

# Abbreviated Curriculum Vitae

## Linda Theron

### 2015

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**Current organisation:** North-West University (NWU)  
(Faculty of Humanities, Vaal Triangle Campus)

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## EXECUTIVE SUMMARY

Linda Theron is respected for **resilience-focused research** that has contributed a more profound understanding of why some South African children and young people do well in life, despite the odds being stacked against them. In particular, she is credited with flagging how sociocultural context and historical legacy shape the resilience processes of black South African youth and highlighting the complex contributions of teachers, education, and traditional African values to these processes. Google Scholar (July 2015) rates Linda's h-index as 15 (2008-2015) and lists 584 citations of her work. **Leading international resilience scholars** (e.g., Ann Masten<sup>1</sup>, Michael Ungar<sup>2</sup>) **cite Linda's work**. In 2013, the **Education Association of South Africa awarded Linda a research medal** in acknowledgment of her resilience-focused research with South African youth and teachers. Further evidence of respect for her work lies in an **invitation by Springer publishers for Linda to lead-edit a volume** detailing how culture enables and constrains the resilience processes of young people worldwide. This volume, showcasing 17 contributions from **African, North and South American, Australasian, Asian, and European scholars** (and their co-authors), was published in 2015. Likewise, Linda was invited to lead a concurrent plenary, focused on the resilience processes of African young people, at the Pathways to Resilience III International Conference (Canada, June 2015). Proof of Linda's scholarship is also evident in her leadership, principal co-investigation, and/or co-investigation of/in **funded research projects that have leveraged R5,362 800.00** (since 2005). As a result, Linda has a track record of **productive networks with high-profile resilience-focused researchers** in Brazil, Canada, Colombia, China, Finland, Ireland, New Zealand, and South Africa. This has animated additional national and international networks: Linda was invited to head the South African resilience team collaborating in the multi-country Youth Resilience Project of the Worldwide University Network, and she was included in the Adolescent Well-being (ADwell) research group, affiliated with, and funded by, the DST-NRF Centre of Excellence in Human Development. Her scholarship has attracted **34 postgraduate students** (supervised to completion) and **three postdoctoral fellows**, all of whom represent **South Africans who were historically disadvantaged** because of sex and/or race. Since 2005, her funded resilience projects have facilitated funding for their studies and directed their research foci. A number of these ex-students are now associate professors, senior lecturers, and lecturers at South African HEIs or occupy key posts in provincial education departments. As part of what she understands her research mandate to be, Linda has **purposefully transformed research findings into curricular content, as well as user- and/or community-friendly products** (e.g., resilience-supporting programmes; guidelines for teachers and educational psychologists; short-learning programmes accredited by North-West University) – these products include an **activist, social change agenda**. She has also documented the research methodologies that facilitated meaningful youth and community engagement. In particular, the value of Khazimula (a research-informed strategy to support youth resilience using indigenous insights) was recognised when Linda and her research team were **finalists in the 2013-2014 NSTF-BHP Billiton Award** (individual/team research leading to innovation) and an **awardee of the NWU Vice-Chancellor's Award**: service excellence in community engagement (applied research results).

<sup>1</sup> Masten, A. S. (2014a). Global perspectives on resilience in children and youth. *Child Development*, 85(1), 6–20. doi:10.1111/cdev.12205 (see p. 12)

Masten, A. S. (2014b). *Ordinary magic. Resilience in development*. New York, NY: Guilford Press. (see pp. 228-229; 243-244)

<sup>2</sup> E.g., Ungar, M., Ghazinour, M., & Richter, J. (2013). Annual research review: What is resilience within the social ecology of human development? *Journal of Child Psychology and Psychiatry*, 54(4), 348–366. doi:10.1111/jcpp.1202 (see pp. 353; 355)

Ungar, M. (2015). Resilience and culture: The diversity of protective processes and positive adaptation. In L. C. Theron, L. Liebenberg, & M. Ungar (Eds.), *Youth resilience and culture: Commonalities and complexities* (pp. 37–48). Dordrecht, the Netherlands: Springer. (see p. 41)

## HIGHLIGHTS

- 2000** Obtained resilience-focused, educational psychology doctoral degree and commenced academic career
- 2005** Recipient, National Research Foundation Thutuka Research Grant: Resilient Educators study (2005-2010)
- 2008** Promoted to Associate Professor, School of Education Sciences, Faculty of Humanities, NWU  
 Invited co-investigator: Negotiating Resilience Project (five-country funded study under leadership of Resilience Research Center, Dalhousie University, Canada)
- 2009** Recipient of SANPAD Research Grant: Read-me-to-Resilience study (2009-2011)  
 Recipient of Young Researcher Medal, Education Association of South Africa
- 2010** Invited principal co-investigator along with Prof. Michael Ungar (Dalhousie University, Canada): Pathways to Resilience research project (five-country funded study, 2010-2014)
- 2011** Associate editor, *South African Journal of Psychology* (2011-2012)  
 Chairperson, Education Association of South Africa  
 National Research Foundation rating (Established researcher, C2)  
 Promoted to Professor, School of Education Sciences, Faculty of Humanities, NWU
- 2012** Invited to arrange and chair resilience-focused symposium, International Association of Cross-cultural Psychology, 21st International Congress  
 Invited to arrange and chair resilience-focused symposium, International Congress of Psychology, 30th International Congress  
 Associate editor, *South African Journal of Education* (2012-2016)  
 Invited member, Child-to-Child Advisory Board (resilience-focused study in Sierra Leone)  
 Research leader, Resilience & Post-traumatic Growth Sub-program, Optentia Research Focus Area, NWU, 2012-...
- 2013** Recipient of Research Medal, Education Association of South Africa, in recognition of resilience-focused research  
 Associate editor, *School Psychology International* (2013+)  
 Invited to serve as member of Imbeleko Research Reference Group (Nelson Mandela Children's Institute)  
 Principal co-investigator along with Prof. Kristiina Kumpulainen: Social Ecologies of Resilience among at-risk Children Starting School in South Africa and Finland (funded Finland-South Africa study; 2013-2016)
- 2014** Invited workshop: Researching Resilience using Drawings, University of Helsinki, Finland  
 Invited international consultant, Bamboo Project (Oak Foundation-funded, resilience-focused, three-country study)  
 Invited resilience-focused public lecture, Trinity College, Ireland  
 Invited workshop: Researching Resilience with Culturally Diverse Youth, Trinity College, Ireland  
 Invited discussant, Child Abuse and Resilience, Eastern Africa Sub-program partners regional meeting (Oak Foundation)  
 Finalist, NSTF-BHP Billiton Award (individual/team research leading to innovation): Khazimula – An indigenous strategy to support youth resilience  
 NWU Vice-Chancellor's Awardee: Service Excellence in Community Engagement (Applied Research Results)  
 Invited co-investigator and SA team leader: Worldwide University Network, Resilience in Youth  
 Co-applicant and co-investigator: Networks for Change and Well-being (funded Canadian-SA study, 2014-2020)
- 2015** Invited pre-conference workshop: Using Visual Methods to Study Resilience, Pathways to Resilience III International Conference  
 Invited facilitator, concurrent plenary panel: Pathways to Resilience III International Conference  
 Invited guest editor: Resilience-themed edition, *School Psychology International*  
 Invited collaborator: Adolescent Well-being research group (affiliated with, and funded by, DST-NRF Centre of Excellence in Human Development)

