

Faculty of Health Sciences

Caring for tomorrow



**Nelson Mandela
Metropolitan
University**

for tomorrow

Bambanani Mental Health Project

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Outline of Presentation

- Background
- NMMU: An Engaged Institution
- Bambanani Mental Health Project
- Project in Action
- A Case Study

Background

- With the celebration of a **50 year milestone** this year (1965-2015), our Psychology clinics have a long history of offering **service to the community** and as a **professional training** laboratory for Psychologists and more recently, Registered Counsellors.
- We take pride in training that strives towards **academic excellence** by ensuring that students are introduced to, and encouraged to develop a **comprehensive understanding** and **practical experience** of a **broad spectrum** of psychological, psycho-neurological and psycho-educational problems, as well as assessment procedures and therapeutic interventions that would meet the needs of the **diverse South African population**

Background

- And just as the world has changed radically over half a century, so too our clinics have **evolved** to meet the changing needs of society by rising to the challenge of the **broad spectrum of societal psychological needs**
- The **increasing demand** for psychological services has required **innovative thinking** and **transformation** from predominantly individual-based psychological assistance to more group-based client interventions

An Engaged Institution

- Vision 2020

- The Bambanani Project aligns itself with the strategic objectives of Vision 2020 and contributes to the realization thereof.



- The University Psychology Clinics on South Campus and Missionvale Campus, particularly through the Bambanani Project, seek to promote the image of NMMU as an engaged institution as we continue to reflect on, improve and expand our footprint in the community

Engagement Conceptual Framework

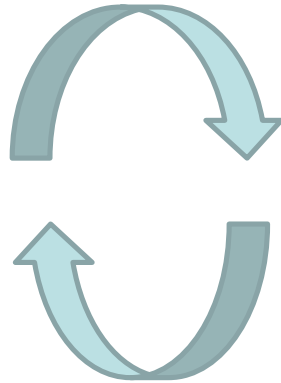
- Components of Engagement:
 - Professional/Discipline based service provision
 - Outreach & Community Service
 - Teaching & Learning
 - Research & Scholarship

- As a clinical training platform, the clinics engage in all four areas as indicated on the next slide.

Engagement Conceptual Framework

- Components of Engagement:
 - Professional/Discipline based service provision
 - Provide a discipline specific professional service to the community → Psychological services
 - Outreach & Community Service
 - Provision of services at facilities within the communities
 - Teaching & Learning
 - Dedicated to academic excellence and professional training (incl HPCSA requirements)
 - Research & Scholarship
 - Provide opportunities for academic research (longitudinal studies, action research)

- Practitioner-researcher model
 - Research-informed practice



- Practice-informed research

- Connecting with the community while strengthening the core academic functions of the university - teaching & learning, engagement, and research.

Benefits of Engagement to Teaching & Learning

- Engagement informs curricula development and keeps 'teaching' relevant
- Develops graduates who are fit-for-purpose, responsible practitioners who are critical thinkers
- Our professional training programmes are continuously challenged to be relevant and responsive to the changing needs of society
- Strengthens the relationships with various community organisations providing practical placement opportunities for our students
- Leads to interdisciplinary & transdisciplinary practice
- Opportunity for staff members to grow and develop through the process

Bambanani Project Description

- The Bambanani Project was positioned within the current context of enhancing Mental Health in South Africa.
- The word 'bambanani' was selected to indicate the coming together of NMMU's Psychology Clinics with the communities we serve through a state of psycho-social holding and empowerment.
- The aim of the project
 - To enhance the wellbeing and mental health of vulnerable children and 'at risk' youth, and the psychosocial wellbeing and empowerment of women and the elderly in the Nelson Mandela Bay Metropole.

Bambanani Project Beneficiaries

- Beneficiaries:
 - Various community organisations
 - Most particularly, vulnerable children/youth in the communities
 - Home-based care workers who work within communities



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- 395 community members benefited directly

Bambanani Project

- The project provided both undergraduate and postgraduate NMMU Psychology students with unique developmental opportunities to:
 - Develop holistically as young professionals through the practical experience of working with communities
 - Learn from multidisciplinary inputs
 - Benefit from guidance and mentoring of registered practitioners
 - Take advantage of work-integrated learning experiences
 - Develop a strong sense of citizenship
 - Experience Psychology in action as a diverse & living discipline

Bambanani project: students had opportunities to live out the core values of the NMMU

- Respect for diversity
 - Excellence
 - Ubuntu
 - Integrity
 - Responsibility
 - Respect for the natural environment
- Respect and appreciate diversity through interventions with people of varying ages, cultural and socio-economic backgrounds
 - Develop innovative approaches when working with people, taking theoretical knowledge and making it practically relevant to people in NMBM communities.
 - Promote and understand the concept of Ubuntu by being responsible, compassionate and ethical professionals in training
 - Implement mutually beneficial and sustainable approaches to community service and engagement
 - Promoting recycling

