



*Student Affairs:
Centre for Student Counselling
& Development (CSCD)*

*Annual Report
2020*



UNIVERSITEIT
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Message from Dr Choice Makhetha

Senior Director: Student Affairs



As the year 2020 comes to an end, the Centre for Student Counselling and Development (CSCD) and the broader Division for Student Affairs count the milestones achieved with humility and gratitude. We acknowledge the challenges and painful experiences brought by COVID-19 and appreciate the many blessings and opportunities this extraordinary year granted us. Thank you to each staff member of CSCD for being the solid pillars that carried all the strains students experienced, both personal and academic.

The CSCD led and contributed greatly to the process of developing the draft policies on Mental Health and on Alcohol and Substance Abuse. With Dr Munita Dunn-Coetzee's leadership, these draft policies will soon go through the decision-making processes of the University. We appreciate the great amount of work that has gone into these areas, as well as the discussions of the Anti-GBV Working Groups.

The many types of support provided to students, especially from March until December 2020, when academic life continued through emergency remote learning and teaching, are highly appreciated. As much as the CSCD was stretched beyond its limits, larger numbers of students felt supported and remained engaged because they were acknowledged and taken seriously. The additional support from the Michael & Susan Dell Foundation (MSDF) came at the right time to expand support and ensure the success of all students, and all the units in the Centre put in extra effort to ensure the wraparound support we promised. Every unit focused fully on its strategic commitment and we are now able to celebrate their great achievements.

Thank you for all the work put into the Anti-GBV initiatives of the University, and especially the role played by the Equality Unit. It is exciting that the Equality Unit has gained a few more permanent posts, including the Gender Non-Violence Coordinator post that is so crucial to the awareness and advocacy work. Beginning 2021 on this note will be exciting. We know there still are many challenges with regard to gender-based violence and we will continue to increase our efforts.



To the leadership team of CSCD, thank you for providing leadership and support during the most challenging times. Thank you for your passion and enthusiasm throughout, even while dealing with difficult issues in your own lives. You managed to support one another and found creative ways to achieve more together. May you create time to rest and refuel for 2021!

Lastly, I want to thank Prof. Arnold Schoonwinkel, who always came on board to support initiatives that broadened access and increased chances of attaining success. His support strengthened the efforts of CSCD so much and we appreciate them deeply!

May you as CSCD team celebrate the unbelievable experiences of 2020 and know that you always have our support!

Thank you,

Dr Choice Makhetha



Message from Dr Munita Dunn-Coetzee

Director: Centre for Student Counselling & Development



It's funny how we outgrow what we once thought we couldn't live without, and then we fall in love with what we didn't even know we wanted. Life keeps leading us on journeys we would never have gone on if it were up to us. Don't be afraid. Find the lessons. Trust the journey.

– *marcandangel*

2020 was a year like no other. The first human cases of COVID-19 were identified in Wuhan, China in December 2019, after which the virus spread to more than 100 countries, including South Africa. On 23 March 2020, President Cyril Ramaphosa announced a three-week nationwide lockdown with severe restrictions on travel and movement, supported by the South African National Defence Force – from midnight on Thursday, 26 March to midnight on Thursday, 16 April – in an attempt to flatten the curve of the infectious virus. This escalated to a situation in which South Africa is still, in December 2020, on Level 1 restrictions.

The CSCD has been functioning virtually since mid-March this year. Each of the Centre's five units had to respond to both the challenges and opportunities of adhering to social distancing and accommodating students who did not have access to online devices. All support sessions – whether these be academic, social justice, career, social work, therapeutic, crisis management, individual or group – had to be done virtually or via telephone, depending on the student's choice and practical reality in terms of space, privacy and connectivity.

As CSCD aims to provide a holistic service to the SU community, the Centre has a developmental, preventative and curative role to play. We are as strong as our partnerships and collaborative networks – especially while functioning within a virtual space. When you page through the annual report, you will be able to read of the excellent and pioneering work being done by each unit – I will merely touch upon a few highlights. To establish a sustainable approach to address food insecurity on our campuses, two additional social workers were appointed, each on a year-long appointment. One social worker focused on



the Tygerberg campus and the other on the Stellenbosch campus. For 2021, the Centre has been granted a permanent position for a social worker on the Tygerberg campus, which will be able to further the work done this year. The Unit for Academic Counselling and Development (UACD) recently recorded five short videos (maximum seven minutes) to support students with typically presenting concerns relating to the pandemic and having to function virtually. The topics range from *I miss peer interaction* to *How do I manage my online workload?*

The Unit for Graduand Career Services (UGCS) is responsible for the annual career fairs on the Stellenbosch campus and, due to the pandemic, these fairs had to be cancelled. However, the Unit participated in a virtual career fair in which they had a booth and received 1 728 visits from students! One of the exciting and creative projects of the Equality Unit (EqU) this year was their theme for Women's Month – Generation Equality: Realising Women's Rights for an Equality Future. There was a focus on boy and girl children between the ages of eight and 15 years, getting their thoughts on women's rights and equality on video, which were then posted on social media platforms. The Disability Unit (DU) earmarked 2020 as the Year of Disability and had several activities to celebrate it, ranging from seminars to published articles and opinion pieces, as well as assisting in developing a Code for Sign Language.

I have the privilege to serve as the Co-Project Manager of the development of SU's first tracking system of student success, SUNTrack, along with Dr Antoinette van der Merwe. This year's focus was also on the development of policies for both SU staff and students on mental health as well as substance use. These policies will start the institutional approval route in 2021.

My sincere thanks to everybody who contributed to the success and growth of the CSCD during the past year – especially to Dr Choice Makhetha (Senior Director: DSAf), the Centre's Management Committee and each staff member of the Centre. Thank you for a year full of challenges, virtual connecting and virtual caring for one another. It has been a tough year on many levels, but we made it. This year taught us that so much more is possible, and I am excited about how a hybrid model of functioning will unfold for the Centre!

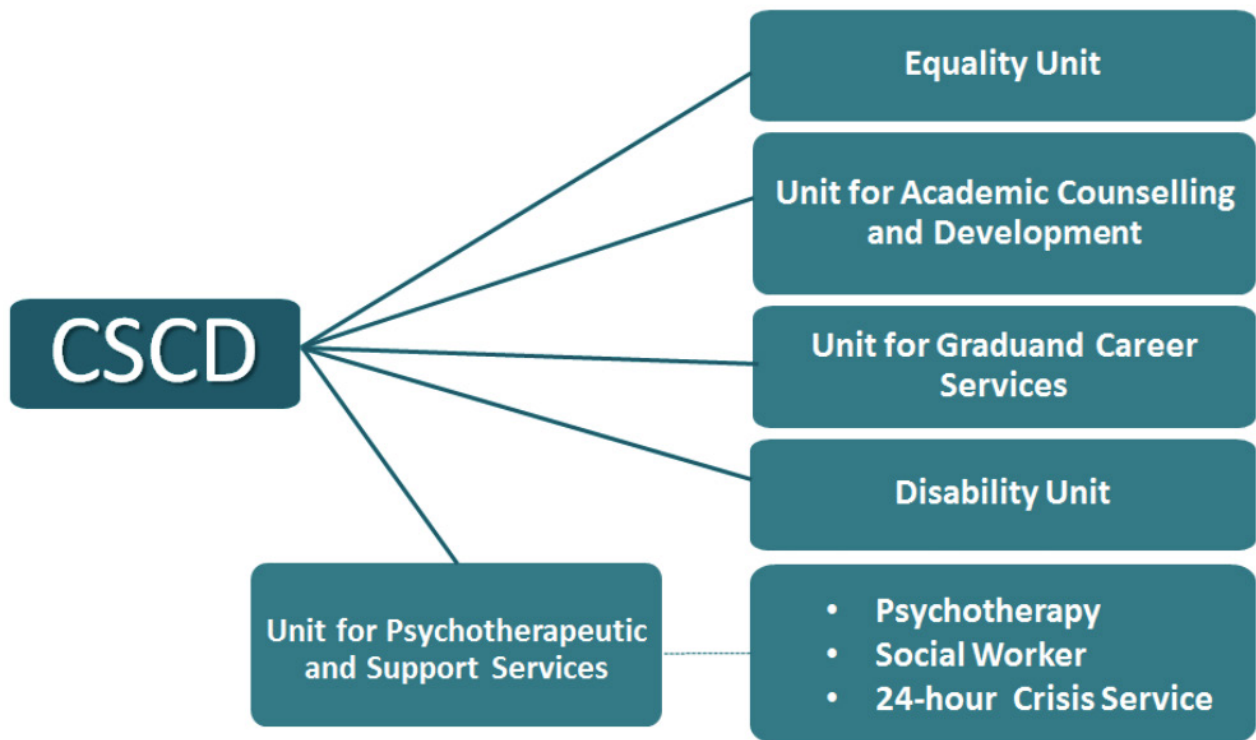
I can no other answer make but thanks, and thanks, and ever thanks.

– William Shakespeare

Dr Munita Dunn-Coetzee



Introduction



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

The CSCD, which is centrally situated in five buildings in Victoria Street, comprises the following units. Each unit offers a specialised service to optimise student success:

Unit for Academic Counselling and Development (UACD)

Disability Unit (DU)

Unit for Graduand Career Services (UGCS)

Unit for Psychotherapeutic and Support Services (UPSS)

Equality Unit (EqU)



Unit for Academic Counselling and Development (UACD)

This Unit renders a development-directed service focusing on the academic challenges students may experience. The team, under the leadership of Dr Elmien Sinclair, comprises educational psychologists, a psychometrist, a registered counsellor and intern psychologists. Support is provided to students with regards to study methods, coping with test and examination stress, time management and the optimisation of their potential by means of individual consultations, work sessions and self-help material. Career counselling for registered students is also available.

Unit for Graduand Career Services (UGCS)

This Unit is headed by Marquard Timmey and the team consists of two educators, one who manages the student development portfolio and the other who manages the graduate recruitment portfolio. Two further members are a logistics officer, who runs the front office and our social media portfolio, and a financial officer, who takes care of the unit's finances. The Unit supports students with the transition from education to employment. This could include individual sessions about their career, work sessions on CV writing, interview skills, their online profile and exposure to network opportunities with companies via career fairs, and assistance with job-searching methods. All our core services are offered online. The Unit manages an online career services management system called MatiesCareers (bit.ly/MatiesCareers), which gives students easy access to search for jobs and apply for vacancies, internships, part-time jobs and volunteer jobs. All SU students are strongly encouraged to register on the system. It is important for students to start preparing for their transition to the world of work from their first year already. MatiesCareers provides information about the Unit's services and interesting activities happening on campus. It also affords students the opportunity to register online for the Unit's services. Several employers are registered on the platform. This means that students can also upload their CVs to potential employers and search for employers' information and work opportunities. MatiesCareers allows students to stay abreast of the Unit's operations and the world of work 24 / 7.





Disability Unit (DU)

The Disability Unit offers a range of services to students with disabilities. We advise prospective students with disabilities about the possible support once at SU. We also discuss appropriate academic support solutions and ensure that academic material is accessible for study, test and exam purposes. The DU also offers students and staff various training opportunities. These include a course for staff and students to learn basic sign language, an accredited Lead with Disability programme for students, and facilitating staff training through the Siyakhula training sessions. Dr Marcia Lyner-Cleophas leads this competent team.

Equality Unit (EqU)

The Equality Unit (EqU), housed in Huis Simon Nkoli House, takes its inspiration from the South African Bill of Rights, which states that no person should be discriminated against unfairly. The core function of the Unit is to assist students and staff who have been victimised, sexually harassed and unfairly discriminated against, and who have been victims of gender-based violence, to obtain help through a confidential complaint (formal or informal) procedure. The EqU also provides services, training and interventions relating to HIV / Aids (prevention, testing and counselling), gender non-violence, mediation, and services for the LGBTQIA+ community. The Head of the EqU is Jaco Greeff Brink and we urge staff and students to come forward if you have experienced forms of unfair discrimination, harassment or victimisation. Empathy, procedural fairness and confidentiality are the cornerstones of our work.

Unit for Psychotherapeutic and Support Services (UPSS)

The Unit, with Charl Davids as Deputy Director leading the team, assists students with psychological challenges. The Unit also plays a significant advocacy role, as it engages with various stakeholders that take an interest in our students' wellbeing. For students to function optimally, it is essential that the services contribute to their holistic development. A key responsibility of the Unit is to provide students with continuous and professional services. The Unit strives to attain this goal by offering a range of services on the Stellenbosch and Tygerberg campuses, and comprises individual psychotherapy, work sessions, a 24-hour emergency service and support pertaining to social work.

Unit for Academic Counselling and Development (UACD)



A Reflection on the Unit's Year

The staff of the UACD started the year with an abundance of energy and a lot of exciting plans. Little did we know that 2020 had its own agenda in mind, for which our agility, resourcefulness and creativity were tested to the limit. Although it was a year characterised by several challenges, we could celebrate many achievements.

Achievements

Natalie Sadie (educational psychologist) and Rotakala Sadiki (registered counsellor) were both appointed in 2020 and rendered a successful psychological support service to students who were registered for extended degree programmes (EDPs) at Stellenbosch University.



Their focus for this year was to establish a working relationship of trust and successful interactive liaison with faculty support staff in the EDP portfolio. During February and March they offered weekly group sessions that helped the first-year students with adjustment to the University. They also designed online wellness packages that were distributed to EDP students for support during lockdown. The feedback from the EDP support staff in the different faculties testifies to the positive effect of their services.

Thank you for all the continued support that you have provided to our students and mentors – I have already heard a few testimonies from students in that regard!

– EDP Support Staff (Faculty of Arts and Social Sciences)

Thank you so much for always availing yourself for our students. You really are an A-team and are doing wonderful work!!!

– EDP Support Staff (Faculty of Economic and Management Sciences)

Thank you for all the effort you and the rest of the team has put in over this period (and will put in going forward).

– EDP Support Staff (Faculty of Engineering)

The UACD was fortunate to appoint Mariaan Prins as an intern educational psychologist from January 2020 to December 2020. The internship programme follows strict guidelines set by the Health Professions Council of South Africa (HPCSA). When lockdown was announced in March, one of the immediate concerns was the completion of her internship, but with a lot of hard work and persistence, Mariaan managed to fulfil the requirements of the HPCSA successfully. She spent many hours doing online consultations, which included psycho-educational assessments, psychotherapy, parental guidance and career counselling. She also rendered much needed psychological support to scholars and teachers at AF Louw Primary School.

The team was very sad to say goodbye to Lamese Chetty at the end of March. Lamese was appointed by the Faculty of Medical and Health Sciences, Stellenbosch University as Academic Advisor from 1 April 2020. Dr Erna Gerrits was appointed as an educational psychologist at the UACD from 1 July 2020 and rendered academic support services to students from both the Stellenbosch and Tygerberg campuses.





A significant achievement of the UACD during 2020 was the successful migration of its services to an online platform. This includes psychometric assessments. Work sessions were offered in a pre-recorded or real-time format. Sign language interpreters were also available for online work sessions.

The staff of the UACD identified specific academic challenges that students were confronted with during the emergency remote teaching and learning period and made video clips to address these. The titles of the video clips are:

- I miss peer interaction.
- How do I prepare for an online assessment?
- I find it challenging to manage my time.
- How to stay focused and motivated.
- How do I manage my online workload?

