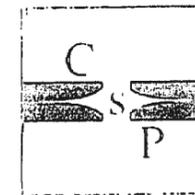


Teaching Psychology around the World

Edited by

Sherri McCarthy, Ph.D.; Stephen Newstead, Ph.D.;
Victor Karandashev, Ph.D.; Carlo Prandini, Ph.D.;
Claudio Hutz, Ph.D., and William Gomes, Ph.D



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PREFACE

This book is intended to be an overview of teaching and learning psychology internationally, including papers that demonstrate the current state of international psychological research and practice. It summarises what those of us on the Organising Committee of the International Conference on Psychology Education (ICOPE) know about teaching and learning, drawing on our own experiences, our published and edited research in the area and the many papers contributed from the International Conference on Psychology Education and International Council of Psychologists joint conference in Foz do Iguaçu, Brazil in 2005. The book disseminates information about good practice and covers many aspects of teaching, including curriculum, planning, activities and assessment practices from countries throughout the world. Useful papers from many areas of applied psychology that may be of interest to both teachers and students of psychology, as well as practicing psychologists, are included. The aim of the book is to provide up-to-date coverage of key areas of psychological research which have relevance to psychology education in a manner that is both technically accurate and readily understandable. The book incorporates research and perspectives from psychologists and professors from more than 20 countries throughout the world. It includes relevant information for secondary (high school), undergraduate (baccalaureate) and post-graduate (M.A., Doctoral and Post-Doctoral) programmes.

A key feature of the book is its international perspective on psychology teaching and learning. There is an enormous North American influence on psychology education, due in no small part to the success of textbooks such as the various versions of Hilgard and Atkinson's 'Introduction to Psychology'. However, there remain many differences in how psychology is approached and taught in various parts of the world, which need to be recognised. The authors have extensive experience teaching using many mediums, including interactive television, web-courses, distance seminars and traditional lecture courses in many countries, including Russia, Brazil, Italy, Mexico, the U.S. and the UK and have worked in programme evaluation and examination in those countries, as well as others. We draw on these extensive experiences in synthesising the material gathered here.

Members of the ICOPE Organising Committee with expertise teaching psychology at these various levels and in many places wrote the chapters and

edited the papers included within each. The papers were contributed by noted psychologists and professors of psychology from throughout the world, selected from those presented at the conference. Although all of the editors collaboratively shared knowledge in refining the chapters throughout, we each took specific responsibility for designated chapters most related to our own expertise.

Carlo Prandini of the University of Bologna wrote and edited the chapters on secondary education. Carlo has extensive experience in secondary teacher training in Italy and has also taught psychology at the secondary level. William Gomes, Universidade Federal do Rio Grande do Sul (UFRGS), Brazil co-wrote the section on university-level psychology teaching in Brazil. Dr. Gomes has extensive teaching and research experience in this area and recently served on a federal government committee for curricular reform for training Brazilian psychologists. He spent his last sabbatical at the University of Michigan in the U.S., broadening his familiarity of teaching practices with noted psychology educator William McKeachie. Dr. Claudio Hutz, also of UFRGS, also contributed to the chapter on South America. Originally educated in Israel and the U.S., he has worked in psychology teaching and programme administration for over two decades, and consulted and served on committees related to this field in China, the EU, throughout South America and elsewhere. He is currently actively involved with graduate programme evaluation in Brazil.

Victor Karandashev, the organiser of the 1st International Conference on Psychology Education in St. Petersburg, Russia in 2002 and a driving force behind the continuing success of the international conferences on psychology teaching and learning contributed his vision for the future of international psychology, and summarized psychology education in Europe at the present time. Dr. Stephen Newstead, Dean at the University of Plymouth, UK, noted cognitive psychologist and former president of the British Psychological Society, summarized recent research on best practices in psychology teaching and assessment. Dr. Newstead is an active force in programme quality evaluation in the UK and elsewhere.

I summarised teaching practices in other areas of the world with the help of colleagues who work in those regions based on my experiences and research projects in the respective countries presented. I also edited the text throughout, along with Dr. Newstead's assistant Sheila Truscott and Amanda Millar, our helpful editor and typesetter at *Cambridge Scholars Press*, for the sake of accuracy, clarity and consistency. I apologise in advance for any

This book is dedicated to all of our colleagues who have devoted their time and energy to help us bring together information about the similarities and differences of teaching and practicing psychology throughout their respective countries. It is especially dedicated to Professor Ernesto Alvarez (1953-2007), former Dean of psychology at Universidad Autonoma de Baja California (UABC), who spent much of his life bringing together students and professors of psychology from around the world.

