



SKILLS

- Teamwork
- Active listening
- Open-minded and sensitive whilst working with children and adolescents
- Understanding of cultural and religious diversity
- Self-awareness, self-knowledge and self-belief

EDUCATION

05/2016

North-West University |
Potchefstroom

Philosophiae Doctor
(Psychology)

Applicant successfully completed qualification within five year time period.

2011: Applicant completed short courses that included formal assessment opportunities. Competency formally assessed through class

Dr.

Melanie

Axford

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PROFESSIONAL SUMMARY

Applicant is an experienced educational psychologist with a clear understanding of intake interviews, psychometric assessments, report writing, follow-up discussions and therapeutic intervention. She displays competency in broad counselling therapies for youth development, including academic, social, behavioural, emotional and cognitive areas. She is successful at

presentations, assignments and formal examinations.

Course work topics:

- Gestalt theory and therapy applied in practice
- Exploring the self during therapeutic work
- Existential dialogue in therapeutic work
- Therapeutic process
- Practical therapeutic techniques
- Professional research proposal

2012: Applicant completed short courses formally assessed through **class presentations, assignments and formal examinations.**

Course work topics:

- Child Developmental Theory
- Supervisory skills for post-graduate students
- Therapeutic work with individuals who experienced trauma

First and second year modules passed with distinction. Permitted to complete **practical requirements** for this specific qualification. Applicant submitted **50 practical therapeutic sessions** (individual and group sessions) in multimedia format to supervising psychologist.

2013, 2014 and 2015:

building relationships with clients and planning individualised treatment. She is an enthusiastic educational psychologist eager to contribute to team success through hard work, attention to detail and organizational skills. She is motivated to learn, grow and excel in the field of educational psychology.

WORK HISTORY

08/2007 - Current

Dr. Melanie Axford - Educational Psychologist | Pretoria-East, South Africa

Educational Psychologist

As a **professionally trained and experienced** educational psychologist, applicant conducts **intake interviews** prior to assessment and/or intervention process. Interviews provide information pertaining to the focus of **assessment and/or intervention process**. During assessment process applicant conducts **interviews, standardized measures, checklists and observations.**

Applicant received professional training (**theoretical knowledge and practical skills**) to conduct psychometric tests (**privately-owned**) fairly and effectively, focusing on:

- **Scholastic Development - concentration, numeracy, reading, spelling, handwriting,**

Title of research thesis - Young adults experiences of their transition from residential care to independent living.

Published in peer reviewed journal. Oelofsen, M., Ferreira, R. & Kitching, A.E. 2016. Pre-transition experiences that influenced young adult care leavers' transition to independent living. Child and Youth Care Forum.

09/2007

University of Pretoria |
Pretoria

Magister Educationis
(Educational Psychology)
Qualification completed within four years. Includes academic course work, internship and research dissertation.

2004: Applicant successfully completed academic and practical course work.

2005: Applicant successfully completed academic and practical course work.

Learning content included orthodidactical theory, diagnostic assessment and assistance, research methodology, career orientation pedagogics, parent education, educational psychology practice and orthopedagogics.

2006: Internship and commencement of research dissertation.

2007: Applicant successfully passed board examination to

verbal, study skills and/or memory.

- **Emotional Development** - self-esteem, resilience as well as anxiety, anger, sadness etc.
- **Intellectual Development** - giftedness and/or disabilities.
- **Career Development** - talents, aptitude and/or interests.
- **Personality Development** - typology, strengths, romantic relationships, parenthood, friendships and/or career paths.

Psychometric measures (determined by specific purpose of evaluation/assessment), include:

- Pendulum Test for Auditory Perception
- Developmental Test for Visual Perception
- Developmental Test of Visual-Motor Integration
- Wechsler Intelligence Scale for Children
- Duss Fables
- Survey of Study Habits and Attitudes
- Junior South African Individual Scales
- Vassi Mathematics Proficiency Test
- School Readiness Assessment Test
- Differential Aptitude Test Forms R, K, S & L
- Edinburgh Reading Test
- Irlen Reading Perceptual Scale
- Columbus Test
- Connors Symptom Checklist for Attention Deficit Disorders

register with the Health Professions Council as a psychologist in independent practice. Applicant finalised and successfully completed research dissertation (with distinction) in partial fulfillment for Magister Educationis (Educational Psychology) qualification.