These video clips were availed to students via the Division for Student Affairs' social media pages, targeted emails and the CSCD webpage.

The UACD received a grant from the Michael and Susan Dell Foundation that enabled us to appoint consultant educational psychologists to supplement the existing services offered by the Unit.

Challenges

As could be expected during a time of abrupt disruptions, the UACD experienced several challenges during this year. Staff had to upskill in a short time in terms of online individual and group counselling services, and they had to learn about working on online platforms like MS Teams. This happened while adjusting to juggling home life with working from home. Home-schooling their children whilst offering secure and confidential online counselling sessions became part of a new normal for many.

Students experienced many challenges with connectivity, devices and access to safe and private spaces at home, which made service provision quite difficult, especially during the early stages of the national lockdown.





Networking opportunities, committees, task teams

- Elmien Sinclair serves on the Registrar's Workstream for Student Services Scenario Planning
- Elmien Sinclair serves on the Online Onboarding Planning Committee for First-Year Students in 2021
- Elmien Sinclair serves on the Being and Becoming a Health Care Professional Curriculum Planning Team – Renewed MBChB Curriculum, Faculty of Medical and Health Sciences, Stellenbosch University
- Staff are involved in different components of the SUNStudent and SUNTrack projects of Stellenbosch University

Partnerships

During 2020, the UACD partnered with the Department of Educational Psychology and the University of Pretoria and AF Louw Primary School to offer a twelve-month internship programme for educational psychology interns.

Highlights

The UACD team identified the following as highlights for 2020:

- Training opportunities as a team in which we could see one another again after several months of isolation and virtual work.
- Being able to continue working together as a team, despite working remotely.
- Balancing work and life, and the opportunity to reflect on the value of both.
- Having more time with family due to lockdown.
- Being able to develop new skills in order to continue with online service delivery.





Achievements

- Mariaan Prins graduated with a Master's in Educational Psychology from the University of Pretoria.
- Mariaan Prins passed the HPCSA Board Examination for Educational Psychologists.
- Natalie Sadie registered as an Educational Psychologist with the HPCSA.

Personalia

Rotakala Sadiki was appointed in a two-year contract position as a registered counsellor as of 1 January 2020 to provide psychological support to EDP students. Natalie Sadie was appointed as an academic support officer for EDP students from 1 January 2020 to 30 June 2020. On 1 July 2020, she was appointed in a two-year contract position as an educational psychologist for EDP students.

Erna Gerrits was appointed as an educational psychologist from 1 July 2020.

Lamese Chetty resigned on 31 March 2020.

Evaluation of Services

Feedback from a student who received academic counselling
(student did give permission for print in annual report):

I hope that this email finds you doing well. I just wanted to let you know that I did really well in my exams and I would like to express my gratitude. Thank you so much for your kindness, aid, advice and support during our sessions. I am happy we, as students, have people like you to support us. Thank you very much!

– Final-year BCom Actuarial Science Student

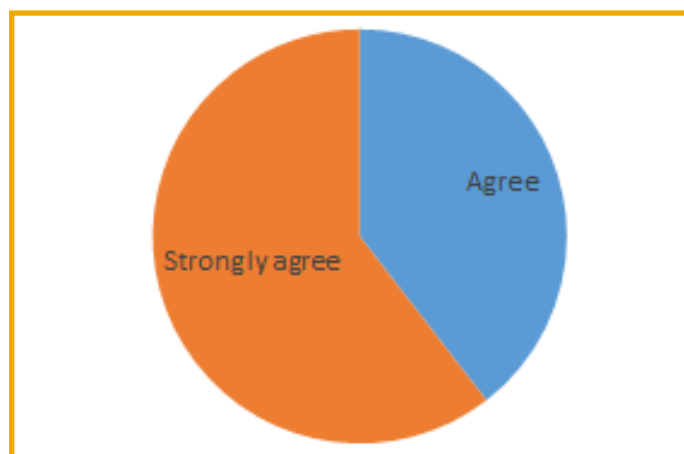


Feedback on work sessions

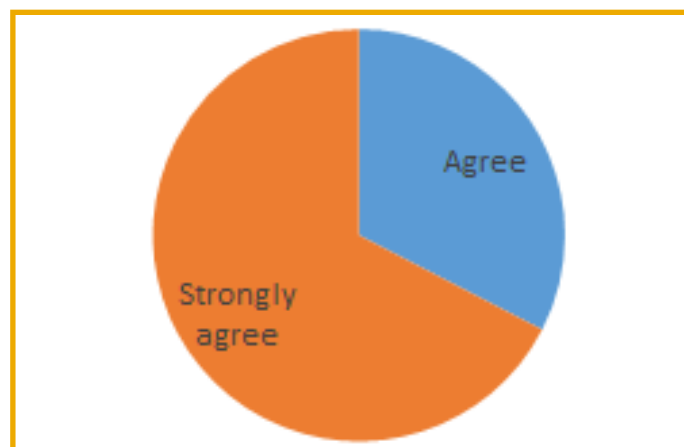
Thank you very much for presenting on time- and workload management at AIMS today. The session covered many useful points and I believe the students benefitted from attending. We really appreciate you coming in to speak.

Graphic summary of workshop feedback

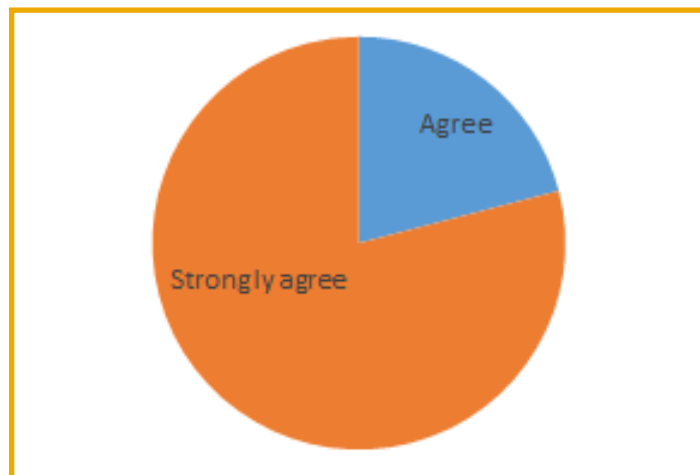
Knowledge and information gained from the work session met my expectation



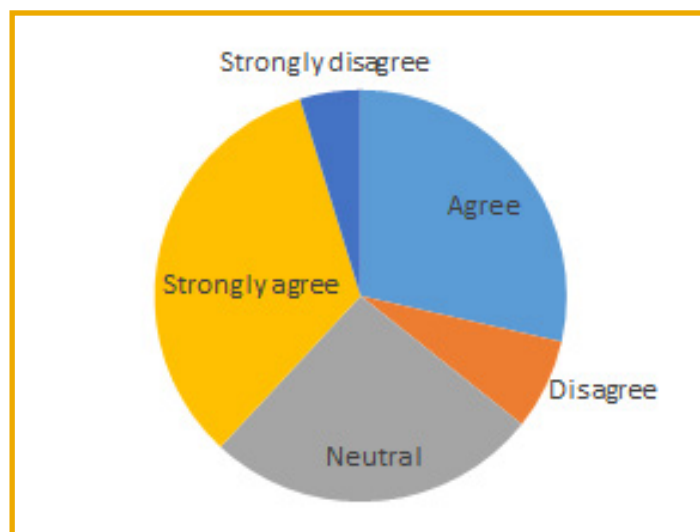
The content of the work session will be useful / applicable in my studies / personal development



The facilitator was knowledgeable on the topic




I would be interested in attending a follow-up work session



Statistics of Service Delivery

Table I: UACD Work sessions

Date	Work session	Presenter	Number of students	Group
February			1519	
5	Value Added Experience Programme	N Sadie/R Sadiki	70	EDP EMS
8	Intro to CSCD, Scenorio's	L Chetty	50	MenTut
10	Introduction to CSCD	N Sadie/R Sadiki	180	EDP Science
11	i-App	L Chetty	30	Occupational Therapy
17/18	Introduction to CSCD	N Sadie/R Sadiki	118	EDP Social Sciences
18/19	Study Skills	M Prins	31	Mixed
20/21	Note Taking	C Kock/M Prins	771	BSc Science in Context
21	Time Management	L Chetty	47	Physiotherapy II
26	i-App	M Prins	16	Mixed
27	Note Taking	N Sadie	180	EDP Science
28	Neuro-Agility Profile	C Koch	26	Thuthuka
March			834	
2	Time Management	N Sadie	90	EDP Social Sciences
4	Stress Management	R Sadiki	70	EDP EMS
4	Study Skills	C Koch	12	Mixed
9	Neuro-Agility Profile	N Sadie	180	EDP Science
10	Time Management	M Prins	118	EDP Social Sciences
16	Study Skills	N Sadie/R Sadiki	180	EDP Science
18	I App	L Chetty	4	Mixed
30	Study Skills	N Sadie	180	EDP Science
April			250	
1	Value Added Experience Programme	N Sadie	70	EDP EMS
30	Resilience	N Sadie	180	EDP Science
June			32	
1	Exam Prep	A vd Vyver	13	Mixed
3	Exam Prep	M Prins	19	Mixed
August			240	
5	Time Management	M Prins	12	Mixed

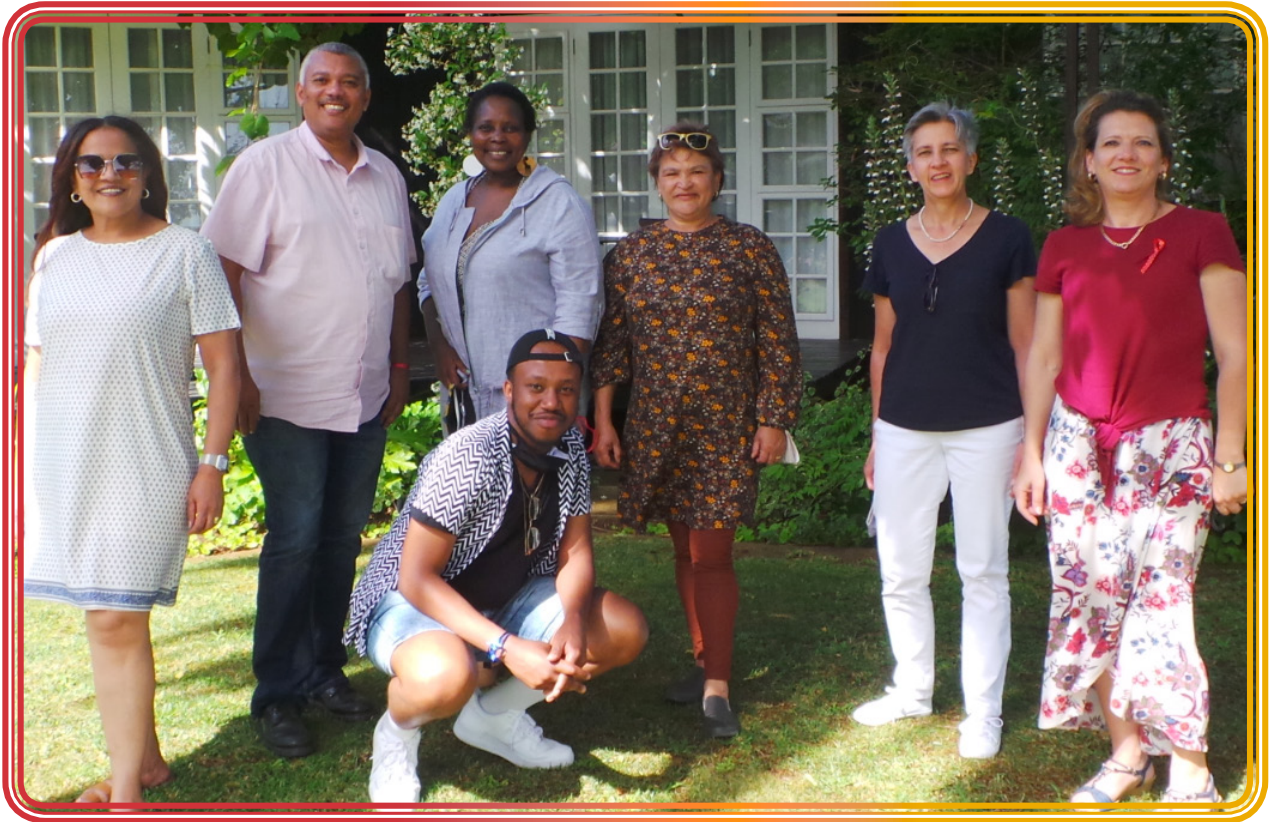


12	Time and Stress Management	A van der Vyver	28	Golden Key
13	Stress Management	C Kock	9	Mixed
17	Time and Stress Management	A Nel	21	FMHS
27	Time and Stress Management	E Gerrys/ R Sadiki	120	Thuthuka
28	Time and Stress Management	E Sinclair	50	Research Week
September			17	
9	Time Management	M Prins	4	Mixed
29	Stress Management	E Gerrys	13	Mixed
October			419	
2	Stress Management	E Sinclair	89	Agri Sciences I
7	Post Graduate Support	E Sinclair	5	Mixed
12	Stress Management	E Sinclair	89	Agri Sciences I
14	Study Skills	N Sadie	15	Mixed
14	Exam Prep	M Prins	37	Mixed
14	Post Graduate Support	E Sinclair	5	Mixed
19	Stress Management	M Prins	3	Mixed
20	Time Management	M Prins	7	Mixed
20	Stress Management	E Sinclair	15	Social Sciences Tutors
21	Post Graduate Support	E Sinclair	5	Mixed
23	Time Management	E Sinclair	15	Social Sciences Tutors
28	Exam Prep	A vd Vyver	45	ISFAP
30	Stress Management	E Sinclair	89	Agri Sciences I
	Grand Total:		3 311	

**Table 2: AF Louw Primary School:
Educational Psychology Intern: M Prins**

Type	Description	Number
Worksessions	Teacher Development	4
Assesments	Psycho-educational	3
Individual Sessions	Learners	69
Individual Sessions	Parental Guidance	32
Individual Sessions	Teachers	40

Unit for Graduated Career Services (UGCS)



A Reflection on the Unit's Year

Our core strategic goals for 2020 included exploring the possibility of moving the Engineering Career Fair to earlier in the year; launching a pilot project on Career Development skills for first-year students; appointing more student assistants / volunteers; creating a safe environment in our Unit; improved budgeting for ad hoc events; and to increase our social media / online output. Most of these goals had to be adjusted due the initial 21-day lockdown from 26 March to 16 April 2020 to contain the spread of the coronavirus. The lockdown was subsequently extended. SU staff were instructed to work from home and the University implemented emergency remote teaching, learning and assessment. Our Unit's immediate goals were to transition to an online offering and to cancel the on-campus Engineering Career Fair that was planned for April 2020. We also had to adjust our pilot project for first-year students.



Achievements

In spite of all the challenges, there were several highlights. Cancelling the appointed service providers for the on-campus Engineering Career Fair was a big administrative task. Staff took up the task in cooperation with our Finance Department and managed to cancel and reimburse all relevant stakeholders. Although we had to cancel all on-campus career fairs, we partnered with the South African Graduate Employers Association (SAGEA) to take part in the first ever SAGEA virtual career fair in South Africa. This was an interesting online journey. Our team attended the training sessions and I can safely say that the virtual career fair on 21 July 2020, with additional dates on 29 July 2020 and 13 August 2020, was a success.