**SUMMARY, RESEARCH OUTPUTS**

Publications (solo and co-authored journal articles/book chapters, published/in press)	77
Scholarly books (co-edited)	2
Contributions at conferences (national and international)	61
Invited presentations	10
Master's degree studies completed under supervision/co-supervision	21
Doctoral degree studies completed under supervision/co-supervision	13
External examiner of postgraduate studies (dissertations/theses; national/international)	75
External examiner/moderator of research-related coursework	Several

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**DETAILED RESEARCH OUTPUTS**


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**Publications, solo-authored<sup>3</sup>**
*Theory-focused contributions*

1. **Theron, L. C.** (2015). Pathways to South African youth resilience: Commonplace, contextually and culturally relevant collaborations, and caveats. In F. E. Gouws (Ed.), *The Adolescent* (pp. 236–249). Pretoria, South Africa: Heinemann.
2. **Theron, L. C.** (2014). Being a “turnaround teacher”: Teacher-learner partnerships towards resilience. In M. Nel (Ed.), *Life orientation for South African teachers* (pp. 203–216). Pretoria, South Africa: Van Schaik.
3. **Theron, L. C.** (2013). Black students’ recollections of pathways to resilience: Lessons for school psychologists. *School Psychology International*, 34(5), 527–539. doi:0.1177/0143034312472762 [Journal impact: 1.447]
4. **Theron, L. C.** (2013). Teacher pathways to resilience: Interpretations of teacher adjustment to HIV&AIDS-related challenges. In M. P. Wissing (Ed.), *Wellbeing research in South Africa* (pp. 73–96). Dordrecht, the Netherlands: Springer.
5. **Theron, L. C.** (2013). Assessing school readiness using the Junior South African Individual Scales: A pathway to resilience. In S. Laher & K. Cockcroft (Eds.), *Psychological assessment in South Africa: Research and applications* (pp. 60–73). Johannesburg, South Africa: Wits Press.
6. **Theron, L. C.** (2012). Resilience research with South African youth: Caveats and ethical complexities. *South African Journal of Psychology*, 42, 333–345. [Journal impact: 0.212]
7. **Theron, L. C.** (2009). Educator voices on support needed to cope with the HIV/Aids epidemic. *African Journal of Aids Research*, 8, 231–242. [Journal impact: 0.608]
8. **Theron, L. C.** (2009). Empowering children and adolescents with ADHD to be resilient. In A. Decaires-Wagner & H. Picton (Eds.), *Teaching and ADHD in the Southern African classroom* (pp. 178–184). Northlands, South Africa: Macmillan.
9. **Theron, L. C.** (2008). “I have undergone some metamorphosis!” The impact of REds on South African educators affected by the HIV/Aids pandemic. A pilot study. *Journal of Psychology in Africa*, 18, 29–40. [Journal impact: 0.107]
10. **Theron, L. C.** (2008). Promoting responsible decision making and problem-solving. In L. Wood (Ed.), *Dealing with HIV/AIDS in the classroom* (pp. 199–220). Cape Town, South Africa: Juta.
11. **Theron, L. C.** (2008). Resilience as process: A group intervention program for adolescents with learning difficulties. In L. Liebenberg & M. Ungar (Eds.), *Resilience in action: Working with youth across cultures and contexts* (pp. 215–237). Toronto, Canada: University of Toronto Press.
12. **Theron, L. C.** (2008). Resilient coping strategies. In L. Wood (Ed.), *Dealing with HIV/AIDS in the classroom* (pp. 88–107). Cape Town, South Africa: Juta.
13. **Theron, L. C.** (2008). The *Batsha*<sup>4</sup>-Life Orientation Study – An appraisal by Grade 9 learners living in townships. *Education as Change*, 12(1), 45–65. [Journal impact: 0.218]
14. **Theron, L. C.** (2007). The health status of Gauteng and Free State educators affected by the HIV and AIDS pandemic – an introductory qualitative study. *African Journal of Aids Research*, 6(2), 175–186. [Journal impact: 0.608]

<sup>3</sup> List excludes accepted articles/chapters:

- **Theron, L. C.** (in press, 2015). The everyday ways that school ecologies facilitate resilience: Implications for school psychologists. *School Psychology International*. [Journal impact: 1.447]
- **Theron, L. C.** (in press). The resilience processes of black South African young people: A contextualised perspective. In U. Kumar (Ed.), *Routledge handbook of psychosocial resilience*. Florence, KY: Taylor and Francis.
- **Theron, L. C.** (in press, 2015). Towards a culturally- and contextually-sensitive understanding of resilience: Privileging the voices of black, South African young people. *Journal of Adolescent Research*. doi: 10.1177/0743558415600072 [Journal impact: 1.218]
- **Theron, L. C.** (in press). Using research to influence policy and practice: The case of the Pathways-to-Resilience Study, South Africa. In A. Abubakar & F. van de Vijver (Eds.), *Handbook of applied developmental science in sub-Saharan Africa*. Dordrecht, the Netherlands: Springer.

<sup>4</sup> Batsha is a Sesotho word for youth.

15. **Theron, L. C.** (2007). Uphenyo ngokwazi kwentsha yasemalokishini ukumelana nesimo esinzima: A South African study of resilience among township youth. *Child and Adolescent Psychiatric Clinics of North America*, 2007, 16(2), 357–375. doi:10.1016/j.chc.2006.12.005 [Journal impact: 2.481]
16. **Theron, L. C.** (2006). Critique of an intervention programme to promote resilience among learners with specific learning difficulties. *South African Journal of Education*, 26(2), 199–214. [Journal impact: 0.679]
17. **Theron, L. C.** (2005). Educator perception of educators' and learners' HIV status with a view to wellness promotion. *South African Journal of Education*, 25, 56–60. [Journal impact: 0.679]
18. **Theron, L. C.** (2004). The role of personal protective factors in anchoring psychological resilience in adolescents with learning difficulty. *South African Journal of Education*, 24, 317–321. [Journal impact: 0.679]

### ***Methodology-focused contributions***

19. **Theron, L. C.** (2013). Community-researcher liaisons: The Pathways to Resilience Project advisory panel. *South African Journal of Education*, 33(4), 1–19. [Journal impact: 0.679]
20. **Theron, L. C.** (2012). Does visual participatory research have resilience-promoting value? Teacher experiences of generating and interpreting drawings. *South African Journal of Education*, 32, 381–392. [Journal impact: 0.679]
21. **Theron, L. C.** (2012). Ethics in writing articles. In J. G. Maree (Ed.), *First steps in article writing* (pp. 89–97). Cape Town, South Africa: Juta.

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## **Publications, co-authored with national and international scholars<sup>5</sup>**

### ***Theory-focused contributions***

1. Cameron, C. A., **Theron, L. C.**, Tapanya, S., Li, C., Ungar, M., & Liebenberg, L. (2013). Visual perspectives on majority world adolescent thriving. *Journal of Research on Adolescence*, 23(1), 149–161. [Journal impact: 2.507]
2. Delpont, C. S. L., Strydom, H., **Theron, L. C.**, & Geyer, S. (2011). Voices of HIV- and Aids-affected educators: How they are psychosocially affected and how REds enabled them towards resilience. *AIDS Care*, 23, 121–126. [Journal impact: 2.194]
3. Heath, M. A., Donald, D. R., **Theron, L. C.**, & Lyon, R. C. (2014). AIDS in South Africa: Therapeutic interventions to strengthen resilience among orphans and vulnerable children. *School Psychology International*, 35(3), 309–337. doi:10.1177/0143034314529912 [Journal impact: 1.447]
4. **Theron, L. C.**, Cameron, C. A., Didkowsky, N., Lau, C., Liebenberg, L., & Ungar, M. (2011). A “day in the lives” of four resilient youths: A study of cultural roots of resilience. *Youth & Society*, 43(3), 799–818. doi:10.1177/0044118X11402853 [Journal impact: 1.211]
5. **Theron, L. C.**, & Donald, D. R. (2013). Educational psychology and resilience in developing contexts: A rejoinder to Toland and Carrigan. *School Psychology International*, 34, 51–66. doi:10.1177/0143034311425579. [Journal impact: 1.447]
6. **Theron, L. C.**, & Engelbrecht, P. (2012). Caring teachers: Teacher-youth transactions to promote resilience. In Ungar, M. (Ed.), *The social ecology of resilience: Culture, context, resources and meaning* (pp. 265–280). New York, NY: Springer.

