

*Centre for  
Student Counselling  
& Development (CSCD)*

*Annual Report 2016*



UNIVERSITEIT  
STELLENBOSCH  
UNIVERSITY



SENTRALE VIR STUDENTEVOORLIJSTING & -ONTWIKKELING

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# *Message from Dr Birgit Schreiber*

## *Senior Director: Student Affairs*



2016 had been my first year as Senior Director for the Student Affairs Division at Stellenbosch University and I had the joy and privilege of working with the Centre for Student Counselling and Development.

This Centre plays a critical role in the success of Stellenbosch University students and this report details the vast achievements of this Centre, which underpin the work for the advancement of student success. The focus on the one hand is on supporting and integrating those students who might benefit from support, and on the other hand coaching those students who excel to reach even higher achievements.

Throughout this year, I was struck immensely by the breadth and depth of the work, the professionalism, the commitment and the enthusiasm of staff engagement with students, to their work and with the challenges to accelerate the co-curricular experience.

The year was one characterized throughout the country by student unrest and on-going protests. It is the second consecutive year where our certainty that Higher Education continues to do its important work in the national transformation project, is tested. Staff members of the CSCD, along with staff members from Student Affairs and the wider Stellenbosch community renewed their resolve to remain a pivotal role player in the reconstruction of the South African economy and social fabric.

I would like to thank Dr Munita Dunn-Coetzee, our leadership team and the CSCD staff members for their unwavering commitment to the goals of the Higher Education Department. Student Affairs and Stellenbosch University is closely aligned with these goals and therefore the commitment is even more important to Stellenbosch University, as provider of quality educational services.

Amongst the achievements of the Centre for this year has been the addition of the



dynamic Equality Unit. The Unit challenges systemic practices and attitudes regarding inequality, discrimination and also has direct contact with HIV/AIDS incidents and incidents regarding discrimination.

The Units for Graduand Career Services, Psychological Services, Disability Services and Academic Counselling have also seen exciting developments this year. We congratulate Dr Marcia Lyner-Cleophas on her PhD and we wish Mr Louis Vlok and Ms Karin Williams all the best with their well-deserved retirement after respectively 35 years and 24 years at Stellenbosch University. The Centre also welcomed new staff members namely Latashe Poole, Qaqamba Mdaka, Winnie Gae, Sanet van Zyl and Ilse van Wyk and we know that they will make a critical contribution to the shared vision of providing supportive and transforming experiences for our students.

I hope you enjoy this reflection and report on the annual outputs and achievements of the Centre for Student Counselling and Development. A big congratulations and thank you to Munita and the team for the compilation of this comprehensive and informative report. May you continue the excellent work in 2017.





## *Message from Dr Munita Dunn-Coetzee*

*Director: Centre for Student Counselling and Development*



*“Success is about deciding to give of your best, no matter what the circumstances”  
– Poh Yu Khing*

The quote is one that fully resonates with me as I am reflecting on 2016 – quite a challenging year in so many ways! The Centre strengthened its voice and relevance on campus in 2016, albeit in quite challenging circumstances. In providing a holistic service to the Stellenbosch University community, the Centre has a developmental, preventative and curative role to play. The Institutional HIV/AIDS Office moved to the Centre and was rebranded as the Equality Unit. Therefore the Equality Unit became the fifth unit in the Centre on 01 December 2015.

The Equality Unit promotes collective action towards social justice and discourse with regards to social asymmetries at Stellenbosch University.

This added a new dimension to the Centre and repositioned its mandate, as the Equality Unit also assists staff members. As the Convenor of the Policy on Unfair Discrimination and Harassment, as approved by the Stellenbosch University Council on 26 September 2016, I am excited to see how the policy will guide not only the work of the Equality Unit, but will strengthen the relationships with a variety of other stakeholders and add a different discourse on campus.

When you page through the annual report, you will be able to read about the excellent and pioneering work being done by each respective unit. The 24-Hour Crisis Service is one of the core services that CSCD renders and for 2017 we have restructured the service offering, so be sure to look out for more information to follow.





The CSCD is an integral role player in optimising success, and we attach value to cooperative relationships with colleagues within Stellenbosch University, nationally and internationally. We also had to bid farewell to two staff members who will be retiring at the end of 2016, namely Louis Vlok (35 years of service) and Karin Williams (24 years of service.) We hereby would like to extend our thanks for the important roles that you fulfilled in the Centre and we wish you a happy and fruitful retirement.

My sincere thanks to everybody who contributed to the success of the CSCD during the past year, especially to Dr Birgit Schreiber, the Management Committee and each staff member at the CSCD, for your dedication, positive energy and inspirational attitude. I am looking forward to 2017 and the new adventures it holds for CSCD.





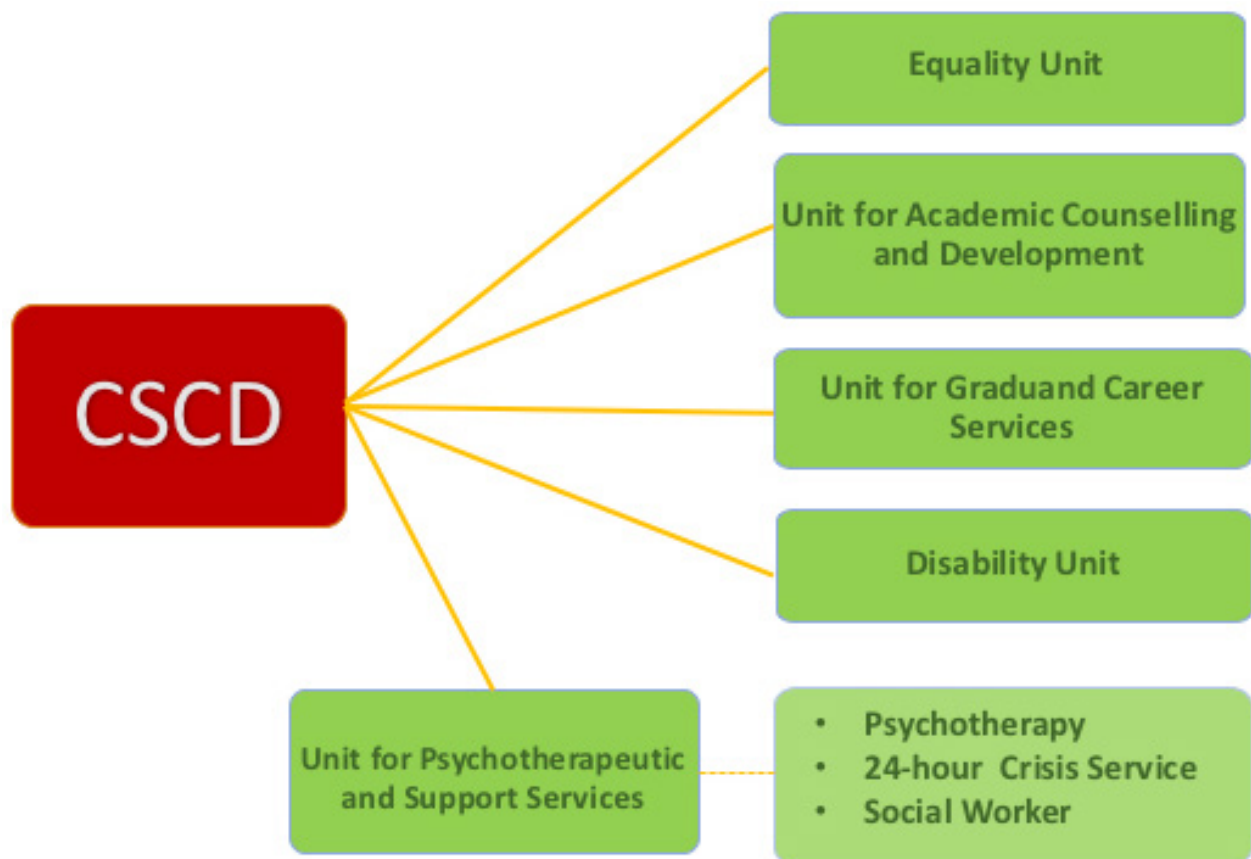
# Introduction

The Centre for Student Counselling and Development (CSCD) offers professional psychological, support and developmental services to the Stellenbosch University community.

CSCD is centrally situated on the main campus and housed in five buildings in Victoria Street. The Centre comprises of various units and each unit specializes in a service to optimize success.

*“... at first you feel like you do not need it, but at the end you feel different and you also feel like a weight has been lifted off your shoulders.”*

*– Student feedback*





### *Unit for Academic Counselling and Development (UACD)*

This Unit renders a developmentally-directed service focusing on the academic challenges students may experience. The team, with Elmien Sinclair as head of the unit, comprises of educational psychologists, a psychometrist, as well as intern psychologists. Support is provided to students with regards to study methods, study programmes, coping with test and examination stress, time management and the optimisation of their potential by means of individual consultations, worksessions and self-help material.

*“The presenter is motivated and encouraging, concepts were well explained and the presenter easily answered questions.”*

*– Student feedback*

### *Unit for Graduand Career Services (UGCS)*

Until recently, the Unit for Graduand Career Services (UGCS) was known as the Careers Office. The term “Graduand” in the new name refers to students on the verge of graduating. Although the UGCS serves all Maties students, the services are focused on preparing final-year students for the world of work. The head of the Unit is Marquard Timmey and he emphasizes that the optimal preparation of students for the job-seeking process forms an important part of the unit’s core focus.

### *Disability Unit (DU)*

Staff members in this Unit (previously known as the Office for Students with Special Learning Needs), work in either the Braille-section or with students with disabilities and other special needs. The main and central task of the unit is to determine ways in which to accommodate students with disabilities or special learning needs, to the best of their abilities. The head of this Unit is Marcia Lyner-Cleophas.

*“...The tutoring support has helped me a lot thus far ...”*

*– Student feedback*





### *Equality Unit (EU)*

The Equality Unit promotes collective action towards social justice and discourse regarding social asymmetries at Stellenbosch University, as well as the implementation of a comprehensive HIV/AIDS response. The Unit coordinates, educates and raises awareness, with regards to sexuality, gender, AIDS and anti-discrimination through various interventions and programmes in partnership with relevant campus structures. The Unit oversees the implementation of Stellenbosch Universities' policies on unfair discrimination, harassment and HIV/AIDS. It also serves as a centralised service for students and staff who wish to report accounts of unfair discrimination and various forms of harassment. The head of the Unit is Jaco Brink.

For more information regarding the Unit, you can visit our Facebook page or Twitter profile at @MatieSURpass.

### *Unit for Psychotherapeutic and Support Services (UPSS)*

The Unit aims to promote retention and throughput for students and also plays an advocacy role. Academic success is of paramount importance, but challenges in their personal lives may also affect the academic performance of students. For students to function optimally, it is essential that services contribute to the holistic development of students. A key responsibility of the Unit is to provide continuous and professional services to students. The Unit strives to do this by offering a range of services on the Stellenbosch and Tygerberg campuses, namely individual psychotherapy, group interventions, a 24-Hour Crisis Service and social work support. The head of the Unit is Mumtaj Parker, Deputy Director at CSCD.

*“The session helped me to boost my self-esteem and confidence and approach challenges that I come across as a student.”*

*– Student feedback*






## *Unit for Academic Counselling and Development (UACD)*



### *A Reflection on the Unit's Year*

The focus for the Unit for Academic Counselling and Development in 2016 was to actively contribute to the academic experiences of students at Stellenbosch University in a diverse variety of ways. Elmien Sinclair (Head: Unit for Academic Counselling and Development), Christa Koch (Educational Psychologist), Winnie Gae (Educational Psychologist) and Claudia Saunderson were the permanent staff members rendering this service. They were supported by three intern psychologists namely Samantha de Mink (January 2016 – June 2016), Tiaan Ellis (July 2016 – December 2016), and Michelle Ireland (July 2016 – December 2016).

Anel Kieck, Amanda van der Vyfer, Natalie Smith-Chandler, Lize Oliver and Louise Fischer acted as consulting psychologists for the Unit in 2016. Liezl de Kock and Nazia Banoo acted as coordinators of the administration of the work sessions.



The Unit offered both individual as well as group sessions, focusing on the development of skills essential for students to achieve success. These and other services were rendered at the Stellenbosch, as well as Tygerberg campus. Students were supported by means of career counselling, brain-based learning strategies, study skills, time management strategies, critical-thinking skills and stress management methods during tests and examinations from within a developmental counselling framework. The skills development was also integrated with psychotherapeutic support. The mentors at the Saldanha campus were trained in communication, listening and time management skills by Winnie Gae.

The annual work session programme offered time management, stress management and study skills at the Stellenbosch Campus and a total of 268 students attended these sessions.

At the Tygerberg campus sessions regarding study methods and learning techniques, memory techniques and preparation for examinations, time management and stress management had been successfully presented.

The Unit for Academic Counselling and Development offered developmental sessions during scheduled periods for the following different faculties:

| <b>Faculty</b>  | <b>Developmental Theme</b>                    |
|---|---|
| Arts and Social Sciences (EDP students)                       | Improving your study methods ( Two sessions)  |
| Arts and Social Sciences (EDP students)                       | Effective Time Management (Two sessions)      |
| Economic and Management Sciences (Optimus Programme)          | Myers-Briggs Type Indicator                   |
| Economic and Management Sciences (EDP students)               | Learning Receptiveness Profile (Two sessions) |
| Economic and Management Sciences (Actuarial Science Students) | The career counselling process                |
| Science and Agricultural Sciences (EDP students)              | Learning Receptiveness Profile (Two sessions) |
| Medicine and Health Sciences (EDP students)                   | Learning Receptiveness Profile (Two sessions) |
| Elsenburg Agricultural Training Institute                     | Who are our students and how do they learn?   |



## *Personalia*

During the year the Unit was pleased to welcome a new permanent staff member. Ms. Winnie Gae was appointed as an educational psychologist in August 2016.

Tiaan Ellis became the father of a bouncy little boy.

## *Evaluation of Services*

### *Work Sessions*

The participants of work sessions provided the following feedback:

The presenters were perceived as interactive, stimulating and capturing. They made the participants feel calm and they facilitated in a manner that enabled all to understand and interpret the information provided.