Title of dissertation: The use of gestalt therapy as an alternative assessment technique with primary school girls who have been sexually abused.

Article published in peer review journal based on the results of research dissertation. Oelofsen, M., Ferreira, R. & Ebersohn, L. 2007. An alternative way of assessing girls who have been sexually abused: Using Gestalt therapy for assessment purposes. *Child Abuse Research in South Africa*, 8(2):69-80.

04/2004

University of Pretoria | Pretoria

Baccalaureus Educationis (Educational Psychology)

Applicant successfully completed (with distinction) qualification within one year time period (full-time).

Learning modules included educational research, career guidance, qualitative research, quantitative research, educational psychological practice, community education,

- Copeland System Checklist for Attention Deficit Disorders
- Wordchains Reading Test
- Adhd Rating Scale - Self report version
- Quick Neurological Screening Test
- Thematic Apperception Test
- Children's Apperception Test Human Figures
- Children's Apperception Test Animal Figures
- Columbia Youth Depression Scale
- Visual Discrimination Test
- Auditory Discrimination Test
- One Minute Reading Test
- Essi Spelling and Reading Test
- Michigan Picture Test
- Life Roles Inventory
- Vanderbilt Parent Assessment Scale
- Jung Personality Test
- Meyers Briggs Type Indicator
- Von Staabs Scenotest
- Goodenough Harris Drawing Test
- Graphic Media (Kinetic Family Drawing, Tree Drawings)
- Cognitive Assessment System
- Senior South African Individual Scale - Revised
- 16 Personality Factor Test
- Bene Anthony Family Relations Test
- Wisconsin Card Sorting Test
- Structured-Objective Rorschach Test
- Interpersonal Relations Test
- Self-Esteem Index
- South African Vocational Interest Inventory
- Value Scale
- Bar-Ilan Picture Test

psychopedagogics,
orthodidactics,
orthopedagogical diagnostics
and orthopedagogics.

04/2003

University of Pretoria |
Pretoria

Baccalaureus Artium
Applicant successfully
completed (with distinction)
qualification within three year
time period.

Learning areas included
computer and information
literacy, communication in
organisations, history,
information science,
criminology, education,
educational psychology, lifeskill
facilitation, introduction to
research, psychological
perspectives, systems theory,
forensic criminalistics, youth
misbehaviour, social crime
prevention, victimology, child
development, learning models
for life long learning,
curriculum development,
learning programme design,
personology, psychological
assessment, child
psychopathology, political
offences, female crime,
theories of crime, psychological
assistance, orthodidactics and
orthopedagogical assistance

- Rotter Type Incomplete Sentences
- Roberts Apperception Test for Children
- Study Orientation Questionnaire in Mathematics
- Career Interest Profile
- Career Mentor Assessment Test
- Rothwell Miller Interest Blank
- High School Personality Questionnaire
- Study Process Questionnaire
- Cognitive Control Battery

Assessments include **written reports**, discussed during **follow-up sessions**. During these sessions **results of psychometric measures** are discussed, whilst providing an overview of **client's strengths and areas of growth**. Reports include **diagnoses, prognosis, recommendations for strategies** - focusing on a **systemic approach**.

Applicant created a "welcoming home" (www.psychologist-educational.co.za) for **intervention services** that include:

- **Individual Psychotherapy:** Applicant support clients to understand **internal thinking processes** and **emotions**, based on **theoretical foundation of a range of psychodynamic approaches**. Insights are used to achieve real life objectives that clients set for themselves. Client's experiencing a need for **self-improvement** and/or additional support to manage serious difficulties, are provided

with **collaborative space** to increase enjoyment in life.

- **Play Therapy:** Applicant respond to **emotional health of children**, especially when experiencing difficulties with emotive language.
- **Study Skills Counselling:** Applicant support clients to employ effective study methods to enhance learning and academic performance. **Active listening, reading comprehension, note taking, concentration skills, stress and time management** as well as **test taking and memorisation** are a few topics addressed in sessions.
- **Career Counselling:** Applicant support clients to make informed decisions about future or current **career prospects**. Sessions focus on guidance designed to help with choosing, changing and leaving careers. Available at any stage in life.
- **Cognitive Control Therapy:** Applicant support clients to develop **workspeed, visual memory, internal distractibility, external distractibility** and **visual scanning**.
- **Irlen Method Intervention:** Applicant support clients who experience symptoms associated with **light sensitivity, dyslexia, migraines, attention deficit disorder, autism, physical impairments, visual conditions, head injuries, psychological disorders** and **learning**

difficulties. Available at any stage in life.

