

Tutorial Letter 102/3/2023

**Introduction to Psychological
intervention perspectives**

PYC1513

Semesters 1 and 2

Department of Psychology

This tutorial letter contains important information about your module.

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1 INTRODUCTION

Dear Student

Welcome to the module *Introduction to psychological intervention perspectives* (PYC1513). We hope you will enjoy studying the topics we offer in this module, and that you will find the information useful. Please do not hesitate to let us know what you like and do not like about the module. We need your input to improve the subject material we offer to our students. When you register, you receive an Inventory letter containing information about your tutorial matter. More details are contained in the document entitled *Studies @ Unisa*.

Unisa, as a comprehensive open distance e-learning institution (CODEL), is moving towards becoming an online institution. You will therefore see that all your study material, assessments and engagements with your lecturer and fellow students will take place online. This tutorial letter is intended to offer you some guidance in this regard. During the year, you can download the following study material for this module:

- Six learning units that covers the content of the module
- Four tutorial letters (to be available in due course), each containing feedback on four assignments that will constitute the assessment for the module.

You can access the tutorial letters for all modules on myUnisa at <http://my.unisa.ac.za>. We suggest that you visit the site on a regular basis for updates and important module related information.

This tutorial letter deals with the work covered in the module PYC1513. We urge you to read it carefully and to keep it at hand when working through your studies and when addressing enquiries to your lecturers. The tutorial letter also provides all the information you need with regard to the study material and how to obtain it.

We have also included certain general and administrative information about this module. Please study the section carefully. Right from the start, we would like to point out that you must read all the tutorial letters you receive during the semester immediately, carefully, as they always contain important, and sometimes, urgent information.

We hope that you will enjoy this module and wish you all the best!

The PYC1513 Teaching Team

2 PURPOSE AND OUTCOMES

2.1 Purpose

A psychological intervention is a human interaction informed and governed by some understanding of the nature of human beings. This module offers an introduction to psychological intervention based on historical and multicultural perspectives of the nature of human beings and practices of human interaction. As such, the module intends to equip qualifying students with knowledge of psychological intervention within historical, cultural and subject specific contexts. Students are introduced to selected African, Eastern and Western modalities of psychological interventions to foreground different manifestations of agents of intervention, the roles of agents of intervention and the official structures and processes that formalise and licence particular actions as legitimate forms of intervention. Also of interest are the principles and frameworks that render interventions ethical in different contexts.

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2.2 Outcomes

The course material will enable the student to:

- identify and assess the appropriateness of a psychological intervention, an agent of intervention and the role of the agent of intervention in different historical, cultural and subject disciplinary contexts
- identify cultural, societal and subject specific structures and processes that formalise and legitimise psychological intervention, agents of intervention and roles of agents of intervention, and explain how such structures and processes work
- apply ethical principles and frameworks to assess the ethics of a psychological intervention.

3 CURRICULUM TRANSFORMATION

Unisa has implemented a transformation charter, in terms of which the university has placed curriculum transformation high on the teaching and learning agenda. Curriculum transformation includes student-centred scholarship, the pedagogical renewal of teaching and assessment practices, the scholarship of teaching and learning, and the infusion of African epistemologies and philosophies. All of these will be phased in at both programme and module levels, and as a result of this you will notice a marked change in the teaching and learning strategy implemented by Unisa, together with the way in which the content is conceptualised in your modules. We encourage you to embrace these changes during your studies at Unisa in a responsive way within the framework of transformation.