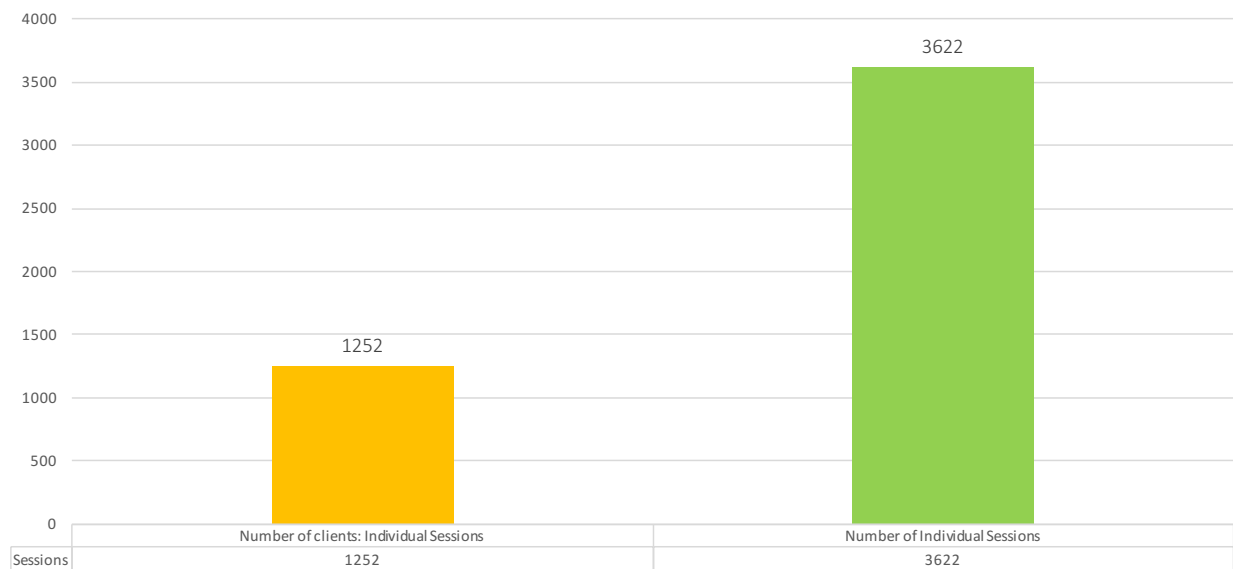
One of the attendees reflected: *“She had an appealing personality and the presentation was done in a lighthearted manner. The workshop put study skills into perspective for the attendees and gave a broader overview on the impact of healthy and effective study methods.”*

The workshops was found to be insightful and students expressed that they would benefit from sessions that are more frequent.

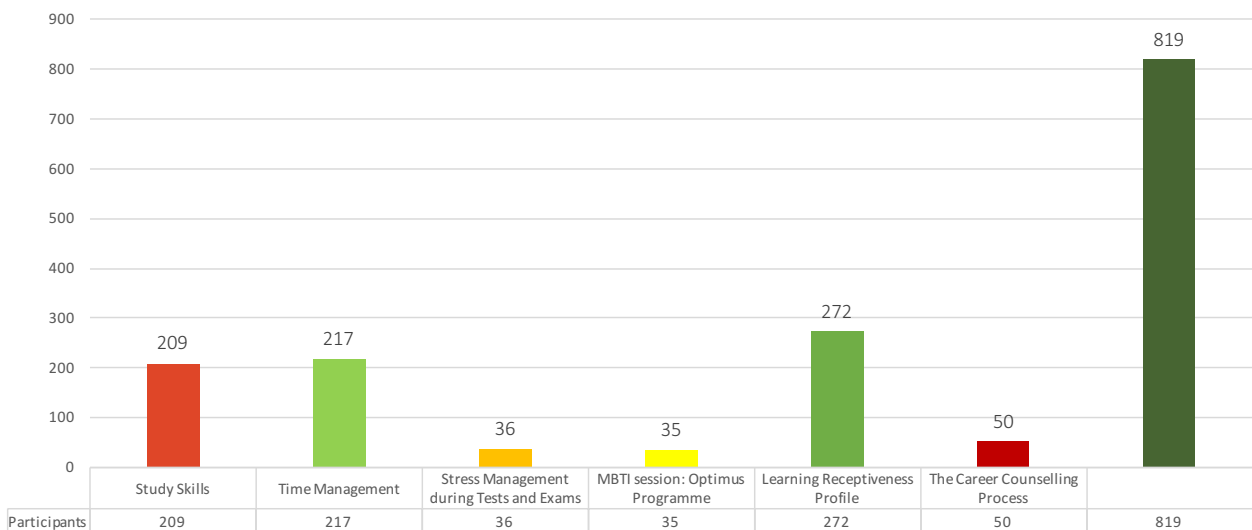


# UACD Statistics

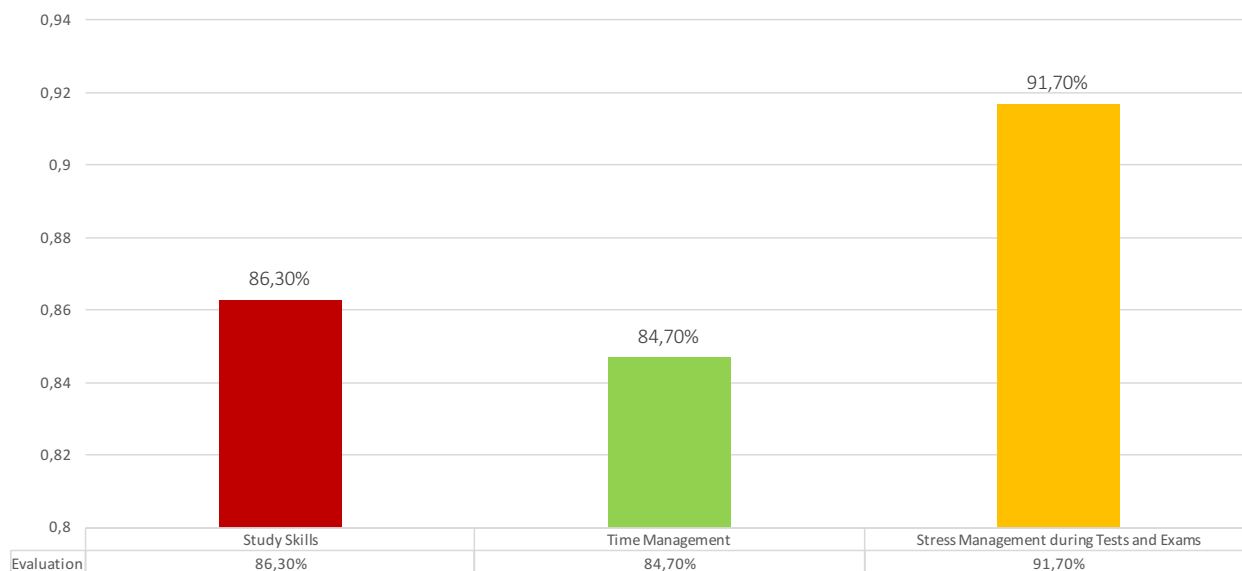
## Individual Sessions



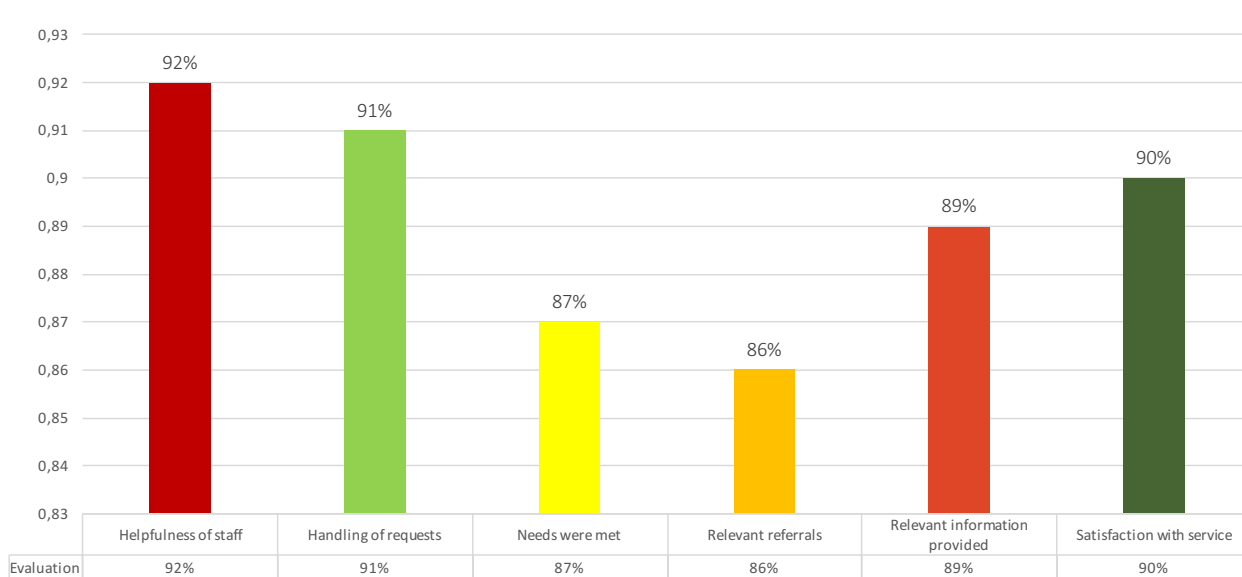
## Work Sessions and Other Group Interventions



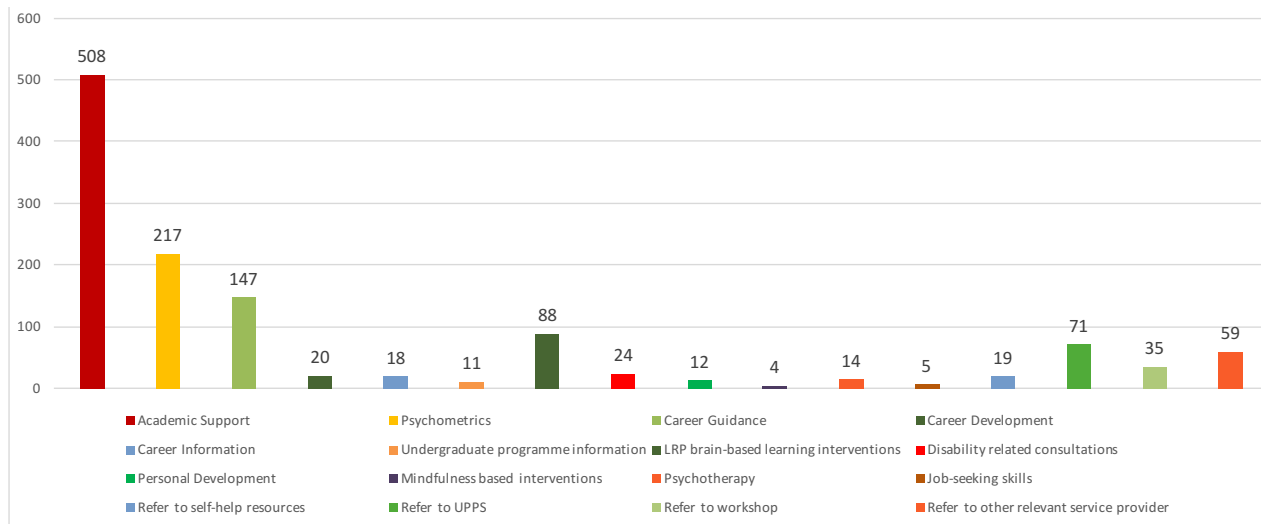
## Evaluation of Work Sessions and Other Group Interventions



## Evaluation of Services



## Primary Services





## *Unit for Graduatnd Career Services (UGCS)*



### *A Reflection on the Unit's Year*

The focus for our Unit in 2016 was to continue building partnerships and taking the developmental work sessions out to campus communities. Another focus was to continue searching for an electronic Career Services Management system. We primarily reached the objectives that we set out to achieve.

### *Interesting Events and Highlights Throughout the Year*

#### *a) Career Fairs*

Our Unit focused on the logistical arrangements and processes surrounding the Career Fairs hosted in marquee tents on the Rooiplein, especially taking into consideration the student unrest experienced during 2015. The logistical arrangements included facilitating



the tender process for service providers, including the event manager, marquee tent builders, stall builders, caterers, cleaners and security provider. We also had a first-time joint meeting with Stellenbosch University Facilities Management staff, Campus Security, Campus Medical Services and Stellenbosch Municipality in order to obtain the necessary approval for the career fairs to take place.

One additional challenge that we also encountered was the fact that the date of the General Career Fair was the same as the Local Elections Day on 03 August 2016. This resulted in the combination of the Engineering Fair with the General Fair on Friday 05 August 2016. The catering tent was converted to an expo tent, which could then accommodate an extra six stands.

### *b) Symplicity Career Services Management System (CSM)*

At the November 2015 SAGEA (South African Graduate Employers Association) conference, it became clear that a Career Services Management System (CSM) forms a major part in the delivery of career services at all major universities in South Africa. The CSM software facilitates the efficient management of all aspects of career services, including job listings, on-campus recruiting, post-graduation metrics, online forms, career fairs, workshop registrations and other aspects related to career services. Due to the demands from companies with regards to student tracking, feedback on their interventions, and the importance of online technology, it has become imperative for the Unit for Graduand Career Services to acquire the CSM software. This would ensure that the Unit remains competitive in delivering quality career services to companies and students.

After many months of negotiations and research, we received confirmation from Legal Services and the Information Technology Department to purchase the Symplicity CSM product.

### *c) Universum Survey Competition*

We launched our first Universum Survey Residence Competition in 2015. This competition ended on 15 January 2016. Harmonie Ladies Residence was the winners of our first Universum Residence Competition.





#### *d) LinkedIn Presentation*

A team from LinkedIn visited our university and did a presentation titled *How to leverage your LinkedIn Profile to find career opportunities*. Approximately 80 students attended the presentation.

The presenters of the session were Michael Douglas and Stephen Kennedy. Interested parties can view the link via:

<https://drive.google.com/drive/folders/0BzfrtiMXt5JEMGllSnZpeV9jcTQ?usp=sharing>

#### *e) Career Services Forum*

Two of our colleagues attended the recent Career Services Forum hosted in Bloemfontein. A very important decision was made to form an independent body that would look after the interests of Career Services in Higher Education. It was also strongly recommended that individual Career Services Units become members of AGCAS. Please view more information by visiting the site at: <http://www.agcas.org.uk/>. The Forum also emphasised that data from destination surveys are becoming crucial and will be required more and more from higher education institutions.

#### *f) Personal Branding Work Session*

We piloted our personal branding work session in 2016 and received positive feedback from attending students. This feedback and positive response reflects on our ability to respond to the expressed needs of our students.

### *Partnerships*

We partnered with the Psychology Department and did a presentation on Career Counselling from a Student Counselling Perspective to the Psychology Honours students on 17 February 2016. We also partnered with the Faculty of Agricultural Sciences to request profiles from their alumni. These profiles were then printed in the *Graduate Recruitment Booklet*.