As an educational psychologist in private practice for **17 years**, applicant:

- Contacts clients about appointments and treatment options.
- Schedules regular client appointments and consultations.
- Maintain long-term relationships with clients.
- Provide therapeutic support to clients residing at a place of safety, prior to permanent placement.
- Train future psychologists on best practices.
- Supervise students during internship and provide mentorship during practical training.
- Refer clients to health professionals.
- Determined effective treatment plans for +/- 900 patients (based on number of professional reports, as submitted to hcpc).
- Prepare professional reports and correspondence related to psychology.
- Conducts a wide range of screening and diagnostic tests specific to school psychology and child development.
- Evaluate clients with learning challenges and recommend specific support strategies.
- Use technology and demonstrate competency with online platforms for professional development.

- Recommend strategies and additional resources to support development of client's educational needs.
- Meet with clients to conduct individual assessments and determine academic and mental health needs.
- Select, administer and score psychological tests.
- Complete required documentation and reports for compliance and treatment planning.
- Collaborate with parents, educators, school administrators and external professionals in development of Individualized Education Plans (IEPs).
- Utilize formal and established testing protocols to evaluate educational, emotional and behavioral needs of clients.
- Collaborate with social workers to help clients grow social and emotional capacities.
- Consult with teachers and parents to gain in-depth understanding of young people.
- Provide recommendations for modification, development and improvement of educational programs.
- Compile and interpret client's test results along with information from teachers and parents to diagnose conditions and assess eligibility for special services.

07/2008 - 12/2017

University of Pretoria | Pretoria-East, South Africa

University Lecturer in Psychology
Applicant was employed at University of Pretoria as **teaching assistant**, during the second year of her master degree qualification in educational psychology (2004). Following completion of applicant's internship year (2006) and research dissertation (2007), she commenced tasks as **tutor** for postgraduate students, at University of Pretoria (2008).

Applicant was employed (part-time) at University of Pretoria from 2008 - 2017. During this nine year time period she was promoted from tutor, to lecturer, to module coordinator and finally senior lecturer.

Work related tasks included:

- Implementing diverse instructional approaches to engage students and promote deeper understanding of material.
- Developing and updating source syllabi to comply with changing course plans.
- Presenting classes each semester for both undergraduate and graduate-level students.
- Creating, distributing and reviewing course syllabi for accuracy and compliance with established guidelines.
- Guiding students through exercises to challenge personal worldviews and open individual minds to different approaches.

- Preparing and implementing lesson plans covering required course topics.
- Participating in student and faculty events to highlight programme offerings, engage students and increase profile on campus.
- Supervising student's clinical cases, community projects and school based intervention programmes.
- Attending general meetings and completion of administrative tasks.
- Collaboration with external examiners.
- Participation in student selection for post-graduate programmes.
- Building learning and citizenship skills to help with personal growth in addition to increasing academic knowledge.
- Instructing classes of up to 90 students on principles and successful strategies of educational psychology.
- Led interesting and diverse group activities to engage students in course material.
- Selecting, organising and distributing materials and supplies to meet classroom instructional needs.
- Using different instructional techniques to obtain and retain student interest in subject matter.
- Educating students in strategies for utilising core principles of discipline to address practical problems in field.

- Worked with administrators on behavioural issues to support needs of all students.
- Utilised multimedia strategies and technology to convey information in fresh and interesting ways.
- Created and enhanced course plans around class objectives.
- Keeping abreast of developments in field by reading current literature, talking with colleagues and participating in professional conferences. Topics included good clinical practice, DSM-V, eating disorders, children in conflict with law, attention deficit hyperactivity disorder, bipolar disorder, oppositional defiant disorder, child sexual abuse, contemporary perspectives on child psychotherapy, play therapy, ICD-10 coding, sexual offences and trauma debriefing.
- Updated class and student records.
- Prepared and delivered lectures to undergraduate or graduate students on topics such as abnormal psychology, cognitive processes and work motivation.
- Spearheaded research into use of gestalt therapy as alternative assessment technique and young adult's experiences from residential care to independent living.
- Mentored less successful students one-on-one to improve understanding of materials.
- Implemented diverse instructional techniques and

integrated technology to enhance student learning.