Teaching Psychology around the World, edited by Sherri McCarthy, Ph.D.; Stephen Newstead, Ph.D.; Victor Karandashev, Ph.D.; Carlo Prandini, Ph.D.; Claudio Hutz, Ph.D., and William Gomes, Ph.D

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The Concept of "At Risk" Behaviours

The definition of "at risk" can be wide and diverse. The definition can focus on school behaviours of youth which puts this population at risk or on out of school behaviours which can endanger this group. Some literature presents a range of definitions for "at risk" youth, while some authors identify risk factors with predictive validity for such unwanted behaviours as criminal activity, dropping out of school, truancy or other behaviours that endanger the development, health and life of the youth.

From an educational perspective, the behaviours of youth that have been categorized as at risk according to Brooks, Schiraldi and Ziedenberg (2000) and Kushamen et al. (2000) include tardiness, absenteeism, poor grades, truancy, low math and reading scores, failing one or more grades, rebellious attitudes towards school authority, verbal and language deficiency, dropping out of school and aggressive behaviours leading to violence.

From the mental health perspective, at risk behaviours according to Cappuzi and Gross (2004) include behaviours such as: drug and alcohol use and abuse, eating disorders, gang membership, teenage pregnancy, suicide or suicide ideation, depression, sexual acting out, aggression, withdrawal and isolation, low self esteem, and school related problems. At the home level, parents might list the following behaviours as placing their children at risk: failing to obey rules and directives, avoiding taking part in family activities, spending a great deal of time alone in their room, being secretive about friends and activities, not communicating with parents or siblings, displaying values and attitudes different from family, resisting going to school or discussing school activities, arguing about everything, and staying away from home as much as possible.

Minga (1988) defines at risk youth as children who are not likely to finish high school or who are apt to graduate considerably below potential. At risk factors include chemical dependency, teenage pregnancy, poverty, disaffection with school and society, emotional and physical abuse, physical and emotional disabilities and learning disabilities. Other risk behaviour of youth also include: membership in gangs, drug and alcohol abuse, violence, eating disorders, suicide ideation, homelessness, HIV/AIDS and single parenthood.

Article 25 of the Universal Declaration of Human Rights states that "Everyone has the right to a standard of living adequate for wellbeing of himself and of his family, including food, clothing, housing and medical care and necessary social services and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control". Embedded in this Universal Declaration of Human Rights is the care of and attention to youth at risk, assisting them with

opportunities and programmes that offer optimistic and hopeful development, so that they can acquire the necessary capacities for changing their life trajectories.

General Behaviour of Youth At Risk

Many times, the youth at risk go out of their way to do the opposite of what they have been told to do, thus engaging in acts which are physically or psychologically damaging. They often refuse to listen to adult reason and claim that adults do not "understand" or are "old fashioned". Some begin to deteriorate in their academic performance and idle away their days and are not serious about preparing themselves for the competitive world which lies ahead.

Alcohol and Drug Abuse

According to Jernigen (2001), quoting the Global Burden of Disease Study, in 1990 five percent of all deaths among young people and children aged from five to twenty nine were caused by the use of alcohol. Evidence gathered from around the world indicates that among young people, the practice of binge drinking is continuing to grow. The study on rapid situation assessment survey on substance abuse and drug trafficking in Botswana by the Drugs Regulatory Unit, Ministry of Health (2001) noted that two thirds of the sample population have experimented with alcohol, with 17.9% of the females using it occasionally and 31.7% of the males using it at least weekly, while 11.2% more males drink occasionally. Compared to the neighbouring countries such as Namibia and Lesotho, the alcohol usage figure among the youth in Botswana (40%) is 5% and 10% lower respectively. In another study by Alao et al (2004), a relatively high proportion of male youth surveyed indicated that they started drinking by the age of 15 years; no females started drinking before 11 years of age, and for most female youth, drinking started around 18 years of age.