Another valuable partnership that we developed was with the Development and Alumni Relations Office in order to prepare a funding proposal to ABSA. We strengthened





our partnership with the Frederik Van Zyl Slabbert Institute for Student Leadership Development by means of their Student Leadership and GAP Year Programme.

Further partnerships included other departments and faculties of the university including Geology and Theology. We also focused on partnering with more residences including Metanoia, Heemstede and the Russel Botman House, with regards to our work sessions.

## *Evaluation of Services*

Despite facing different challenges during the year, our service evaluation showed positive results and feedback. This includes areas such as individual sessions, group sessions and our extensive graduate recruitment services. Our group sessions included skills regarding compiling a curriculum vitae, interview skills, cover letter writing skills and personal branding work sessions, while the graduate recruitment services included career fairs, company interviews/assessments, as well as a few company presentations. We obtained very positive feedback from students and participating companies.

### *a) Feedback from Students::*

*“Mind-blowing. The workshop changed my perspective and it was very educational. I am looking forward to the next workshop.”*

*“The workshop was excellent. Very helpful.”*


*“My second curriculum vitae writing workshop was delivered with the same high enthusiasm – well done!”*

### *b) Feedback from Companies:*

*“Thank you to Stellenbosch University! It was a well organised day.”*

*“From the get-go they were awesome. Lunch was great. Everyone who assisted was great and very helpful and friendly.”*

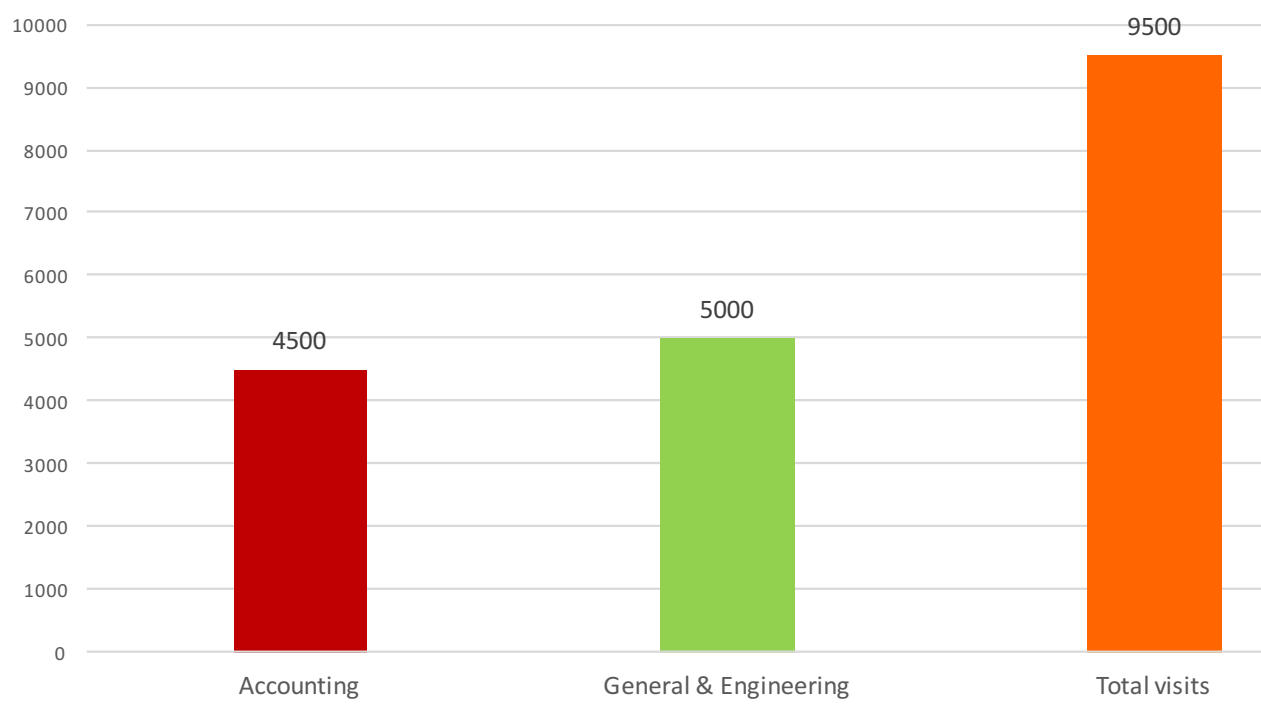




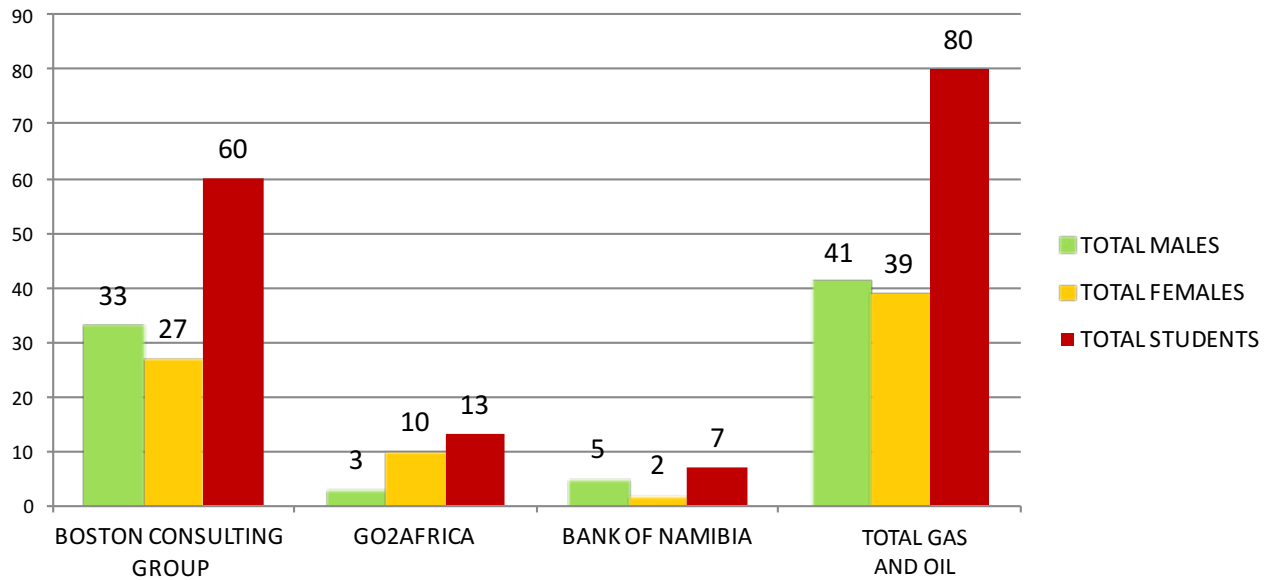
*“Thank you very much from our company for an amazing day. Everything was so well organized and the food was great! We all agreed that the interaction with the students was such a pleasant experience, as they all proved to be serious about their futures. It is nice to see that the students are determined to start their careers. We are looking forward to partnering with your institution again with regards to future career days.”*

## UGCS Statistics

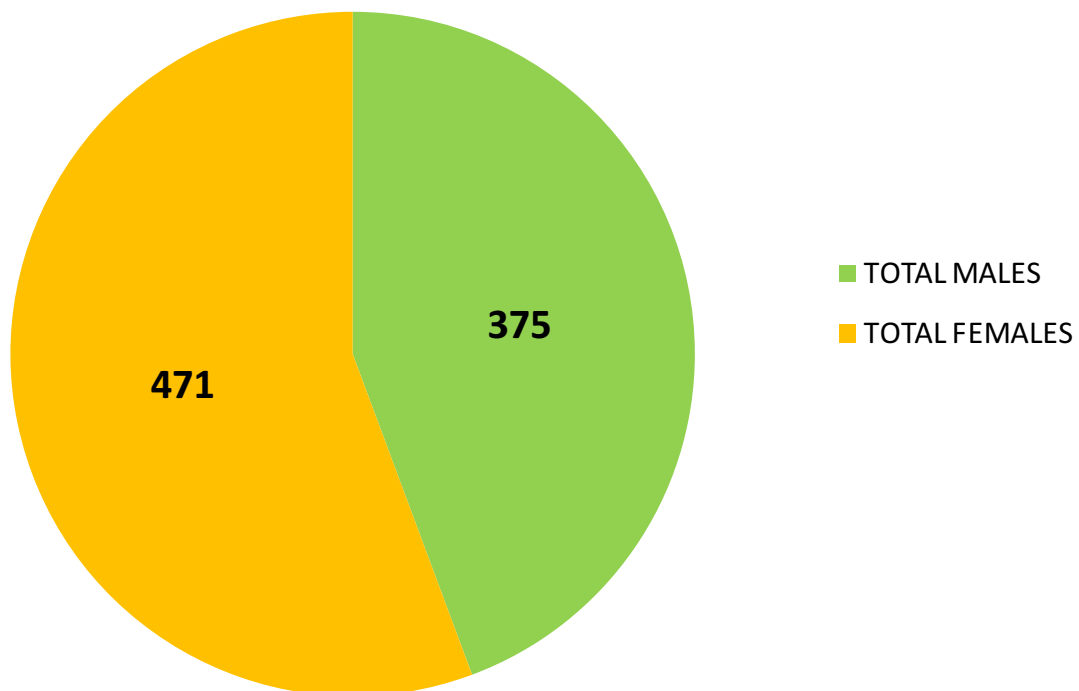
### Career Fairs



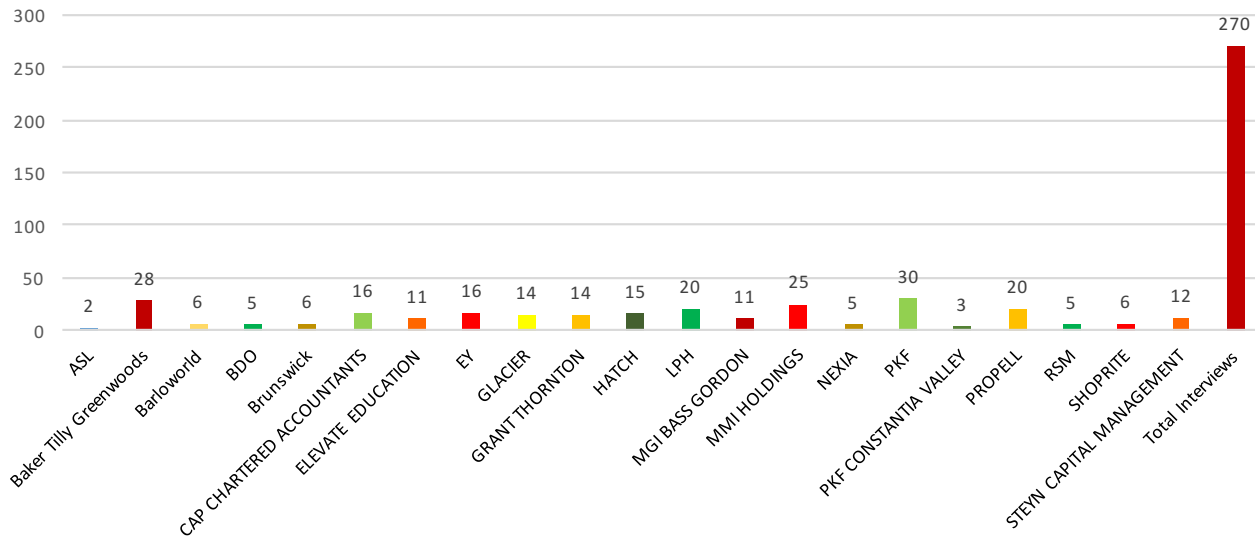
## Company Presentations 2016



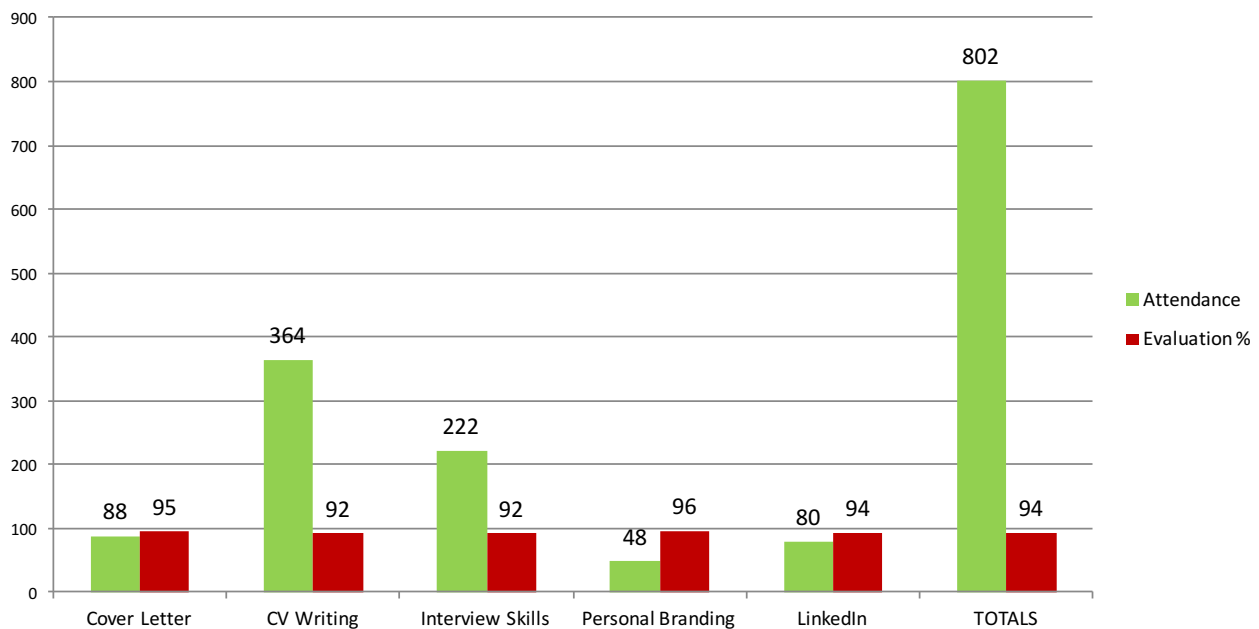
## Walk-in Statistics 2016



## On-Campus Interviews



## Work Sessions





## *Disability Unit (DU)*



### *A Reflection on the Unit's Year*

Our welcome and orientation session for first-year students with disabilities and their parents in January, had been a successful two and a half hour session. At the session we discussed our expectations from students and parents, our support application processes and lastly the parents and students had the opportunity to meet the staff members from the Disability Unit.