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<sup>5</sup> List excludes accepted articles/chapters:

- Kumpulainen K., **Theron, L. C.**, Kahl, C., Mikkola, A., Salmi, S., Bezuidenhout, C., Khumalo, T., & Uusitalo-Malmivaara, L. (in press, 2015). Positive adjusting to first grade in risk-filled communities in South Africa and Finland: The role of school ecologies. *School Psychology International*. [Journal impact: 1.447]
- Liebenberg, L., **Theron, L. C.**, Sanders, J., Munford, R., Van Rensburg, A., Rothmann, S., & Ungar, M. (in press, 2015). Bolstering resilience through teacher-student interaction: Lessons for school psychologists. *School Psychology International*. [Journal impact: 1.447]
- **Theron, L. C.**, & Mitchell, C. (in press). Drawing is only for kids, right? Wrong! – Drawing as participatory visual methodology. In K. G. Tomaselli (Ed.), *Making sense of research: Theory, practice and relevance*. Pretoria, South Africa: Pearson.

7. **Theron L. C.**, Geyer, S., Strydom, H., & Delpport, C. S. L. (2008). The roots of REds: A rationale for the support of educators affected by the HIV and Aids pandemic. *Health SA Gesondheid*, 13(4), 77–88.
8. **Theron, L. C.**, & Gilgun, J. F. (2009). Strangers, patients, monsters, jailers, and children: How South African caregivers view their partners with manganese poisoning. *South African Journal of Psychology*, 39, 220–230. [Journal impact: 0.212]
9. **Theron, L. C.**, & Liebenberg, L. (2015). Understanding cultural contexts and their relationship to resilience processes. In L. C. Theron, L. Liebenberg, & M. Ungar (Eds.), *Youth resilience and culture: Commonalities and complexities* (pp. 23–36). Dordrecht, the Netherlands: Springer.
10. **Theron, L. C.**, Liebenberg, L., & Malindi, M. J. (2014). When schooling experiences are respectful of children's rights: A pathway to resilience. *School Psychology International*, 35(3), 253–265. doi:10.1177/0142723713503254 [Journal impact: 1.447]
11. **Theron, L. C.**, Liebenberg, L., & Ungar, M. (Eds.). (2015). *Youth resilience and culture: Commonalities and complexities*. Dordrecht, the Netherlands: Springer.
12. **Theron, L. C.**, & Phasha, N. (2015). Cultural pathways to resilience: Opportunities and obstacles as recalled by black South African students. In L. C. Theron, L. Liebenberg, & M. Ungar (Eds.), *Youth resilience and culture: Commonalities and complexities* (pp. 51–66). Dordrecht, the Netherlands: Springer.
13. **Theron, L. C.**, & Theron, A. M. C. (2010). A critical review of studies of South African youth resilience, 1990-2008. *South African Journal of Science*, 106(7/8). Retrieved from <http://www.sajs.co.za> [Journal impact: 0.840]
14. **Theron, L. C.**, & Theron, A. M. C. (2014). Education services and resilience processes: Resilient black South African students' experiences. *Child and Youth Services Review*, 47(3), 297–306. doi:10.1016/j.childyouth.2014.10.003 [Journal impact: 1.046]
15. **Theron, L. C.**, & Theron, A. M. C. (2014). Meaning-making and resilience: Case studies of a multifaceted process. *Journal of Psychology in Africa*, 24, 37–51. [Journal impact: 0.107]
16. **Theron, L. C.**, & Theron, A. M. C. (2013). Positive adjustment to poverty: How family communities encourage resilience in traditional African contexts. *Culture & Psychology*, 19(3), 391–413. Retrieved from <http://dx.doi.org/10.1177/1354067X13489318> [Journal impact: 0.754]
17. **Theron, L. C.**, Theron, A. M. C., & Malindi, M. J. (2013). Towards an African definition of resilience: A rural South African community's view of resilient Basotho youth. *Journal of Black Psychology*, 39, 63–87. doi:10.1177/0095798412454675 [Journal impact: 0.773]
18. **Theron, L. C.**, & Van der Merwe, M. P. (2006). Creating schools that invite wellness: A study of educator perceptions in previously disadvantaged schools in South Africa. In J. Novak, W. Rocca, & A. DeBiase (Eds.), *Creating inviting schools* (pp. 205–222). San Francisco, CA: Caddo Gap Publishing.
19. Ungar, M., **Theron, L. C.**, & Didkowsky, N. (2011). Adolescents' precocious and developmentally appropriate contributions to their families' well-being and resilience in five countries. *Family Relations*, 60(2), 231–246. doi:10.1111/j.1741-3729.2010.00645.x [Journal impact: 0.862]
20. Wood, L., Ntoate, G., & **Theron, L. C.** (2012). Supporting Lesotho teachers to develop resilience in the face of the HIV and AIDS pandemic. *Teaching and Teacher Education*, 28, 428–439. Retrieved from <http://dx.doi.org/10.1016/j.tate.2011.11.009> [Journal impact: 1.607]
21. Wood, L., **Theron, L. C.**, & Mayaba, N. (2012). Collaborative partnerships to increase resiliency among Aids-orphans: Some unforeseen challenges and caveats. *Africa Education Review*, 9, 124–141. [DoE-accredited journal; no listed impact/ranking]
22. Wood, L., **Theron, L. C.**, & Mayaba, N. (2012). Read me to resilience! Exploring the use of cultural stories to boost the positive adjustment of children orphaned by AIDS. *African Journal of Aids Research*, 11, 225–239. [Journal impact: 0.608]