The transition to online career development work sessions was made possible via the Microsoft Teams application. The initial pre-recorded webinars evolved into hosting live online work sessions that were recorded and uploaded. This provided access to the sessions for students who could not attend the live sessions. A particular challenge was hosting the AIMS-EMS Training Programme live. The live event was attended by students from different African countries. Although challenging, the online engagement and feedback were very positive.

One of our core functions is to connect our students and employers, especially when it comes to employment opportunities. We marketed MatiesCareers (Symplicity), our online career services management system, as a vehicle to connect employers and students. We also experienced a massive increase in our Mailshot service and social media postings.

We completed our third online SU Graduate Destination Survey during the December 2019 and April 2020 graduation ceremonies.

Our Unit was nominated as one of the top three finalists for the SAGEA Best Career Service Award.

Interesting events

We had the privilege to attend a variety of live webinars hosted by the International Network of Employers and University Career Services (INEUCS). This gave us an opportunity to learn from industry leaders. Being part of the SAGEA virtual career fair was educational and we plan to host our own SU-branded virtual career fairs in 2021. It was also great to be part of the interviews for the Young Dell Leaders Programme, as the programme will benefit several students from poor and marginalised communities. Our CareerHub was divided into





two separate units to create space for private career consultations and an open space to accommodate an intern / student assistant.

Partnerships and networking opportunities

Our partnerships within Student Affairs, Alumni Relations, Facilities Management, SAGEA, AIMS-EMS and the Student Consulting Society contributed to our Unit being able to overcome the challenges we faced. We also renewed our partnership with Universum for future surveys about the career preferences of our students.

Challenges

The initial adjustment to working remotely was a big challenge and remains a challenge. However, staff took up the challenge and managed to adapt to the new mode of working. Adjusting to the various technological challenges of an online service offering, with the added challenge of load-shedding, made for some anxious moments. Our students missed out on face-to-face networking opportunities due to the cancellation of our on-campus career fairs. Not hosting on-campus career fairs also meant that we could not generate any additional funds for new projects and the remuneration that our Unit needs to cover.

Personalia

- Delisha started her first year of studies at Mancosa after registering for her BBA (Bachelors in Business Administration).
- Annette's son will be completing his Master's degree in Electrical Engineering at CPUT.

Evaluation of Services

We received the following qualitative feedback from students:

The session provided a tool kit for professional development. I think personal branding is something overlooked, and I love that Thobeka provided insight as to how to showcase this and leverage professional networks. I look forward to the workshops to come!





I really enjoyed the different scenarios of interview approaches that was taken, and what one should do in certain situations.

I enjoyed how detailed the presenter was with all her points and how she left no room for confusion.

Committee Involvement

Our unit's staff served on the following committees:

- Engineering Re-Admission Sub-Committee (Chaired by the Dean of Engineering)
- DSAf Transformation Forum
- Social Engagement Forum
- First Generation Review Committee

Statistics of Service Delivery

Figure I: Career Development Work Sessions Attendance

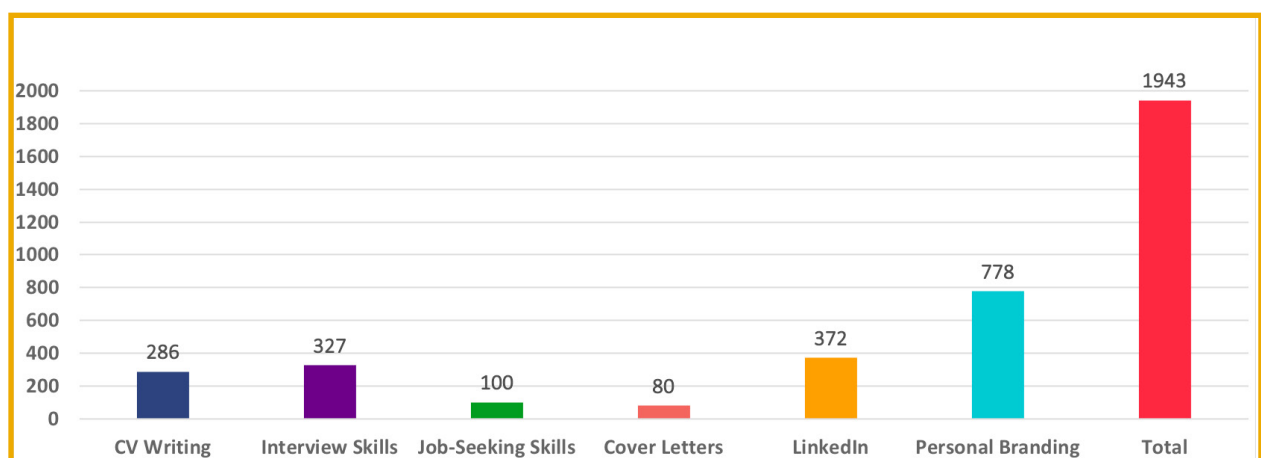


Figure 2: Mailshots – Students Reached

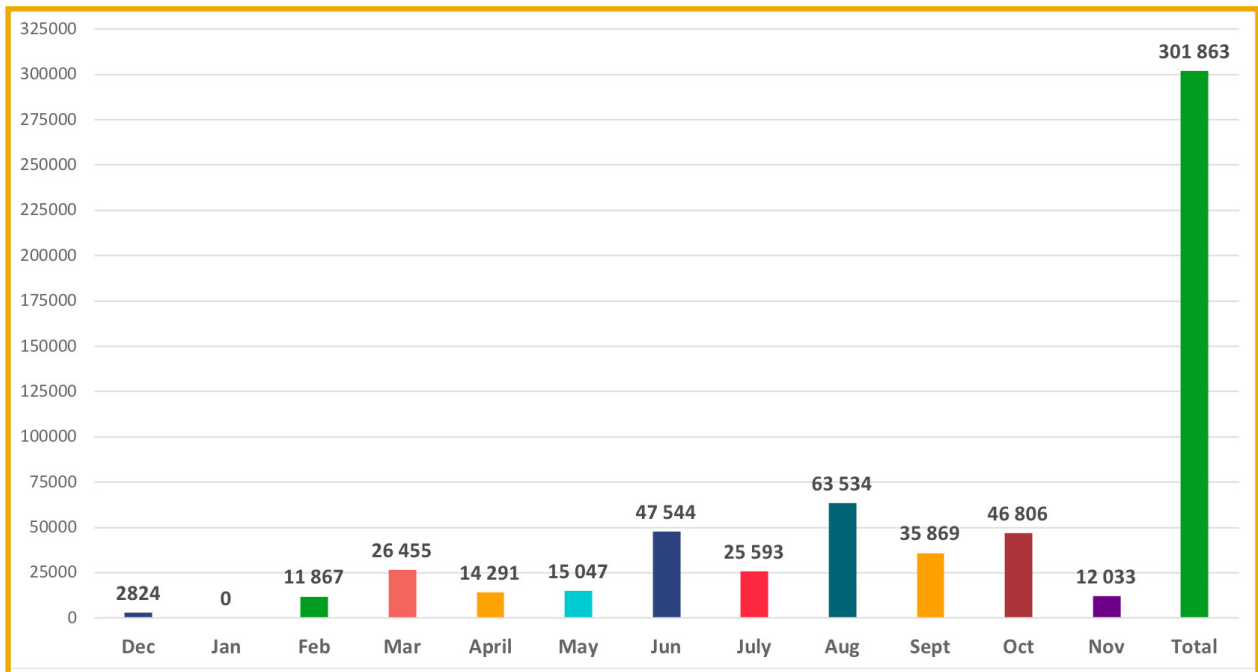


Figure 3: Career Development Editing Services

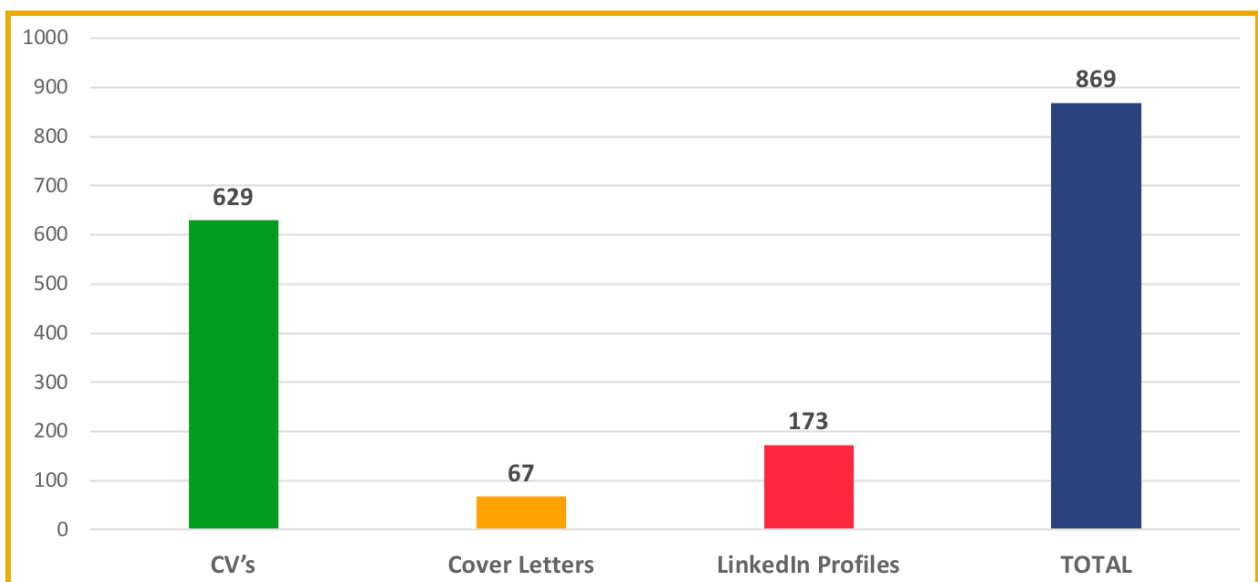


Figure 4: Virtual Career Fair 2020

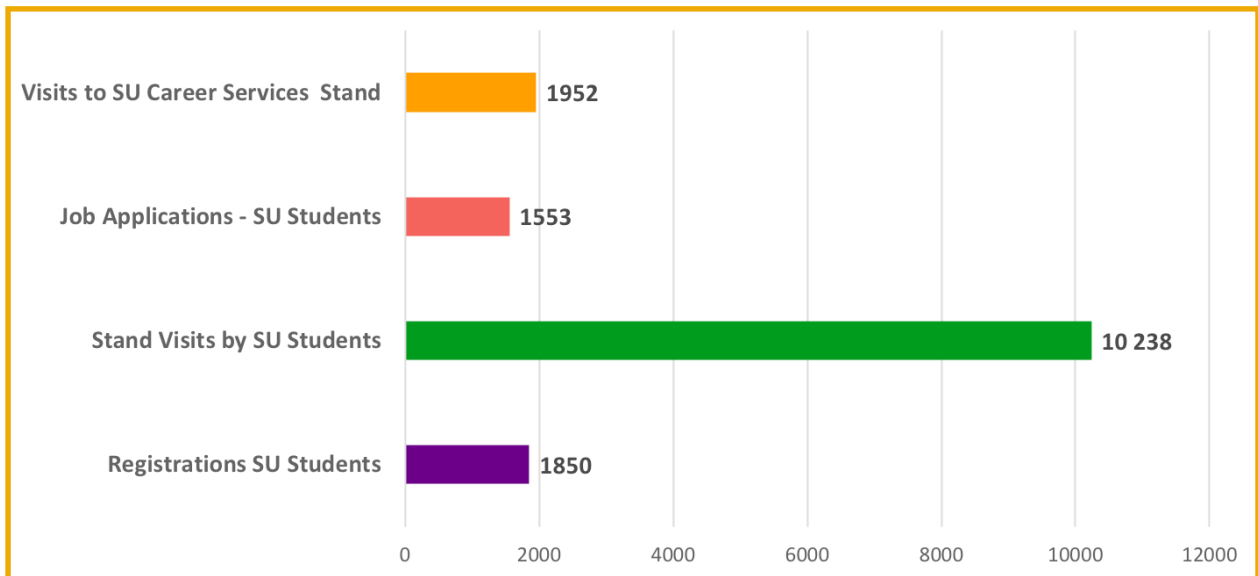
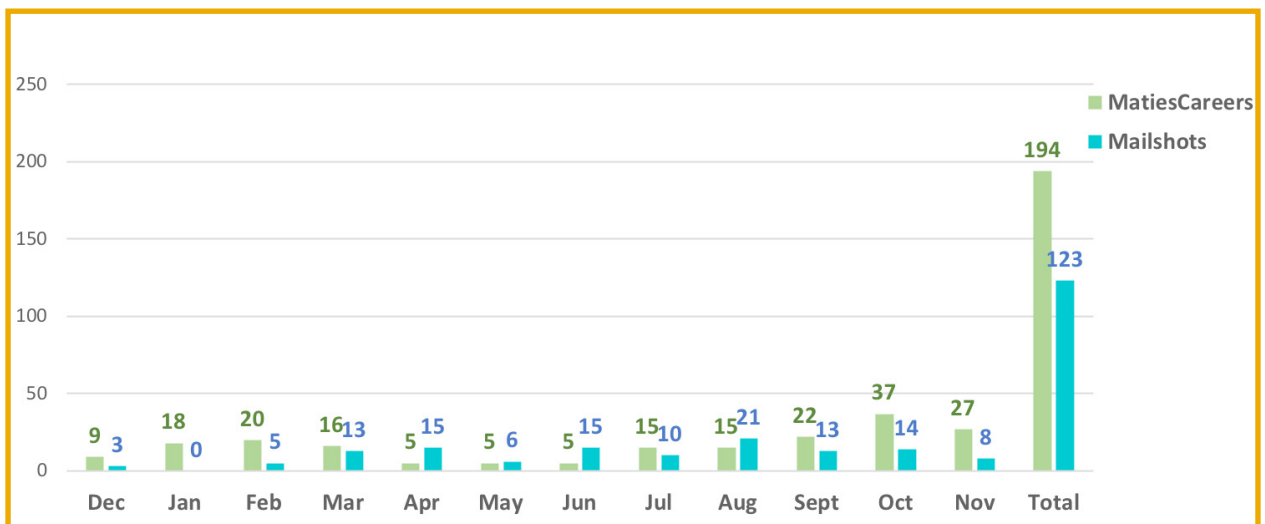


Figure 5: Jobs Postings – MatiesCareers & Mailshots



Disability Unit (DU)



A Reflection on the Unit's Year

New ventures and interesting events

On 3 December 2019, the International Day for Persons with Disabilities, SU declared that 2020 will be a Year of Disability. The aim was to pause and reflect on our disability-inclusive practices on campus and review the way forward. The COVID-19 pandemic tried to disrupt this. However, we proceeded virtually as best we could. Celebratory articles were written by staff and students with disabilities and posted on SU and social media. We collaborated with the Language Centre to hold a virtual Higher Education SA Sign Language Interpreter (SASLI) Code of Ethics seminar to untangle the issues around interpreting in the higher education environment. Discussions included the preferred qualifications of SASLI, the ethical expectations of students of their interpreters, ethical challenges of classroom interpreting and Deaf staff challenges when working in a hearing world. Students also held



a separate focus group discussion expressing their experiences of disability inclusion at SU. Finally, we also drew a range of stakeholders (SU staff and students) together to hold a seminar during which we unpacked our successes and the way forward.