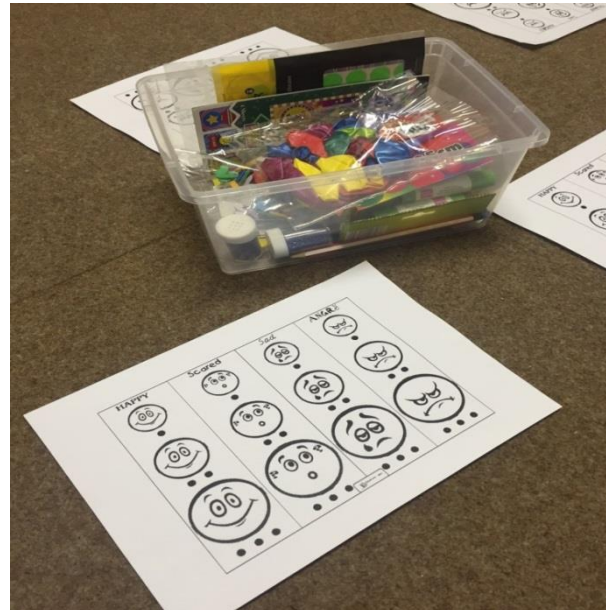
Project in Action: Objective 1

- **To enhance the health and wellbeing of children** in the Nelson Mandela Bay Metropole, specifically the Missionvale community
 - focusing on scholastic assessment and protective, health enhancing behaviours.



Project in Action: Objective 1

- **116 children** were intellectually/scholastically assessed through group screenings
 - appropriate recommendations for school placement and remedial assistance was made.
- **Life skills and psycho-educational workshops** were conducted with **16 children** from a Port Elizabeth based children's home over a **period of 8 weeks**.



Project in Action: Objective 1

- **180 primary school learners (Gr R - Gr 6) attended Protective Behaviour Workshops** over a series of weeks at a school in the Missionvale area.
- Children were taught protective behaviours as a preventative measure targeting the risk of abuse of children.



Project in Action: Objective 2

- To **Empower adults** in the Nelson Mandela Bay Metropole to provide protective and health enhancing functions for their peers and families.
- **60 home-based care workers** across the NMBM received support and psycho-education on a **monthly basis throughout the year**. The home-based care workers were affiliated to various organisations offering services throughout the Nelson Mandela Bay Metropole.



Project in Action: Objective 2

- **Prototypes of educationally stimulating toys made from upcycling (recycling) common discarded household materials** were made with the aim of teaching pensioners/adults how to make these toys for children in the community.



- This is in line with our commitment towards environmental sustainability and awareness, as well as community empowerment.

Upcycling

Teaching communities how to transform throw away items into toys for the educational enrichment of children



Project in Action: Objective 3

- To enhance the psycho-social wellbeing of adolescents at a Youth Care Centre in Port Elizabeth
- ***The Youth Care Centre provides a home for male street children. The aim of the Centre is to care for the boys' needs and teach functional skills so that these boys can contribute meaningfully towards their communities when they leave the Centre.***
- Various interventions were conducted with the boys

Project in Action: Objective 3

- **17 boys** from the Youth Centre attended a series of **life skills and psycho-educational workshops** that took place over 6 weeks.
 - Aim: To enhance individual as well as team functioning within the Centre.
 - Post-workshop feedback from the Centre: less incidents of fighting, more co-operative & prosocial behaviour.



Project in Action: Objective 3

- **Scholastic assessments** were conducted with 6 of the boys who had no foundational learning in place and could not be placed in mainstream schooling.
- **Appropriate recommendations and monitoring** was then conducted throughout the year **in collaboration with the staff at the Youth Care Centre to enhance the boys' learning potential.**

Making A Difference: A case study

- An area of great concern was the boys' emotional and psychological development
 - the 6 boys entered **group therapy** for the duration of 2014 (and continued throughout 2015)
 - The **group therapy** was then **expanded** to include **16 sessions of Equine Assisted Therapy** for 3 of the boys.
(Equine Assisted Therapy has been shown to be effective in addressing trauma, delayed development as well as enhancing empathy and teamwork)
- The case study provides a rich source of data which will form the basis of a longitudinal research study leading to journal articles and conference proceedings

A Case Study

(* names have been changed)

- Lithemba*, Luvuyo*, Frankie *

“The incredible journey”

- Making a difference in their lives, making a difference in society
- Multidisciplinary team approach (liaising with social workers, teachers, housemothers, youth care workers, psychiatric nurse and psychologist in private practice specialising in EAP)
- Multidimensional, multi-intervention based, holistic approach

Equine Assisted Psychotherapy with boys from a youth centre for former street children



saying 'hello'



Learning to work together



Learning to nurture and care



Learning Empathy











Thank you