### Methodology-focused contributions

23. Cameron, C. A., & **Theron, L. C.** (2011). With pictures and words I can show you: Cartoons portray resilient migrant teenagers' journeys. In L. C. Theron, C. Mitchell, J. Stuart, & A. Smith (Eds.), *Picturing research: Drawings as visual methodology* (pp. 205–218). Rotterdam, the Netherlands: Sense Publishers.
24. Cameron, C. A., **Theron, L. C.**, Ungar, M., & Liebenberg, L. (2011). Adapting visual methodologies to identify youth protective processes in negotiating resilience across cultures and contexts. *Australian Community Psychologist* (Special resilience edition), 23(2), 68–84.
25. Elias, M. J., & **Theron, L. C.** (2012). Linking purpose and ethics in thesis writing: South African illustrations of an international perspective. In J. G. Maree (Ed.), *Complete your thesis or dissertation successfully: Practical guidelines* (pp. 145–160). Cape Town, South Africa: Juta.
26. Liebenberg, L., & **Theron, L. C.** (2015). Innovative qualitative explorations of culture and resilience. In L. C. Theron, L. Liebenberg, & M. Ungar (Eds.), *Youth resilience and culture: Commonalities and complexities* (pp. 203–216). Dordrecht, the Netherlands: Springer.
27. Liebenberg, L., Ungar, M., & **Theron, L. C.** (2014). Using video observation and photo elicitation interviews to understand obscured processes in the lives of youth resilience. *Childhood*, 21(4), 532–547. doi:10.1177/0907568213496652 [Journal impact: 0.882]
28. Malindi, M. J., & **Theron, L. C.** (2011). Drawing on strengths: Images of ecological contributions to street child resilience. In L. C. Theron, C. Mitchell, J. Stuart, & A. Smith (Eds.), *Picturing research: Drawings as visual methodology* (pp. 105–118). Rotterdam, the Netherlands: Sense Publishers.
29. Mitchell, C., **Theron, L. C.**, Stuart, J., & Smith, A. (2011). Picturing research: An introduction. In L. C. Theron, C. Mitchell, J. Stuart, & A. Smith (Eds.), *Picturing research: Drawings as visual methodology* (pp. 1–16). Rotterdam, the Netherlands: Sense Publishers.
30. Mitchell, C., **Theron, L. C.**, Stuart, J., Smith, A., & Campbell, Z. (2011). Drawings as research method. In L. C. Theron, C. Mitchell, J. Stuart, & A. Smith (Eds.), *Picturing research: Drawings as visual methodology* (pp. 19–36). Rotterdam, the Netherlands: Sense Publishers.
31. **Theron, L. C.**, Geyer, S., Strydom, H., & Delpont, C. S. L. (2010). Visual methodology to build a resilient “communitas”. *Education as Change*, 14(S1), 85–100. [Journal impact: 0.218]
32. **Theron, L. C.**, & Malindi, M. J. (2012). Conducting qualitative research: Practical guidelines on fieldwork. In J. G. Maree (Ed.), *Complete your thesis or dissertation successfully: Practical guidelines* (pp. 96–108). Cape Town, South Africa: Juta.
33. **Theron, L. C.**, Mitchell, C., & Stuart, J. (2011). A positive, African ethical approach to drawings as research method. In L. C. Theron, C. Mitchell, J. Stuart, & A. Smith (Eds.), *Picturing research: Drawings as visual methodology* (pp. 49–62). Rotterdam, the Netherlands: Sense Publishers.
34. **Theron, L. C.**, Mitchell, C., Stuart, J., & Smith, A. (Eds.). (2011). *Picturing research: Drawings as visual methodology*. Rotterdam, the Netherlands: Sense Publishers.

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### Publications, co-authored with postgraduate students and postdoctoral fellows<sup>6</sup>

1. Fourie, C. L., & **Theron, L. C.** (2012). Resilience in the face of Fragile X Syndrome: A single female case study. *Qualitative Health Research*, 22, 1355–1368. [Journal impact: 1.625]
2. L’Etang, S., & **Theron, L. C.** (2011). A critical reflection on the participatory action process involved in the development of a cognitive-behavioural-based counselling intervention programme for youth living with HIV/AIDS in a rural South African town. *Action Research Journal*. doi:10.1177/1476750311414740 [Journal impact: 0.422]
3. Malindi, M. J., & **Theron, L. C.** (2010). The hidden resilience of street youth. *South African Journal of Psychology*, 40, 318–326. [Journal impact: 0.212]

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<sup>6</sup> List excludes accepted articles/chapters:

- Jefferis, T., & **Theron, L. C.** (in press, 2015). Community-based participatory video: A vehicle for exploring, and advocating for, girls’ resilience. *Perspectives in Education*.



4. Nel, M., & Theron, L. C. (2008). Critique of a language enrichment programme for Grade 4 ESL learners with limited English proficiency. *South African Journal of Education*, 28(2), 203–219. [Journal impact: 0.679]
5. Odendaal, I., Brink, M., & Theron, L. C. (2011). Rethinking Rorschach interpretation: An exploration of resilient Black South African adolescents' personal constructions using the Rorschach Comprehensive System. *South African Journal of Psychology*, 41, 528–539. [Journal impact: 0.212]
6. Theron, L. C., & Dalzell, C. (2006). The specific Life Orientation needs of Grade 9 learners in the Vaal Triangle region. *South African Journal of Education*, 26(3), 397–412. [Journal impact: 0.679]
7. Theron, L. C., & Dunn, N. (2006). Coping strategies for adolescent birthmothers who return to school following adoption. *South African Journal of Education*, 26(4), 491–500. [Journal impact: 0.679]
8. Theron, L. C., & Dunn, N. (2010). Enabling white, Afrikaans-speaking adolescents towards post-divorce resilience: Implications for educators. *South African Journal of Education*, 30, 231–244. [Journal impact: 0.679]
9. Theron, L. C., Mabitsela, M., & Esterhuizen, S. M. (2009). “REds empowered me. I am resilient. Maybe I will bend, but I will not break.” The piloting of Resilient Educators (REds): An intervention program to empower educators affected by the HIV and AIDS pandemic. *Journal of Education*, 46, 127–158. [DoE-accredited journal; no listed impact/ranking]
10. Theron, L. C., & Malindi, M. J. (2010). Resilient street youth: A qualitative South African study. *Journal of Youth Studies*, 13, 717–736. doi:10.1080/13676261003801796 [Journal impact: 0.771]
11. Theron, L. C., & Nel, M. (2005). The needs and perceptions of South African Grade 4 educators teaching English Second Language (ESL) learners. *Africa Education Review*, 2, 221–241. [DoE-accredited journal; no listed impact/ranking]
12. Truter, E., Theron, L. C., & Fouché, A. (2015). Understanding resilience in South African designated social workers. *Social Work/Maatskaplike Werk*, 26(3), 305–329. [Journal impact: 0.877]
13. Van Rensburg, A. C., Theron, L. C., Rothmann, S., & Kitching, A. (2013). The relationship between services and resilience: A study of Sesotho-speaking youths. *The Social Work Practitioner-Researcher*, 25(3), 286–308. [DoE-accredited journal; no listed impact/ranking]
14. Van Rensburg, A. C., Theron, L. C., & Rothmann, S. (2015). A review of quantitative studies of South African youth resilience: Some gaps. *South African Journal of Science*, 111(7/8). <http://dx.doi.org/10.17159/sajs.2015/20140164>. [Journal impact: 0.957]

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## Research reports

A complete list is available on request.

## Inaugural lecture

Theron, L.C. (2011). Vulnerable, but invincible? Ecosystemic pathways to South African youths' resilience. Potchefstroom, South Africa: NWU.

## Invited presentations

- Theron, L. C.,** Bhana, A., Bottrell, D., Hart, A., McCubbin, L., Mphande, C., & Reid, S. (2015, June). *Case studies of “waithood” and resilience-supporting responses from African and other inequitable contexts*. Invited concurrent plenary panel, Pathways to Resilience III: Beyond Nature vs. Nurture, Resilience Research Centre, Dalhousie University, Nova Scotia, Canada.
- Theron, L. C.,** & Liebenberg, L. (2015, June). *Arts-based approaches to understanding youth resilience in culturally sensitive ways*. Invited conference workshop, Pathways to Resilience III: Beyond Nature vs. Nurture, Resilience Research Centre, Dalhousie University, Nova Scotia, Canada .
- Theron, L. C.** (2014, February). *Stories of South African youth: Doing well in challenging contexts*. Invited public lecture, School of Social Work and Social Policy, Trinity College, Dublin, Ireland.
- Theron, L. C.** (2014, February). *Research with young people: Dealing with cultural differences*. Invited workshop, School of Social Work and Social Policy, Trinity College, Dublin, Ireland.
- Theron, L. C.** (2014, January). *Researching resilience: Drawing as visual methodology*. Invited workshop, University of Helsinki, Finland.
- Theron, L. C.** (2012, September). *Researching resilience: Methodological and theoretical reflections*. Invited guest lecture, School of Psychology of Education, Unisa, Pretoria, South Africa.
- Theron, L. C.** (2012, July). *Promoting resilience processes for youth with complex needs: Cross-cultural experiences of service use*. Invited symposium, IACCP 21st International Congress, Stellenbosch, South Africa.
- Theron, L. C.** (2012, July). *Pathways to resilience: Lessons of positive adaptation from a five-country study*. Invited symposium, 30th International Congress of Psychology, Cape Town, South Africa
- Theron, L. C.** (2011, April). *South African youth are not wimps*. Keynote presentation at the SA Positive Social Sciences Symposium 2011: Optimising Individual, Social and Institutional Potential, Vanderbijlpark, South Africa.
- Theron, L. C.** (2011, September). *Positive adaptation to poverty: Black South African students’ tales of resilience*. Invited address, Third International Conference on Coping with Stress: Resilience and Engagement, Pretoria, South Africa.