Office work and consulting with students took place online from the end of March for the rest of the year (mostly). During online learning, students could make appointments for virtual sessions via email to disability@sun.ac.za, email staff directly or contact them via the CSCD administration. The Lead with Disability programme went fully online and was extended to five sessions.

The Unit also presented a virtual four-week series of two SA Sign Language videos per week for the campus community to learn basic signs in their free time and free of charge.

Test and exam concessions shifted to a fully electronic system given our off-campus work mode. The committee overseeing the applications met via Microsoft Teams and approvals were done electronically. The Exams Office emailed the students' approval letters. Numerous applications were received for the June and November exams as students became anxious about the effect that online learning was having on their studies. Universal extra writing time was granted by a few faculties as an accommodation measure during this time.

Strengthening funding partnerships

Many students with disabilities are funded by the National Student Financial Aid Scheme (NSFAS) and FirstRand Foundation. The Michael and Susan Dell Foundation was an added funder that enabled online support. The FirstRand Foundation was very flexible and keen to know the effect of their funding during the COVID-19 pandemic. We kept them updated and students were extremely grateful for the added support and flexibility, especially in cases where they decided to complete their studies in 2021. Assistive technologies were acquired by most students prior to the lockdown. Where this could not happen, it took place mostly through remote connection with an assistive technology specialist on campus. The need for video and audio content / learning material to be converted into text increased and the funding helped to cover this kind of support.

The support of the FirstRand Foundation over the past few years at SU has grown in leaps and bounds and our students and parents are eternally grateful for this support. This support has resulted in very low non-completion rates among students. We visibly see the relief that funding brings to students, especially where assistive technologies are expensive to manage, even for middle-income families.





Networking opportunities

The Disability Unit networked with Jan du Toit and his team at Admin during the development of the new information system for students, called SUNStudent. Our specific input was related to the application process for test and exam concessions.

Individual support to students and staff with print disabilities

During 2020, the DU: Resource Office that ensures accessible teaching, learning and assessment material rendered services to 49 students (37 undergraduates, 11 postgraduates and one pre-doctoral candidate) and one staff member. The undergraduate students are registered in the following faculties: Arts and Social Sciences (15), Law (7), Economic and Management Sciences (5), Education (4), Theology (1), Engineering (2) and Natural Sciences (3).

The postgraduate students are registered in the following faculties: Arts and Social Sciences (3 Hons, 2 Master's and 1 PhD), Economic and Management Sciences (1 Hons), Law (2 postgraduate diplomas, 1 LLM and 1 PhD).

Personalia

Lizelle Apollis had a baby boy called Luke on 11 October 2020. Melanie Willems and Meagan Stevens sadly lost their fathers this year.

Evaluation of Services

Quotes or feedback from students

Baie dankie vir die toekenning van die ekstra tyd. Ek waardeer dit ongelooflik baie.

Thank you for your kind consideration for allowing the extra time. It will help tremendously.

Thank you for your swift response!





I just wanted to check whether my bursary for next year is a sure thing ... I'm already overwhelmed with my studies, and I'm kind of spiralling in a cycle of nerves ... Thank you so much for all your kindness and hard work.

Committee Involvement

Within SU

Melanie Willems: Division Student Affairs Transformation Forum

Lizelle Apollis: AfriNEAD

Lizelle Apollis: Co-curricular Experiential Educator in partnership with the Co-Curricular Office.

Meagan Stevens: Leganto task team

Ilse Erasmus: Leganto task team

Marcia Lyner-Cleophas: AfriNEAD

Marcia Lyner-Cleophas: DSAf Transformation Charter Sub-Committee

External To SU

Lizelle Apollis: Stellenbosch Mobility Forum; Stellenbosch Disability Network

Marcia Lyner-Cleophas: Stellenbosch Mobility Forum; Stellenbosch Disability Network



Equality Unit (EqU)



A Reflection of the Unit's Year

Adaptability in rethinking and re-doing how / where we work was key in 2020. The potential to work differently will contribute positively to a greater life / work balance. Some people can work, perform and excel in the new model of work, while others feel more comfortable in the traditional way of working. These lessons must be considered and taken seriously as we recognise that the VUCA (volatile, uncertain, complex, ambiguous) world we live in will not ease and that we can add efficiency and save on various resources in a 2021 where COVID-19 will continue to be a significant threat.

Highlights

There were several highlights for the Equality Unit (EqU) in 2020. Borne from the anti-GBV protests in 2019 and a memorandum handed to SU management by the SU Anti-GBV Movement, Joint Anti-GBV Working Groups were established. After months of consultation, a draft report providing measures to combat GBV at SU was provided to the Rectorate.



The EqU received R150 000 in funding for COVID-related initiatives from Higher Health after submitting a proposal for the relocation of grant funding.

Mediation remained a strong part of our work. The Unfair Discrimination Portfolio (UDP) successfully held four mediation sessions online, while the SU Advisory Panel held its first virtual panel.

Kaylon Weppelman, in partnership with the UPSS, developed and presented to CSCD staff the Crucial Conversation Series, focusing on gender. The first sessions spoke to various topics, including GBV and the role popular culture plays in society today.

Events

We successfully held our annual First Thing First HIV Testing Campaign in partnership with Higher Health, Marie Stopes, @Heart, Kheth'Impilo and the SU society, QueerUS. More than 660 students and staff were tested and provided with information on STIs, BMI and other health services.

Thembelihle Bongwana was invited to facilitate various discussions at the Gender Indaba and also participated in the Anti-GBV Engagement in collaboration with the Division for Student Affairs and the SA National Department of Justice.

Networking opportunities and partnerships

Through our social media Visual Arts Project, we created new, and strengthened existing, partnerships with Sonke Gender Justice, the Institute for Justice and Reconciliation, Rape Crisis, the Ahmed Kathrada Foundation, WAQE, QueerUS, and SPECTRUM! The partnerships focused on dialogue on social justice challenges.

The UDP started an internal partnership with the Sustainability Institute to conduct sessions on how to report unfair discrimination, harassment and GBV.

Achievements

Jaco Greeff Brink contributed a chapter, "LGBTI Work in Student Affairs", to the Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practice academic publication.

With our international students returning home abruptly, we reverted to online teaching.





We successfully completed two GEP (Global Education Programmes) online semester courses, which saw 95% of our students complete their assessments.

In 2020 we ran an online social media awareness campaign highlighting the importance of using social media responsibly and with accountability.

Much of 2020 was dedicated to developing online curricula. Michelle Munro developed and presented several online courses that focused on HIV, gender, COVID-19, LGBTQIA+, gender inequality and GBV.

Challenges

Allegations of harassment and unfair discrimination continue to be a worrying issue. This has been exacerbated by the increasing number of allegations made on social media. Related to this is the challenge to maintain a high level of confidentiality amongst complainants and respondents, as many discuss their complaint with their peers.

Milder forms of sexual harassment were also reported. Also of concern is the lack of trust our constituency has in us. Staff and students continue to have assumptions about the Unit and how it functions, especially when cases are escalated to other SU stakeholders.

Another worrying trend is the influence of external factors on complainants. Complainants feel pressured into wanting harsher resolutions based on what is being said to them by external parties and peers.

Personalia

The Unit appointed Larona Matee, who filled the position of Anti-Harassment and Discrimination Case Officer. Kaylon Weppelman was appointed as Programme Coordinator: HIV and Sexualities, filling in for Greg Smith, who has been on extended medical leave. Thembelihle Bongwana welcomed twins, Nqobile and Mnqobi.

Evaluation of Services

I actually enjoyed the IGTV video you sent about defining racism. The views expressed were very much progressive and insightful. – @zenuddha, Visual Arts Project





The discussion hosted by the Equality Unit on racism and defining racism was exceptionally well done. All speakers gave insightful commentary ...

– Jordan Pieters, Visual Arts Project

Thank you so much for your assistance in this case. It has really been helpful and so many things are adding up.

It was a pleasure working with you on organising the Gender Indaba earlier this year.

Additional Information

Anti-GBV: a reflection

In 2019, we conducted an anonymous online GBV survey with 1 166 student participants. The purpose of the survey was to help the EqU, and broadly SU, understand the magnitude and nature of sexual victimisation experienced by students in 2019. The results demonstrated that unwanted sexual contact remains high at SU, which is alarming, and that more needs to be done to combat GBV at the University.

We have found a relationship between students' negative perceptions of SU and the alarming narrative that the University does not take sexual assault seriously. There is a possibility that these negative perceptions are premised on the belief that nothing will be done by SU structures should incidents be reported, as indicated in the survey results. If students do not report incidents or distrust the institution's capabilities to combat sexual violence, the degree of sexual violence and GBV will not be fully known. The survey clearly indicated that the University needs to engender trust and take action to change the existing negative perceptions.

Additional human resource support was given to the EqU by Prof Schoonwinkel this year. This capacity assisted us to better implement the National PSET Policy Framework and provide expanded services to our constituency. We are excited that a DSAf anti-GBV Steering Committee was established in November to provide more leadership and drive for our gender non-violence work.



