

PRIVATE AND CONFIDENTIAL

CURRICULUM VITAE OF DR RUWAYDA CHANTELE PETRUS

PERSONAL DETAILS:

School of Applied Human Sciences

Discipline of Psychology **ADDRESS:**

Howard College Campus
University of Kwa-Zulu Natal

Lower Ground Floor; Memorial Tower Building (MTB), King

George V Avenue,

Glenwood, Durban 4001

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Contact: 031 260 1778

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PROFESSIONAL REGISTRATIONS

| PROFESSIONAL BODY | CATEGORY | REGISTRATION NUMBER |
|--|--------------------------------|---------------------|
| Health Professions Council of South Africa (HPCSA) | Intern Industrial Psychologist | PSIN0159042 |
| Health Professions Council of South Africa (HPCSA) | Student Psychologist | PSS0114219 |

ACADEMIC QUALIFICATIONS

| UNIVERSITY OR EXAMINING BODY | DEGREE | YEAR | TITLE/MAJOR |
|------------------------------|-----------------------------------|------|--|
| University of KwaZulu Natal | Ph.D. (Psychology) | 2017 | "Positive Psychological Resources and Stressors of Nurses working in a National Health Insurance (NHI) Pilot site" |
| University of KwaZulu Natal | M.Soc.Sci (Industrial Psychology) | 2011 | Industrial Psychology |
| University of Namibia | B.Psych | 2010 | Clinical Psychology and Industrial Psychology |

EMPLOYMENT HISTORY AT THE UNIVERSITY OF KWAZULU-NATAL (UKZN)

| Job Title | Start Date | End Date |
|---|------------|------------|
| Senior Lecturer | 01.01.2018 | Current |
| Change Management and Clinical Communication Skills Trainer | 01.01.2016 | 31.12.2017 |
| Senior Tutor in Psychology | 01.07.2015 | 31.11.2015 |
| Research Assistant in Psychology | 01.01.2015 | 31.06.2015 |
| Senior Tutor in Psychology | 01.02.2013 | 31.11.2014 |

Academic Leader: Teaching and Learning, University of Kwazulu Natal, Durban, South Africa *(April 2021 – Present)*

Overview of Position

To provide academic leadership in Teaching and Learning, including serving as a member of the School Management Committee

- Interacts with visiting academics, professional bodies, industry and government officials. This interaction takes place on campus, and also nationally and internationally through visits.
- Interacts with academics, support and administration staff within the school. Interacts across the University by serving on a range of committees, and taking up issues on behalf of the School or/and College

Key Areas of Responsibility:

1. Academic Leadership

- Provide Teaching and Learning leadership within the School.
- Chair the School Teaching and Learning Committee.
- Consult with other Academic Leaders and senior members of the School in fulfilling this role. Where applicable, delegate responsibility for the delivery and administration of Teaching and learning to the relevant academic(s).
- Facilitate teaching-related staff development and training including but not limited to curriculum development, pedagogy and assessments
- Responsible for the academic integrity of programmes.
- Responsible for the academic monitoring and support for programmes.
- Lead and coordinate curricula activities in the School, including introduction, implementation and regular review of the teaching programmes, according to the School Teaching and Learning Committee.
- Represent the School on relevant, College and Senate committees, if needed.
- Liaise directly with the Dean: College Teaching and Learning regarding strategic aspects of Teaching and Learning.

Provide leadership and encourage members of the academic staff in the discipline/s and/or programmes (where relevant) to engage in community service that adds value in the interest of their own development, the University and community.

2. Administration

- Reporting on Teaching and Learning matters.
- Ensuring Teaching and Learning processes are implemented as per policy and University and College procedures.
- Liaise with Dean: College Teaching and Learning regarding implementation of Teaching and Learning.

- Sign-off on student registration where there are any exceptions to normal progression as per the programme rules and recommended to the Dean: College Teaching and Learning any major exception to rules that may require College level approval.
- Oversight of undergraduate and honours student administration in the School.
- Counsel at risk students on their curriculum.
- Chair the examinations “shredding” process (team discussion about exam quality and integration of external examiner/moderator comments).
- Report to School Examination Board on assessment processes and examination results, and sign off on the School ERS.
- Deal with student grievances within the School.
- Monitor the teaching programmes to ensure quality delivery of teaching and assessment.
- Address issues arising from evaluation of modules, which must include designing and implementing quality control processes within the School.
- Be acquainted with and communicate all relevant HEQF, University and College Teaching and Learning policies to staff and students in the School.
- Lead the processes for validation/accreditation and revalidation/re-accreditation of programmes, module templates, yearly curriculum changes and handbook entries.

