitude. Attitude is that “single string” that keeps me going or cripples my progress. When my attitude is right, there’s no barrier too high, no valley too deep, no dream too extreme, no challenge too great for me.

Charles Swindol (in Lesyk, 2001, p.4)

**DB: Has your tour with sport psychology changed the way in which you see the training of psychology in general and sport psychology specifically? If so, how?**

LH: When I originally embarked on my tour with sport psychology I had the expectation that this tour would lead to a completely new postgraduate programme in professional psychology – a postgraduate programme in sport psychology. However, as the tour progressed I came to realize that this would not be possible. Allow me to explain.

Firstly, the current registration categories at the HPCSA for psychologists do not allow for a separate postgraduate training programme in professional sport psychology. Currently, there are only five registration categories for psychologists with the HPCSA, namely, clinical, counselling, industrial, educational and research psychology. There is no registration category for sport psychology. Therefore, having a postgraduate professional training programme in sport psychology, will not allow students to register as psychologists with the HPCSA because such a registration category does not exist (HPCSA, 2000c).

Secondly, I also realized during my visit to the sport psychology library that many postgraduate professional training programmes internationally are, for example, clinical/counselling training programmes with sport psychology as a module/course that students can take during their training (chapter 5, p.103-108). In the conversation we had on the sport psychology conference I attended, I told you about many Psychology Departments that were running programmes

in clinical/counselling/educational psychology with sport psychology as a module/course, which students could take as part of their training (chapter 6, p.128-134). My visit to the Department of Psychology at the USQ also made me realize that, although this university offered a MPSE and DPSE, both these programmes entailed training in clinical/counselling psychology as well as sport psychology (chapter 7, p.150-154).

During one of my visits to USQ, Mr. Christensen, a lecturer at the Department of Psychology, told me the following story. He said there is a bird in Australia that builds its nest with blue chocolate papers. This bird does not use indigenous material to build its nest but foreign material. The nest looks very impressive but it does not “fit” in with the indigenous environment. The question can be asked: “Can this nest built from foreign material withstand the indigenous circumstances?” He added that when developing a postgraduate programme in sport psychology, one must be aware that just using foreign material may be problematic and one must also use indigenous material or adapt foreign material do suite local circumstances. Therefore, SA should not just take over sport psychology programmes from, for example, the USA, UK and Australia but should develop indigenous sport psychology programmes or adapt these foreign programmes to suite local circumstances. It is only then that a professional postgraduate training programme in sport psychology will be appropriately suitable (Mr. Steve Christensen, personal communication, September 17, 2003).

Based on what I have now told you, I came to realize that at present it will be best to adjust the existing MA (Counselling Psychology) programme to include a sport psychology module and not to establish a separate postgraduate professional training programme in sport psychology. In this conversation I want to integrate my sport psychology tour (chapters 4-8) into the MA (Counselling Psychology) programme (chapter 2, p.41-42).

**DB: You have been involved in the selection of students for the MA (Counselling Psychology) programme since 1998? Has your tour with sport psychology changed your view of selection in any way? If so, how?**

LH: The selection of students for entry to the MA (Counselling Psychology) programme has always been done by taking the following criteria into account: academic ability, practical experience, personal awareness and interpersonal sensitivity.

After my tour with sport psychology I still believe that these criteria are important (chapter 6, p.123-124; chapter 7, p.143-144) but I would like to add the criteria of research ability in future. It was my visits especially to the sport psychology library, conference and department that made me aware of the importance of this criterion. If we want to do postgraduate training within the researcher-practitioner model, then I think research ability should also be a selection criterion for entry to any postgraduate professional psychology programme (chapter 6, p.123-124; chapter 7, p.143-144). For example, I remember when I applied for entry to the MA (Industrial Psychology) at the PUCHE, I had to hand in a 10 page research proposal as part of their selection criteria.

Therefore, I am of the opinion that the researcher-practitioner training model should guide selection and that selection criteria should focus on the person, the person as researcher, as well as the person as practitioner. The following criteria are considered to be important:

- ❑ Academic ability.
- ❑ Practical experience.
- ❑ Personal awareness.
- ❑ Interpersonal sensitivity.
- ❑ Research ability.