The Disability Unit was involved in the annual Stellenbosch Open Day. Dis-Maties had their annual *Dinner in the Dark* function and the Centre for Student Counselling and Development sponsored a table enabling staff to attend. The theme for the event was *Octoberfest* and this created a fun atmosphere in which awareness regarding disabilities was created. The focus on inclusion was successfully illustrated and both disabled and abled people were involved in the entertainment. Disabled students participated in ballroom dancing and singing. The Nemesia Serenade group also formed part of the entertainment during the event.



A Casual Day article with the heading *Maties up their game to support students with disabilities* had been written by Marcia Lyner–Cleophas, Pippa Louw and Ilse van Wyk and can be viewed at <http://www.sun.ac.za/english/Lists/news/DispForm.aspx?ID=4223>. Melanie Willems had an interview regarding Casual Day on 25 August 2016 on Top Talk Radio Show at MFM’s studio.

A few other initiatives and aspects during the year included:

### *a) Partnerships*

There were partnerships formed with the Economic and Management Sciences Faculty and the Engineering Faculty by the Extra Writing Time Committee with regards to extra writing time and concessions for students. This will enable these departments to give inputs regarding the allocation of test and examination concessions. This has been the outcome of discussions that took place the previous year, regarding this area of work. Understanding with regards to the challenges, outcomes and unique needs of all the involved departments and units had been generated.

In addition we also had a session with specifically the Economic and Management Science Faculty regarding the test and examination concessions and in this earlier meeting the possibility of exploring further reading support was done, in collaboration with the Unit for Academic Counselling and Development. We brought Marisca Coetzee from Lab Online into the discussions and she did a workshop with the BAcc Honours students in the second semester as a result of these discussions.

We are also strengthening our partnership with the Centre for Rehabilitation Studies by following-up from the 2015 Casual Day discussion, as promised by the Rector in 2015. This has led to greater awareness at the top management level regarding disability inclusion on campus.

### *b) Disability Policy Review*

We are currently in the process of reviewing the disability policy (Stellenbosch University Universal Access Policy) to reach everyone across campus. This policy will have far-reaching consequences.





### *c) Education Regarding Deaf Students*

There are two students enrolled to study their Bachelors in Education in 2017, requiring South African Sign Language during their classes. The need to make provision for them has strengthened conversations with the Faculty of Education and the Interpretation Services. Discussions with the National Institution of the Deaf (NID), as well as a visit to their Interpretation Hub had also been facilitated.

### *d) Highlights*

- Inclusion of the Economic Management Science and Engineering staff members on the Extra Writing Time committee, regarding the special needs of students during tests and examinations.
- Engaging with staff training interventions by partnering with the Transformation Office.
- Engaging with the Student Affairs staff members as a whole division, for the second time this semester (This has been a first for us).
- Getting a new Facilities Management staff member to work with us. One blind student completed her PhD studies in Psychology and will graduate in December. Two partially-sighted students completed their postgraduate studies (Honours in Education and Post-graduate Diploma in Technology in Language Learning).
- One blind student competed in the Paralympics hosted in Rio de Janeiro.

## *Personalia*

Ms Ilse Van Wyk joined the Disability Unit in the position of Braille Officer in January 2016.

## *Evaluation of Services*

Work done by the Disability Unit is evaluated by means of structured work session questionnaires or through qualitative feedback from students, parents or staff members. Some of the comments collected from the questionnaires are recorded below:





*a) Feedback from the Sign Language Awareness Classes:*

*“Wonderful class, please continue to teach it every year.”*

*“Really enjoyed the session. Look forward to learning more. Any additional learning material would be wonderful.”*

*b) Feedback from a Parent:*

*“I would like to thank you immensely for the input and good advice with regards to my daughter’s residence application.”*

*c) Feedback from a Staff Member:*

*“Thank you so much for sharing this Marcia. It is so heart-warming and encouraging to receive such positive feedback. I really appreciate that people are taking the time to share their feedback and I would gladly welcome the opportunity to chat on a more regular basis and share ideas on how we can continue to improve our communication efforts.”*

*d) Feedback from a Student:*

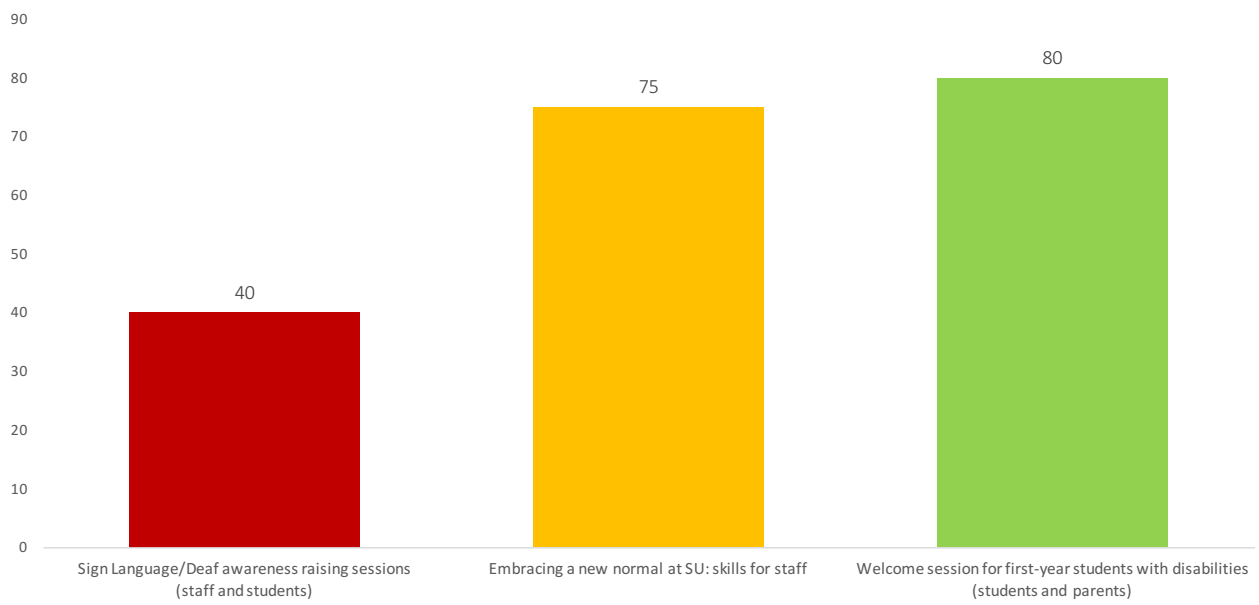
*“The tutoring support rendered has helped me a lot thus far.”*



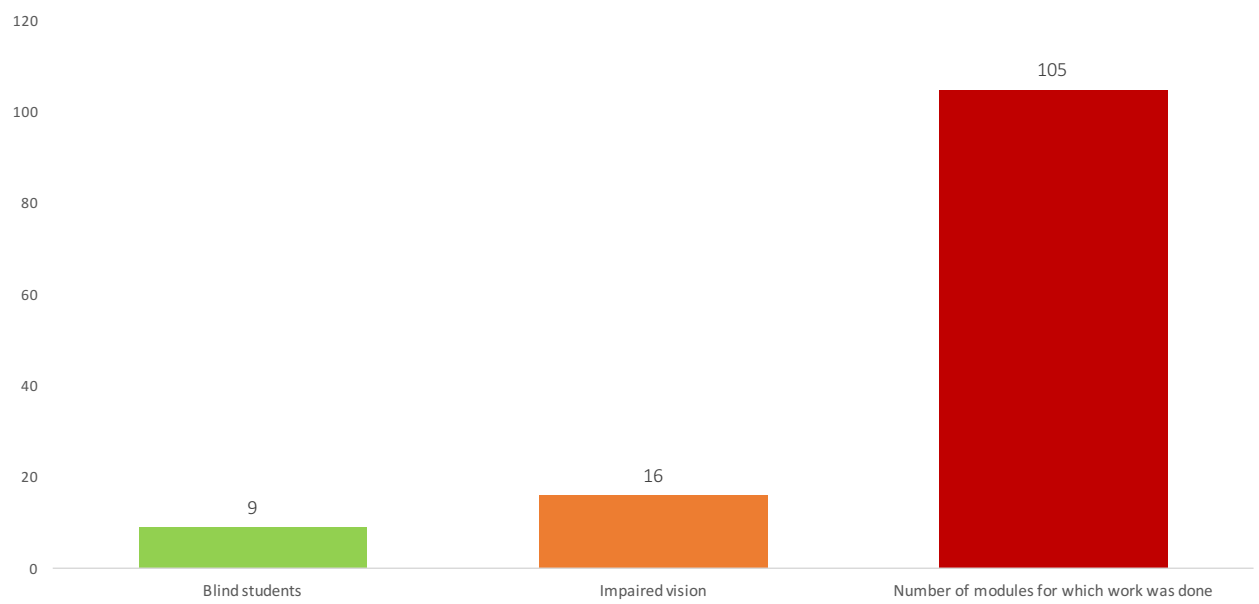


# *DU Statistics*

## *Work Sessions*

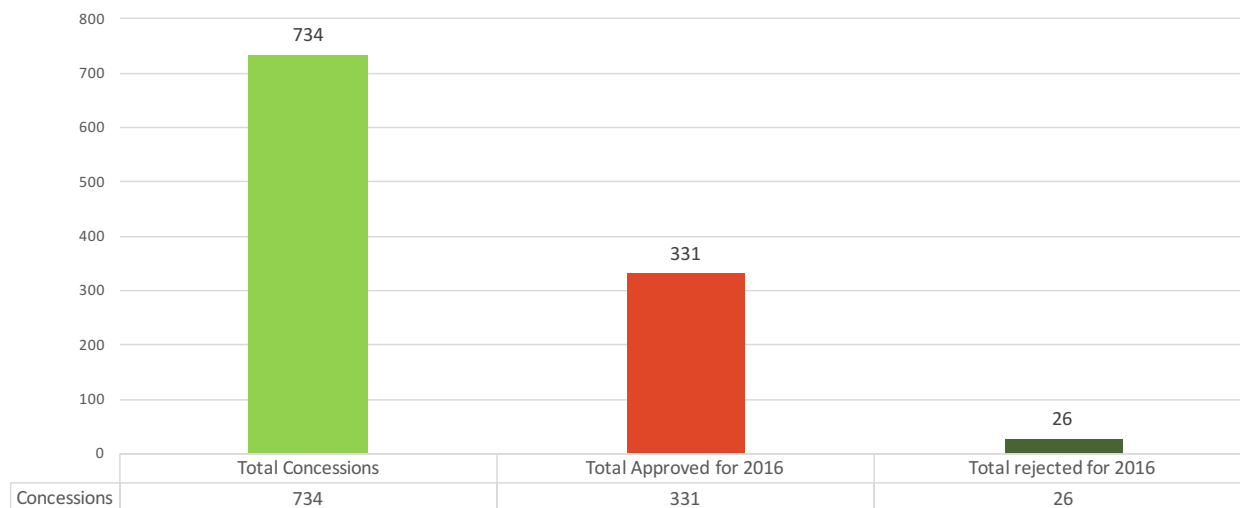


## *Text Conversion at the Braille Office*





## *Total Number of Concessions Processed in 2016*





## *Equality Unit (EU)*



### *A Reflection on the Unit's Year*

#### *a) Achievement Versus the Goals Set for the Year*

We set-up Stellenbosch University's first portfolio on unfair discrimination and harassment (UDP).

We believe that we achieved the goals as set out. Although we struggled with challenges such as human resource capacity problems, we were still able to maintain a high standard of service delivery. It is our belief that we will reach even greater heights with our new staff members. A new Head was appointed at the end of the year as well as our first Case Coordinator for the UDP.



### *b) Interesting Events*

- Council approval of the Stellenbosch University Policy on Unfair Discrimination and Harassment.
- Variety of official and unofficial complaints regarding private security presence on campus due to protest action.
- The Heemstede Black-facing incident and the subsequent Heemstede Report released thereafter had some workable suggestions for the EU.
- Job evaluations/Peromnes evaluations of all staff in Unit, as well as job-title changes for two positions namely the Coordinator: Communication and Research and the Manager: HIV Portfolio.
- Proactive and dynamic responses during various protest periods on two campuses and trying to flesh out the role of the Equality Unit to contain, counsel and mediate conflict.
- The successful completion of two Global Fund grants (NACOSA R800,386.00 and HEAIDS R400,000.00).
- Two applicants had been approved to lecture 2017 Summer School courses at the Radboud University situated in Nijmegen (Netherlands).
- Exploratory discussions were conducted with trans-staff members on how we can improve our services, training and related delivery aspects.
- The EU and Disability Unit proposed a name change for 39 Victoria Street and are awaiting feedback from the RMT on the proposed name (Huis Simon Nkoli House).

### *c) Partnerships and Networking Opportunities*

The EU has had various interventions to develop existing and new internal and external (local, provincial, national and international) partnerships and networking opportunities.

### *d) Highlights*

- We collaboratively created the EU's first shared vision statement: *"By 2030, Stellenbosch University is a responsive just institution grounded in shared humanity. Stellenbosch University enables student and staff success and well-being by advancing human rights, active citizenship and sustainable equity."*





- We managed more than 100 official complaints and/or unofficial reports related to unfair discrimination and harassment from staff and/or students.
- The setup of our mediation programme was a highlight. There are 14 mediators and three from the Equality Unit. Mediation of a variety of complaints and disputes between individuals, as well as groups were managed successfully. An example here was mediation between two rugby teams. Thus far no mediation has not achieved some level of agreement between parties.
- Internal cooperation with Legal Services, Human Resource Management, Communications and Student Discipline improved significantly in the latter half of the year.
- There was a substantial increase in at-risk student men who have sex with men (MSM) who came for HIV testing and support.
- The *New Normal* staff course continues to get very positive reviews. Furthermore we also received excellent evaluations from staff and students on work sessions and short courses.
- We have strengthened our ties with the Tygerberg campus and Tygerberg representatives attended dialogues and were trained as mediators in 2016.
- The creation of animated video clips for the unit, as well as four YouTube videos published on SU's official channel.
- A district surgeon presented a talk and facilitated the unpacking of the rape kit procedures.
- Converted EU building restroom signs into more inclusive spaces within the framework of universal design.
- Facilitated provision of pre-exposure prophylaxis for vulnerable groups.
- Nomination for the AAT course 2017 of our Administrative Officer.
- Proposal for a non-bilateral Africa Collaboration Grant for research visit to UNZA was approved by SU International.
- Development and consultation of an online (app-based) Callisto sexual harassment reporting tool, as well as the development of a centralised *Serious Incident Reporting* tool for support environments.
- The Unit hosted three staff members from the Department of Psychology, Campus Health and School of Medicine from the University of Zambia.