4 LECTURERS AND CONTACT DETAILS

4.1 Lecturers

The teaching team for this module consists of the following lecturers:

Prof CK Adonis (Module leader)
 Prof EM Mojapelo-Batka
 Ms Thandazile Mathabela
 Dr Lindokuhle Ubisi
 Dr Jennifer Sigamoney

4.2 Department

You can contact the teaching team for PYC1513 by telephone and e-mail. As the different kinds of enquiries are handled in different ways, it is important that you decide before you contact us which category your enquiry belongs to. The categories are:

Three categories of enquiries	Category A: General administrative questions - in other words, any matter addressed in this Tutorial Letter 101 for PYC1513 Category B: Administrative questions about the assignments for PYC1513. Category C: General academic questions about the content for PYC1513.
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By telephone	You can phone the department between 08:00 and 16:00 on weekdays.
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Category A and B enquiries: Ms Thandeka Thwala. Tel: +27 12 429-8216

By e-mail Category A and B enquiries: Ms Thandeka Thwala: thwaltn@unisa.ac.za
Category C enquiries: should be sent to the teaching team at: PYC1513@unisa.ac.za. When you submit an e-mail, please write one of the following codes in the subject line space of your e-mail: PYC1513 Category A or PYC1513 Category B or PYC1513 Category C. The subject line code is used to route your e-mail to the proper folder for quick attention.

4.3 University

Contact addresses of the various administrative departments appear on the Unisa website: <http://www.unisa.ac.za/sites/corporate/default/Contact-us/Student-enquiries>.

Please include the student number in all correspondence.

Also, please use your myLife account for any communication with the university or the teaching team as emails sent using personal email addresses will not be responded to.

5 RESOURCES

5.1 Prescribed books

There are no prescribed books for this module. The module has the Study Guide made up of **six** study units that contains all the relevant information that will help you pass the module. The study units can be downloaded from *myUnisa* portal on the module site.

5.2 Recommended books

There are no recommended books for this module.

5.3 Electronic reserves (e-reserves)

There are no e-reserves for this module.

5.4 Library services and resources information

The Unisa library offers a range of information services and resources:

- For brief information, go to <https://www.unisa.ac.za/library/libatglance>
- For more detailed library information, go to <http://www.unisa.ac.za/sites/corporate/default/Library>
- For research support and services (e.g. the services offered by personal librarians and the request a literature search service offered by the information search librarians), go to <http://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Research-support>
- For library training for undergraduate students, go to <https://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Training>

The library has created numerous library guides, available at <http://libguides.unisa.ac.za>
Recommended guides:

- Request and find library material/download recommended material: <http://libguides.unisa.ac.za/request/request>
- Postgraduate information services: <http://libguides.unisa.ac.za/request/postgrad>
- Finding and using library resources and tools: http://libguides.unisa.ac.za/Research_skills
- Frequently asked questions about the library: <http://libguides.unisa.ac.za/ask>
- Services to students living with disabilities: <http://libguides.unisa.ac.za/disability>

- A–Z of library databases:
<https://libguides.unisa.ac.za/az.php>

Important contact information:

- Ask a librarian: <https://libguides.unisa.ac.za/ask>
- Technical problems encountered in accessing library online services: Lib-help@unisa.ac.za
- General library-related queries: Library-enquiries@unisa.ac.za
- Queries related to library fines and payments: Library-fines@unisa.ac.za
- Social media channels: Facebook: UnisaLibrary and Twitter: @UnisaLibrary

6 STUDENT SUPPORT SERVICES

The Study @ Unisa brochure is available on myUnisa: www.unisa.ac.za/brochures/studies

This brochure contains important information and guidelines for successful studies through Unisa. If you need assistance with regard to the myModules system, you are welcome to use the following contact details:

- Toll-free landline: 0800 00 1870 (Select option 07 for myModules)
- E-mail: mymodules22@unisa.ac.za or myUnisaHelp@unisa.ac.za

You can access and view short videos on topics such as how to view your calendar, how to access module content, how to view announcements for modules, how to submit assessments and how to participate in forum activities via the following link: <https://dtls-qa.unisa.ac.za/course/view.php?id=32130>

Registered Unisa students get a free myLife e-mail account. Important information, notices and updates are sent exclusively to this account. Please note that it can take up to 24 hours for your account to be activated after you have claimed it. Please do this immediately after registering at Unisa, by following this link: myLifeHelp@unisa.ac.za

Your myLife account is the **only** e-mail account recognised by Unisa for official correspondence with the university, and will remain the official primary e-mail address on record at Unisa. You remain responsible for the management of this e-mail account.