**DB: The goal of the MA (Counselling Psychology) programme at the University of Pretoria has always been to train students within the researcher-practitioner model. What influence has your tour with sport psychology had on this position?**

LH: My tour with sport psychology has not changed the position regarding the goal of postgraduate professional training in psychology. The visits I paid to the sport psychology library, conference and department have affirmed that the dominant training model for postgraduate professional training in psychology is done according to the researcher-practitioner model (chapter 5, p.93-97; chapter 6, p.124-127; chapter 7, p.144-145).

Therefore, the goal of the MA (Counselling Psychology) programme will in future still be to do postgraduate professional psychology training within the researcher-practitioner model in accordance with the training standards and ethical code of the HPCSA (HPCSA, 2000c).

**DB: How has your tour with sport psychology changed your view regarding research in postgraduate professional psychology training?**

LH: My visits to the sport psychology museum, library, conference and department have affirmed my opinion of the importance of research in postgraduate professional training in psychology. If the goal of a postgraduate professional programme in psychology is to do training within the researcher-practitioner model, then such a programme should contain 50% researcher training and 50% practitioner training (chapter 5, p.97-102; chapter 6, p.127-128; chapter 7, p.145-149).

Unfortunately, from my own experience at the UP, I am of the opinion that although this is the intention with the MA (Counselling Psychology) programme it does not always materialize in practice. The practitioner discourse is in my opinion the dominant discourse and the researcher discourse the subservient discourse within the UP MA (Counselling Psychology)

programme. Once students have completed their practitioner training in the MA (Counselling Psychology) programme, they just want to get the research over and done with. We as lecturers abet this situation but I am not exactly sure how we do this. It may emanate from the way we talk about researcher-practitioner training and/or how we structure postgraduate professional training in psychology.

**DB: How has your tour with sport psychology changed your view regarding the theoretical training in postgraduate professional psychology training?**

LH: The MA (Counselling Psychology) programme currently consists of the following modules: fundamental psychology (developmental psychology, personality psychology, neuro-psychology, psychopathology, social psychology and professional practice), counselling psychology (cognitive-behaviour psychology and systemic-narrative psychology), career psychology (study methods and career guidance) and community psychology (community psychology theory and community psychology practice).

My tour with sport psychology brought me to a place where I realized that adding sport psychology as a module to the MA (Counselling Psychology) programme will broaden the scope of the MA (Counselling Psychology) programme, as well as increase career options for students who have completed the MA (Counselling Psychology) programme. As coordinator of the MA (Counselling Psychology) programme and in consultation with the executive committee of the Department of Psychology at the UP, the MA (Counselling Psychology) programme has been changed to consist of three core modules and two elective modules as from 2004. This is based on, for example, the clinical psychology programme at UW (chapter 5, p.104), the counselling psychology programme at UMC, the clinical psychology programme at UA, as well as the clinical psychology programme at UM (chapter 6, p.130-131).

The sport psychology module was submitted to the Educational Committee of the PBP at the HPCSA for approval in October 2003. This module was

formally approved on 7 November 2003 (Mrs. Alta Pieters, personal communication, December 4, 2003)(Appendix C)<sup>1</sup>. It can be said therefore that the research project has had social value (chapter 1, p.27-28). The core modules are fundamental psychology, counselling psychology and career psychology, while the elective modules are community psychology, as well as sport psychology. The sport psychology module is made up of the following courses: sport psychology, sport management, sport sociology and exercise psychology (chapter 5, p.105-107; chapter 6, p.129-132; chapter 7, p.150-152; chapter 8, p.179-185).

The theoretical component of the MA (Counselling Psychology) programme, which accounts for 50% of the final mark for the MA degree in Counselling Psychology will be as follows:

#### **Fundamental psychology (Core module)**

The goal of this module will be to give students a fundamental understanding of human behaviour. Community and sport psychology students take this module. It will consist of the following courses: developmental psychology (e.g. Hook, Watts & Cockcroft, 2002; Louw, Van Ede & Louw, 1998), personality psychology (e.g. Hagan, Johnson & Briggs, 1997; Meyer, Moore & Viljoen, 2003), social psychology (e.g. Baron & Byrne, 2003; Pennington, Gillen & Hill, 1999), neurological psychology (e.g. Kolb & Wishaw, 1990; Lezak, 1995), psychopathology (e.g. Barlow & Durand, 1995; Carson & Butcher, 1992) and professional practice (e.g. Allan, 2001).