Statistics of Service Delivery

Figure 6: Number of clients per campus

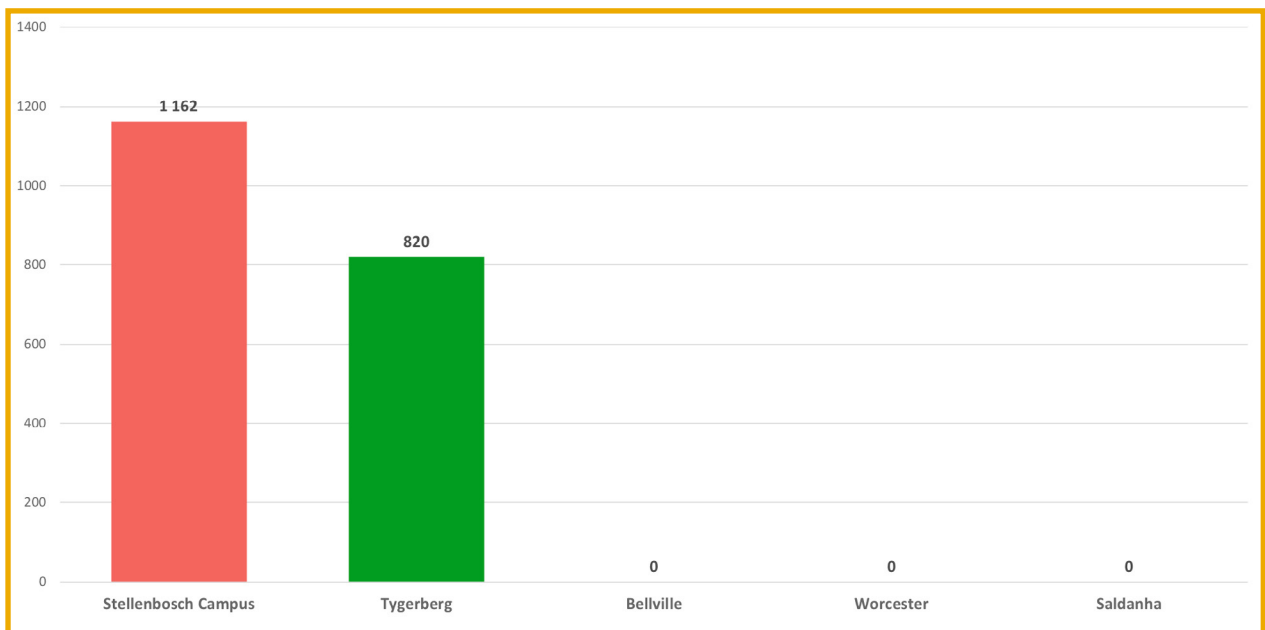


Figure 7: Number of clients per faculty

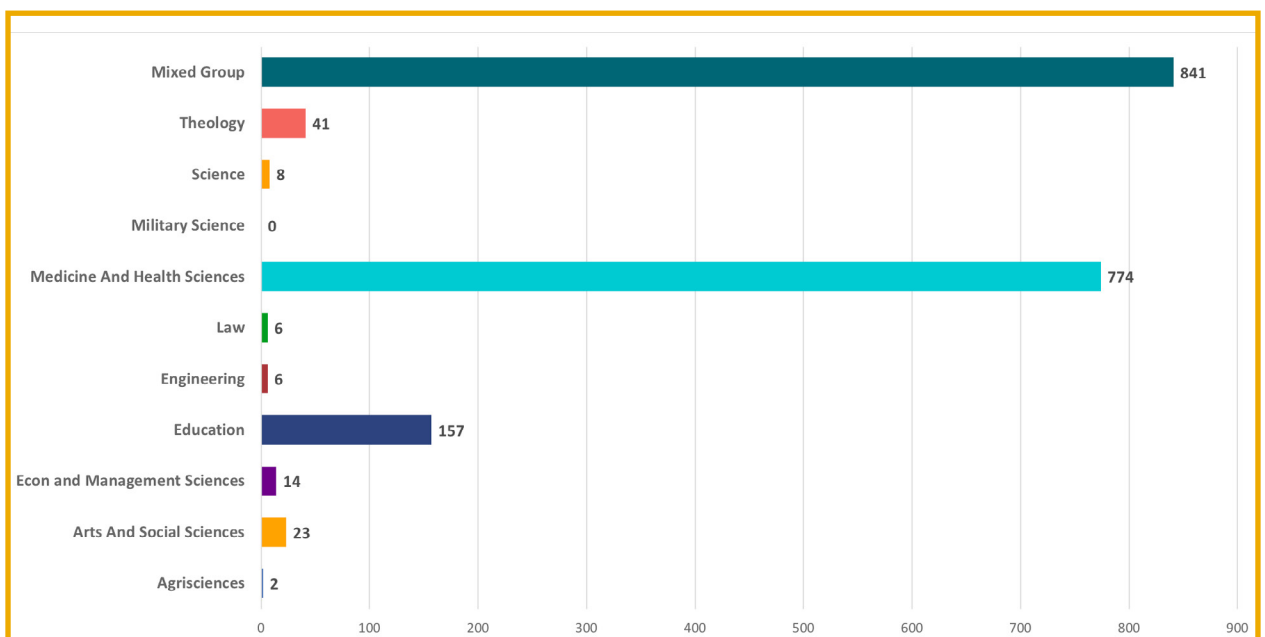


Figure 8: Number of clients per year group

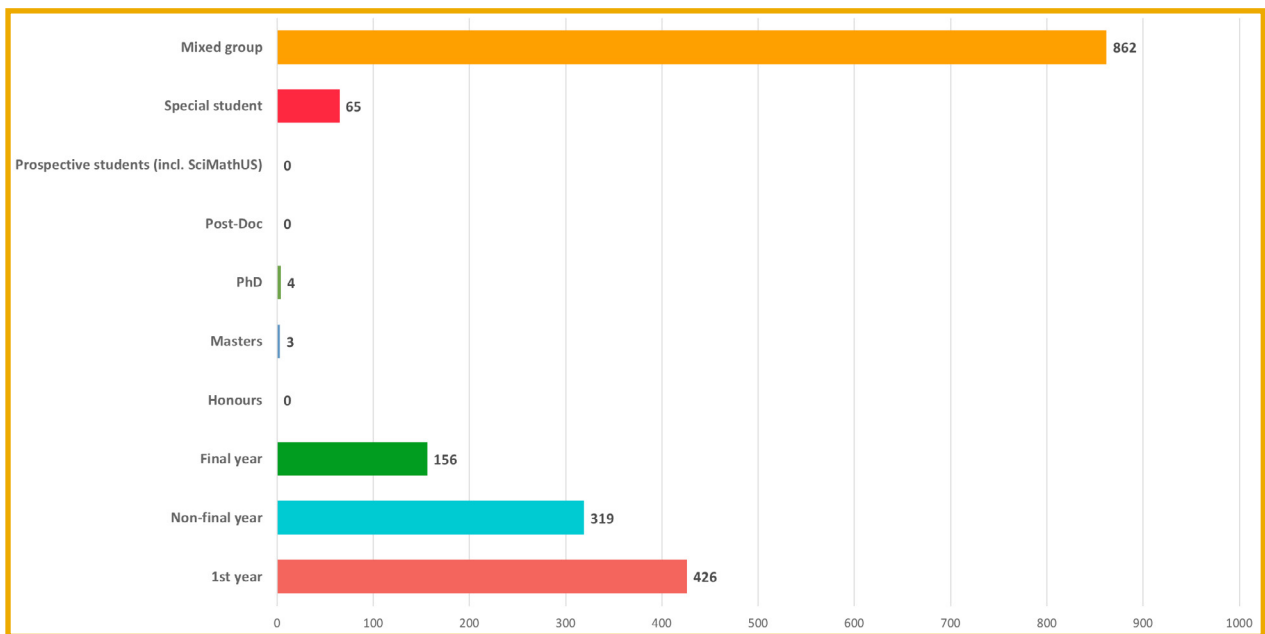


Figure 9: Number of clients per SU-staff / Not SU-staff or student

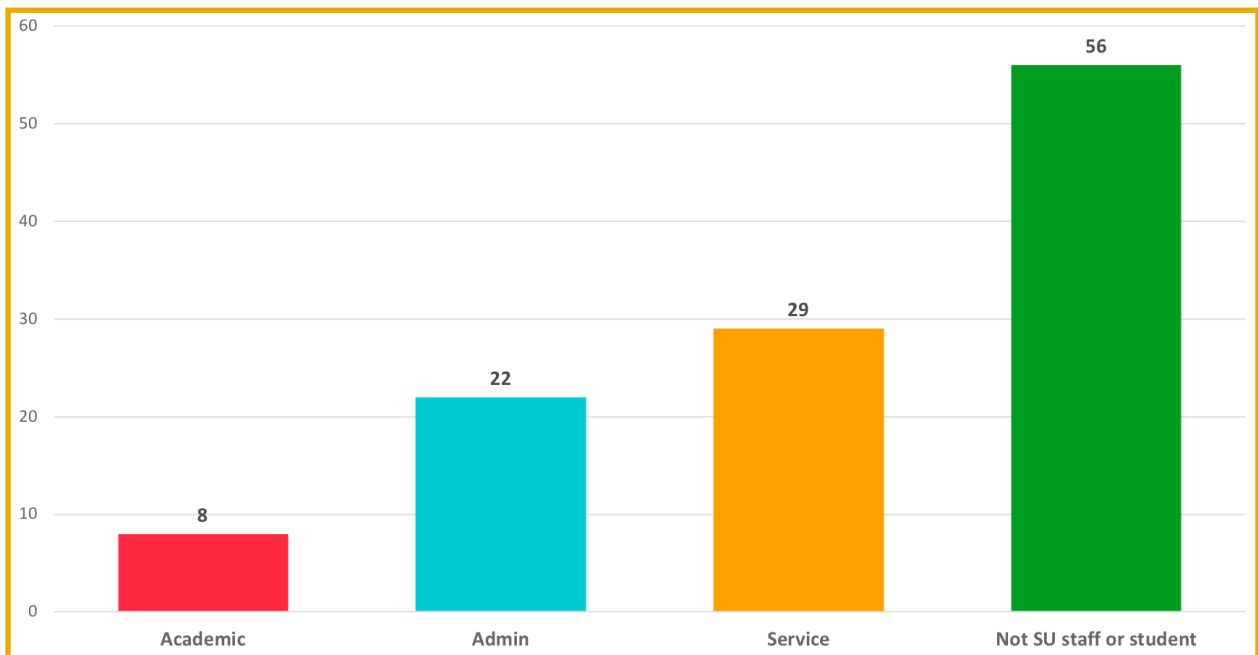


Figure 10: Number of clients per Gender

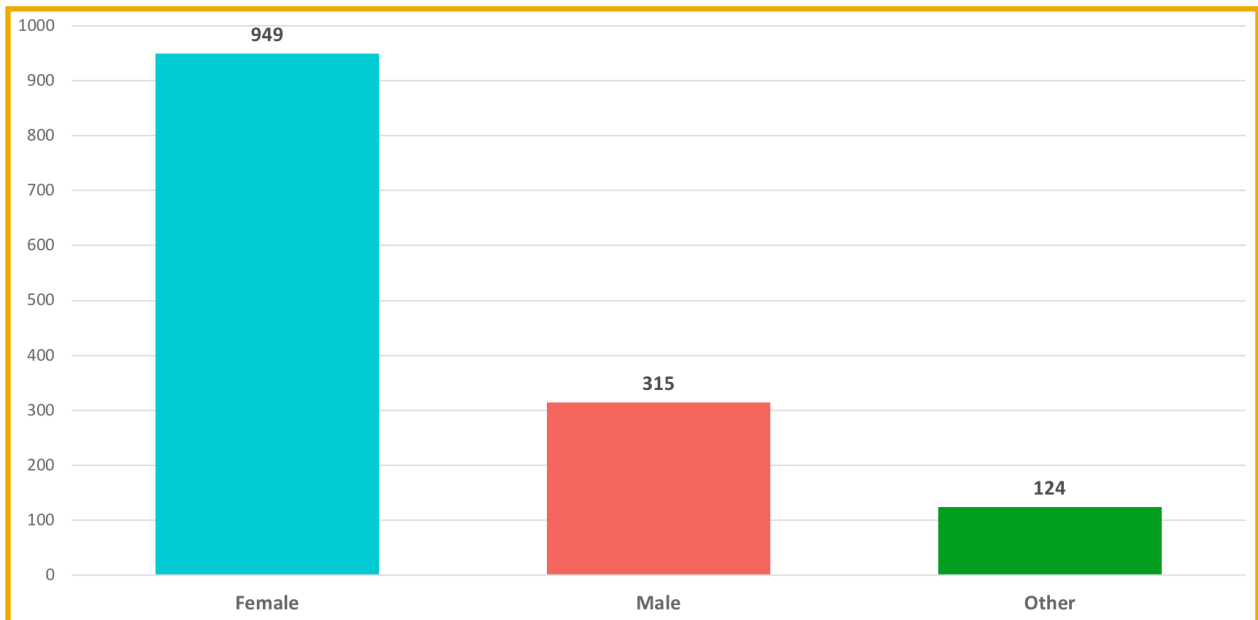


Figure 11: Number of clients per population group

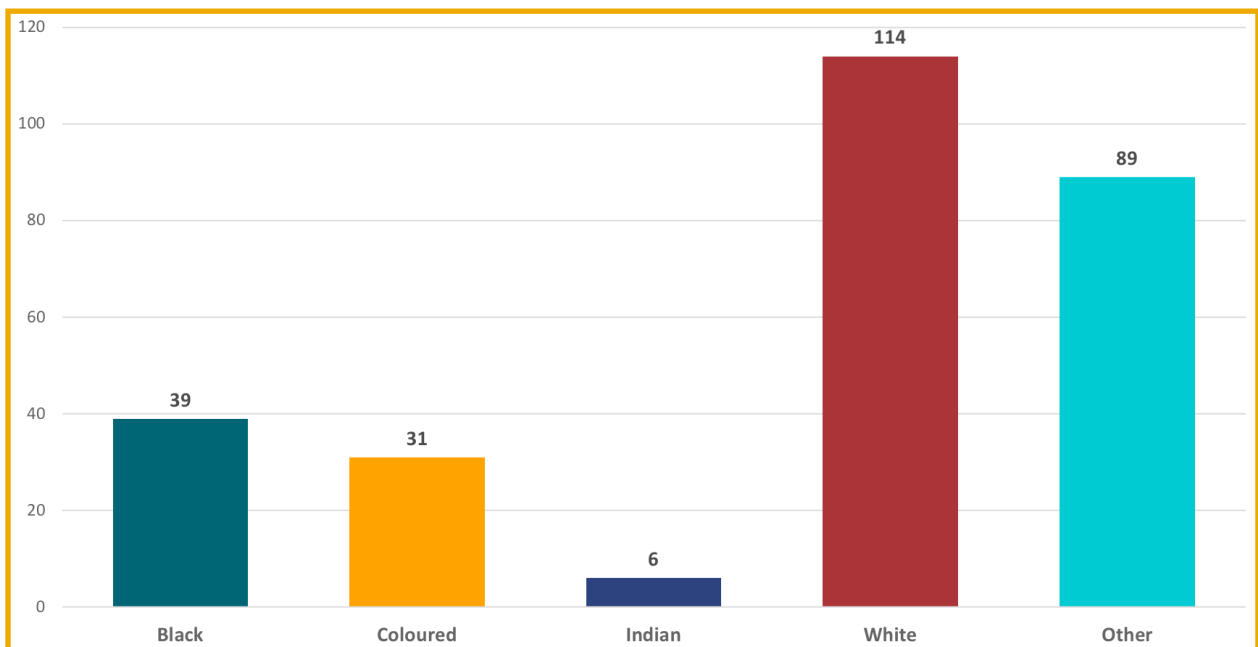


Figure I2: Number of clients per session type

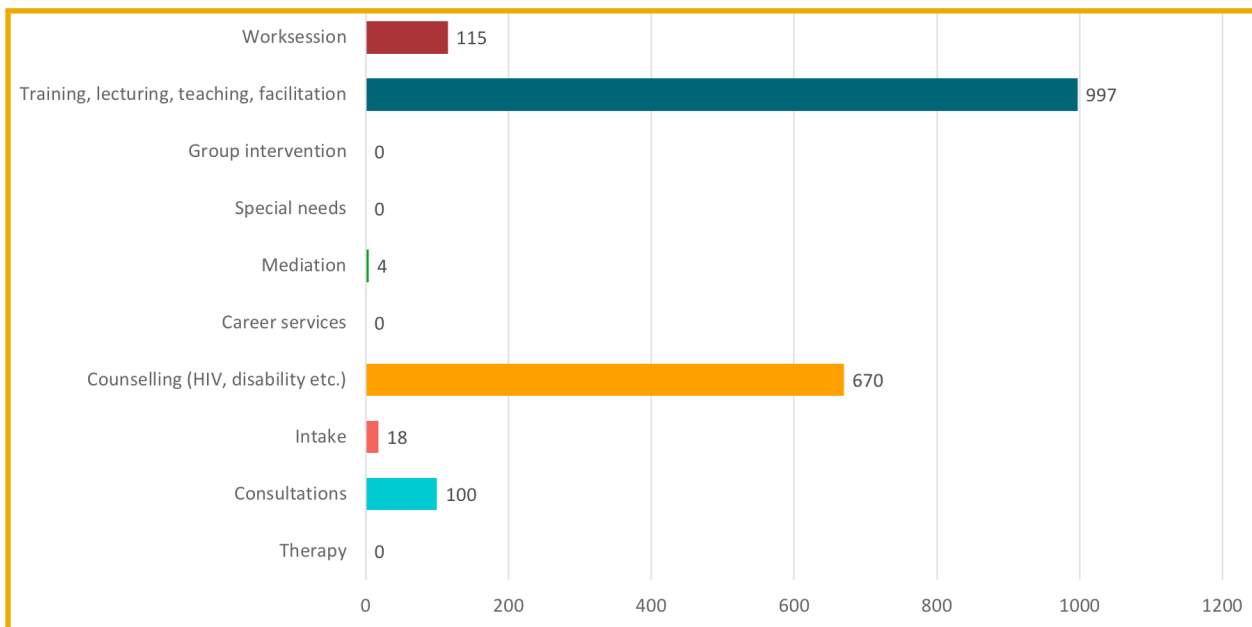
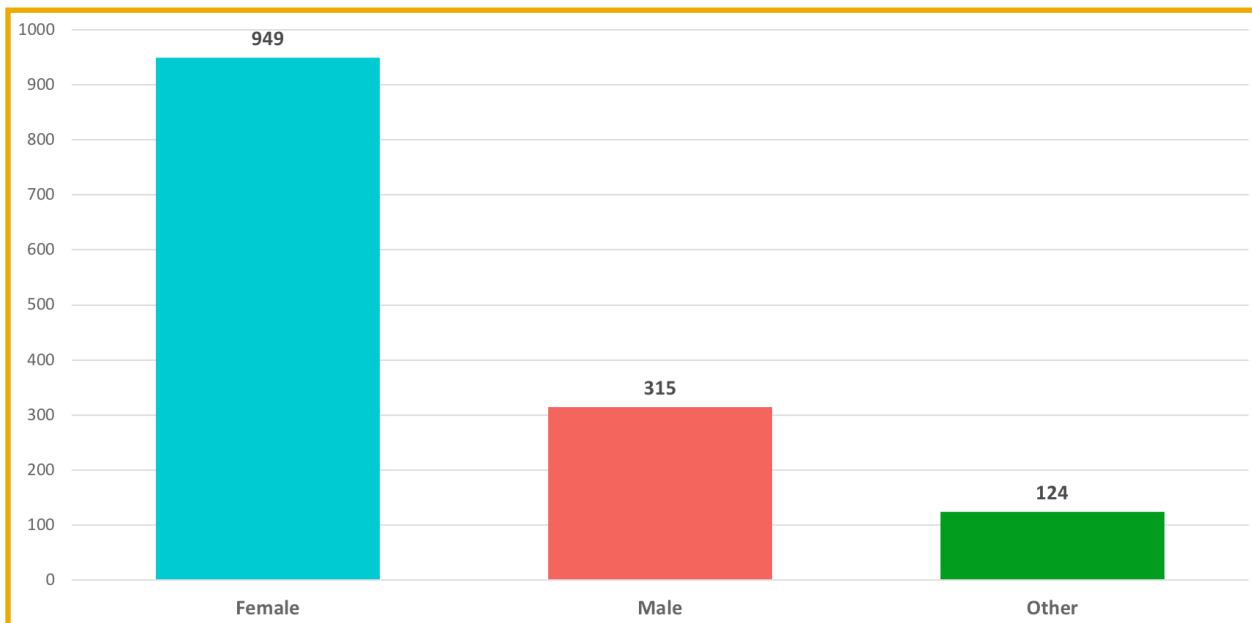


Figure I3: HIV testing – Number of clients per Gender



Number of Condoms Distributed: 25 000

Unit for Psychotherapeutic and Support Services (UPSS)



A Reflection n The Unit's Year

The year 2020 started off with the normal hustle and bustle. Then came March 2020 and, within one week, we all had to work from home. Considering the epidemiological behaviour of COVID-19, the period of social isolation may be necessary indefinitely. This obviously brought with it a completely different way of delivering mental health services to our students. We realised that, regardless of the COVID-19 pandemic, social isolation in itself is capable of triggering psychotic symptoms. In addition, we observed, due to social isolation and the adjustment to the online teaching and learning space, symptoms of depression, anxiety, sleep disorders and hallucinations. Needless to say, we definitely saw an increase in students presenting in crisis, with suicide ideation, attempted suicide and psychosis, especially during the months of September and October.