Policy Issues on Youth in Botswana

- i) The National Youth Policy
To guide the development of youth, a National Youth Policy (1966) was formulated in Botswana as a framework to ensure that young men and women in Botswana are given every opportunity to reach their full potential, both as individuals and as active citizens. The National Youth Policy in Botswana is directed towards young males and females who are aged from 12 to 29 years.

The National Youth Policy recognizes that not all young people are the same. Some youth are in school while some are not, some are employed, while some are not, others exhibit risk behaviours while some do not. The youth constituted 36% of the total population in the 1991 census.

The National Youth Policy (1966) identified some conditions affecting young people in Botswana, which may be regarded as risk factors, these include:

- a) The high number of out of school young people (the 1991 census indicated that 17% of young people aged 7 to 13 years were not enrolled in school). Apart from missing proper education, these youth could be at risk in many other ways and could become "street kids" or homeless if not provided with necessary support or encouragement to continue education.
- b) Risks associated with sexuality, including: exposure to Sexually Transmitted Diseases (STDs) including HIV/AIDS. Youth were also found to be prominent in the figures of STD and HIV infection and as such represent one of the major groups who are at risk in this area.
- c) Pregnancy amongst young women which is a significant factor in the reasons why young women are forced to leave school.
- d) Alcohol and substance abuse amongst young people was also noted as significant.
- e) Unemployment is also noted as one of the greatest problems facing young people in Botswana. The consequences of unemployment among youth could lead to a number of social ills, including participation in crime, drug and alcohol abuse, poor health and loss of confidence to participate in broader society.

ii) The Botswana National Youth Centre Strategic Development Plan

In 1977, the Botswana National Youth Centre Strategic Development Plan was prepared by the World Integrated Services Corporation, for the Botswana Youth Council. The plan, which was funded by UNICEF Botswana, was intended to provide ongoing support for the Youth Centre under its project for Children in Especially Difficult Circumstances (CEDC). Through the CEDC project, services offered by "Molaetsa" (UNICEF Botswana's private sector initiative) are available to the management on a consultative basis.

The Youth Centre provides basic carpentry and sewing classes as well as day care facilities. The operation of the National Youth Centre (1997) actively engages youth to take the lead in nation building. This is achieved through largely youth-led actions that create an environment in which:

- a) youth of all backgrounds freely converge, openly communicate and exercise their ideas, dreams, hopes and aspirations;
- b) youth develop a sense of social belonging, tradition, heritage and community responsibility;
- c) youth have access to information, find approachable experienced resource persons who channel their talents and potential so youth find help and positive advice for any need or crisis that they face;
- d) youth of all socio-economic and/or physical conditions have access to a wide variety of sports, recreation and leisure activities and
- e) youth programmes in the form of life survival skills such as integrated vocational and business development skills are available.

The above environment is created by establishing cost-effective partnerships with expert NGOs, the private sector and Government institutions and by maintaining regular consultative interaction with youth throughout the nation to ensure continual responsiveness of the methods used.

iii) Short Term Plan of Action on Care of Orphans in Botswana (1999 – 2001)
One of the consequences of HIV/AIDS is the growing number of orphans as their parents die as a result of HIV/AIDS. To address the problems of orphanhood which has been declared as a national crisis, The Botswana Government through the Ministry of Local Government, Lands and Housing developed a short term plan of action on care of orphans in Botswana in 1999. The Short Term Plan was to mitigate the impact of the crisis for orphans in particular and their caregivers in general. Apart from the care of the orphans, news materials and audio visual materials have been produced to inform, educate and communicate to the youth on HIV/AIDS with the goal to encourage healthy living.

iv) The National Action Plan for Youth (2001 – 2010)
To address the concerns of youth in Botswana, The National Action Plan for Youth 2001 – 2010 was initiated in the Department of Culture and Youth in the Ministry of Labour and Home Affairs. The National Youth Action Plan outlines activities that need to be carried out and the time frames for such actions to address the concerns raised earlier that are likely to affect the youth or the potential risk factors of concern. The action plan is also to coordinate the several Non-Governmental Organisations and

government departments, programmes and activities aimed at addressing the problems and needs of youth in the country. The implementation of the National Action Plan for Youth is a national collective responsibility which involves youth, parents, stakeholders in government, NGOs and the private sector as well as collaboration partners such as the Commonwealth and UN agencies.