#### **Counselling psychology (Core module)**

The goal of this module will be to teach students how to interpret the role of practitioner in general and, more specifically that of therapist who can deliver therapeutic services to clients. Community and sport psychology students take

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<sup>1</sup> In 2003 the first five students were selected to do the MA (Counselling Psychology) (Sport Psychology) programme in 2004 at the UP. They were: Denise Frick (chess), Lekgowe Thipe (tennis), Stephan Potgieter (rock climbing), Louis van den Berg (cycling) and Theo Bezuidenhout (hockey).

this module. It consists of the following courses: cognitive-behaviour thinking and practice (e.g. Corey, 1996; Egan, 1994), as well as systemic-narrative thinking and practice (e.g. Freedman & Combs, 1996; White & Epston, 1990).

### **Career psychology (Core module)**

The goal of this module will be to teach students how to interpret the role of practitioner in general and, more specifically that of a facilitator who can deliver career guidance services to clients. Community and sport psychology students take this module. It consists of the following courses: study methods (e.g. Harding & Meldon-Smith, 1999; Wessels & Van den Berg, 1998) and career guidance (e.g. Ibarra, 2003; Petitpas, Champagne, Chartrand, Danish & Murphy, 1997).

### **Community psychology (Elective module)**

The goal of this module will be to teach students how to interpret the role of practitioner in general and, more specifically that of an educator who delivers psychological services through psycho-educational programmes to social communities. The community psychology module is an elective module and only those students who wish to specialize in community psychology take this module. It consists of two courses, namely community psychology theory (e.g. Dalton, Elias & Wandersman, 2001; Seedat, 2001) and community psychology practice, which is currently done through a HIV/AIDS programme at Kalefong Hospital in Soshanguve, Pretoria.

### **Sport psychology (Elective module)**

The goal of this module will be to teach students how to interpret the role of practitioner in general and, more specifically that of an educator who delivers psychological services through psycho-educational programmes to sporting communities. The sport psychology module is an elective module and only those students who wish to specialize in sport psychology take this module. It



consists of the following courses: sport psychology (e.g. Andersen, 2000; LeUnes & Nation, 2002), sport management (e.g. Parkhouse, 2001; Smith & Stewart, 1999), sport sociology (e.g. Phillips, 1993; Yiannakis & Melnick, 2001) and exercise psychology (e.g. Buckworth & Dishman, 2002; Marcus & Forsyth, 2003).

**DB: How has your tour with sport psychology changed your view regarding the practical training in postgraduate professional psychology training?**

LH: My tour with sport psychology has not so much changed my view of practical work as it made me realize that it is important that students who do professional postgraduate training in sport psychology, do, not only do theoretical training but also practical training in sport psychology (chapter 5, p.107-108; chapter 6, p.132-134; chapter 7, p.152-154). At present students who of the MA (Counselling Psychology) programme do practical training in their MA 1-year in counselling psychology (4 h/w), career psychology (4h/w), community psychology (8 h/w). Students will do practical training in sport psychology (8 h/w) at Tuks Sport (Pty) Ltd in the Soccer and Swimming Academies.

The practical training during the MA I-year of the MA (Counselling Psychology) programme will be as follows:

**Fundamental psychology (Core module)**

Fundamental psychology will form part of all practical training in counselling psychology, career psychology, community psychology, as well as sport psychology.

**Counselling psychology (Core module)**

Students will do practical training in counselling psychology at organisations that are accredited by the HPCSA, for example, Student Support at UP, Student Services at Tswane University of Technology (TUT) and at Staanvas

Rehabilitation Centre (SRC). It will be expected of students to do four hours per week practical training in counselling psychology.

### **Career psychology (Core module)**

Students will do practical training in career psychology at organisations that are accredited by the HPCSA, for example, Student Support at UP, Student Services at TUT and at SRC. It will be expected of students to do four hours per week practical training in career psychology.