## Invited conference discussant

- Theron, L. C.** (2014, July). Invited discussant to E. Mpofo chaired symposium: *Resilience out of the rubble: Looking forward to a more seamless integration of disaster medical and behavioral health responses*. 28th International Congress of Applied Psychology, Paris, France.

## Conference participation (chronological listing)

### International conference participation (31)

1. Theron, L. C., & Theron, A. M. C. (2015, August). *“Teachers always helped me” – The nature of teacher actions that matter for African youths’ resilience processes*. Symposium paper presented at the EARLI 16th Biennial Conference, Limassol, Cyprus.
2. Theron, L. C. (2015, June). *How do education services matter for resilience processes? South African youths’ experiences*. Paper presented at the Pathways to Resilience III, Halifax, Canada.
3. Theron, L. C. (2015, June). *Culture, context, and resilience: Complexities and caveats*. Symposium at the Pathways to Resilience III, Halifax, Canada.
4. Kumpulainen, K., Theron, L., Bezuidenhout, C., Kahl, C., Mikkola, A., & Salmi, S. (2014, August). *A visual participatory study of social ecologies of resilience among at risk children starting school in South Africa and Finland: Some preliminary challenges*. Paper presented at the 3rd Biennial European Association of Research on

Learning and Instruction (EARLI) Conference of SIG 5 – Learning and Development in Early Childhood, Jyväskylä, Finland.

5. Theron, L. C., & Theron, A. M. C. (2014, July). *Facilitating youth resilience processes: Evidence-based guidelines for educational psychologists*. Paper presented at the 28th International Congress of Applied Psychology, Paris, France.
6. Theron, L. C., & Theron, A. M. C. (2014, May). *Pathways to resilience in rural contexts of chronic poverty and danger: A South African study*. Paper presented at the Second World Congress on Resilience, Timisoara, Romania.
7. Theron, L. C. (2013, October). *Black South African young people and pathways of resilience*. Paper presented at The International Symposium on Youth and Resilience Perspectives, Beijing, China.
8. Van Rensburg, A., Theron, L. C., & Rothmann, S. (2013, October). *Formal service provision: A way to resilience for youth in rural South Africa?* Paper presented at The International Symposium on Youth and Resilience Perspectives, Beijing, China.
9. Theron, L. C., & Theron, A. M. C. (2013, October). *Resilient black South African youth: Lessons for school psychologists*. Paper presented at the Fourth International Conference on Education & Educational Psychology, Antalya, Turkey.
10. Jefferis, T. C., & Theron, L. C. (2013, October). *Resilient African adolescent girls in contexts of adversity: A participatory visual study*. Paper presented at the International Symposium on Youth and Resilience Perspective, Beijing, China.
11. Theron, L. C., & Theron, A. M. C. (2012, June). *The educational roots of youth resilience: Youth-ecology partnerships*. Paper presented at Child's World – Working Together for a Better Future, Aberystwyth, Wales.
12. Wood, L., Ntaote, G., & Theron, L. C. (2012, March). *Supporting Lesotho teachers to develop resilience in the face of the HIV and AIDS pandemic*. Paper presented at the Bangkok International Academic Conference, Bangkok, Thailand.
13. Theron, L. C., & Theron, A. M. C. (2011, November). *Culturally-embedded meaning-making: An exploration of how young, resilient South African adults confront suffering*. Paper presented at the Second International Making Sense of Suffering Conference, Prague, Czechoslovakia.
14. Lau, C., Theron, L. C., & Cameron, C. A. (2011, July). *Contributions of socio-emotional associations with family and community to youth resilience*. Paper presented at the International Visual Sociology Association (IVSA) Conference, Vancouver, Canada.
15. Liebenberg, L., & Theron, L. C. (2011, July). *Youth spaces and places: Understanding the marginalisation of youth in physical contexts*. Paper presented at the International Visual Sociology Association (IVSA) Conference, Vancouver, Canada.
16. Malindi, M. J., & Theron, L. C. (2011, June). *Drawing on strengths: Images of ecological contributions to male street child resilience*. Paper presented at the XXXIIIth Congreso Interamericano de Psicología, Medellín, Colombia.
17. Malindi, M. J., Theron, L. C., & Theron, A. M. C. (2011, June). *Towards an African understanding of resilience: Perspectives of rural adult South Africans*. Paper presented at the XXXIIIth Congreso Interamericano de Psicología, Medellín, Colombia.
18. Cameron, C. A., & Theron, L. C. (2010, July). Adaptations of the DITL methodology: From strong toddlers to resilient teenagers. *"Days in their lives": Global perspectives on growing up well*. Paper presented at the symposium conducted at the ISSBD Conference, Lusaka, Zambia.
19. Theron, L. C., & Theron, A. M. C. (2010, June). *A critical review of South African youth resilience, 1990-2008*. Paper presented at the Pathways to Resilience II Conference, Halifax, Canada.
20. Theron, L. C., & Cameron, C. A. (2010, June). *Adapting methodologies for partnering in youth resilience*. Paper presented at the Pathways to Resilience II Conference, Halifax, Canada.
21. Brooks, C., Theron, L. C., Samuelson, L., & Mabitsela, M. (2010, June). *Vulnerability, risk and resilience: Bringing youth voices into view*. Paper presented at the Pathways to Resilience II Conference, Halifax, Canada.
22. Cameron, C. A., Theron, L. C., & Tapanya, S. (2010, June). *Cartooning our paths to resilience*. Facilitated discussion at the Pathways to Resilience II Conference, Halifax, Canada.

23. Theron, L. C. (2010, June). *Read me to resilience! A quasi-experimental study aimed at the empowerment of AIDS-orphans*. Facilitated discussion at the Pathways to Resilience II Conference, Halifax, Canada.
24. Delpont, C. S. L., Strydom, H., Theron L. C., & Geyer, S. (2010, May). *Voices of HIV&AIDS-affected educators: How they are psychosocially affected and how REds enabled them towards resilience*. Paper presented at the International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, Illinois.
25. Theron, L. C. (2009, July). *Visual data collection: A way around language barriers to data collection? A South African illustration*. Paper presented at the Fourth International Conference on Interdisciplinary Social Sciences, Athens, Greece.
26. Cameron, C. A., Lau, C., Tapanya, S., Didkowski, N., Liebenberg, L., Ungar, M., & Theron, L. C. (2009, February). *“Day in the life” of resilient adolescents in diverse communities around the globe*. Paper presented at the Human Early Learning Partnership, University of Victoria: Reach International Research Day, Victoria, BC.
27. Ungar, M., Tapanya, S., & Cameron, A., Hjemdal, O., Makhnach, A., Theron, L. C., & McCubbin, L. (2008, July). *Pathways to resilience across cultures: Lessons from studies of positive development under adverse circumstances*. Invited symposium conducted at the International Conference of Psychology, Berlin, Germany.
28. Theron, L. C. (2008, July). *Uphenyo ngokwazi kwentsha yasemalokishini ukumelana nesimo esinzima: A South African study of resilience among township youth*. Paper presented at the International Conference of Psychology, Berlin, Germany.
29. Theron, L. C. (2007, July). *Resilient educators (REds) – Can educators be supported to cope with the impact of the HIV/AIDS pandemic? A South African study*. Poster session presented at the Eighth International AIDS IMPACT Conference, Marseilles, France.
30. Theron, L. C. (2006, June). *Promoting the health of South African educators affected by the HIV/AIDS pandemic*. Poster session presented at the Fifth Nordic Health Promotion Research Conference, Esbjerg, Denmark.
31. Theron, L. C. (2005, June). *An intervention tool: A wellness program for schools*. Paper presented at Pathways to Resilience – The International Resilience Project, Dalhousie University, Halifax, Canada.