## *Personalia*

The following appointments had been made in 2016: Qaqamba Mdaka was appointed as Case Coordinator and Jaco Greeff Brink as the Head of the Equality Unit.

A case officer will be appointed early in 2017 and the position of Coordinator: Communication and Research is currently vacant and will be advertised by February 2017.

## *Evaluation of Services*

Services delivered related to HEAIDS (Higher Education and Training HIV Training Programme) outcomes were reported on monthly and quarterly including both quantitative data as well as narrative reports. An internal Stellenbosch University audit of services in relation to budget expenditure was conducted and also met the standards set out.

At the end of all training courses and workshops, participants completed short-course evaluation forms. Some workshops, such as Stellenbosch University's International courses were evaluated by means of additional evaluation processes, in addition to our evaluations. We developed an intervention evaluation form as a way of monitoring and evaluating our unfair discrimination portfolio. This is in addition to a centralised and secure online facility, where all complaints and follow-up processes are stored.

The International Programme for Stellenbosch University (IPSU) student's feedback of semester courses included the following valuable feedback:

- a. Students consistently expressed how they enjoyed the Equality Unit's facilitation of interaction with community partners in order to create health communication products.
- b. Students appreciated how the course helped to strengthen their social conscience in terms of societal stigma.
- c. Students enjoyed the richer perspective on South Africa.

Feedback from Spectrum, the social/discussion/support group for MSM:

- *"I felt that I could be gay on campus without fear of discrimination."*
- *"Not fearing discrimination, when I make use of the HIV testing services is a great relief."*





The EU also does quarterly benchmarking and sharing with institutions such as CPUT, UCT and UWC with a focus on our HIV/AIDS portfolio. From this practices we have been able to gather that our programmes are strong and the new development to a broader equity approach, seems to be one of the very first such steps in the Higher Education sector in South Africa.

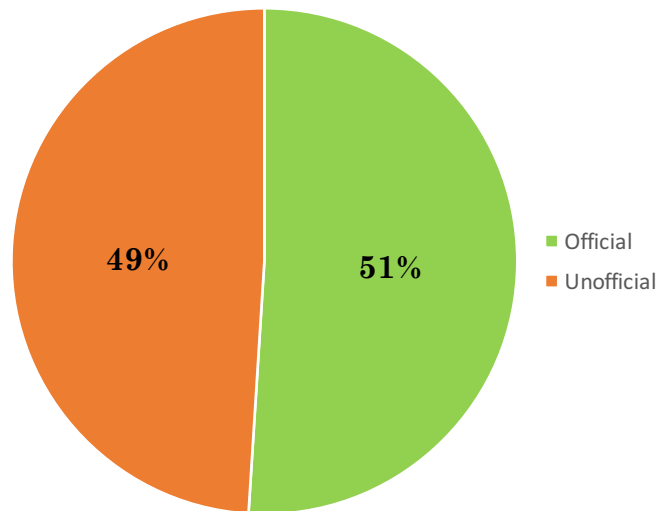
| <b>STUDENTS 2016</b> | <b>Male</b> | <b>Female</b> | <b>HTS Total</b> |
|----------------------|-------------|---------------|------------------|
| January              | 1           | 0             | 0                |
| February             | 20          | 17            | 37               |
| March                | 282         | 496           | 778              |
| April                | 11          | 5             | 16               |
| May                  | 12          | 15            | 27               |
| June                 | 0           | 0             | 0                |
| July                 | 0           | 0             | 0                |
| August               | 43          | 32            | 75               |
| September            | 11          | 5             | 16               |
| October              | 23          | 19            | 42               |
| November             |             |               | 0                |
| December             |             |               | 0                |
| <b>Total</b>         | <b>403</b>  | <b>589</b>    | <b>991</b>       |



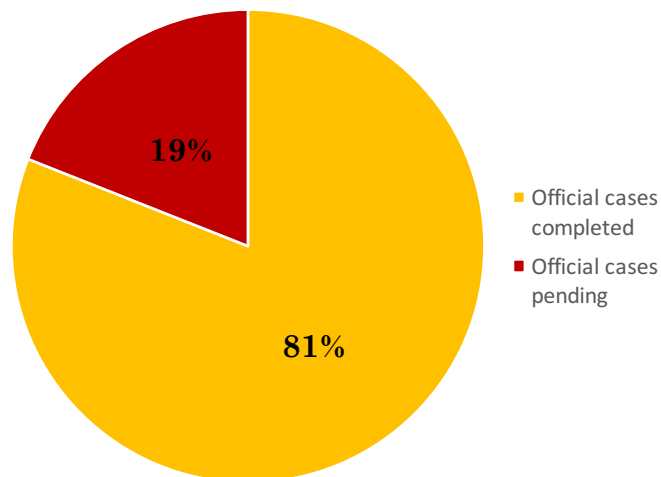


# *EU Statistics*

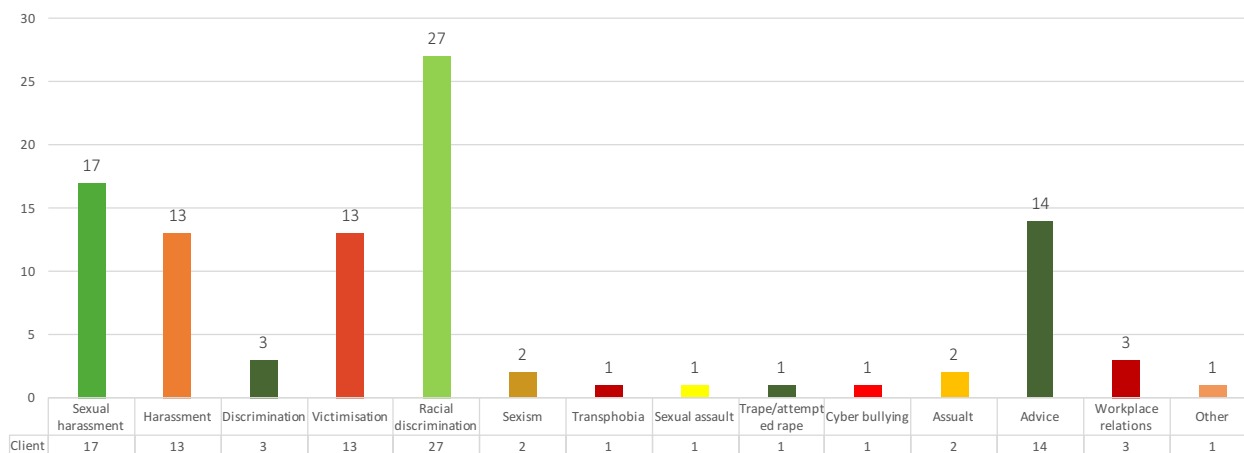
## *Status of Complaint*



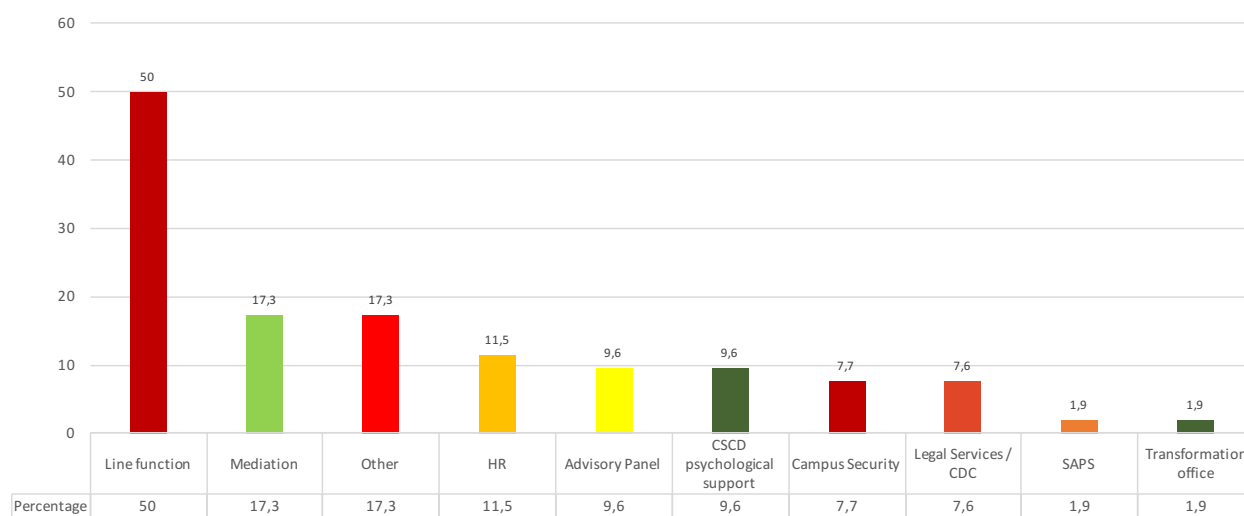
## *Official Cases Completed*



## Type of Complaint

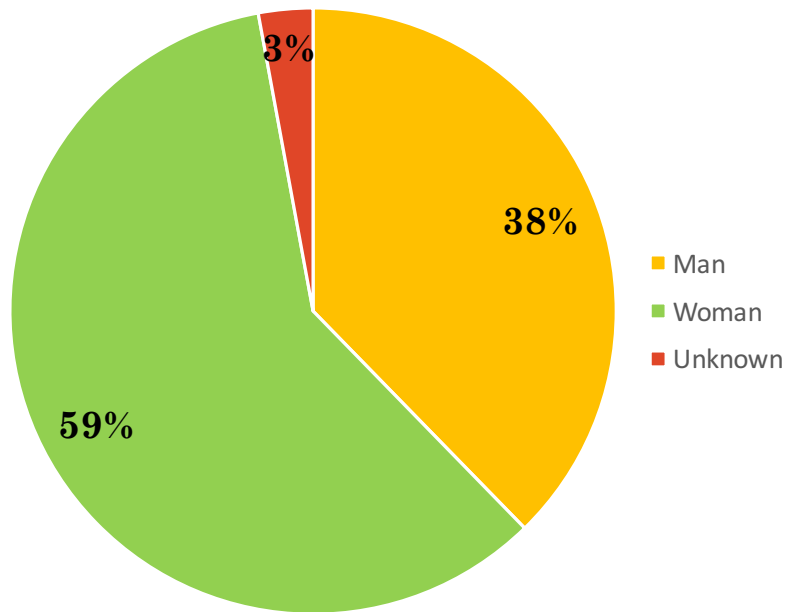


## Preferred Resolution from Complainant

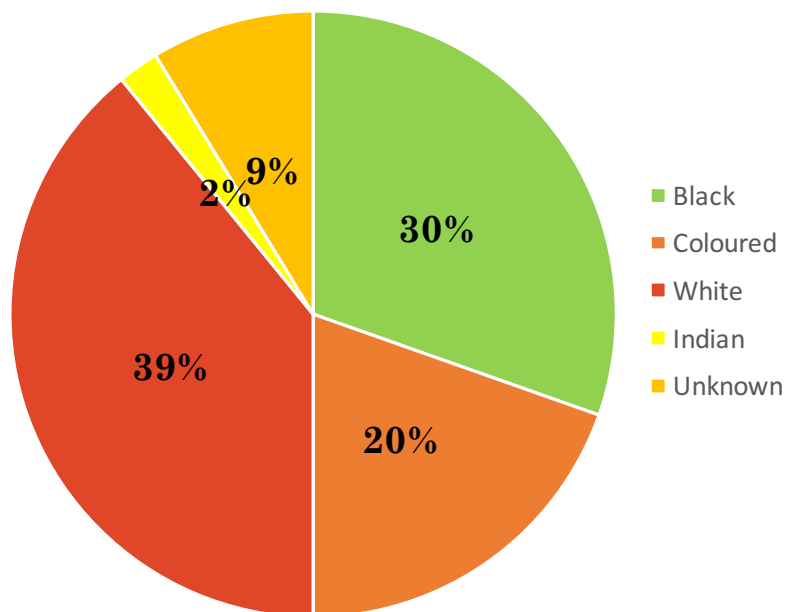




### *Gender of Complainant*



### *Complainants per Population Group*





## *Unit for Psychotherapeutic and Support Services (UPSS)*



### *A Reflection on the Unit's Year*

#### *a) Stellenbosch Campus*

The UPSS values the holistic well-being of students, and strives towards developing and supporting students on psychological, emotional and social level.

Given the dynamic nature of the current climate regarding higher education nationally with the Fees must fall campaign and the Rape Culture Movement, Stellenbosch University's UPSS strives to remain objective and play an advocacy role during those periods. All students who sought assistance at UPSS were treated professionally and with respect, irrespective of their personal views and involvement with the campaigns mentioned above.

The screening process introduced in 2015 had been refined and this facilitated the case



management for 2016. This had the result that students who needed attention urgently, could be accommodated sooner. Despite the screening and the employment of additional consultant psychologists, the influx of students escalated resulting in a waiting list of students for November 2016. (There was no waiting list in November 2015).

### *b) Tygerberg Campus*

The demand for the services offered by the UPSS at Tygerberg continued to show growth in 2016. In addition to individual sessions, the group therapy and work sessions expanded to include innovative interventions addressing the specific needs of students. In collaboration with students in leadership positions, the services were marketed on a broad range of social network platforms for the first time. This allowed us to take another step forward in normalizing the utilization of psychological services. We have received wonderful feedback from students and are grateful to be able to work with this special group of people, as well as for the collaboration with all the role-players across Tygerberg campus.

### *c) The 24-Hour Crisis Service*

The 24-Hour Crisis Service has been as busy as ever and especially around the time of the protests. The service will continue in 2107, but it will continue in a different format managed by an independent agency.

The CSCD and the UPSS will ensure that the service is not compromised in any way, although there might be a few challenges in the transitional period. The crisis number will remain the same for both campuses.

### *d) Group Interventions*

To stay in tune with the evolving needs of students there was extensive reflection done on the relevance of each group. A few new interventions were implemented. One of the popular groups, measured by attendance, was the one on *Taking off the pressure*. This intervention provides a safe space for mostly first-generation students to explore the pressures related to their studies. The group also celebrated the graduation of all the members who had been in their final year of study in 2015 and the acceptance of one of the members into a Master's programme.





The *Fear Factor* group was another highlight and a number of students requested that this group intervention be repeated more often. New groups such as the *Support Group for Postgraduate Students* was initiated in collaboration with the Post Graduate Office. Students that enrolled for this intervention, indicated that they benefited greatly from the group. Despite the fact that groups are experienced as beneficial, enrolment of students. Despite groups seen as beneficial, enrolment of students remain a challenge and therefore some groups were not formed this year. This is a global challenge and we continuously reflect on ways to get more students involved in group therapy sessions.