The UPSS team (staff and consultant psychologists and counsellors) should be commended for their commitment during a trying year. A special thank you to the ER24 counsellors, who augmented our services on a 24-hour basis from March 2020.



New ventures or interesting events

During October, we honoured World Mental Health Month and, as in the past few years, a number of events were organised to raise awareness of mental health and wellness. This year, due to COVID-19 and the national lockdown, all these events were held online via the MS Teams platform. The following events were facilitated by the UPSS in partnership with the other units of the Centre (specifically the UACD and EqU):

- Newly elected vice-primis and wellness leaders were invited to attend a session on Managing [Psychological] Emergencies, presented by Charl Davids and Elmarie Kruger (UPSS) on 6 October.
- The Postgraduate Office approached us to organise support groups for postgraduate students on Master's and Doctorate level. We decided to incorporate this into our Mental Health Month programme. Dr Elmien Sinclair (UACD) and Nordlind Fouche (UPSS) each facilitated a postgraduate support group consisting of three sessions each (a third session was added at the request of the students). The sessions took place over lunchtime on the first three Wednesdays of October.
- Prof Renata Schoeman (psychiatrist in private practice as well as associate professor: Leadership and head of the Healthcare Leadership MBA specialisation stream) did a presentation on *Rethinking resilience in the COVID-19 era* over lunchtime on 19 October (Elmarie Kruger, UPSS, chaired the session).
- On 16 October, Elmarie Kruger (UPSS) facilitated a work session for Tutors on *Managing and referring students (tutees) with personal / emotional issues*. This was followed up on 23 October with a session on *Time and Stress Management*, offered by Dr Elmien Sinclair (UACD).
- On 25 October, CSCD staff members (Liani Joubert, Dr Elmien Sinclair, Deviné Kamalie and Elmarie Kruger) facilitated a panel discussion on the topic: Interactive meet-up with CSCD psychologists and counsellor – Come reflect with us about practical self-care from 16h00-17h00.

- 
- On 26 October, Kylon Weppelman (EqU) was joined by Tamsyn Manuel (UPSS) in a discussion on *Gender and how it is reflected in popular music* from 16h00 to 17h00.
 - On 27 October, Kirsty Nel from the Applied Theatre Department, again joined by Tamsyn Manuel (UPSS), hosted a Creative Expressions event attended by students and staff as part of the audience, but who also had the chance to perform their own creative and artistic items (with mental health as a theme) in a safe and confidential space.

The Equality Unit launched an Instagram social media campaign in the month of August on topics regarding male rape, catcalling, choosing your own pronouns, defining race, contraceptives, and masculinity. Nordlind Fouche (counselling psychologist at UPSS) was part of the panel that facilitated the live Instagram discussion on 5 August about the use of contraceptives. The topic was very student-centric and looked at the psychological and emotional pressures when asking your partner to use protection or suggesting that you use protection.

We have a long-standing relationship with the Faculty of Medicine and Health Sciences in terms of delivering part of a module to first-year students at the Faculty. Staff from UPSS (Elmarie Kruger) and UACD (Lamese Chetty) presented Theme 4, Personal and Professional Development 111 during the first semester. The second half of the theme was presented online this year as part of the University's move to online learning during the lockdown / COVID-19 arrangements.

A new partnership with the Social Work Department was started this year in the form of teaching the fourth-year social work students on psychopathology. Charl Davids from UPSS presented these classes.

A new venture with the Psychology Department was initiated in which UPSS became involved with the Master's students in offering a platform for practical training in group counselling. The depression and anxiety groups were facilitated mainly online, with supervision by staff of UPSS and the Psychology Department.

As exciting as the prospect is of attending an educational institution such as a university, this freedom and opportunity can make financial management and budgeting particularly difficult (Yaskin, 2014). The CSCD social workers conducted financial management skills groups that are aimed at equipping students with financial management skills to enhance their financial decision-making during student life and in the future. The sessions were conducted online. The groups were conducted over six sessions, with three sessions per group.



The groups were conducted once a month for three months (August to October), between 13:00 and 14:00 and 14:00 and 15:00 on Thursdays. This included a group of Cuban students from the Faculty of Medicine and Health Sciences. This financial management skills initiative is set to continue through 2021. Students are encouraged to grasp the opportunity to learn about managing their finances in order to enhance better financial decision-making in the future.

Networking opportunities

Our partners in terms of service delivery to students include the centres falling under DSAf, e.g. the Centre for Student Communities, working especially with the residence heads on managing students with mental health issues in the residences; Campus Health, the Provincial Hospital and other psychiatric service providers; the support staff and lecturers in all the various faculties; liaising with the Ombudsman, especially during the time of readmissions.

Personalia

Carmen Balie was appointed on the Tygerberg Campus as 5 / 8 Psychologist on 1 July.

Two social workers (Sinazo Nyembezi and Netsayi Nwoyounazvo) were appointed on a one-year contract.

Evaluation of Services

Quotes or feedback from students

Group support is regarded as very useful, especially when feelings of loneliness and isolation surface during times of grief / mourning. Some students preferred individual sessions. These students were accommodated at the private practice facility where COVID safety measures were followed strictly. These measures included:

- wearing of masks
- using sanitiser
- social distancing





Lockdown had its challenges as the ambience of physical sharing / greeting was absent.

Some students FORGOT the time of scheduled Zoom sessions, whilst others had unexpected online lectures / quizzes.

Data availability was another problem.

WhatsApp contact was a useful replacement. The group also started exchanging cell numbers and they could then connect individually.

Individual follow-up sessions in vivo were encouraging during trying times of loneliness and sadness.

The large turnout (five out of eight) for the final group session on 31 October was indicative of their need to share, need to belong and need to experience physical presence.

Ek dink nie Psychologist kry die nodige recognition wat julle toe kom nie. Baie van ons sou verlore gegaan het. Terapie bied aan ons 'n geleentheid om ons grootse en moeilikste obstacles in die gesig te staar.

I want to also say thank you. I know it is your job, but through the many sessions I've had with you, you've really helped me in many ways. And sometimes I'm able to take what I've learned through therapy to better help / support the people around me which I'm so grateful for too.

I felt great welcome and kindness throughout both individual and group sessions. There was no judgment and I felt safe to express myself and have questions answered.



General CSCD Information



CSCD Management Committee

At the Centre we believe in a consultative management approach. The Director manages the Centre along with the Deputy Director, Charl Davids, and the Management Committee. The Committee consists of the heads of the five units, as well as a senior psychologist from UPSS. The Management Committee assists the Director with strategic planning throughout the year, as well as revising and re-aligning objectives where necessary. Thank you for your input throughout the year!



Division for Student Affairs' management team at the strategic session that was held on 12 November 2020.