### National (28)

1. Khumalo I. P., Kumpulainen, K., Malmivaara, L., Theron, L. C., Kahl, C., Bezuidenhout, C., Mikkola, A. I., Salmi, S., & Leburu, K. (2015, September). *South African and Finnish school ecologies that facilitate children’s positive adjusting to first grade in risk-filled communities: Lessons for psychologists*. Symposium paper accepted for the 21st South African Psychology Congress, Johannesburg, South Africa.
2. Theron, L. C., & Van Rensburg, A. (2015, September). *Resilience-supporting resources, caregiver presence, and quality caregiving: What matters for mental health?* Symposium paper accepted for the 21st South African Psychology Congress, Johannesburg, South Africa.
3. Van Rensburg, A. C., Theron, L. C., & Rothmann, S. (2015, January). *Resilience and school engagement*. Paper presented at the Annual Conference of the Education Association of South Africa (EASA), Legend Golf and Safari Resort, Mookgophong, Limpopo, South Africa.
4. Van Rensburg, A., Theron, L. C., & Rothmann, I. (2014, September). *African youth’s varied pathways to resilience: Implications for practitioners*. Paper presented at the 20th Anniversary South African Psychology Congress, Durban, South Africa.
5. Hall, A., & Theron, L. C. (2014, September). *Resilience processes in adolescents with intellectual disability: A multiple case study*. Paper presented at the 20th Anniversary South African Psychology Congress, Durban, South Africa.
6. Jefferis, T. C., & Theron, L. C. (2014, June). *What theologians must know about how religion is valuable to youth*. Paper presented at the Welcoming Africa’s Children in Church and Society: Theological and Ministerial Reflections, Potchefstroom, South Africa.
7. Van Rensburg, A., Theron, L. C., & Rothmann, S. (2013, October). *The relationship between services and resilience*. Paper presented at the 2nd South African Symposium on Positive Social Sciences: Towards Thriving Youth, Vanderbijlpark, South Africa.
8. Jefferis, T. C., & Theron, L. C. (2013, September). *Resilient adolescent girls: A participatory visual study of gendered pathways to resilient*. Paper presented at the PsySSA 2013 Conference, Johannesburg, South Africa.

9. Theron, L. C. (2013, September). *South African adolescents' pathways to resilience: A case of indigenous vs Western theories*. Paper presented at the PsySSA 2013 Conference, Johannesburg, South Africa.
10. Theron, L. C., & Theron, A. M. C. (2013, January). *Resilience research with South African youth: Caveats and ethical complexities*. Paper presented at the Annual Conference of the Education Association of South Africa (EASA), Warmbaths, South Africa.
11. Theron, L. C., & Theron, A. M. C. (2012, July). *Beating the odds of poverty: Stories from resilient South African students*. Paper presented at the ICP, Cape Town, South Africa.
12. Theron, L. C., & Theron, A. M. C. (2012, January). *What is different about teachers who champion resilience? Reflections on teachers who encourage youth-at-risk to adjust well to difficult lives*. Paper presented at the 2012 Annual Education Association of South Africa (EASA) Conference, Mpikweni Beach Resort, South Africa.
13. De Lange, N., & Theron, L. C. (2012, January). "Well, I guess I saw the whole HIV teaching in a different way": *Reflections on teacher competency in a challenging context*. Paper presented at the 2012 Annual Education Association of South Africa (EASA) Conference, Mpikweni Beach Resort, South Africa.
14. Theron, L. C., & Theron, A. M. C. (2011, January). *South African youth resilience, 1990-2010: Lessons for teachers*. Paper presented at the 2011 Annual Education Association of South Africa (EASA) Conference, Sun City, South Africa.
15. Mayaba, N., Wood, L., & Theron, L. C. (2010, January). *Collaborative partnerships to increase resilience among AIDS-orphans: Some methodological challenges*. Paper presented at the Education Association of South Africa (EASA) Conference, Vanderbijlpark, South Africa.
16. Wrethman, R., Ntaote, G., Wood, L., & Theron, L. C. (2010, January). *An evaluation of the impact of the REds intervention on educators affected by HIV&AIDS: An experimental study*. Paper presented at the Education Association of South Africa (EASA) Conference, Vanderbijlpark, South Africa.
17. Theron, L. C., Cameron, A., Lau, C., Didkowsky, N., & Mabitsela, M. (2009, August). *A day in the lives of four resilient youth: An investigation of the cultural roots of resilience*. Paper presented at the 14<sup>th</sup> South African Psychology Conference, Cape Town, South Africa.
18. Theron, L. C., Radebe, L., & Moeketsi, V. (2009, February). Pictures of change. A closer look at how visual methodologies encourage expressions of change. *Every voice counts: Critical partnerships for teacher education and rural communities*. Paper presented at the International Symposium, Durban, South Africa.
19. Theron, L. C. (2009, January). *Resilient educators (REds) – An example of positive practice with educators impacted by the HIV crisis*. Paper presented at the Education Association of South Africa (EASA) Conference, Illovo Beach, South Africa.
20. Theron, L. C. (2008, August). "I care – do you?" *The impact of REds on HIV/Aids-affected educator perception of the pandemic*. Paper presented at the 14th South African Psychology Conference, Johannesburg, South Africa.
21. Theron, L. C. (2007, August). "I have undergone some metamorphosis!" *The impact of REds on educator perception of the impact of the HIV/AIDS pandemic. A pilot study*. Paper presented at the 13<sup>th</sup> South African Psychology Conference, Durban, South Africa.
22. Esterhuizen, S., Mabitsela, M., & Theron, L. C. (2006, November to December). *Ignoring the boundaries: Supporting educators affected by HIV and Aids – a review of the 2006 implementation of REds*. Paper presented at the Education Association of South Africa (EASA) Conference, Kenton, Wilderness, South Africa.
23. Theron, L. C. (2006, September). *Responsible psychological research in education: A review of the 2006 implementation of REds*. Paper presented at the PsySSA Conference, Caesar's Palace, Johannesburg, South Africa.
24. Theron, L. C. (2006, April). *Support structures to nurture the wellness of educators affected by the HIV/AIDS pandemic*. Paper presented at the South African Positive Psychology Conference, Potchefstroom, South Africa.
25. Theron, L. C. (2006, April). *Educator vulnerability because of the HIV/AIDS pandemic – A qualitative study*. Paper presented at the South African Positive Psychology Conference, Potchefstroom, South Africa.
26. Theron, L. C. (2006, January). *The vulnerability of educators affected by the HIV/AIDS pandemic*. Paper presented at the Education Association of South Africa (EASA) Conference, Bloemfontein, South Africa.
27. Theron, L. C. (2005, April). *The impact of HIV on affected South African educators*. Poster session presented at the Seventh International AIDS IMPACT Conference, "The moment is NOW", Cape Town, South Africa.