- Enhanced classroom learning by facilitating small group projects and discussions centering around core concepts of psychology.

Applicant was appointed lecturer and/or module coordinator for courses:

- **OWG 720 (Lecturer):** Module presented to post graduate students. Goals and principles of **community education**. Learning areas include principals of asset-based approach, conceptual and theoretical framework for **community empowered schools**, schools as community centers, **school-family-community partnerships**, community, adult and youth services, **community education programme development** and evaluation models, building community collaborations and **service-learning project**.
- **KDW 710 (Lecturer):** Module presented to postgraduate students. **Child development theories** including but not limited to psychoanalytical (Freud and Erikson), behaviouristic and social learning theory, cognitive and language development (Piaget and Vygotsky), humanistic theory, ecological theory, value orientated theories and moral development (Kohlberg) as well as **community service learning**.
- **OPG 804 (Course coordinator and senior lecturer):** Module

presented to master degree students. Educational psychologist as consultant and facilitator within **multi-cultural framework**. Areas of learning include underlying theory and approach to **educational psychological assessment and intervention, forensic dimension, foundation of child psychotherapy,** educational psychologist as person, **assessment and therapeutic approaches** and well-founded use thereof for client's experiencing emotional and behavioural difficulties. Other learning areas include repertoire of assessment and therapeutic techniques when working with clients, principles for planning and implementation of assessment as well as intervention with clients and andragogical intervention with parents.

- **OPR 700 (Lecturer, clinic case supervisor and presentation facilitator):** Module presented to post graduate students. Ecosystemic and asset-based approach to educational psychology practice. Learning objectives include **psychometric assessment, interviewing, listening and communication skills.** Other learning areas include **report writing** and utilisation of assets and resources in children, family systems and communities. Topics further include **interdisciplinary collaboration and referral**

expertise as well as **ethical issues** and rights of clients.

- **SLB 700 (Lecturer and supervisor for counselling project):** Module presented to post graduate students. Ecosystemic and asset-based approaches to counselling and guidance. Learning areas include schools as nodes of support within communities. Other learning areas focus on **promotion of safe schools** as well as care and **counselling for clients, families and staff**. Learning areas further include crisis and **trauma counselling for clients, families and staff**. Further attention given to preventative solution focused and **short-term support strategies regarding emotional, behavioural, social, career development and learning** related aspects. Psychometric knowledge and skills applied within **counselling project**.
- **OPV 122 (Lecturer):** Module presented to undergraduate students. **Child development and learning**. In addition to underlying principles of developmental psychology and theories of development, child development is discussed in terms of **physical growth and motor development, development of perception, cognition and language, emotional development, social development and moral development**. **Developmental psychopathology** is also

introduced. In terms of child learning, principles of learning, **theories of learning and barriers to learning** are discussed. School learning explained in terms of **learning, reading and study skills.**

- **OPV364 (Lecturer):** Module presented to undergraduate students. Positive approaches to childhood and education, such as **health promotion**, appreciative enquiry, asset-based and solution focused approaches to intervention and whole school approach. Learning areas focus on **inclusive education**, indigenous knowledge systems, protective factors such as **wellness in contexts** and pastoral function of education (life skills and counselling) as well as vulnerability and **buffers to vulnerability.**
- **OPV163 (Lecturer):** Module presented to undergraduate students. **Cognitive, affective and normative components of learning**, climate of learning, learning as process and environmental influences. Learning areas include facilitating learning, indigenous knowledge, basic skills in education namely **reading, writing, arithmetic and relationships**, **learner developmental stages, identity and personality** as well as age, socio-economic environment, gender and language factors.
- **LPO 402 (Lecturer):** Module presented to qualified educators

completing advanced certificate in special needs education. **Assessment, interviewing and intervention** techniques whilst working with learners experiencing **special educational needs**. Asset-based approach to learning support and context specific practical work. Written reflections and portfolio of work.

- **LSR 431 (Lecturer):** Module presented to qualified educators completing advanced certificate in special needs education. Skills to **support and accommodate learners experiencing barriers to learning** by utilising and mobilising assets in classroom and school level. Module recognise and build on students experiences and practices that originate from various exposures to **diverse learning environments** in schools and communities.
- **LWP 402 (Module Coordinator):** Module presented to qualified educators completing advanced certificate in special needs education. **Child development and educational difficulties**. Learning areas include learner disabilities as well as **social, emotional and behavioural difficulties**. Content include guidance pertaining to learning difficulties relating to **language, reading, spelling, handwriting and mathematics**. Content further include specific barriers related to **physical disabilities and health impairments**.