### **Community psychology (Elective module)**

Students will do practical training in community psychology at Kalefong Hospital in Soshanguve, Pretoria, in a HIV/AIDS programme. It will be expected of students to do eight hours per week practical training in community psychology, as community psychology is seen as one of two fields of specialisation in the MA (Counselling Psychology) programme.

### **Sport psychology (Elective module)**

Students will do practical training in sport psychology in the Soccer and Swimming Academies at TuksSport (Pty) Ltd. It will be expected of students to do eight hours per week practical training in sport psychology, as sport psychology is seen as one of two fields of specialisation in the MA (Counselling Psychology) programme.

### **DB: How has your tour with sport psychology changed your view regarding internships in postgraduate professional psychology training?**

LH: The internship will remain an integral part of the MA (Counselling Psychology) programme. After students have completed their theoretical and practical training in the MA I-year, they will do a one-year internship (chapter 5, p.107-108; chapter 6, p.132-134; chapter 7, p.152-154). The internship will be

completed at an organisation that is accredited by the HPCSA, for example, Student Support at UP, Student Services at TUT, SRC and 1 Military Hospital. Students who have done the module in sport psychology will be able to work within the sport contexts of the internship organisations, for example, at UP and TUT.

**DB: How has your tour with sport psychology changed your view regarding supervision in postgraduate professional psychology training?**

LH: Supervision has always been an integral part of the MA (Counselling Psychology) programme. My tour with sport psychology has also affirmed my understanding of the importance of supervision in a professional postgraduate training programme in psychology (chapter 5, p.108-109; chapter 6, p.134-135; chapter 7, p.154). At present all MA (Counselling Psychology) students receive one-hour individual supervision per week. The students who take the sport psychology module receive an additional one-hour group supervision, which specifically focuses on sport psychology.

**DB: How has your tour with sport psychology changed your view regarding partnership(s) between sport psychology and other areas in psychology (e.g. clinical, counselling and industrial psychology), as well as between Psychology Departments and other academic departments?**

LH: During my tour with sport psychology I became aware of the partnership(s) that sport psychology can have with other forms of psychology, for example, clinical/counselling psychology, as well as between academic departments, for example, the Department of Psychology and Sport Science (chapter 5, p.109-112; chapter 6; p.136-139; chapter 7, p.155; chapter 8, p.185-189).

I do not have any concerns should sport psychology be in partnership with other forms of psychology. It can be seen as a form of academic cross training (Brown, 2001). In the current MA (Counselling Psychology) programme, sport psychology is in partnership with fundamental psychology (developmental

psychology, personality psychology, neuro-psychology, psychopathology, social psychology and professional practice), counselling psychology (cognitive-behaviour psychology and systemic-narrative psychology) and career psychology (study methods and career guidance).

I do have a concern however regarding the partnership between the Department of Psychology and Sport Science. In my opinion undergraduate programmes can be structured in such a way that students can take psychology (e.g. sport psychology) and sport science subjects within the same programme. However, when postgraduate training is involved, I hold the position that students should specialize and train in either psychology and/or sport science but in separate programmes. If students want to become psychologists they should further their studies in psychology, while a student who wants to become sport scientist, should further his/her studies in sport science. A student who wants to be a psychologist and sport scientist needs to further his/her studies separately in psychology and sport science. Allow me to explain this by means of an example from my life. I am qualified in theology and psychology. The tendency in SA is to call people who have theology and psychology training, “pastoral psychologists”. This is a public term, which has been created within certain religious communities in SA. I reject this! I am a theologian (although not a practising one) and also a psychologist!

I have been involved in professional postgraduate training via the MA (Counselling Psychology) programme since 1998 at the UP. Experience has taught me that this training is hard work and that there is little time and space for anything else. I cannot see how sport science modules/course can form part of an already full-time MA (Counselling Psychology) programme. The question arises in my mind: “What psychology module/course will have to be left out to accommodate the sport science modules/courses?” I hold the opinion therefore that postgraduate training in psychology and sport science should be done separately and not one discipline should be seen as a kind of an “add-on”. It is also not a requirement of the PBP at the HPCSA that a psychologist working in

the sport context should also have been trained in sport science (HPCSA, 2000c).