28. Nel, M., & Theron, L. C. (2005, January). *A story-based language enrichment programme for Grade 4 ESL learners with inadequate English*. Paper presented at the Education Association of South Africa (EASA) Conference, Potchefstroom, South Africa.
29. Theron, L. C. (2004, March). *Educator perceptions of colleagues with HIV and the impact thereof on wellness*. Paper presented at the Second South African Work Wellness Conference, Potchefstroom, South Africa.
30. Theron, L. C. (2004, January). *Educator perceptions of colleagues and learners with HIV and the impact thereof on educator wellbeing*. Paper presented at the Education Association of South Africa (EASA) Conference, Johannesburg, South Africa.

## Research grants

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- National Research Foundation (NRF) Thutuka Grant, 2005-2010: R671 000.00  
 Research focus: Resilience-focused intervention with educators affected by the HIV pandemic  
 Principal investigator and grant-holder: L. C. Theron
- SANPAD Grant, 2009-2011: R600 000.00  
 Research focus: Resilience-focused intervention among children who are living in communities challenged by Aids  
 Principal investigator and grant-holder: L. C. Theron
- IDRC Grant 2009-2014: R1 000 000.00<sup>7</sup>  
 Research focus: Formal and informal pathways of resilience among at-risk youth  
 Principal co-investigators: M. Ungar & L. C. Theron
- NRF International Grant: Finland/SA research cooperation programme, 2013-2016: R580 000.00<sup>8</sup>  
 Focus: Resilience processes that enable positive adjustment to Gr. 1 among vulnerable children  
 Principal investigator and co-grant-holder: L. C. Theron
- IDRC Grant 2014-2020: R750 000.00<sup>9</sup>  
 Research focus: Girl-led “from the ground up” policy-making: Addressing sexual violence and enabling resilience  
 Principal co-investigators: C. Mitchell & R. Moletsane (L. C Theron – co-applicant and co-investigator)
- NRF Knowledge Interchange and Collaboration Scientific Event Grant, 2013: R21 800.00  
 Research focus: The complexity of resilience  
 Principal investigator: L. C. Theron
- NRF Incentive Funding, 2011-2016: R240 000.00  
 Research focus: Formal and informal pathways of resilience among South African youth from disadvantaged contexts  
 Principal investigator: L. C. Theron
- Vice-Rector, VTC NWU Internationalisation Funding, 2014-2015: R180 000.00
- Faculty Grant, Full-time PhD Students Affiliated to Research Projects, 2012-2015: R1 320 000.00  
 Promoter: L. C. Theron

<sup>7</sup> Total grant value: R3 000 000.00; indicated amount was awarded to L. C. Theron

<sup>8</sup> Total grant value: R1 100 000.00; indicated amount was awarded to L. C. Theron

<sup>9</sup> Total grant value: R3 000 000.00; indicated amount was awarded to L. C. Theron

## Research collaborations

Study	High profile collaborators (in addition to Linda Theron, NWU)	
Resilient Educators (2005-2010)	<ul style="list-style-type: none"> <li>• University of Pretoria, South Africa</li> <li>• North-West University (Potchefstroom Campus), South Africa</li> </ul>	
Negotiating Resilience: Protective Processes of Children in Transition across Cultures and Contexts (2007-2010)	<ul style="list-style-type: none"> <li>• Dalhousie University, Canada</li> <li>• University of British Columbia, Canada</li> <li>• Shandong Normal University, China</li> <li>• Chiang Mai University, Thailand</li> <li>• Don Bosco Youth Services, India</li> </ul>	
Read-me-to-Resilience (2009-2011)	<ul style="list-style-type: none"> <li>• Nelson Mandela Metropolitan University, South Africa</li> <li>• University of the Witwatersrand, South Africa</li> <li>• Radboud University, the Netherlands</li> <li>• North-West University (Potchefstroom Campus), South Africa</li> </ul>	
Pathways to Resilience study (2010-2014)	<ul style="list-style-type: none"> <li>• Dalhousie University, Canada</li> <li>• Saint Mary's University, Canada</li> <li>• Capital Normal University, China</li> <li>• Universidad de Antioquia, Colombia</li> <li>• Massey University, New Zealand</li> </ul>	
Social Ecologies of Resilience among at-risk Children Starting School (2014-2016)	<ul style="list-style-type: none"> <li>• University of Helsinki, Finland</li> </ul>	
Girl-led "from the Ground up" Policy-making (2014-2020)	<ul style="list-style-type: none"> <li>• McGill University, Canada</li> <li>• Dalhousie University, Canada</li> <li>• York University, Canada</li> <li>• Nelson Mandela Metropolitan University, South Africa</li> <li>• University of KwaZulu-Natal, South Africa</li> </ul>	
Resilience in Youth (2014-2016)	<ul style="list-style-type: none"> <li>• University of Cape Town, South Africa</li> <li>• University of the Witwatersrand, South Africa</li> <li>• University of Sydney, Australia</li> <li>• University of Western Australia</li> <li>• University of Canberra, Australia</li> <li>• University of New South Wales, Australia</li> <li>• University of Bristol, UK</li> </ul>	<ul style="list-style-type: none"> <li>• University of York, UK</li> <li>• University of Auckland, NZ</li> <li>• Dalhousie University, Canada</li> <li>• Harvard University Medical School, USA</li> <li>• Pennsylvania State University, USA</li> <li>• Chinese University of Hong Kong</li> </ul>
Adolescent Well-being (2015+)	<ul style="list-style-type: none"> <li>• University of KwaZulu-Natal, South Africa</li> <li>• University of Cape Town, South Africa</li> <li>• University of Stellenbosch</li> </ul>	
The Promise of Education and Resilience (2015+)	<ul style="list-style-type: none"> <li>• Colorado State University, USA</li> <li>• Trinity College, Ireland</li> <li>• University of Brighton, UK</li> <li>• University of Helsinki, Finland</li> <li>• Federal University of Rio Grande do Sul University, Brazil</li> </ul>	

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## Student supervision and postdoctoral mentorships