CSCD Total Statistics

Figure I4: Number of sessions per CSCD-staff member

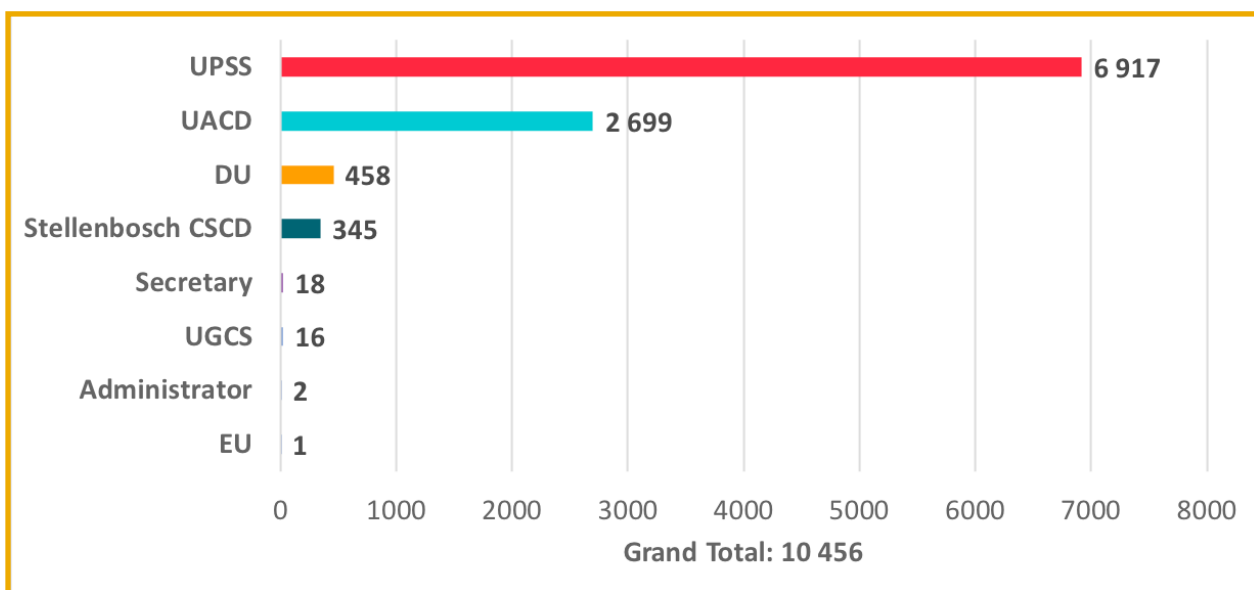


Figure I5: Number of sessions per Gender

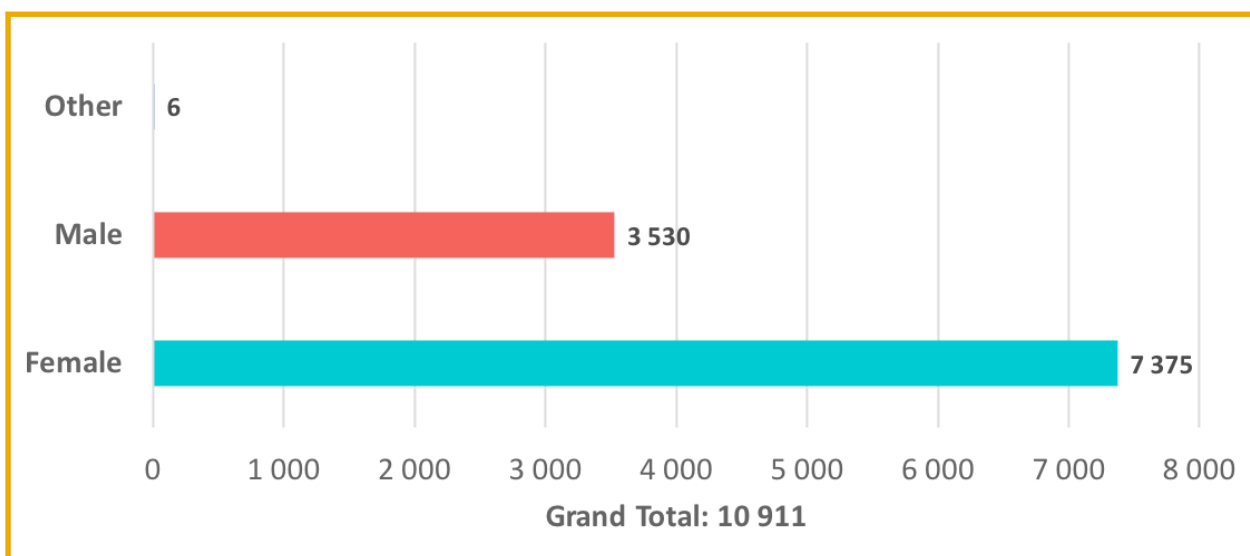


Figure I 6: Number of sessions per Faculty

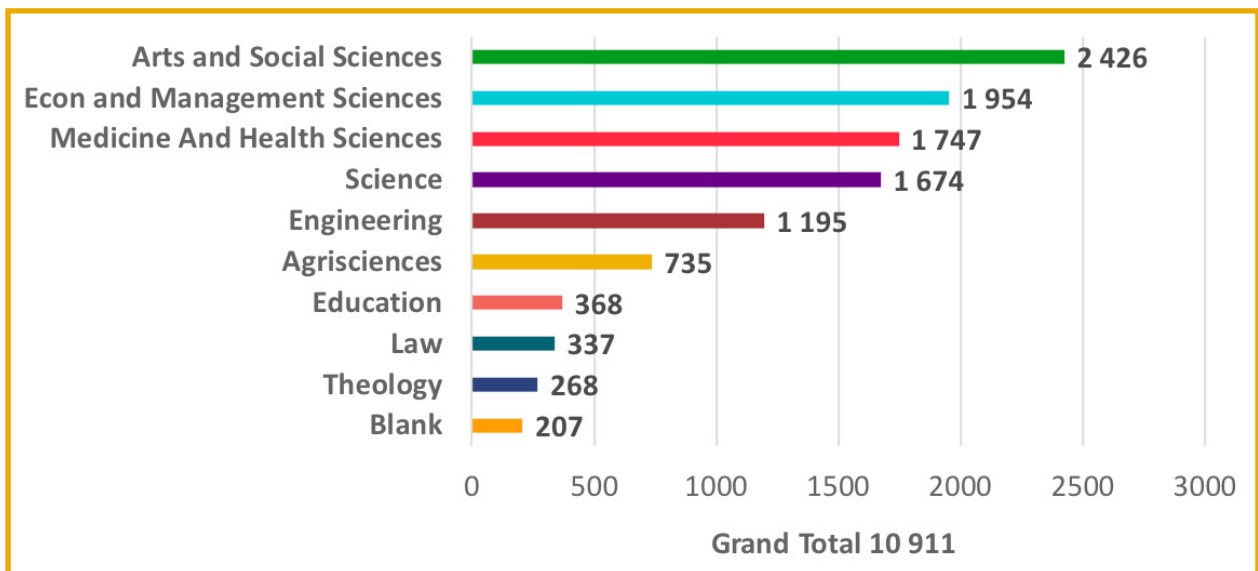


Figure I 7: Number of sessions per population group

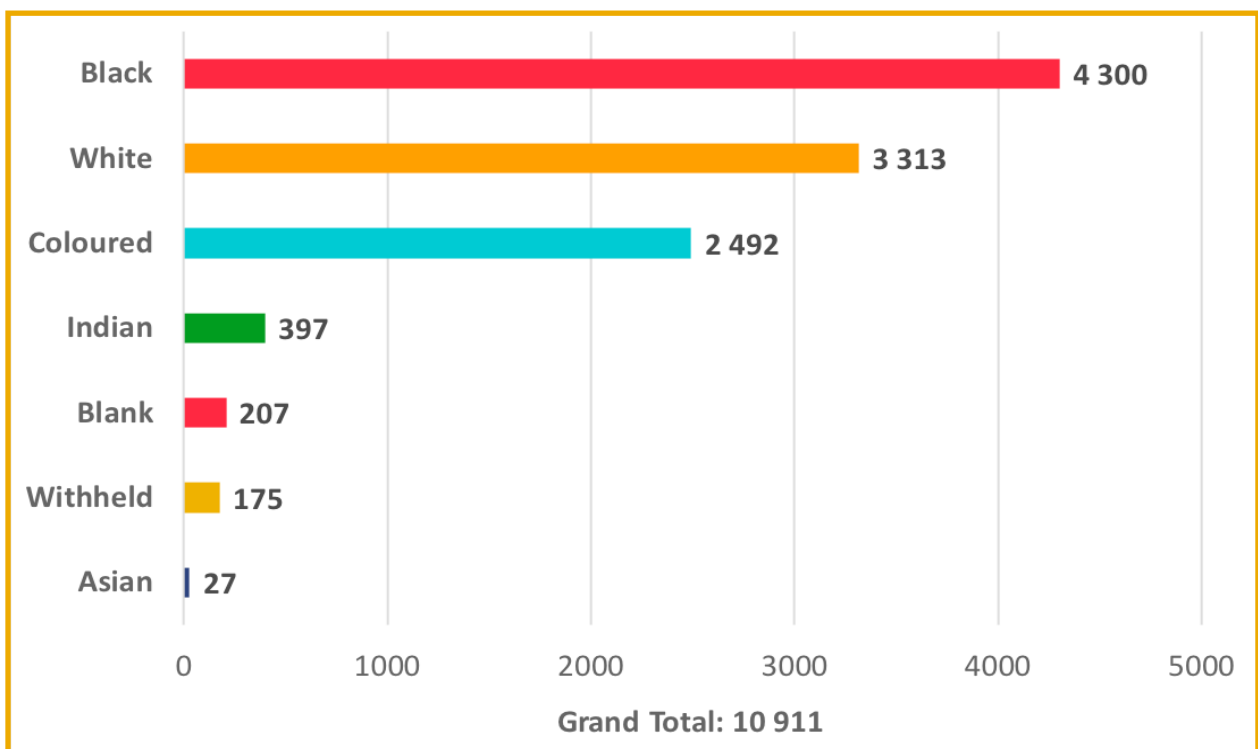


Figure 18: Number of sessions per campus

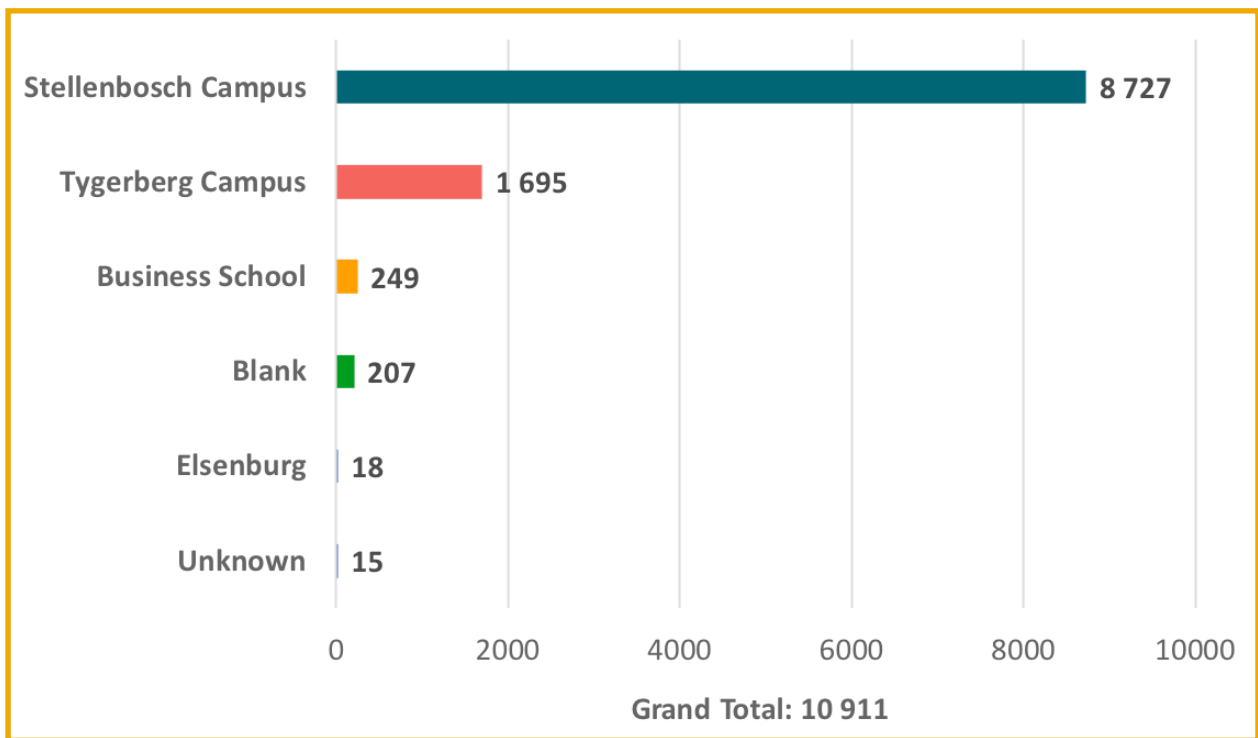



Table 3: Unit for Psychotherapeutic and Support services

Month	Title of Worksession	Number of participants	Description of group (i.e mixed group, Psychology 1st years ect)
May	Self-Care	24	Mixed group
	Grief	20	Mixed group
	Depression & Anxiety	20	Mixed group
	Depression & Anxiety	24	Mixed group
	Depression & Anxiety	25	Mixed group
	Depression & Anxiety	28	Mixed group
	Depression & Anxiety	28	Mixed group
June	Mental Health Awareness	240	Mixed group
	Grief	20	Mixed group
	Depression & Anxiety	20	Mixed group
	Depression & Anxiety	39	Mixed group
	Depression & Anxiety	25	Mixed group
	Depression & Anxiety	23	Mixed group
	Depression & Anxiety	23	Mixed group
July	Gender Based Violence Debriefing	20	Mixed group
	Mental Health Awareness	115	Mixed group
	Depression & Anxiety	20	Mixed group
	Depression & Anxiety	39	Mixed group
	Depression & Anxiety	30	Mixed group
	Depression & Anxiety	35	Mixed group
	Depression & Anxiety	33	Mixed group
August	Financial Management	20	Mixed group
	Post Grad Stress Management	50	Masters and PhD
	Depression & Anxiety	20	Mixed group
	Depression & Anxiety	39	Mixed group
	Depression & Anxiety	30	Mixed group
	Depression & Anxiety	35	Mixed group
	Depression & Anxiety	33	Mixed group



Month	Title of Worksession	Number of participants	Description of group (i.e mixed group, Psychology 1st years ect)
September	Psychological Support	20	Honours
	Trauma Debriefing	20	Mixed group
	Mental Health Awareness	20	4 th year Medical
	Depression & Anxiety	20	Mixed group
	Depression & Anxiety	39	Mixed group
	Depression & Anxiety	30	Mixed group
	Depression & Anxiety	35	Mixed group
	Depression & Anxiety	33	Mixed group

October	Psychological Support	20	Honours
	Trauma Debriefing	20	Mixed group
	Mental Health Awareness	31	Mixed group
	Depression & Anxiety	20	Mixed group
	Depression & Anxiety	24	Mixed group
	Depression & Anxiety	22	Mixed group
	Depression & Anxiety	21	Mixed group
	Depression & Anxiety	20	Mixed group

November	Self-Care	87	Mixed group
	Mental Health Awareness	20	Mixed group
	Depression & Anxiety	20	4th year Medical
	Depression & Anxiety	20	Mixed group

December	Mental Health Awareness	20	Mixed group
	Depression & Anxiety	21	Mixed group
	Depression & Anxiety	22	Mixed group
TOTAL		1 683	

Table 4: Unit for Graduand Career Services

Month	Title of Worksession	Number of participants	Description of group (i.e mixed group, Psychology 1st years ect)
January	CV Writing	25	Dietetics students
	CV Writing	139	Aurora PSO
	Personal Branding	604	SU Mentors
February	CV Writing	23	Sustainable Development students
	Interview Skills	23	Sustainable Development students
	Interview Skills	28	Dietetics students
	Job-Seeking Skills	23	Sustainable Development students
	Job-Seeking Skills	31	Mixed group
	Cover Letters	23	Sustainable Development students
	LinkedIn	23	Sustainable Development students
	Personal Branding	23	Sustainable Development students
	Personal Branding	37	Mixed Group
March	CV Writing	31	FVZS
	LinkedIn	49	Mixed Group
	Personal Branding	31	FVZS
June	Interview Skills	49	AIMS (African Institute for Mathematical Sciences)
	CV Writing	49	AIMS (African Institute for Mathematical Sciences)
	Cover Letters	49	AIMS (African Institute for Mathematical Sciences)
	Personal Branding	49	AIMS (African Institute for Mathematical Sciences)
August	Interview Skills	48	Mixed Group
	Interview Skills	25	Mixed Group
	LinkedIn	175	Theology
October	Personal Branding	28	Dietetics students
	LinkedIn	71	Mixed Group
	LinkedIn	54	FVZS (Frederik Van Zyl Slabbert Institute)
	Interview Skills	63	FVZS (Frederik Van Zyl Slabbert Institute)
November	Job-Seeking Skills	28	Mixed Group
TOTAL		1801	



Table 5: Equality Unit

Month	Title of Worksession	Number of participants	Description of group (i.e mixed group, Psychology 1st years ect)
January	1st years welcoming info session	425	Medical Faculty mixed 1st year group
February	MenTUT training	75	Medical Faculty mixed group
	Information session	24	Post Graduate in Sustainable Development 1st years
	Tutor training	32	Medical Faculty mixed group
March	First Things First welness campaign	669	Mixed group
April	Physiotherapy HIV & Covid workshop	82	Physiotherapy 4th year group
	HIV, gender, sexualities and Covid	76	Postgraduate Certificate in Education – post graduate students
June	Physiotherapy HIV & Covid workshop 2	52	Physiotherapy 4th year group
September	Physiotherapy HIV & Covid workshop	93	Physiotherapy 3rd year group
	HIV, gender, sexualities and Covid	78	Education 4th year students
October	Gender Based Violence talk	21	Senior medical students on placement
TOTAL		1627	


Table 6: Disability Unit

Month	Title of Worksession	Number of participants	Description of group (i.e mixed group, Psychology 1st years ect)
January	Mentor training in residence	600	Appointed mentors in all residences
TOTAL		600	



Table 7: Unit for Academic Counselling and Development

Month	Title of Worksession	Number of participants	Description of group (i.e mixed group, Psychology 1st years ect)
February	Value Added Experience Programme	70	Extended Degree Programme: Economic and Management Sciences
	Intro to CSCD, Scenorio's	50	MenTut
	Introduction to CSCD	180	Extended Degree Programme: Science
	i-App	30	Occupational Therapy
	Introduction to CSCD	118	Extended Degree Programme: Social Sciences
	Study Skills	31	Mixed group
	Note Taking	771	BSc Science in Context
	Time Management	47	Physiotherapy II
	i-App	16	Mixed group
	Note Taking	180	Extended Degree Programme: Science
	Neuro-Agility Profile	26	Thuthuka
March	Time Management	90	Extended Degree Programme: Social Sciences
	Stress Management	70	Extended Degree Programme: Economic and Management Sciences
	Neuro-Agility Profile	180	Extended Degree Programme: Social Sciences
	Time Management	118	Extended Degree Programme: Social Sciences
	Study Skills	180	Extended Degree Programme: Social Sciences
	Study Skills	180	Extended Degree Programme: Social Sciences
April	Value Added Experience Programme	70	Extended Degree Programme: Economic and Management Sciences
		180	Extended Degree Programme: Social Sciences



Month	Title of Worksession	Number of participants	Description of group (i.e mixed group, Psychology 1st years ect)
August	Time and Stress Management	28	Golden Key
	Time and Stress Management	21	Faculty of Medicine and Health Sciences
	Time and Stress Management	120	Thuthuka
	Time and Stress Management	50	Research Week

October	Stress Management	89	Agri Sciences I
	Stress Management	89	Agri Sciences I
	Exam Prep	37	Mixed group
	Exam Prep	45	ISFAP (Ikusasa Student Financial Aid Programme)
	Stress Management	89	Agri Sciences I
TOTAL		3 155	



Research and Personal Development of Staff

Unit for Academic Counselling and Development (UACD)

Strydom, S., **Sinclair, E.** & **Dunn-Coetzee, M.** (2020). Approaching the elephant in the room: Care and digital wellbeing during a time of mandatory online engagement. In: S. Strydom, N. Herman, H. Adendorf & M de Klerk (eds.). Care and digital wellbeing during a time of mandatory online engagement. Stellenbosch University.

Conferences:

Sinclair, E. 2020, November 4. 13th Annual Conference on the Scholarship of Teaching and Learning. Stellenbosch University.

Staff development:

Gerryts, E., Sadie, N. & Sadiki, R. Brain Working Recursive Therapy Training

Gerryts, E., Koch, C., Sadie, N., Sadiki, R. & Saunderson, C. & Sinclair, E. Feuerstein's Instrumental Enrichment Training

Unit for Graduand Career Services (UGCS)

Our annual Graduate Recruitment Booklet evolved into a separate entity due to the cancellation of our career fairs. We managed to deliver an online booklet with interesting articles and information about the virtual career fairs. We partnered with Carla Kroon and Dr Alten du Plessis to conduct the Graduate Destination Survey. Carlo Kroon compiled an interesting report, with inputs from the rest of the team. Wilna Naude, Thobeka Msi, Annette Joubert and Marquard Timmey attended the virtual SAGEA Conference on 18 and 19 November 2020. The Unit also compiled an article titled, "Tips to final-year students on how to adapt career plans during and post the COVID-19 pandemic" that was posted on the University's official website.



Disability Unit (DU)

Training

Lizelle Apollis, Marcia Lyner-Cleophas & Melanie Willems: CPD–Well Ethics session

Marcia Lyner-Cleophas: Microsoft Teams Training

Marcia Lyner-Cleophas: Siyakhula Series

Publications

Apollis, J.L. (2020). An exploration of undergraduate Occupational Therapy students' perspective on occupational balance (M Occupational Therapy dissertation). University of the Western Cape.

Conferences / symposia attended

Melanie Willems: Seminar: 2020 SU: Year of Disability seminar: Reflection and way forward

Marcia Lyner-Cleophas: Seminar: 2020 SA Sign Language Interpreters' Code of Ethics

Marcia Lyner-Cleophas: Webinar: Exploring Social Responsibility & Issues of Social Inequality Around the World

Marcia Lyner-Cleophas: AfriNEAD conference: "Disability Unplugged – Beyond Conventions and Charters: What really matter to persons with disabilities in Africa."

Equality Unit (EqU)

With many events taking place virtually, the EqU team participated in various online initiatives. These included the Shared Humanities pilot short course; facilitating discussions around sexualities and gender identities in the extended degree programmes; participating in the Higher Health training programmes; representing the Unit at the Wits Women's



Month Dialogue and Transformation Manager's Forum; participating in the USB Executive Development Principles and Practices of Project Management Training Programme and Leadership and Teams Skills Programme; participating in the CHEC Personal Leadership course and in the Building the Team Middle Management Course.