6.1 The Unisa First-Year Experience Programme

Many students find the transition from school education to tertiary education stressful. This is also true in the case of students enrolling at Unisa for the first time. Unisa is a dedicated open distance and e-learning institution, and it is very different from face-to-face/contact institutions. It is a mega university, and all our programmes are offered through either blended learning or fully online learning. It is for this reason that we thought it necessary to offer first-time students additional/extended support to help them seamlessly navigate the Unisa teaching and learning journey with little difficulty and few barriers. We therefore offer a specialised student support programme to students enrolling at Unisa for the first time – this is Unisa's First-Year Experience (FYE) Programme, designed to provide you with prompt and helpful information about services that the institution offers and how you can access information. The following FYE services are currently offered:

- FYE website: All the guides and resources you need in order to navigate through your first year at Unisa can be accessed using the following link: www.unisa.ac.za/FYE
- FYE e-mails: You will receive regular e-mails to help you stay focused and motivated.
- FYE broadcasts: You will receive e-mails with links to broadcasts on various topics related to your first-year studies (e.g. videos on how to submit assessments online).
- FYE mailbox: For assistance with queries related to your first year of study, send an e-mail to fye@unisa.ac.za.

7 STUDY PLAN

Refer to Studies @Unisa brochure for general time management and planning skills. A study plan is a chart or schedule that allows you to block out time needed each day for well-defined learning activities, goals, and routine daily tasks. It is especially helpful when trying to make time between your work life, social life, and other responsibilities to do your schoolwork.

The benefits of having a Study Plan

A study plan is an effective tool that shows you how you spend your time. You want to make sure that you are setting aside a sufficient amount of time to study for tests, do your assignments, and complete your projects. With the rise of online learning, study plans are more important than ever. Using them fosters self-discipline and accountability. It prevents procrastination and helps you develop better study habits, which usually translate to better grades.

Module components

The modules presented by the Department of Psychology start with the letters PYC. There are three first-year level modules and are numbered in the PYC1 series. Therefore, the module unique identifier for *Introduction to psychological intervention perspectives* is PYC1513. The second-year modules are numbered in the 2 series (i.e., PYC2...) and the third-year modules are numbered in the 3 series (i.e., PYC3...).

This module has three components:

1. The administrative component
2. The assessment component and,
3. The instructional component

The administrative component of the module consists of:

Tutorial letter 102 - This tutorial letter explains administrative processes and procedures important for studying this module.

The assessment component of the module consists of:

Four tutorial letters (to be available in due course), each containing feedback on four assignments that will constitute the assessment for the module.

The instructional component of the module consists of:

Six Learning Units - These offers learning opportunities for exploring topics covered in this module. Knowledge about these topics is required for developing a deeper understanding of the learning content and achieve the stated learning outcomes.

Module learning opportunity

What is a learning opportunity?	A learning opportunity is a collection of activities aimed at achieving a specific outcome.
Learning opportunities in the Study Guide	Learning opportunities are provided in the Study Guide. These learning opportunities help the learners to master the required knowledge for psychology.
Title	The title is a short heading indicating the meaning and/or content of the learning opportunity.

Module learning method

Learning process	The module learning method is the process that the learner should follow to achieve the module outcomes. The learning process is guided by the idea that learning happens in a more efficient and effective way if the information is studied for a particular purpose. One learns best if knowledge is selected and applied in particular situations. One should not sit with the learning materials for hours trying to learn one chapter after another without a particular goal in mind because this is not how people learn in real life. In real life, people learn new things because they need to know those things in order to do something.
Outcome products Methods Tasks Activities	Every learning opportunity has an outcome product and a method of producing it. The production method is divided into one or more tasks, each consisting of one or more activities. Activities tell the learners what to do. It is a good idea to execute an activity before consulting the feedback (if provided) because this approach promotes active learning.

8 PRACTICAL WORK

There are no practicals for this module.