Senior Lecturer, University of KwaZulu Natal, Durban, South Africa

(January 2018 – Present)

Overview of Position

The main purpose of this post is the training and education of undergraduate and post-graduate students in Psychology and to build the knowledge base of the discipline through research and publication. Administration of certain teaching activities within the discipline is also required. Academics are also required to be active in some form of community engagement related to their discipline. This can be in professional forums, or in service delivery through NGOs and other avenues

Key Areas of Responsibility

Teaching

- Provide and facilitate teaching and learning, and assessment for both undergraduate and post graduate programs through the following:
 - Ensure that teaching and learning complies with quality standards and regulations of the University and School
 - Develop and apply innovative teaching techniques, methods, and materials that create interest, understanding and enthusiasm amongst students
 - Use appropriate learning support and assessment methods
 - Responsible for setting and monitoring standards and working to agreed work plans and timescales
- Undergraduate Teaching:
 - PSYC101: Introduction to Psychology A
 - PSYC102: Introduction to Psychology B
 - PSYC207: Industrial Psychology A (Organisational Behaviour)
 - PSYC321: Work Health and Ergonomics
- Postgraduate Teaching:
 - PSYC701: Research Methods
 - PSYC810: Community Interventions in Professional Psychology
 - PSYC814: Research Methods

Research

- Supervision Postgraduate students which involves reviewing concept notes of students, critically reading their work and provide feedback. Meeting regularly with students and providing workshops to students on how to improve their research skills to ensure completion of the degree.
 - Honours students in General and Industrial Psychology
 - Masters students in Industrial Psychology and Clinical and Counselling Psychology
 - Masters students in Master of Pharmacy Program
 - Masters students in Culture, Communication and Media Studies
 - PhD students in Psychology
- Involvement in research activities:
 - Develop research objectives, projects and proposals
 - Conduct individual and/or collaborative research projects
 - Extend, transform and apply knowledge acquired from scholarship to teaching and appropriate external activity
 - Develop, contribute, produce and generate new knowledge through research outputs
 - Translate knowledge of advances in the subject area into the course of study

Community Engagement

- Involvement in community engagement programs:
 - Participate in Cooperative education
 - Placement of students to acquire experiential training
 - Assessment of student progress in Work Integrated Learning
- Engage in partnerships with civil society, Community Outreach Unit, organisations, NGOs, CBOs in advancing the Department's relevance through contact with communities with object of providing development, exchanges and support
- Develop links with relevant industries and external bodies to encourage knowledge/ technology transfer opportunities and create opportunities for future research projects.

Render service based on own knowledge and expertise in the discipline to colleagues, organizations and communities locally. This could be consultation, collaboration involvement in policy processes or projects

Clinical Communication Skills Facilitator for the EMERALD project,

University of KwaZulu Natal, Durban, South Africa

(January 2015 – December 2017)

Roles and responsibilities:

- Developed Change Management Materials for implementation at 20 Primary Health Care Facilities in North West Province as part of the PRIME, EMERALD and COBALT projects.
- Developed evaluation tools for the above mentioned training to assess the impact of the training in changing nurse attitudes from biomedical to more patient- centred care.
- Collected both quantitative and qualitative data for the projects. This involved either administering questionnaires, conducting interviews or facilitating focus groups with staff at the PHC facilities to assess the impact of the interventions on clinic functioning.
- Co- supervised Masters Thesis – Ms Dianne Ackerman

Senior Tutor, University of KwaZulu Natal, Durban, South Africa

(July 2015 – November 2015)

Roles and responsibilities:

- Developed Course Content for Organisational Development (Psych717)
- Evaluated student performance
- Student consultations
- Mentoring of at risk students

I engaged in cultivating student's practical knowledge and skills in designing interventions for the workplace. Students, within the group modality from various departments employed the action research model to

Research Assistant (PRIME), University of KwaZulu Natal, Durban,

South Africa

(January 2015 – June 2015)

Roles and responsibilities:

- Developed workshop content and subsequently facilitated workshops for healthcare professionals on clinical communication skills.
- Supervised and assisted in the collection of baseline data for PRIME and EMERALD project on assessment of chronic care in primary health care facilities
- Gathering data on employee wellbeing.
- Assisted in recruitment and selection of Field Supervisors for PRIME Research trial.
- Assisted administratively on executing the project.