Common Risk Factors Identified Among Youth in Botswana

HIV/AIDS

The sexually active youth are in danger of HIV/AIDS if safe sex is not practiced. HIV/AIDS has been a source of concern in Botswana, and the Government has put in place various strategies to combat the pandemic. Non governmental agencies and religious organisation are also involved in checking the spread of HIV/AIDS. Of serious concern in Botswana is the plight of children who are orphaned due to HIV/AIDS. Various educational, informational and communication materials are available not only in English but also in Setswana to inform and educate the youth on HIV/AIDS.

Unemployment

One of the major issues affecting young people in Botswana is unemployment, as employment or unemployment has impact on the self concept and worth of the youth. When a youth is employed, he or she leads a productive life and involvement in crime and other negative social activities are limited.

Prevention Approaches To Assist The Youth At Risk

The Role of the Parent

While parenting is an important aspect of a comprehensive approach to the prevention of risk-behaviours among youth, it is important to note that parents sometimes also need the support from all aspects of the culture and the community. Parents are expected to nurture and protect our youth. The community can add to the effectiveness of parents by providing examples, encouragement and modelling healthy choices and lifestyles and through the reinforcement of values, norms and beliefs that promote healthy development of our youth.

The utilization of appropriate parenting techniques with warm home climate coupled with relevant community services for youth at risk can foster

healthy development among youth. Whereas a little measure of external discipline is necessary to stabilize the internal discipline, reinforcement strategies should also be adopted when necessary.

Within the family, indulgence in risk behaviours by youth can negatively affect family communications and relationships. Parents need to be aware of how to communicate effectively and enhance their nurturing skills with their children. Parents have a significant role to play to help their youth at risk. When youth engage in a healthy lifestyle, they become assets not only to their immediate family but to their community and society.

Parents can also influence psychological attributes such as temperament, personality, and the rate of progress through various developmental stages. While recognizing the role of parents, one also needs to remember that the role of parents also has limits in their effectiveness as many environmental and biological factors affect behaviour patterns of youth. Children from homes where parents are unable to provide the general parenting functions of breadwinning, home care, protection, guidance and advocacy, are more likely to exhibit risk behaviour compared to homes where these functions are met. Consequently, parents need to be encouraged and assisted to provide these functions.

Some knowledge about child development, effective communication skills and skills for encouraging, appreciating and reinforcing appropriate behaviours could encourage the youth to learn what is socially appropriate and valued. As much as possible, it is better for parents to handle situations with youth at risk to avoid escalation and eventual open warfare. Parents of youth at risk need not be too critical about the child and should seek out and enjoy the child, providing necessary reinforcement for positive behaviour observed. They should be sensitive to the needs and viewpoints of the child. Efforts need to be made to supervise the youth when at home and to monitor their whereabouts in the community. It is also important for parents to spend more time with their youth at risk and to involve themselves meaningfully and emotionally with them. It is essential to minimize family conflicts in homes of youth at risk. Kumpfer (1987) noted that "family wars appear to be the norm, rather than an isolated event."

Parents Need Help Too

According to South Africa Sunday Times (2005), a desperate mother has told a court in South Africa that she will not take her drug addicted teenage son back into her home and has pleaded with the authorities to lock him away. Prosecutors and other authorities say she is not alone and the parents whose children are addicted to the killer drug sugars – a cocktail of heroin, cocaine and

rat poison—prefer to see their children in custody rather than out on the street. The 33 year old unemployed single mother said her son had left school and she did not know where he stayed. The mother was unwilling to accept the child back into her care as the child was beyond her control. In terms of the Child Care Act, it is preferred that the child arrested be put in family care but if the parents say they can't control the child, the child should be sent to a place of safety, the last option being a Juvenile Centre/home.

Resources That Could Be Accessed By Youth at Risk In Botswana

Guidance & Counselling Division in the Ministry of Education

This division provides services in three main areas: Psychological services, career services and field services. Youth at risk may seek psychological and career services from this division in the country.

Education Centres

The youth at risk can access necessary information on careers and counselling issues from Education Centres in the country.

The University of Botswana Career and Counselling Centre

While the University of Botswana Career and Counselling Centre provides career and counselling services mainly to university students. Occasionally, clients from outside the university community are also assisted as part of community services. Youth at risk within and outside the university community are being assisted from time to time.