9 ASSESSMENT**9.1 Assessment criteria**

Following on from the module outcomes discussed under 2.2, the following assessment criteria have been developed:

	Specific outcomes	Assessment criteria
1	The learner can identify and assess the appropriateness of a psychological intervention, an agent of intervention and the role of the agent of intervention in different historical, cultural and subject disciplinary contexts	<p>The learner achieved Outcome 1 if evidence shows that:</p> <ul style="list-style-type: none"> - Instances of psychological intervention, agent of intervention and the role of the agent of intervention are identified correctly in different contexts of human behaviour. - The appropriateness of a psychological intervention, the agent of intervention and the role of the agent of intervention is assessed correctly in terms of given historical, cultural, societal and subject disciplinary perspectives.
2	The learner can identify cultural, societal and subject specific structures and processes that formalise and legitimise psychological intervention, agents of intervention and roles of agents of intervention, and explain how such structures and processes work	<p>The learner achieved Outcome 2 if evidence shows that:</p> <ul style="list-style-type: none"> - Structures and processes that formalise and legitimise psychological intervention, agents of intervention and roles of agents of intervention are identified correctly in different historical, cultural, societal and subject disciplinary contexts. - The ways in which historical, cultural, societal and subject disciplinary structures and processes formalise and legitimise psychological intervention, agents of intervention and roles of agents of

		intervention, are explained correctly.
3	The learner can apply ethical principles and frameworks to assess the ethics of a psychological intervention	<p>The learner achieved Outcome 3 if evidence shows that:</p> <ul style="list-style-type: none"> - The ethical principles and frameworks pertaining to the context of the intervention are identified correctly. - The ethical appropriateness of the intervention is assessed correctly according to the ethical principles and frameworks pertaining to the context of the intervention.

9.2 Assessment plan

To achieve these outcomes, the module will follow a continuous assessment modality. Continuous assessment is an alternative to the traditional assessment model. You will be assessed on an ongoing basis throughout the year, **and you will not be writing an exam at the end of the year**. The rationale for continuous assessment is to ensure that you work consistently. This will provide early indicators of your performance, with built-in measures of feedback and support to master areas of a module.

The assessment for this module will consist of **four multiple choice assessments of equal weight, each contributing 25% to your final mark**. Again, there will be no written exam and your final mark will consist of your performance on the four assignment. There is also no supplementary or aegrotat exams.

- Assessment 1 will be based on Learning Units 1-3
- Assessment 2 will be based on Learning Unit 4
- Assessment 3 will be based on Learning Unit 5
- Assessment 4 will be based on Learning Unit 6

9.3 Assessment due dates

- There are no assignment **due dates** included in this tutorial letter.
- The opening date (when you will be able to access the assessment) and closing date (when the assessment is due) is listed on the module site under each assignment.
- Log on to the myUnisa site for this module to obtain more information on the due dates for the submission of the assessments.

9.4 Submission of assessments

- Unisa, as a comprehensive open distance e-learning institution (CODeL), is moving towards becoming an online institution. You will therefore see that all your study material, assessments and engagements with your lecturer and fellow students will take place online. We use myUnisa as our virtual campus.
- The myUnisa virtual campus will offer students access to the myModules site, where learning material will be available online and where assessments should be completed. This online system is used to administer, document, and deliver educational material to students and support engagement between academics and students.
- The myUnisa platform can be accessed via <https://my.unisa.ac.za>. Click on the myModules 2023 button to access the online sites for the modules that you are registered for.
- The university undertakes to communicate clearly and as frequently as is necessary to ensure that you obtain the greatest benefit from the use of the myModules learning management system. Please access the announcements on your myModules site regularly, as this is where your lecturer will post important information to be shared with you.
- When you access your myModules site for the module/s you are registered for, you will see a welcome message posted by your lecturer. Below the welcome message, you will see the

assessment shells for the assessments that you need to complete. All assessments must be completed on the assessment shells available on the respective module platforms.