Senior Tutor, University of KwaZulu Natal, Durban, South Africa

(February 2013 – November 2014)

Roles and responsibilities:

- Supervised Honors Research Projects
- Developed Module Content
- Lectured in Statistics: Second year Psychology Students
- Developed Module Content in Research Methodology
- Lectured in Research Methodology
- Developed Module Content & lectured on Psychology of Work and Careers for 2nd year Psychology students

Workshops Attended:

2019: DRILL Writing for Publication Workshop 2018: UTLO

Writing Workshop in Durban 2018: The SATN Supervisors

Workshop in Durban

2016: MMPI Accreditation Training 2016: SA – 16PF Accreditation Training 2015:

SARETI ETHICS MODULES at UKZN PMB campus

2015: Clinical Communication Skills Workshop at UKZN Medical School

2014: Literature Review Workshop UKZN

2014 :Qualitative Workshop UKZN

Workshop organizer:

2013: SAHS Laughter Workshop (Organizer)

Member of the organizing team for the conference.

Assisted in the following:

- Meetings on design of poster and program.
- Organizing the venue and catering
- Inviting staff and students

Training:

- 2012: Giotta SA Integrity Accreditation Training
- 2012: Saville Consulting Wave Accreditation Training
- 2012: SA 16 –PF Accreditation Training

Publications

Seward, N., Hanlon, C., Abdella, A., Abrahams, Z., Alem, A., Araya, R., ... & Prince, M. (2022). HeAlth System StrEngThening in four sub-Saharan African countries (ASSET) to achieve high-quality, evidence-informed surgical, maternal and newborn, and primary care: protocol for pre-implementation phase studies. *Global health action*, 15(1), 1987044.

Janse van Rensburg, A., Kathree, T., Breuer, E., Selohilwe, O., Mntambo, N., Petrus, R., ... & Petersen, I. (2021). Fuzzy-set qualitative comparative analysis of implementation outcomes in an integrated mental healthcare trial in South Africa. *Global health action*, 14(1), 1940761.

Petersen, I., Fairall, L., Zani, B., Bhana, A., Lombard, C., Folb, N., Selohilwe, O., Georgeu-Pepper, D., Petrus, R., Mntambo, N., ... & Lund, C. (2021). Effectiveness of a task-sharing collaborative care model for identification and management of depressive symptoms in patients with hypertension attending public sector primary care clinics in South Africa: pragmatic parallel cluster randomised controlled trial. *Journal of Affective Disorders*. DOI: 10.1016/j.jad.2020.12.123

Upadhaya, N., Jordans, M. J., Adhikari, R. P., Gurung, D., Petrus, R., Petersen, I., & Komproe, I. H. (2020). Evaluating the integration of chronic care elements in primary health care for people with mental illness: a longitudinal study in Nepal conducted among primary health care workers. *BMC Health Services Research*, 20(1), 1-10.

Giusti, A., Nkhoma, K., Petrus, R., Petersen, I., Gwyther, L., Farrant, L., ... & Harding, R. (2020). The empirical evidence underpinning the concept and practice of person-centred care for serious illness: a systematic review. *BMJ global health*, 5(12), e003330

Petersen, I., van Rensburg, A., Kigozi, F., Semrau, M., Hanlon, C., Abdulmalik, J., Kola, L., Fekadu, A., Gureje, O., Gurung, D., Jordans, M., Mntambo, N., Mugisha, J., Muke, S., Petrus, R., ... & Thornicroft, G. (2019). Scaling up integrated primary mental health in six low-and middle-income countries: obstacles, synergies and implications for systems reform. *BJPsych Open*, 5(5).

Fairall, L., Petersen, I., Zani, B., Folb, N., Georgeu-Pepper, D., Selohilwe, O., Petrus, R., Mntambo, N., Bhana, A, D., Lombard, C., Bachmann, M., Lund, C., Hannass-Hancock., Chisholm, D., McCrone, P., Carmona, S., Gaziano, T., Levitt, N., Kathree, T., & Thornicroft, G. (2018). Collaborative care for the detection and management of depression among adults receiving antiretroviral therapy in South Africa: study protocol for the CobALT randomised controlled trial. *Trials*, 19(1), 193.

Petersen, I., Bhana, A., Folb, N., Thornicroft, G., Zani, B., Selohilwe, O., Petrus, R., Mntambo, N., Georgeu-Pepper, D., Kathree, T., & Lund, C. (2018). Collaborative care for the detection and management of depression among adults with hypertension in South Africa: study protocol for the PRIME-SA randomised controlled trial. *Trials*, 19(1), 192.