In 2016 a new work session topic was introduced titled Emotional Intelligence, in addition to the usual work sessions on *Stress Management* and *Improving your self-confidence and social skills*.

### *e) Social Work Services*

The social worker provides assistance, guidance and counselling to individual students with respect to social issues. It has been noted that some students experience financial difficulties, because they do not meet criteria for the financial aid means test.

A dire need for food increased in 2016. The work-study programme is a more dignified and affirming way to assist financially challenged students as opposed to mere handouts given. The programme provides the opportunity for students to gain valuable work experience while studying and simultaneously promotes their personal and career development.

## *Personalia*

One of the psychologists at the Unit organized the Mandela Day initiative at Stellenbosch Work Centre for adult persons with disabilities. Quite a few staff members discovered that painting is one of their hidden talents.

The appointment of a new Administrative Officer was very beneficial to both the Unit for Psychotherapeutic Support Services and the Disability Unit.

At the end of the year UPSS will be bidding farewell to Louis Vlok and Karin Williams as they are retiring.





## *Evaluation of Services*

The Evaluation of UPSS had been obtained from students via questionnaires and through quality control as done by the manager. The latter process was followed especially in cases where students requested to change from one therapist to another.

### *a) Quotes and Feedback from Students*

*“... At first you feel like you don’t need it, but at the end you feel different and it feels like a weight has been lifted off your shoulders.”*

*“The session helped to boost my self-esteem and confidence and approach challenges that I come across as a student.”*

*“The psychologist comes bearing gifts for the mind, body and soul.”*

*“I am relieved to hear the stories of others who feel the same as I feel. I am not the only one.”*

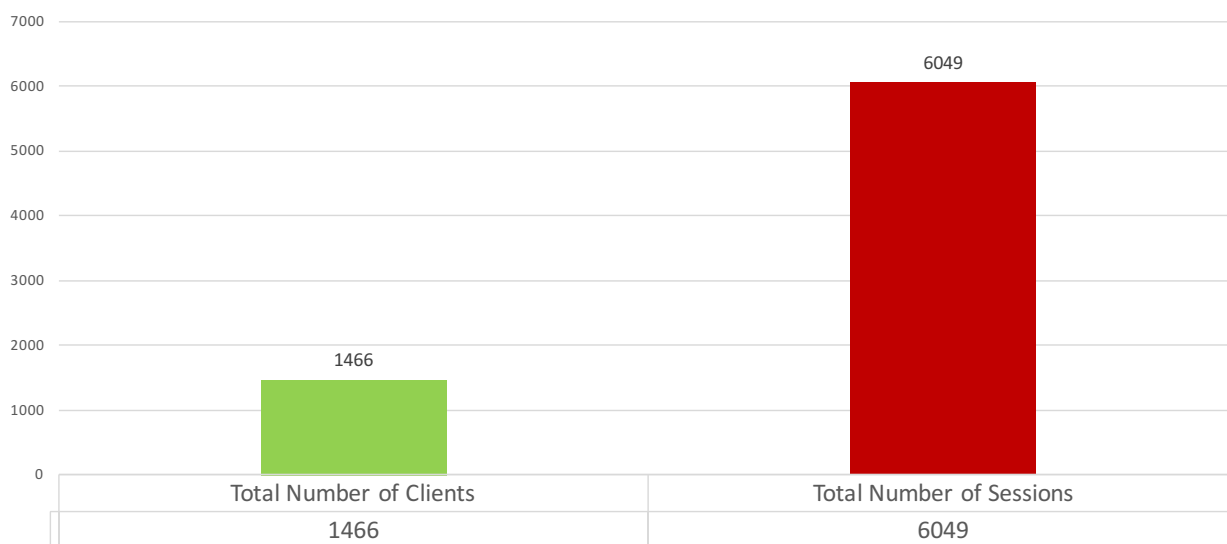
*“At first I was very reluctant to attend the session, but from the moment we started, I enjoyed it. I tapped into parts of my existence which I have been avoiding for quite some time.”*

*“I really liked the fact that I felt comfortable ... I liked that I could escape for a little while, acknowledge my existence and just be. I’ll definitely come again.”*

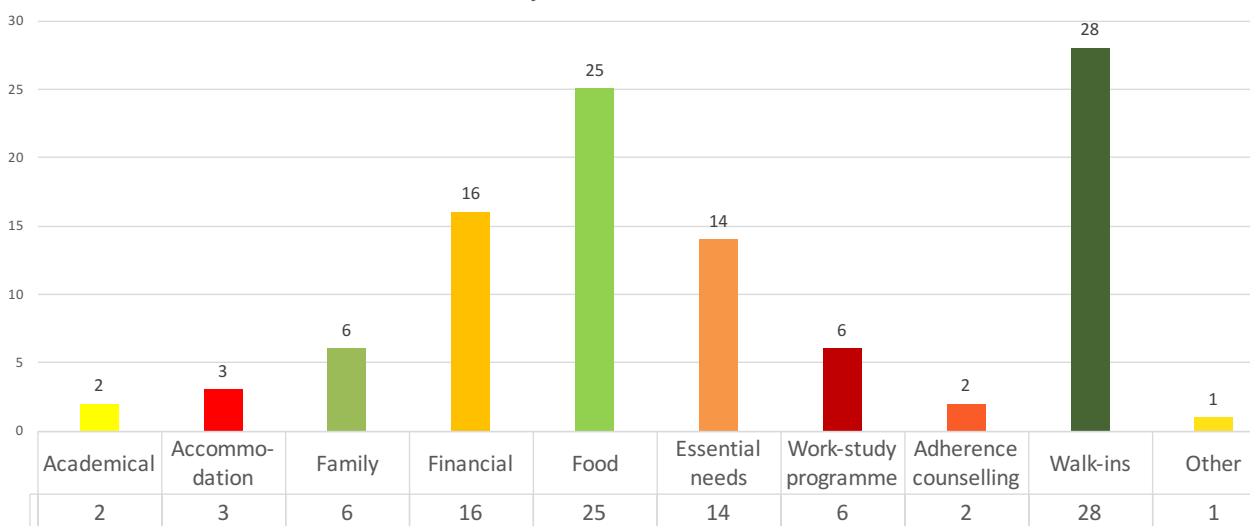


# UPSS Statistics

## Number of Clients and Sessions

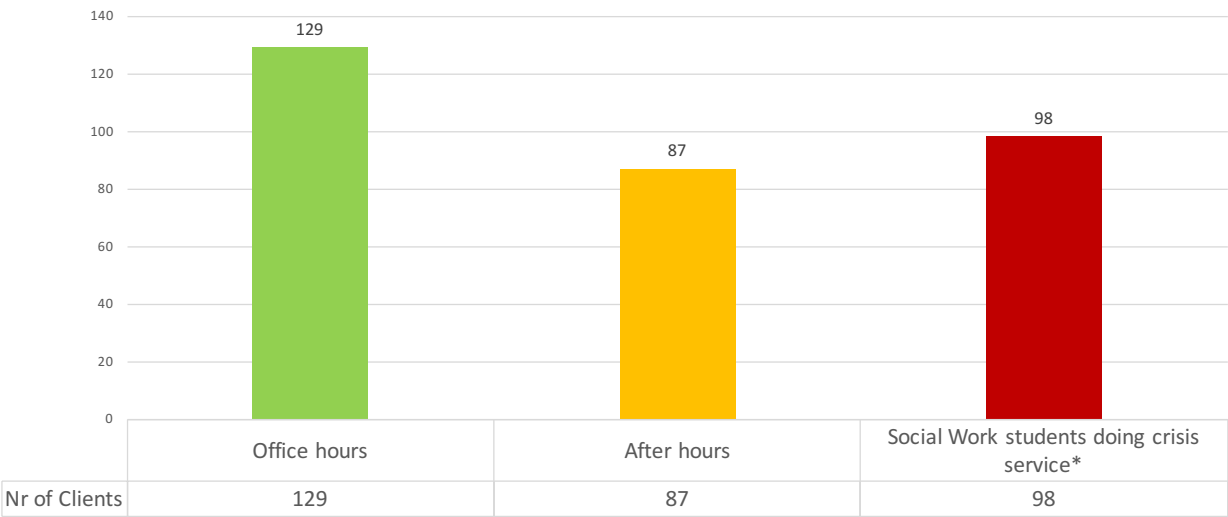


## Psychosocial Interventions



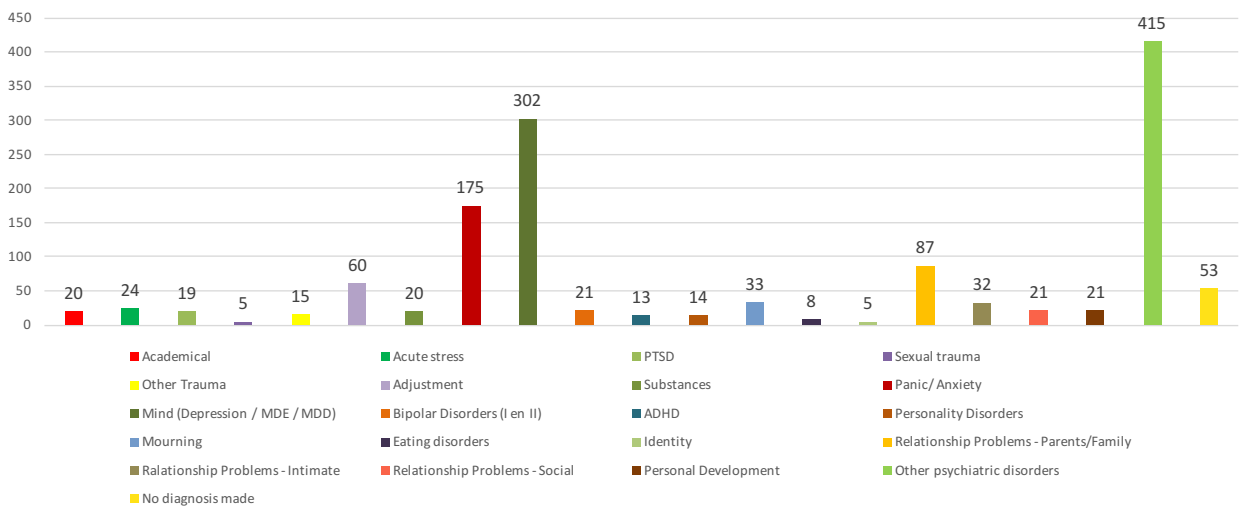


*Number of 24-Hour Crisis Service Clients*



\*Social Work students saw 98 crisis clients for 245 sessions

*Primary Reasons for Seeking Services*





## *General CSCD Information*



### *Research / Personal Development of Staff*

#### *a) Unit for Academic Counselling and Development (UACD)*

- Staff members of the Unit for Academic Counselling and Development were involved with a variety of research projects in 2016. Winnie Gae and Tiaan Ellis submitted their MEd Psych theses and they will both graduated in December 2016. Tiaan's topic for his thesis was: *"First team schoolboy rugby players' understanding of their future career trajectories"* and Winnie's topic *"Primary school learners' perspectives on factors that impact their learning and well-being at school."*
- Samantha de Mink and Michelle Ireland are registered for the MEdPsych-degree and are busy with their research theses.
- Apart from submitting her research thesis Winnie Gae successfully completed the National Board Exam of the Health Professions Council and she registered as Educational Psychologists with the Health Professions Council of South Africa.



- Claudia Saunderson and Elmien Sinclair are registered for PhD degrees. Claudia has received a grant from the Stellenbosch University Post Graduate and International Office for a mobility exchange taking place during August 2016. She attended the University of Saskatchewan in Canada, as a visiting scholar.
- The Unit encouraged its staff members to participate in the following opportunities for personal development during 2016:
- *Psychology CPD Well*: Stellenbosch University, Centre for Student Counselling and Development: All the staff members participated in the programme.
- *Learning Receptiveness Profile*: Stellenbosch University, Centre for Student Counselling and Development: Samantha de Mink, Tiaan Ellis and Michelle Ireland.
- *The New Normal*: Stellenbosch University, Transformation Office: Winnie Gae and Christa Koch.
- *MBTI training and accreditation*: JVR Psychometrics: Tiaan Ellis.
- *Monuments: Fall, Stand or Build*: Southern Regional Branch of the South African Society for Cultural History: Winnie Gae.
- *Reading Workshop*: Stellenbosch University Language Centre: Elmien Sinclair, Christa Koch, Winnie Gae, Michelle Ireland and Tiaan Ellis.
- *Person Centered Therapy* as facilitated by the Good Hope Psychological Service: Samantha de Mink.
- *HIV/AIDS Counselling*: Stellenbosch University, Equality Unit: Michelle Ireland and Tiaan Ellis.
- *Memory and Learning in Children. A Workshop of Applied Neuropsychology* as facilitated by Dr Sharon Truter: Christa Koch.

### *b) Unit For Graduand Career Services (UGCS)*

The publication of a *Graduate Recruitment Booklet* forms part of our Graduate Recruitment services and research component.

The following staff members participated in staff development courses, programs and forums:

- Delisha Van Neel attended an AAT Level 3 course and the *Embracing a new normal for Stellenbosch University* course.
- Marquard Timmey attended and participated in a performance appraisal workshop.
- Wilna Naude and Thobeka Msi attended the Career Services Forum, hosted in Bloemfontein.





### *c) Disability Unit (DU)*

- The Disability Unit developed guidelines for the Student Affairs Division regarding accessible events, meetings and conferences. This was presented at the Student Affairs Research Day in June 2016, as well as at the Stellenbosch University Health and Wellness Committee meeting. This supported the specific departments, as they are developing guidelines for events on campus.
- The Disability Unit formed part of the UNISA project focusing on research regarding disability in higher education. This project is funded by TDG/DHET and spearheaded by UNISA.
- Marcia Lyner-Cleophas will receive her PhD in December 2016.

#### **Training interventions that took place, was the following:**

- Pippa Louw and Meagan Stevens attended JAWS training
- Meagan Stevens did an online copy-editing course at UCT, via the Mass Open Online course module (MOOC). Marcia Lyner-Cleophas completed a Project Management course at USB-ED.
- Melanie is completing her Masters Degree in Social Work.
- The HEDSA Symposium, hosted at Spier was attended by the entire Disability Unit team. Burning points in higher education pertaining to disability rights and services were discussed. External funding was received from First Rand Foundation accommodating seven students.

### *d) Equality Unit (EU)*

The following research staff development initiatives and developmental aspects were approached in the past year:

#### *Staff Development and Training Interventions:*

- One staff member is currently working towards a PhD and another staff member is busy with their Master's degree.
- Staff members completed the *Embracing a New Normal* development course, the Stellenbosch University workplace mediation course, a CPD workshop on Gay Affirmative Therapy and first aid courses were also attended by staff members.