- To complete your assessments, please log on to the module site where you need to complete the assessment. Click on the relevant assessment shell (Assessment 1, Assessment 2, etc.). There will be a date on which the assessment will open for you. When the assessment is open, access the quiz online and complete it within the time available to you. Quiz assessment questions are not included in this tutorial letter (Tutorial Letter 102) and are only made available online. You must therefore access the quiz online and complete it online where the quiz has been created.
- It is not advisable to use a cell phone to complete the quiz. Please use a desktop computer, tablet or laptop when completing the quiz. Students who use a cell phone find it difficult to navigate the **Online Assessment** tool on the small screen and often struggle to navigate between questions and successfully complete the quizzes. In addition, cell phones are more vulnerable to dropped internet connections than other devices. **If possible, please do not use a cell phone for this assessment type.**
- For written assessments, please note the due date by which the assessment must be submitted. Ensure that you follow the guidelines given by your lecturer to complete the assessment. Click on the submission button on the relevant assessment shell on myModules. You will then be able to upload your written assessment on the myModules site of the modules that you are registered for. Before you finalise the upload, double-check that you have selected the correct file for upload. Remember, no marks can be allocated for incorrectly submitted assessments.

9.5 The assessments

There are no assignments included in this tutorial letter. Assignments and due dates will be made available to you on myModules for this module.

9.6 Other assessment methods

There are no other assessment methods for this module.

9.7 The examination

There is no examination for PYC1513.

10 ACADEMIC DISHONESTY

10.1 Plagiarism

Plagiarism is the act of taking the words, ideas and thoughts of others and presenting them as your own. It is a form of theft. Plagiarism includes the following forms of academic dishonesty:

- Copying and pasting from any source without acknowledging the source.
- Not including references or deliberately inserting incorrect bibliographic information.
- Paraphrasing without acknowledging the original source of the information.

10.2 Cheating

Cheating includes, but is not limited to, the following:

- Completing assessments on behalf of another student, copying the work of another student during an assessment, or allowing another student to copy your work.
- Using social media (e.g. WhatsApp, Telegram) or other platforms to disseminate assessment information.
- Submitting corrupt or irrelevant files, this forms part of examination guidelines
- Buying completed answers from so-called “tutors” or internet sites (contract cheating).

10.3 For more information about plagiarism, follow the link below:

<https://www.unisa.ac.za/sites/myunisa/default/Study-@-Unisa/Student-values-and-rules>

11 STUDENTS LIVING WITH DISABILITIES

The Advocacy and Resource Centre for Students with Disabilities (ARCSWiD) provides an opportunity for staff to interact with first-time and returning students with disabilities.

If you are a student with a disability and would like additional support or need additional time for assessments, you are invited to contact Prof Cyril Adonis (adonick@unisa.ac.za) to discuss the assistance that you need.

12 FREQUENTLY ASKED QUESTIONS

The Studies @Unisa contains an A – Z guide of the most relevant study information. Please refer to this brochure for any other questions.

13 SOURCES CONSULTED

The source for this module is the Study Guide for PYC1513.

14 IN CLOSING

Tutorial letters contain important information about your studies. It is, therefore, important to read all tutorial letters when they are available and to keep them in a safe place. This first tutorial letter (Tutorial letter 101) contains valuable general information for this module. Keep this tutorial letter at hand – you will have to use it more often. The other tutorial letters contain information about feedback on assignments, and examination information.

15 ADDENDUM

There is no addendum for this module.

16 ADDITIONAL INFORMATION

16.1 Previous examination papers

Previous exam papers for many modules are made available on *myUnisa* at certain times. This module does not have previous examination papers.

16.2 Professional communication

Make sure your communication is professional

The ability to communicate in a professional manner is an important aspect of graduateness. Professional communication means:

- to know exactly what your enquiry is about
- to make an effort to ensure you contact the right person, and
- to communicate in a formal, friendly and courteous manner.

It is unprofessional:

- to start a telephone conversation with: "Hi, I wonder whether you could help me . . .", or: "Just quickly tell me . . ."
- to write an email without indicating who the message is addressed to
- to launch into accusations without first establishing the facts of the matter
- to use threatening, derogatory and abusive language

Unprofessional communication is unacceptable

Please note that the teaching team will not accept unprofessional communication. Such communication will be returned with an indication that the communication is unprofessional and, therefore, unacceptable.