Supervision of Students

| | Masters | PhD |
|-------------|---------|-----|
| Supervising | 11 | 4 |
| Graduated | 5 | 1 |
| | | |
| Total | 13 | 5 |

Conferences

2018|WORLD PSYCHIATRIC ASSOCIATION CONGRESS IN ETHIOPIA

Panel presentations for PRIME.

Presentation titled “Evaluation of a collaborative care model for integrated primary care of common mental disorders comorbid with chronic conditions in South Africa”

2015|14th EUROPEAN CONGRESS OF PSYCHOLOGY

Poster presentation: work in progress on PhD “Positive Psychological Resources of Nurses in NHI (pilot)”.

2012|6 THE EUROPEAN CONFERENCE ON POSITIVE PSYCHOLOGY

Paper Presentation: “Orientations to happiness and subjective well-being among teachers in Swaziland” written by Sizakele Dlamini.

2012|FIRST SCHOOL OF APPLIED HUMAN SCIENCES

POSTGRADUATE CONFERENCE UNIVERSITY OF KWAZULU- NATAL HOWARD COLLEGE CAMPUS

Member of the organizing committee. Assisted in the following :

- Meetings on design of poster and program .
- Organizing the venue and catering
- Organizing submitted abstracts into various tracks
- Informing students of the acceptance of their abstract
- Inviting staff and students to conference

Research Projects

2018: NIHR Global Health Research Unit on Health System Strengthening in Sub Saharan Africa (ASSET)

ASSET NIHR Global Health Research Unit on Health System Strengthening in Sub-Saharan Africa brings together surgeons, obstetricians, midwives, psychiatrists, public health dentists, palliative care and general healthcare specialists to work with social scientists, health economists, information technologists and implementation scientists. We are exploring practical options, through health system strengthening interventions, to improve the coverage and quality of care. There are three care platforms - surgical , maternal and integrated primary healthcare for chronic diseases – in four SSA countries(Ethiopia, South Africa, Sierra Leone, Zimbabwe).

2017: Mental Health Integration Project (MhINT)

2014 - 2016:

Emerging Mental Health Systems in Low and Middle Income Countries (EMERALD), the Programme for Improving Mental Health Care (PRIME) and Comorbid Affective Disorders, AIDS/HIV, and Long Term Health (COBALT)

Programme for Improving Mental Health Care (PRIME)

PRIME is a research programme consortium comprising universities and Ministries of Health in five developing countries (Ethiopia, India, Nepal, South African, Uganda) funded by DFID. The goal of PRIME is generate international evidence on the development, implementation and scaling up of integrated treatment packages for priority mental disorders in primary and maternal health care settings in low resource contexts. For more information visit www.prime.uct.ac.za

Emerging mental health systems in Low- and middle-income countries (EMERALD)

EMERALD is a research consortium that brings together collaborators from Ethiopia, India, Nepal, Nigeria, South Africa & Uganda. to improve mental health outcomes by enhancing health systems funded by European Union's 'Seventh Framework' Programme. The project aims to establish systems requirements to ensure adequate, fair and sustainable resourcing, integrated provision of physical and mental health, and improved coverage of care in the participating countries. For more information visit www.emerald-project.eu

Comorbid Affective Disorders, AIDS/HIV, and Long Term Health (COBALT)

COBALT is a pragmatic two-arm parallel cluster RCT in public sector PHC clinics funded by the National Institute of Health (NIH). It assesses mental health and HIV outcomes for depressed adults receiving ART by measuring the real-world effectiveness of a facility-based collaborative stepped care intervention combining depression case detection by non-physician clinicians with group psychosocial intervention delivered by lay-health workers.

References:

Title: DRILL Fellowship Supervisor (UKZN) – Director of the Centre of Rural Health

Name: Professor Inge Petersen

Email: peterseni@ukzn.ac.za

Contact: 0312607970

Title: DRILL Fellowship Mentor (UKZN): Dean of School of Nursing and Public Health (Mentor)

Name: Professor Mosa Moshabela

Email: Moshabela@ukzn.ac.za

Contact: 031 260 1736

Title: Professor (UKZN) – Health Promotions Stream Leader

Name: Professor Anna Meyer-Weitz

Email: meyerweitza@ukzn.ac.za

Contact: 0312607618