### *Research and Development Pertaining to the Unit*

- A paper had been accepted into the South African Journal of Higher Education (SAJHE).
- Stellenbosch University's performance amongst the top of 14 HEIs in MSM/LGBTQI NACOSA project.
- Curriculum Integration of HIV/AIDS knowledge and programmes at Stellenbosch University.
- Pecha Kucha style presentation at the seventh annual HIV and AIDS Education Community of Practice that took place on 8 to 9 March at the Nelson Mandela Metropole University in Port Elizabeth.
- NACOSA & Global Fund Higher Education Institution MSM/LGBTQI programme evaluation technical advisory team. The Unit also applied for a R150, 000.00 HEAIDS NDOH grant for 2017.
- Article reviewer for SAHARA-J: Journal of Social Aspects of HIV/AIDS and the Journal for Student Affairs in Africa.

### *e) Unit for Psychotherapeutic and Support Services (UPSS)*

#### **The following training interventions were attended and presented:**

- Lizzie Witbooi and Louis Vlok attended the SAACDHE conference in Swaziland in September. Lizzie Witbooi presented on *Food insecurity amongst students who are in dire need at Stellenbosch University*. Louis Vlok presented a workshop titled *Crisis intervention. The need and application of such a service at tertiary institutions*. Both presentations were well received. Munro Strydom attended a Neuro-narrative therapy workshop and US workshop titled *Embracing the new normal*. Liani Joubert attended EMDR training. Liani Joubert attended a Judy Rankin presentation titled *Creative approaches to therapy*.
- Elmarie Kruger, Mumtaj Parker and Francois van der Linde participated in EMI training, Munro Strydom and Elmarie Kruger attended the UCT Symposium on substance use and An-Maree Nel attended a mini DAAD course.
- Louis Vlok also attended a presentation regarding alcohol safety at tertiary institutions.





# *Educational Psychology Internship Programme*

## *Internship and Supervision Program*

### **a. Internship Programs**

Samantha de Mink (January-June 2016), Michelle Ireland (July-December 2016) and Tiaan Ellis (July-December 2016) successfully completed an internship in educational psychology. The responsibilities of these interns included individual counselling sessions, group sessions, psychometry and community service.

### **b. Supervision Program**

A comprehensive supervision program (individual as well as group supervision) was offered to the intern psychologists. This program was facilitated by Ms Christa Koch (Educational Psychologist), Dr Marcia Lyner-Cleophas (Educational Psychologist) and Dr Annemari Grundlingh (Clinical Psychologist).

## *Feedback and Reflection from Interns Regarding their Internships:*

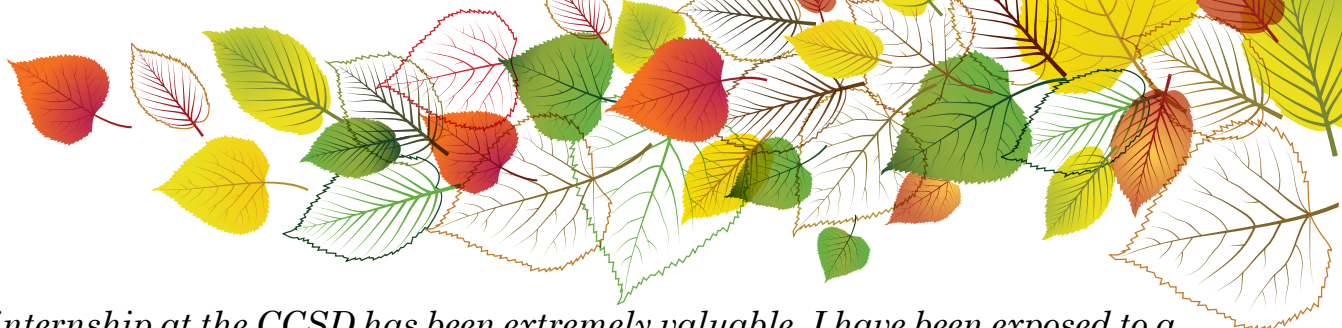
*“What struck me most about the CSCD is the range of services that students are afforded for free. I had the privilege to work with a number of clients with diverse backgrounds and diverse needs. This allowed my flexibility as a therapist to develop. I learnt a great deal about the importance of self-care, and being aware of the caseload you can successfully manage in a day in order to ensure that all clients are afforded the best you have to offer.”*

**– Samantha de Mink**

*“The past six months have been such a learning curve. I was exposed to a variety of students, assessments, training and workshops. This enabled me to work with confidence and to really embrace the services offered at the CSCD. I appreciated that the interns were regarded as part of the team, and not as ‘just another intern’. I believe that this internship provided me with valuable tools, ideas and excitement for life as an educational psychologist. For this I am truly grateful.”*

**– Tiaan Ellis**





*“My internship at the CCSD has been extremely valuable. I have been exposed to a wide range of cases which has enabled me to develop my psychometric, diagnostic and therapeutic skills. What I valued most was the excellent supervision program where at least bi-weekly sessions were held with a senior educational psychologist or clinical psychologist. Further the centre’s ethos of sharing, learning, openness and support meant that I was able to freely consult with any practitioner working in the department. My training has been in-depth and I feel I have been excellently prepared to working on independent level. I am thankful for the opportunity and look forward to work with the centre in the future.”*

– **Michelle Ireland**

## *Social Engagement Forum*

With the beginning of the year, the name of the Diversity Forum was changed to the Social Engagement Forum. The change in name reflects the broadening of the understanding of the term diversity and also reflects the goal of incorporating more initiatives linked to the community. The forum hosted four initiatives within 2016.

The first two initiatives linked to the changes and challenges currently confronting higher education in South Africa and had the specific focus on transformation. Monica du Toit from the Transformation Office, facilitated a session titled Open discussion on transformation on our campus and the South African context in the first term. This session was followed by a session titled Decolonising Higher Education as presented by Faith Pienaar. Ms. Pienaar is also employed at the Transformation Office.

While the first session offered a platform for open dialogue and understanding, the second session complemented it well with a more structured and theoretical account of the challenges and the different ways of addressing these.

During the second semester the forum took part in a Mandela Day initiative. Some staff members joined us for painting at the Stellenbosch work centre. The centre is one focusing on adults with disabilities. This initiative was a great way of engaging with our broader Stellenbosch community. The staff members involved benefitted as much as the organization and were reminded of the great need for social intervention, as well as the great work being done to address the challenges in our communities.

The year was ended off with an interactive initiative celebrating Heritage Day and the





various cultures in our rainbow nation. The event included a quiz aimed at testing and enriching our knowledge of our rich South African heritage.

We look forward to more active community engagement and initiatives in 2017.

## *A Reflection on the CSCD's Involvement in the Re-Admissions Process*

As in previous years, the CSCD has played a prominent role in academic and psychotherapeutic support of students who applied for re-admission, as well as input given on the different faculty panels. It is however necessary to re-visit and evaluate the re-admission process on a regular basis as the process has become more complex with each passing year. This applies to the number of applications (Please refer to Table 1.), as well as the complexity of the recommendations and referrals to the CSCD. In terms of the number of applications, we face a major challenge as the number of applications are increasing which has a direct impact on the staff component. This makes the recruitment of consultants to assist with the re-admission case load at the CSCD offices and to serve on the re-admission faculty panels necessary.

*Table 1.*

| <b>Number of Re-Admission applications<br/>(excluding Medicine and Health Sciences)</b> |              |
|---|--------------|
| <b>Year</b>   | <b>Total</b> |
| 2009  | 613          |
| 2014  | 770          |
| 2015  | 882          |
| 2016  | 1037         |

During January and February, the focus of the CSCD is on the incoming first-years who present with a range of academic and psychological difficulties. It is important that the CSCD and the faculties in which the number of applications are becoming difficult to manage, engage with one another to find solutions to proactively address this.

The CSCD also looked at the type of referrals (D38, C35, C36 and C37) that it receives from the re-admission panels. The process after the referral and the subsequent session





with the student to stipulate the requirement as stated by the faculty re-admission panel, needs to be streamlined to prevent unnecessary time delays. Consideration should also be given to diverting some referrals to other role players and support staff. The referrals to the CSCD should primarily be cases where academic and psychological support are warranted.

The CSCD also recommended that the strategy for dealing with enquiries from students whose re-admission applications were unsuccessful, should also be evaluated. The roles of the different stakeholders should be made clear. This also led to the decision that the faculty administrators should, where possible, serve on the faculty re-admission panel to minute the reasons why a re-admission application was unsuccessful and reduce the number of unsuccessful applicants visiting the CSCD offices to seek clarity about why they have not been re-admitted.

The CSCD is in the process of discussing these and other re-admission issues with the relevant internal partners, including the Registrar's Office. It is clear that the CSCD definitely has an important role to play in the re-admission process. Standardisation between faculties is also crucial for the re-admission process to be efficient and consistent across faculties. With the re-admission process becoming more complex on different levels, it is important for the different stakeholders to regularly come together and re-visit this process.

### *a) Psychology CPD Well Programme*



The Psychology CPD Well programme (continued professional development) was developed and accredited in 2003 to give psychologists the opportunity to earn continued professional development points, as required by the Professional Career Board for Psychology. Psychologists can enrol for three different options, namely:

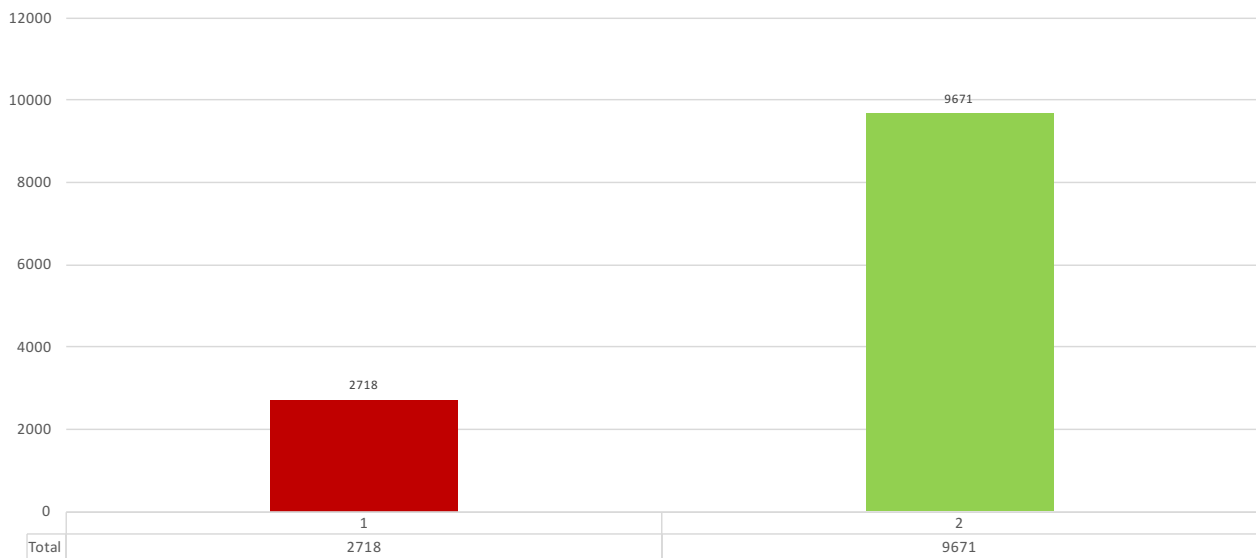
- Option A: Attend lectures about various subjects presented by specialists.
- Option B: Download pre-recorded lectures (presented in Option A) from the internet and complete an online questionnaire.
- Option C: Read web-based articles and complete an online questionnaire.

This programme served as a training opportunity for our professional staff, but was also a third source of income for the Centre for Student Counselling and Development, as psychologists from outside the University of Stellenbosch could also participate at a fee.

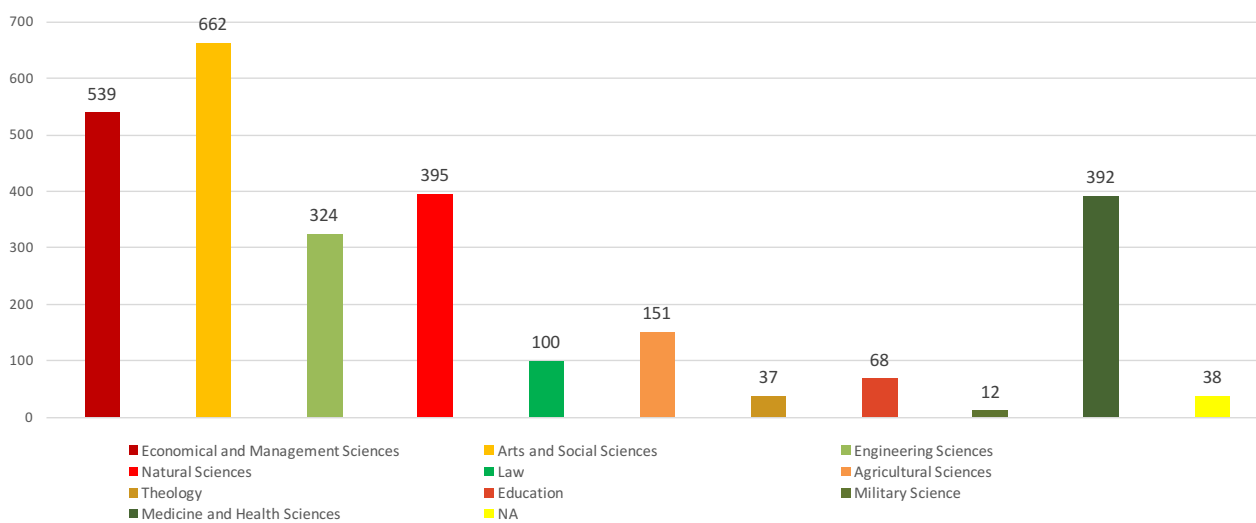


# CSCD Statistics

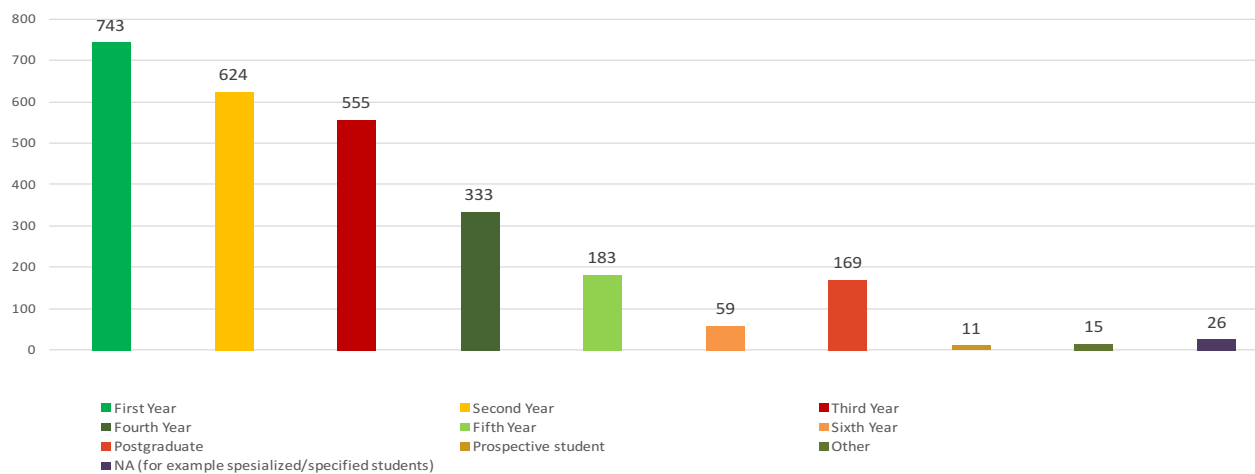
*CSCD Clients and Sessions: Individual Cases and Smaller Groups.  
(Workshops/Work Sessions and Grouptherapy Sessions.)*