Guidance pertaining to educational needs of learners experiencing **auditory difficulties, visual disabilities, intellectual and cognitive differences as well as challenging behaviour.**

- **LSR 421 (Module Coordinator):** Module presented to qualified educators completing advanced certificate in special needs education. Developmental processes and needs of learners in **inclusive classroom**. Practical ideas for promoting **physical, cognitive, personal and social development during early years, middle childhood and adolescence** learned. Students introduced to activities to help children **read, write and do maths**. Strategies to **prepare children for school**, focusing on **physical and language development**.
- **LSR 402 (Module Coordinator):** Module presented to qualified educators completing advanced certificate in special needs education. Understanding **specific learning difficulties and providing support for learning difficulties, whilst considering developmental processes and needs.**

01/2015 - 12/2015

The Independent Institute of Education - Varsity College | Johannesburg, South Africa
Lecturer

Applicant was employed at Varsity College as lecturer, presenting Psychology to undergraduate students completing Bachelor of Arts degree.

- Applicant lectured classes, using communication techniques to enhance engagement.
- Advised students on academic paths, providing holistic support throughout first year of learnings.
- Concisely presented complex material through practical presentations to encourage students to apply knowledge to real world settings.
- Provided additional administrative support and pastoral care to department for improved services.
- Assessed students' work such as tests, class presentations, assignments and formal examinations, consistently providing results and feedback within required time frame.
- Inspired and engaged students using practical case studies to optimise development and subject enthusiasm.
- Demonstrated expertise in psychology to offer engaging, insightful teaching and resources.
- Constantly updated personal knowledge through work at private practice to impart most up-to-date subject insight.

01/2006 - 12/2006

Pretoria-East Primary School |
Pretoria, South Africa

Intern Educational Psychologist

Applicant completed mandatory internship at a primary school that has diverse population groups.

During applicant's internship she:

- Worked with learners from the age of 5 to 13 years and with relevant stakeholders such as teachers, parents and other professionals. Professionals included speech therapists, occupational therapists, psychologists and teachers specialising in remedial work.
- Conducted formal assessments with learners and used formal and informal media to gather relevant information.
- Accessed school progress reports, schoolbooks and teacher reports.
- Conducted observations in the classroom, on the playground and during formalised assessments.
- Identified behavioural and emotional difficulties and planned psychotherapeutic interventions.
- Provided feedback to educators and parents, and completed reports.
- Diagnosed learning difficulties and provided orthodidactic support and guidance.
- Facilitated family counselling, parental guidance, multidisciplinary consultations and teacher support.

- Scheduled appointments and new client consultations.
- Determined effective treatment plans for learners.
- Contacted learners and their parents about appointments and treatment options.
- Referred learners to specific professionals.
- Collected case histories covering personal, academic and social details for permanent records.
- Worked with clients experiencing learning difficulties and employed strategies to support them to reach their full potential.
- Implemented crisis intervention techniques to help learners and personnel through complex situations.
- Facilitated groups of learners to cover topics such as bullying, eating disorders, divorce and sexual education.
- Assisted with documenting and evaluating behaviours of learners with learning disability diagnoses.
- Administered, scored and interpreted psychological tests.
- Assessed available case data and prepared reports outlining findings and recommendations.
- Delivered counselling services under close supervision of psychologists.
- Identified psychological, emotional, learning and behavioural difficulties and diagnosed disorders using information obtained from evaluation techniques.

- Defined core problems and determined key strategies for investigating and remediating concerns.
- Counselling individual learners regarding family situations to modify behaviour and improve personal adjustment.
- Interacted with learners to assist in gaining insight, defining goals and planning action to achieve effective personal development and adjustment.
- Developed and implemented psychological strategies to enhance quality of personal and school life.

PROFESSIONAL REGISTRATION AND MEMBERSHIP

Professional bodies with which applicant is registered:

- Health Professions Council of South Africa (PS 0100 528)
- Psychological Society of South Africa (PSY 616)
- Board of Health Care Funders of Southern Africa (086-003-027-3627)
- Health and Care Professions Council - United Kingdom (PYL042023)
- Irlen Institute (Perceptual Development Corporation)