**DB: How do you see the role(s) and service(s) of sport psychologists after your tour with sport psychology?**

LH: If professional postgraduate training is done within the researcher-practitioner model, as is the case in the MA (Counselling Psychology) programme at UP, then I am of the opinion that a sport psychologist should fulfil the roles of and deliver services as, researcher and practitioner.

As researcher, the sport psychologist should be able to plan a research project, conduct the research project and write a research report regarding the research project, within a sport context (chapter 5, p.113-119; chapter 6, p.139-141; chapter 7, p.167-168, chapter 8, p.185-189).

As practitioner, the sport psychologist should be able firstly to interpret the role of therapist and deliver therapeutic services to the sport community and, secondly, be able to fulfil the role of a facilitator by facilitating career guidance services within sport organisations and, thirdly, must interpret the role of educator by educating the sport community on issues relating to sport psychology, sport management, sport sociology and exercise psychology (chapter 5, p.113-119; chapter 6, p.139-141; chapter 7, p.167-168, chapter 8, p.187-189).

**DB: What has your tour with sport psychology taught you about the clients of a sport psychologist?**

LH: During my tour it was interesting to see that clients of a sport psychologist are perceived as individuals (athlete, coaches and administrators) and sport teams (chapter 5, p.119; chapter 6, p.141; chapter 7, p.167-168; chapter 8, p.185-189).

In my opinion a sport psychologist should be trained to work with individuals (athlete, coach and administrator), couples, families and sport teams. Couples and families should be included as clientele of the sport psychologist when necessary as athletes live in relationships be it with a boyfriend/girlfriend, spouse, parents or children. These relationships usually have a profound influence on the participation and performance of an athlete.

**DB: If you had to look back on your research project, what do you think can be seen as limitations of the research project?**

LH: Firstly, I would have liked to interview the 12 psychologists who were registered as “sport psychologists” at the SASC during 2002-2004. I did send a letter of invitation to each of them. Only Prof. Potgieter from SUN responded (chapter 3, p.60-61). I am very tempted to interpret the behaviour of these 12 “sport psychologists” but I shall leave that to the reader of this research report. I personally think they could have made a valuable contribution to this research project. Their possible contributions are therefore absent in this research project.

Secondly, I would have liked to view the PhD (Sport Psychology) programme of Prof. Potgieter at SUN. Unfortunately, as he was not prepared to participate in this research project, due to time constraints (chapter 3, p.60-61), I was unable to get hold of this PhD (Sport Psychology) programme. Once again, I do think that this programme would have made a valuable contribution to this research project. According to PBP (Mrs. Alta Pieters, personal communication, September 6, 2004) there are no other sport psychology modules that form part of accredited professional psychology programmes with the PBP in SA that I could have used in this research project.

Thirdly, although I had the opportunity to visit the USQ to view their MPSE and DPSE, I would have liked to visit a training organisation in Europe as well as in the USA. Unfortunately, this would have been very costly and due to financial constraints, I decided against such visits.

**DB: I would like to conclude with a last question regarding future of sport psychology in the Department of Psychology at UP?**

LH: As mentioned before the postgraduate module in sport psychology was officially approved by the PBP at the HPCSA on 7 November 2003 as part of the MA (Counselling Psychology) programme at the UP (Alta Pieters, personal communication, 4 December 2003). Although this research project only enables the Department of Psychology at the UP to start doing sport psychology training within an accredited professional psychology programme, I want to tell you about some thoughts regarding the future.

Firstly, I plan to get the students who take the sport psychology module, involved in the Tuks Sport Outreach Programmes. These programmes focus on establishing sport within the previously disadvantaged communities in SA and the sport psychology students could get involved in presenting life skills to these communities.

Secondly, as from 2005 the sport psychology students will also be doing practical training in team building at the Team Building Institute (Pty) Ltd in Pretoria, SA. Here the students can be taught how to do team building by using the medium of adventure, such as a ropes course.

Thirdly, I am negotiating that all the internship positions at Student Support at the UP be reserved for those students who do the MA (Counselling Psychology)(Sport Psychology) programme. This will enable students who do their internships at Student Support to work within the academic and sport contexts of the UP.