The Botswana National Youth Council (BNYC)

The BNYC is an autonomous council established in 1974 through a Presidential Directive. The BNYC has affiliates such as the

- i) District Youth Councils
- ii) National Youth Organisations and
- iii) National Youth Networks.

The programmes administered through the affiliates include, among other things, youth economic empowerment with the goal to equip youth with economic survival skills and a sense of entrepreneurship.

Junior Achievement Botswana (JAB)

This is a non-profit organisation established in Botswana in 1994. The mission of JAB is to empower young Botswanans to succeed in the world of work through a dynamic business education programme and to assist them to cultivate and energize the spirit of free enterprise and self reliance. JAB is an awareness programme which helps to lay the foundation for the development of entrepreneurial skills within the youth.

The Botswana Family Welfare Association (BOFWA)

The association operates a Youth Counselling Centre which provides information and counselling services for adolescents. The Centre also provides library and recreational facilities.

Young Women's Christian Association (YWCA)

The YWCA has a segment that provides career services to youth. The Association can serve as a resource in reaching youth for assistance in the area of career services.

Botswana Confederation of Commerce, Industry and Manpower (BOCCIM)

This is a private non-profit organisation registered in 1983. This organisation among other things, provides professional assistance in the preparation of business plans, market intelligence, and advertising.

Other Non-Governmental Organisations

The Tirisanyo Catholic Commission (TCC), Hope Mission Project of Bible Life Ministries and the Salvation Army Psycho-Social Support Initiative (SAPSSI) are Non-Governmental Organisations which support community-based interventions for care and support of orphans and vulnerable children. TCC is involved in home based care and pre-schools. Hope Mission works with orphans and vulnerable children, empowering them with vocational and life skills as well as re-integrating them into their families. SAPSSI offers psychosocial support through camps and kids clubs.

UNICEF supports the pre-schools, feeding programmes for orphans, vocational schools for vulnerable children as well as camps and kids clubs.

Orphans and vulnerable children have become a major concern in the country as a result of HIV/AIDS. Due to loss of parents due to the pandemic, there is an increasing number of orphans and vulnerable children to be cared for by the Government and other NGOs as the traditional support of the extended family is not able to cope with the magnitude of the problem.

Prevention Approaches

Primary Prevention

The purpose is to reduce the incidence of future problems by reinforcing coping ability and/or modifying external variables. Assistance is provided prior to the development of the problem through counselling, teaching and other services which incorporate anticipatory planning. Examples of primary prevention include: parent education programme to prevent child neglect and abuse, educational programmes in educational institutions to prevent sexual harassment and date rape, and programmes for young men and women regarding the consequences of teenage pregnancies and impact of school dropout (Cappuzi and Gross, 2004).

Secondary Prevention

Secondary prevention comprises prompt intervention with those in crisis to restore their equilibrium and ameliorate the distress faced. Emphasis is on the individual, family, school, community resources and abilities. Support groups may be organised for those experiencing a particular problem or community collaborative efforts to provide assistance to individuals in difficulty, e.g. alternative education opportunities for teenage parents and treatments for those involved with substance abuse.

Tertiary Prevention

This type of prevention is aimed at reducing the amount of residual impairment which follows the resolution of crisis. Victims of sexual abuse may participate in individual or group counselling or therapy after the abuse has ceased for the purpose of repairing damaged self-esteem and rebuilding the capacity to trust and share in intimacy with significant others (Cappuzi and Gross, 2004).

Summary

The youth of any nation constitute the leaders of tomorrow. While some youth are resilient and have certain skills, abilities, qualities or attributes that enable them to cope and thrive in spite of adversity, others need the family, professional and community support to deal with challenges facing them. The youth in Botswana, like youth in other countries, are confronted with risk factors which include but are not limited to school dropout, sexuality issues, teenage pregnancy, alcohol abuse, substance abuse and unemployment. The government of Botswana, through the National Youth Policy and the National Action Plan for Youth, has provided structures to address the issues that could put young men and women at risk.

It is important to recognize the rights of individuals including the youth at risk to enjoy facilities, actions and plans that would make them effective and functional in society. It is equally important that the prevention strategies include primary, secondary and tertiary prevention strategies that combine the input from youth, parents, the community, the government and non-governmental organisations.

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