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1. Van Rensburg, A. (2015). *A social-ecological investigation of African youths' resilience processes* (Unpublished doctoral dissertation). Vanderbijlpark, North-West University, South Africa. (Supervised: January 2013-January 2015)
2. Truter, E. (2014). *South African social workers at risk: Exploring pathways to their resilience* (Unpublished doctoral dissertation). Vanderbijlpark, North-West University, South Africa. (Co-supervised: January 2012-January 2014)
3. Joubert, C. (2013). *The Read-me-to-Resilience intervention: An exemplar of the resilience-promoting value of providing educators-as-lay-counsellors with ready-made interventions* (Unpublished doctoral dissertation). Vanderbijlpark, North-West University, South Africa. (Supervised: January 2011-November 2013)
4. Fourie, C. L. (2011). *Resilience in the presence of Fragile X syndrome – a multiple case study* (Unpublished doctoral dissertation). Vanderbijlpark, North-West University, South Africa. (Supervised: January 2008-April 2011)
5. Odendaal, I. E. (2010). *Rorschach indicators of resilience in adolescents* (Unpublished doctoral dissertation). Vanderbijlpark, North-West University, South Africa. (Supervised March 2008-October 2010)
6. Malindi, M. J. (2009). *The antecedents of resilience among street children* (Unpublished doctoral dissertation). Vanderbijlpark, North-West University, South Africa. (Supervised: March 2005-May 2009)
7. Dunn, N. (2008). *When White Afrikaans-speaking adolescents from divorced families function resiliently: An overview of the protective antecedents* (Unpublished doctoral dissertation). Vanderbijlpark, North-West University, South Africa. (Supervised: January 2006-November 2008)
8. Bannister, M. (2007). *An intervention programme to augment resilience in divorced parents* (Unpublished doctoral dissertation). Vanderbijlpark, North-West University, South Africa. (Supervised: January 2004-May 2007)
9. Marx, O. (2006). *An intervention programme for the improvement of academic skills of learners with limited intellectual ability* (Unpublished doctoral dissertation). Vanderbijlpark, North-West University, South Africa. (Supervised: January 2004-November 2006)
10. Lodewyckx, E. (2005). *An invitational teaching strategy for accounting in higher education* (Unpublished doctoral dissertation). Vanderbijlpark, North-West University, South Africa. (Co-supervised: January 2002-May 2005)
11. Phooko, F. W. (2004). *A school-based support programme for the intermediate learner with depression* (Unpublished doctoral dissertation). Vanderbijlpark, North-West University, South Africa. (Supervised: January 2001-May 2004)
12. Nel, M. (2003). *A story-based language enrichment programme for Grade 4 English second language learners with inadequate English proficiency* (Unpublished doctoral dissertation). Vanderbijlpark, North-West University, South Africa. (Supervised: January 2001-May 2003)
13. Schoeman, E. H. (2003). *The use of medical hypnoanalysis in guiding emotionally vulnerable adolescents towards growth in emotional maturation* (Unpublished doctoral dissertation). Vanderbijlpark, North-West University, South Africa. (Supervised: October 2000-May 2003)

### Current PhD students

Four full-time, one part-time (a complete list is available on request)

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### Completed and current master's students

Twenty-one completed master's students (2003-2015; all women; a complete list is available on request)

Five current master's students (a complete list is available on request)

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### Postdoctoral fellows

Dr Shlaine L'Etang, 2010-2011 (NRF scholarship)

Dr Artwell Nchema 2016 (NRF scholarship)

Dr Angelique van Rensburg, 2015 (NRF scholarship)



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## Research awards

- NWU Vice-Chancellor's Awardee: Service Excellence in Community Engagement (Applied Research Results), 2015
- Vice-Rector, VTC NWU Award for Sustained Research Excellence, 2015, 2014, 2013, 2012
- Recipient of Education Association of South Africa Research Medal, 2013
- Most Productive Researcher, Vaal Triangle Campus, NWU, 2011, 2010, 2009
- Recipient of Education Association of South Africa Medal of Honour: Young Researcher 2009
- Honorary Membership Award: Golden Key, 2009
- Recipient of Anglo American Travel Grant (Anglo American Chairman's Fund Educational Trust), April 2002
- Recipient of Unisa's Alma Mater Scholarship for Doctoral Studies, based on academic merit, 2000
- Recipient of Unisa's Master's Exhibition, based on academic merit, 1995-1997

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## Research-related service

- **External examiner**  
External examiner of 80 master's and doctoral theses, national and international (2001-2015)
- **Office in national associations**  
Executive Committee of EASA (2010-2013)  
Chair of EASA (2011)  
Executive Committee, Educational Psychology Division, PsySSA (2011-2013)
- **Workshops/invited addresses (professional and community-focused)**  
A complete list is available on request (35 appearances)
- **Reviewer**  
Scholarly journal articles (APA, Elsevier, Sage, Taylor & Francis, Wiley)  
Books (Van Schaik, Juta, Oxford Press)  
Funding applications (national and international)  
NRF rating applications  
Applications for promotion/tenure (national and international)
- **Conference organisation/scientific committee**  
One international, four national (a complete list is available on request)
- **Editorial board**  
Associate editor, *South African Journal of Psychology*, 2011-2012  
Associate editor, *South African Journal of Education*, 2012-2016  
Associate editor, *School Psychology International*, 2013-  
Editorial board, *Education Research as Social Change*, 2012-  
Editorial board, *Journal of Psychology in Africa*, 2013-

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## Academic background

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### Qualifications

- Doctor of Education (Educational Psychology), Unisa, 2000  
Thesis title: *Resilience therapy: A group intervention program to promote the psychological wellness of adolescents at risk*
- Master's in Education (Educational Psychology; with distinction), Unisa, 1998  
Dissertation title: *An educational-psychological perspective of the personal attributes which serve to anchor resilience*
- Bachelor of Education Honours (with distinction), Unisa, 1995
- Higher Diploma in Education (with distinction), University of the Witwatersrand, 1990
- Bachelor of Arts, University of the Witwatersrand, 1989

### Academic employment history

- Professor, School of Education Sciences, Faculty of Humanities, North-West University, Vaal Triangle Campus  
January 2011-
- Associate Professor, School of Education Sciences, Faculty of Humanities, North-West University, Vaal Triangle Campus  
January 2008-December 2010
- Senior Lecturer, School of Education Sciences, North-West University, Vaal Triangle Campus  
January 2002-December 2007
- Lecturer, School of Education Sciences, North-West University, Vaal Triangle Campus  
July 2000-December 2001

### Current teaching responsibilities

- Qualitative Research Designs (to education honours students and positive psychology master's students)
- Research Ethics (to education honours students and positive psychology master's students)
- Resilience: Theory and Application (to positive psychology master's students)

### Current leadership positions

- Research Leader: Resilience & Post-traumatic Growth Sub-program, Optentia Research Focus Area
  - **Duties**
    - Leading the strategic direction for, and management of, sub-program
    - Together with other senior staff in Optentia, shaping research strategy and implementing it
    - Applying for research grants
    - Delivering projects on time and in budget
    - Knowledge dissemination (also in community-relevant ways in partnership with communities)
    - Developing and sustaining national and international networks (academic, professional, and community-based)
    - Teaching from my research base across the curriculum – particularly to positive psychology (includes social workers, health-care workers, psychologists, sociologists, theologians, linguists, economists) and education students
    - Contributing to curriculum design
    - Recruiting, supervising and/or mentoring post-doctoral students/early-career researchers
    - Recruiting and supervising research-focused post-graduate students

- Encouraging and supporting community-university engagement
  - Providing academic leadership and support to colleagues working in the sub-program, through inter alia direct project work, grant applications, publications, conference and seminar addresses, workshops, research-based consultation with community groups, community-university partnerships
- Chair: Humanities and Health Research Ethics Committee
    - **Duties**
      - Leading the committee in accordance with National Health Research Ethics Council guidelines
      - Facilitating ethical research in Faculty of Humanities
      - Providing regular ethics-focused education to faculty, students, and community members (e.g., workshops, seminars)

### **Professional registrations**

- Psychologist (Category: Educational)  
Registered with the Health Professions Council of South Africa (since 2000)  
Registration number: PS 0063622
- Registered with the South African Council of Educators (SACE)  
Registration number: 77074

### **Current memberships**

#### **Associations**

- Education Association of South Africa
- Psychological Association of South Africa (PsySSA) (registration number: THE010); member of Educational Psychology (PsySSA Division) and member of Division of Research and Methodology (PsySSA Division)
- Society for Research in Child Development
- International Visual Sociology Association

#### **North-West University bodies**

- Member, Committee for Advanced Degrees, Optentia Research Focus Area
- Chair, Humanities and Health Research Ethics Committee (2015-2018)
- Member, VTC Senate Committee
- Member, Faculty of Humanities Faculty Board
- Member, Institutional Research Ethics Regulatory Committee (2013-2018)