Fourthly, I am in the process of establishing an internship for a student who has done the MA (Counselling Psychology)(Sport Psychology) programme at the HPC of Tuks Sport (Pty) Ltd. This will enable a student to do an internship in a sport context in SA. Hopefully, the HPCSA will approve this internship and the first intern will be appointed in 2005.

Lastly, I in the future want to change the name from a MA (Counselling Psychology) degree to a MA (Counselling and Sport Psychology) degree as this would, at least, give students who have done the sport psychology module some kind of recognition, even though they can register only as psychologists (Category: Counselling Psychology) with the HPCSA.

I hope that by training students in sport psychology within professional psychology programmes, they will be able to contribute value to the South African sport context.

**BD: In this conversation we looked at the influence of your tour with sport psychology on the MA (Counselling Psychology) programme. What will our last conversation be on?**

LH: The last conversation will concern the influence of my tour with sport psychology on my identity as a psychologist.



**CHAPTER 10**  
**JOURNAL ENTRY IX**  
**DOES IT END HERE?**

When an archer is shooting for nothing, he has all his skill. If he shoots for a brass buckle, he is already nervous. If he shoots for a prize of gold, he goes blind or sees two targets – he is out of his mind! His skill has not changed but the prize divides him. He cares. He thinks more of winning than of shooting and the need to win drains him of power.

Chuang Tzu (in Lesyk, 2001, p.70)

**DB: This is our last conversation. I am interested to hear what influence your tour with sport psychology has had on your identity as a psychologist?**

LH: Before my tour with sport psychology, I started by introducing myself (chapter 2, journal entry I), as well as stating the research problem, question and goal(s) (chapter 3, journal entry II). Then I embarked on my tour with sport psychology. I visited a sport psychology library (chapter 4, journal entry III), a sport psychology museum (chapter 5, journal entry IV), a sport psychology conference (chapter 6, journal entry V), a sport psychology department (chapter 7, journal entry VI), as well as a sport centre and institute (chapter 8, journal entry VII). After my tour with sport psychology I took what I has learnt from my tour and adapted the MA (Counselling Psychology) programme in the Department of Psychology at the UP. I also stated the limitations of this research project as well as how I see the future of sport psychology in the Department of Psychology at the UP (chapter 9, journal entry VIII). However, it does not end here, as my tour with sport psychology also had an influence on my identity as a psychologist.

Let me tell you about an experience, which I had on the soccer field in 1990: I have always been involved in sport. At school I played rugby, participated in athletics, did swimming and played squash and volleyball. While I was studying theology at the UP (1985-1990), I played squash for the UP and soccer for the Theology Faculty, in the Deo Gloria team. During one soccer game in 1990 a fellow student made the following comment to me on the field: “You

are so different when you are participating in sport and on the sport field. You are enthusiastic and adventurous. In class you are always so reserved”.

I believe that this comment by my fellow student summarizes something of how I have always experienced myself on and off the sport field - the “adventurous me” and “reserved me”. Sport has always allowed me to be adventurous, to challenge my team and myself, to create opportunities for my team and myself. It has allowed “me” to express more of “me”, without the restrictions that society so generously dishes out to people. Sport and the “adventurous me” go hand in hand. Theology and may I also say psychology that is mainstream psychology, go hand in hand with the “reserved me”. I think sport has always allowed me to be a player on the field, while theology and psychology have allowed me to be a player on the bench, or even an injured player in the pavilion.

My tour with sport psychology will allow me to take psychology and theology out onto the sport field to create the opportunity for myself to work within the world of sport, which I have always known as an adventurous context and to allow psychology and theology to generate new life in this context so that my identity as a psychologist will be a more adventurous one - the “adventurous me”. In one way my tour with sport psychology ends here but in another way a new tour with sport psychology starts, which will entail the training of postgraduate students in sport psychology within the researcher-practitioner model, as well as that I work in the world of sport as a researcher and practitioner. The last words in the movie “Big Fish” state that every person tells their story (narrative) and then they become that story (narrative). I have now told my narrative of my tour with sport psychology. I now have to live that narrative!