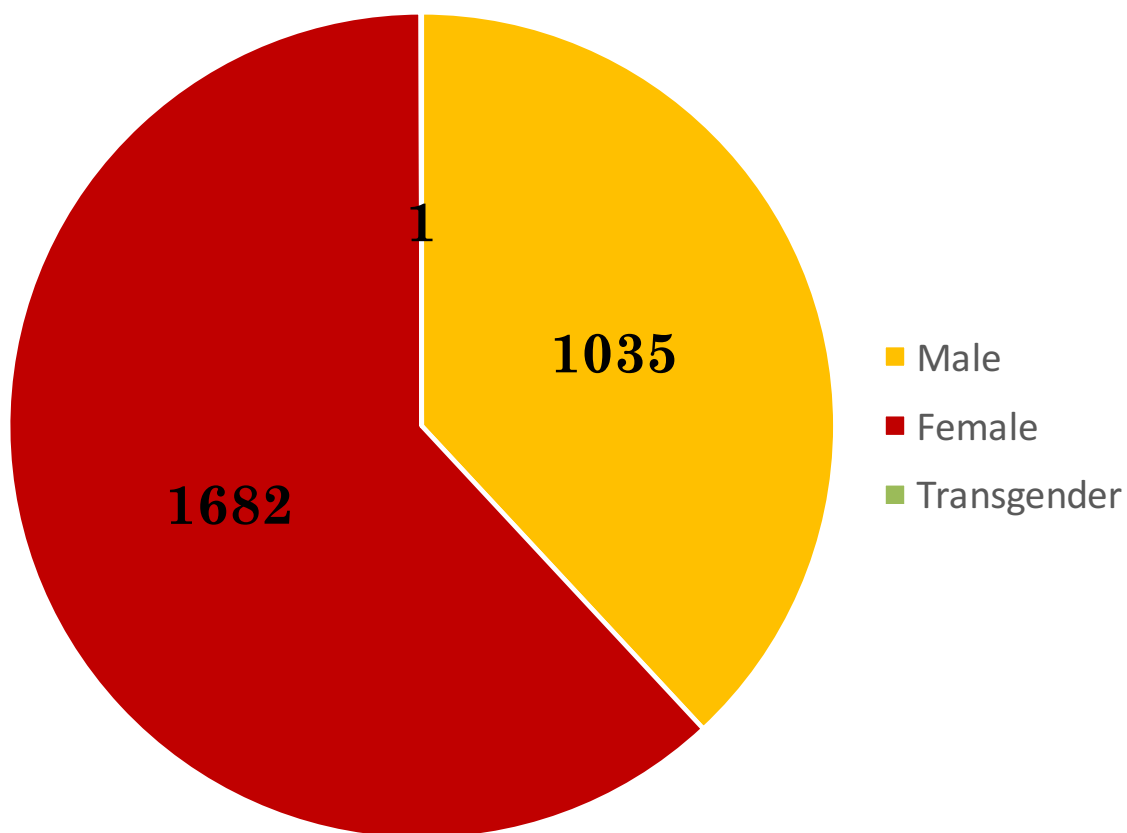
## Clients per Faculty



## Clients per Year Group



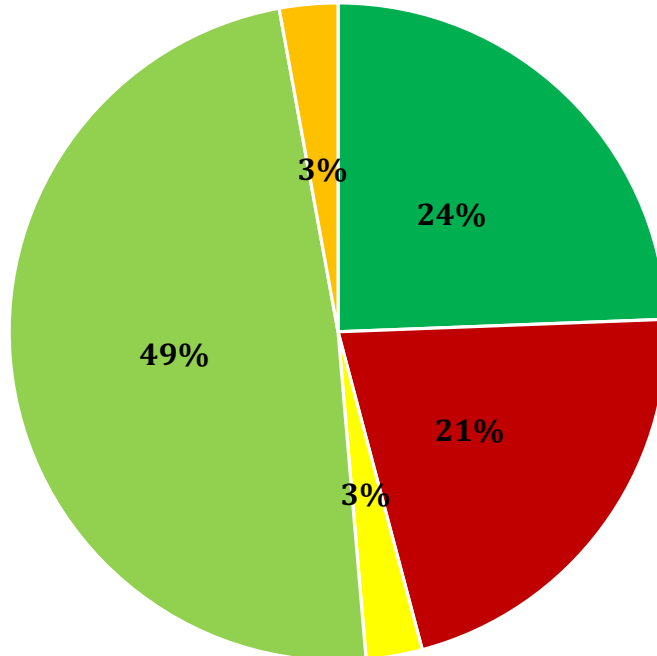
## Clients per Gender





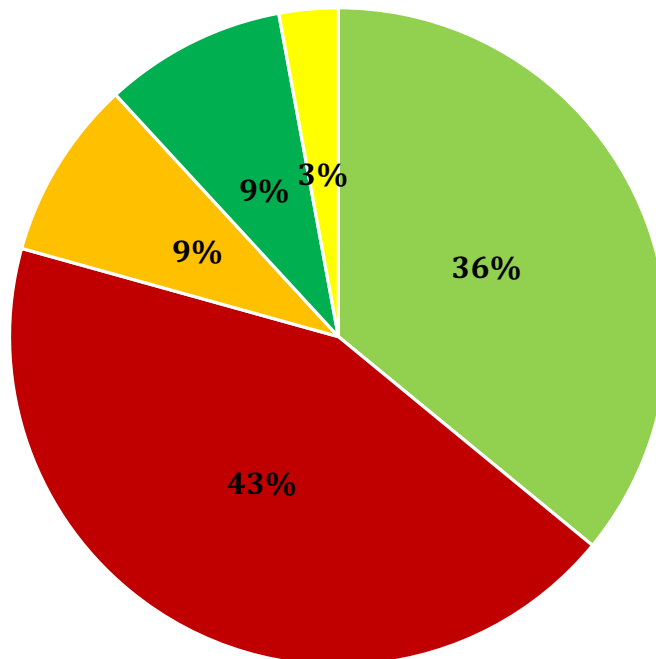
## *Clients per Ethnic Group*

■ Black ■ Coloured ■ Indian ■ White ■ Other or not specified

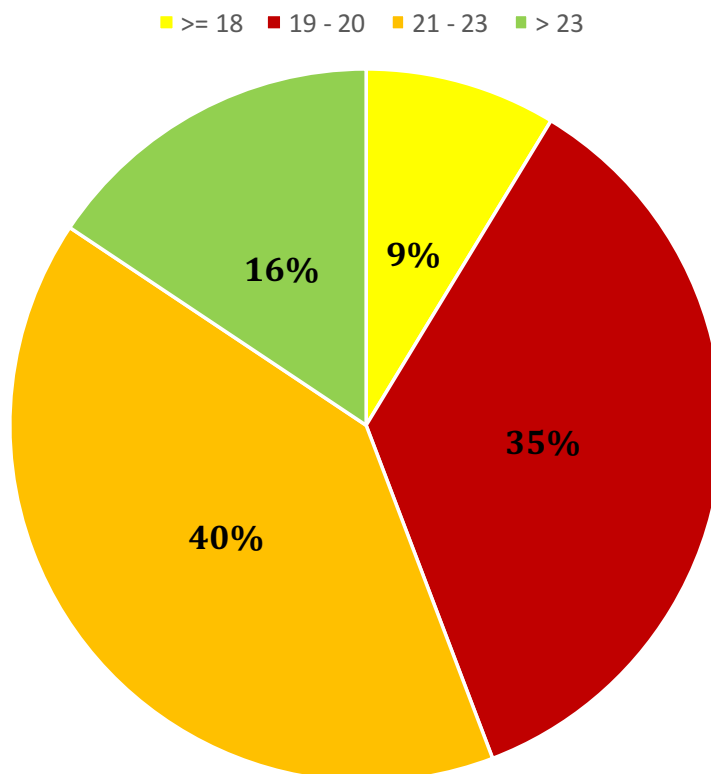


## *Clients per Language Group*

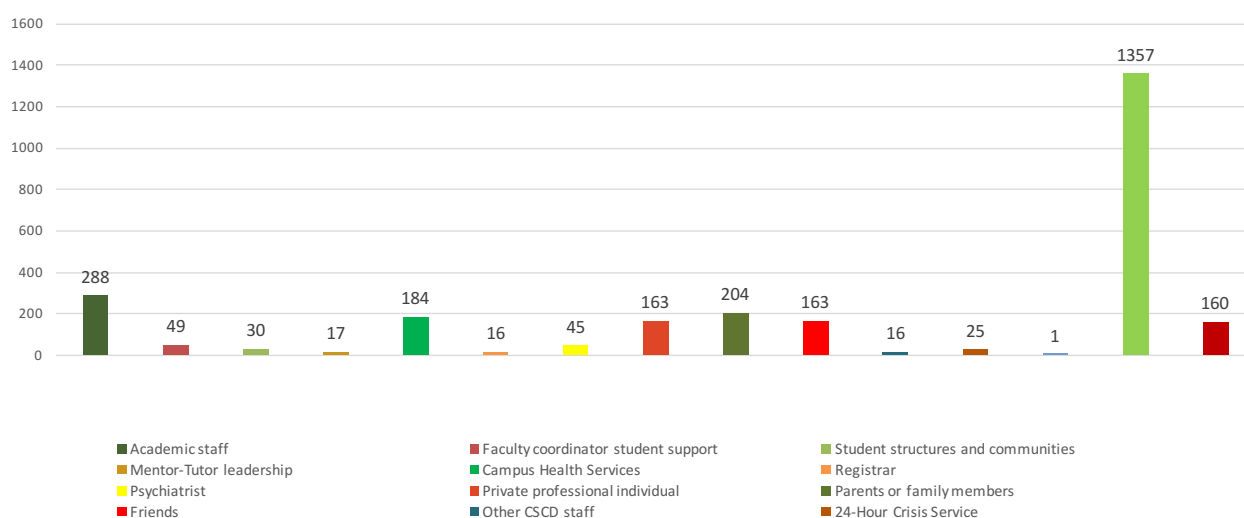
■ Afrikaans ■ English ■ isiXhosa ■ Other national language ■ Other language



## Clients per Age Group



## Referral to CSCD





# *The Staff*

Director  
First Secretary  
Financial Administrative Officer  
Central Reception: Secretary  
Central Reception: Secretary  
Assistant

Dr M Dunn-Coetzee  
Ms HZ Kotzé  
Ms S van Zyl  
Ms A Welgemoed  
Ms MC Denysen  
Ms MM Vlok

## **Unit for Psychotherapeutic and Support Services**

Deputy Director  
Senior Secretary  
Secretary (Tygerberg campus)  
Administrative Officer  
Head: 24-Hour Crisis Service  
Senior Counselling Psychologist  
Clinical Psychologist  
Clinical Psychologist  
Clinical Psychologist  
Clinical Psychologist  
Social Worker  
Senior Clinical Psychologist (Tygerberg Campus)  
Clinical Psychologist (Tygerberg Campus)  
Assistant  
Consultant Psychiatrist  
Consultant Clinical Psychologist  
Consultant Clinical Psychologist  
Consultant Clinical Psychologist  
Consultant Clinical Psychologist  
Consultant Clinical Psychologist  
Consultant Clinical Psychologist

Ms M Parker  
Ms LV Milford-Smith  
Ms L Norval  
Ms L Poole  
Mr LA Vlok  
Ms E Kruger  
Ms WJ Beukes  
Ms AR McConney  
Mr M Strydom  
Mr F van der Linde  
Ms LG Witbooi  
Ms A-M Nel  
Ms L Joubert  
Ms KE Williams  
Dr C van den Berg  
Dr A Grundlingh  
Mr JH Meyer  
Ms T Arendse  
Ms M Snow  
Ms M Owen-Barnard  
Mr JP Theron



### **Unit for Academic Counselling and Development**

Head

Educational Psychologist

Educational Psychologist

Psychometrist

Intern Educational Psychologist

Intern Educational Psychologist

Intern Educational Psychologist

Consultant Educational Psychologist

Consultant Educational Psychologist

Consultant Educational Psychologist

Consultant Educational Psychologist

Workshop Coordinator

Ms E Sinclair

Ms C Koch

Ms W Gae

Ms CP Saunderson

Ms S de Minck (from Jan-Jun 2016)

Mr T Ellis (from Jul – Dec 2016)

Ms M Ireland (from Jul-Dec 2016)

Ms A van der Vyver

Ms A Kieck

Ms L Fischer

Ms N Smith-Chandler

MsN Banoo

### **Unit for Graduate Career Services**

Head

Senior Administrative Officer

Part Time Secretary 5/8

Coordinator: Virtual Career Information

Administrative Officer

Mr MA Timmey

Ms W Naude

Ms A Joubert

Ms ST Msi

Ms D van Neel

### **Disability Unit**

Head

Disability Support Officer

Braille Officer

Braille Officer

Braille Officer

Ms MM Lyner-Cleophas

Ms ME Willems

Ms PH Louw

Ms MM Stevens

Ms I van Wyk

### **Equality Unit**

Head

Administrative Officer

Programme Coordinator

Manager: MIV Portfolio

Case Coordinator

Mr JG Brink

Mr A Paulse

Mr PM van der Walt

Ms M Munro

Ms Q Mdaka