Unit for Psychotherapeutic and Support Services (UPSS)

Training

DBT Level 1 and Level 2 training attended by Nordlind C Fouche

BWRT Level 1 (29 Sept–30 Sept) training attended: Nordlind C Fouche and Carmen Balie

BWRT Level 2 (31 Oct–1 Nov 2020) training attended: Jan Meyer, Nordlind C Fouche, Elmarie Kruger, Tamsyn Manuel, Munro Strydom, Carmen Balie and Charl Davids

Re-Visit your Ethical Practice, full-day workshop as part of the CPD Well offering, on 12 February 2020 at STIAS, Stellenbosch. Attended by Jan Meyer, Nordlind C Fouche, Elmarie Kruger, Tamsyn Manuel, Munro Strydom, Vastrohiette Gilbert, Devine Kamalie, Charl Davids, Lizzie Witbooi, Liani Joubert and An-Maree Nel.

Staff also participated in the CPD Well options online.

Elmarie Kruger, Deviné Kamalie and Nordlind Fouche attended a webinar series on working with patients with narcissistic disorder or the self, organised and presented by the Masterson Institute of South Africa.

SAADCHE regional training and meeting opportunities were held once a quarter and moved online because of the lockdown. Dr Johann Groenewald facilitated a discussion on promoting student success at SU at the third regional meeting in September.

Psychotherapy meets masculinity: What psychotherapists can learn from men (23 October 2020): An online CPD SAADCHE event attended by Lizzie Witbooi.





Educational Psychology Internship Programme

Internship reflection

I started my internship at the Centre for Student Counselling and Development (CSCD) on 2 January 2020. We often say that nothing could have prepared us for a challenging or unexpected event. However, as I reflect on the past year, I began to see that being in a nurturing and empowering environment was all that I could ever ask for – while being right in the middle of the challenge. Did I sometimes feel exhausted this past year? Did I sometimes feel unsure? Or frustrated? I will answer that with a definite yes! But not once did I feel alone, left behind or isolated. I know that I am privileged to be able to say this. I am privileged to have come to the realisation that I worked in a Unit at Stellenbosch University that cares for its employees. And I don't mean care with regard to our productivity alone, but also our well-being, our time-management and how our resources (or lack thereof) affect our way of work. In my internship year, during self-isolation because of a pandemic, I have learnt that we make an impact by taking hands (even when we do this virtually). Sometimes we take hands by stretching our hand out to someone in need, sometimes it is by reaching towards another's, sometimes by holding a mug of coffee several times throughout the day, sometimes with a high five (a job well done), but never alone. Being resilient is not an outcome; it is an interactional process between the individual and the individual's environment providing the necessary resources. With a thankful heart I can testify that the CSCD does indeed practice what it preaches as the Centre continues to strive to be a resilience-enabling resource for both students and their employees.

Mariaan Prins

Social Engagement Forum

This year the Social Engagement Forum was not able to gather in person due to the hard lockdown, which came into effect on 20 March 2020. This year was so different in all aspects of the life we knew. We had to work from home, adhere to government restrictions with no social gatherings and, when the lockdown was eased, still practising social distancing. Planned projects were put on hold due to the effects of the pandemic, but this did not deter individual staff members from contributing to various communities and people in need. Several colleagues either contributed by helping to feed vulnerable

communities, providing ingredients for soup kitchens, and providing PPE equipment like hand sanitisers and masks. Others handed out food hampers to the poor and needy. All these wonderful contributions were done in the personal capacity of these staff members. Many colleagues do not wish their names to be mentioned. We would like to take this opportunity to thank each and every one for their contribution in helping their fellow human beings.



One NPO, the Bonteheuwel Development Forum (BDF), organised themselves into block committees to help with food security in their neighbourhood and surroundings. Many of these soup kitchens survived on donations to keep the pots cooking. Being part of the CSCD Social Engagement Forum, I was privileged to attend a few of their cluster meetings and spend time engaging with them. From one of these meetings the idea sprouted to become self-sustainable, which led them to cultivating unused spaces in their neighbourhood and transforming these into vegetable gardens. By level 1 of the lockdown, several of these gardens had reaped a harvest that enabled them to continue with their feeding scheme. The road to self-sustainability is far from over, but we can build our economy and our future together.



A Reflection on the CSCD's Involvement in the Readmission Process

A number of CSCD staff and consultants again served on the panels of the faculty readmission sub-committees. The CSCD psychologists also assisted with students who were referred to the CSCD by the various sub-committees to (a) discuss certain conditions attached to the student's readmission and / or recommendations from the relevant RAAC subcommittee and (b) to obtain further information about / from the student in order to finalise deferred decisions.

The Readmission Appeals Committee (RAC) of Stellenbosch University (SU) received a total of 1 049 applications for readmission for 2020. This is the most applications since the 2016 readmission period, and 15.66% more than in 2019. The sharpest increase in the number of applications was from 2019 to 2020, with the largest increase in the Faculty of Science (42.97%). Applications decreased in the faculties of Medicine and Health Sciences (-33.33%), Engineering (-0.44%) and Education (-33.33%). This year, the Faculty of Business and Management Sciences received the most applications (25.93% of total applications), followed by the faculties of Engineering (21.54%), Science (17.45%) and Arts and Social Sciences (15.16%). A total of 15 students were referred to the CSCD for further information before a decision about their readmission could be finalised. The CSCD received requests for, among other things, information about whether students' challenges had been overcome, information about students' emotional fitness to resume full-time studies, consultation with other mental health practitioners, and the suitability of the course that a student had in mind. Table 8 shows the number of applications per faculty for the period 2015 until 2020.




Table 8: Comparative number of applications for 2015 until 2020, according to faculty

	2015	2016	2017	2018	2019	2020	% DIFFERENCE 2019-2020
AGRI	72	87	93	91	73	98	34,25%
EMS	142	234	194	189	213	272	27,70%
MHS	-	42	34	35	45	30	-33,33%
ENG	212	253	204	207	227	226	-0,44%
ASS	165	213	148	142	139	159	14,39%
SCIENCE	138	177	145	120	128	183	42,97%
EDU	21	20	30	17	24	16	-33,33%
LAW	60	41	47	33	45	51	13,33%
THEO	12	12	4	15	13	14	7,69%
TOTAL	822	1 079	899	849	907	1 049	15,66%

Due to the COVID-19 pandemic, subsequent lockdown and transition to emergency remote teaching, learning and assessment, the University decided that all students who were registered at SU in 2020 will be admitted for the 2021 academic year. Students who were not registered at SU in 2020 and did not meet the HEMIS requirements during their last academic year at SU will have to apply for re-admission. This might indeed be an opportunity to workshop important themes of what has transpired over the years. These themes might include:

- The CSCD's role in the readmission process.
- Proper communication and cooperation between all stakeholders during the readmission period.
- Ensuring that that all readmission committees use the codes uniformly.
- Proposed changes to the application form.
- Ensuring that students are aware of notifications regarding application for readmission, especially students from rural or disadvantaged areas who do not always have access to electronic means.

- 
- How to better prepare students who were refused readmission for specific reasons (e.g. medical or mental illness) for new applications.
 - Guidelines for cases of internal arrangements between faculties about the registration of students who were refused admission to one faculty but were readmitted to another faculty.
 - Proper orientation of Readmission Committee members for handling the emotional burden presented by certain applicants, and discussion sessions after the readmission process for members who need emotional debriefing.

We look forward to a productive and innovative collaboration between the faculties, CSCD, the Registrar's Office and all other stakeholders.

Psychology CPD Well Programme





The *Psychology CPD Well* programme was developed and accredited in 2003 to give psychologists, counsellors and psychometrists the opportunity to earn continued professional development points, as required by the Professional Board for Psychology. The past year was not only the second year that the CSCD managed The *Psychology CPD Well* programme (continued professional development) internally via the SU short course system, but also the year in which the offerings of the programme were adjusted. A stronger focus was placed on online offerings. For 2020, participants could enrol for three different options, or a combination of options:

- Option A: A full-day workshop in Stellenbosch on 12 February 2020 with a focus on ethics.
- Option B: Download pre-recorded web-based lectures from experts in the field and complete an online questionnaire.
- Option C: Read web-based articles and complete an online questionnaire.

The website of the programme has also been revised and renewed by JC Landman; thank you JC! All information can be found at www.psychologycpdwell.com This programme not only serves as a training opportunity for our professional staff, but is also a third source of income for the Centre, as psychologists, counsellors and psychometrists from outside SU can participate at a fee. This year the programme had 754 participants, despite the financial challenges of professionals in private practice during COVID-19.

One of our exciting offerings for 2021 is a full-day workshop on 4 March 2021 that can be attended face to face or via online streaming. The workshop will focus on the ethical considerations and challenges of teletherapy – a very applicable topic in our current climate.



TELETHERAPY – ETHICAL CONSIDERATIONS AND CHALLENGES

A CPD accredited full-day workshop focusing on ethics
PRESENTED BY ANNELIE VAN DER WESTHUYZEN
Accredited for 7 Ethics CEUs for all registered categories at the HPCSA

This full-day workshop (7 hours), *Teletherapy – Ethical considerations and challenges*, will focus on several ethical aspects regarding service delivery that have been highlighted in the COVID-19 pandemic. All psychologists, counsellors, psychometrists and the allied professionals must adhere to the principles of confidentiality, informed consent and record keeping (including treatment and payment), but how should this be applied on electronic platforms? Telecommunication, telemedicine and the utilisation of social media (platforms) for telemedicine, will be discussed. The implications of ethical and legal considerations of reporting, as well as matters around insurance and POPIA will be highlighted. Guidelines around competence and standard care, as well as technical skills will be discussed and applied to practical case examples.

Who is the presenter?
Ms Annelie van der Westhuyzen is a qualified speech therapist with a MScMed in Bioethics and Health Law. She is the owner of Ethics Simplified and has vast experience as practitioner, lecturer and supervisor. Since 2011 she presented various workshops and training sessions on ethics and is truly an expert on ethical matters varying from ethics in minors to ethics in social media.

When and where does it take place?
Thursday, 4 March 2021 from 08:30-16:00.
This workshop can be attended face-to-face in Stellenbosch or online via live streaming.

Costs:
Current Psychology CPD WELL clients: R2 250,00 (face-to-face); R1 625,00 (online)
New Psychology CPD WELL clients: R2 650,00 (face-to-face); R2 025,00 (online)
Closing date for workshop registration is 1 March 2021.

How do I register?
Workshop registration opens on 12 January 2021.
All registration information can be found on www.psychologycpdwell.com.
All queries can be directed to mdunn@sun.ac.za / cpdwell@sun.ac.za / 021 808 4707.

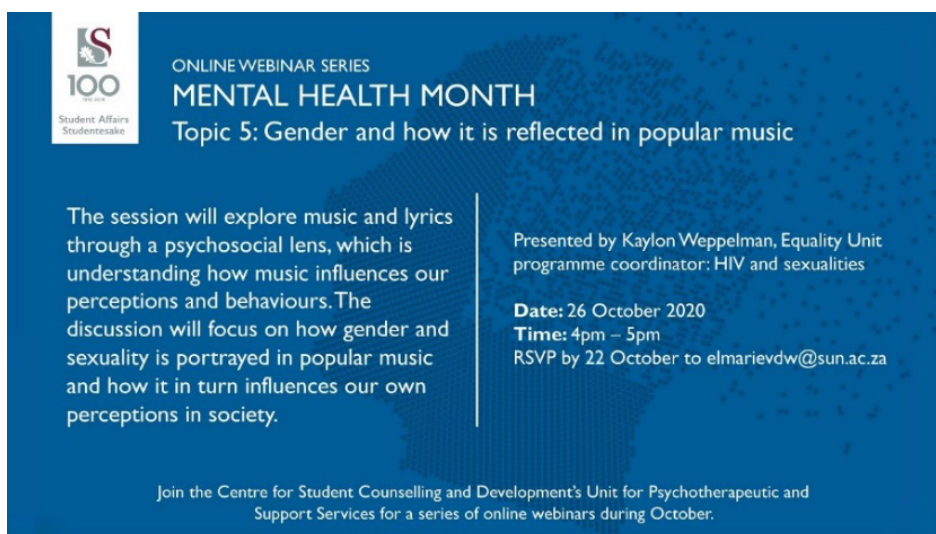
A hearty thanks to Elmien, Christa, Sanet and Ilse, who assisted greatly with the programme throughout the year.



#Mental Health

The theme of this year's World Mental Health Day (10 October) was '*Mental Health for All: Greater Investment – Greater Access*'. Within the COVID-19 pandemic and the fear experienced in this time, it was vital to emphasise the need for greater access to mental health services. According to a new World Health Organization (WHO) survey, the COVID-19 pandemic has disrupted or halted critical mental health services in 93% of countries worldwide, while the demand for mental health is increasing. The survey of 130 countries provides the first global data showing the devastating impact of COVID-19 on access to mental health services and underscores the urgent need for increased funding (<https://www.who.int/news/item/05-10-2020-covid-19-disrupting-mental-health-services-in-most-countries-who-survey>).

To be part of this global conversation, the CSCD celebrated World Mental Health Day with a variety of webinars during October, varying from training in managing emergencies for student leaders to the explorations of music and lyrics through a psychosocial lens.



ONLINE WEBINAR SERIES
MENTAL HEALTH MONTH
Topic 5: Gender and how it is reflected in popular music

The session will explore music and lyrics through a psychosocial lens, which is understanding how music influences our perceptions and behaviours. The discussion will focus on how gender and sexuality is portrayed in popular music and how it in turn influences our own perceptions in society.

Presented by Kaylon Weppelman, Equality Unit programme coordinator: HIV and sexualities

Date: 26 October 2020
Time: 4pm – 5pm
RSVP by 22 October to elmarievdw@sun.ac.za

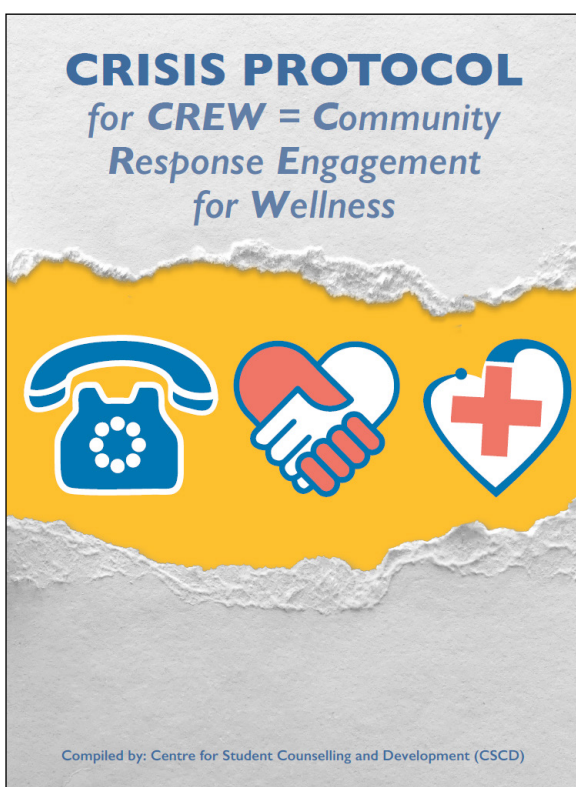
Join the Centre for Student Counselling and Development's Unit for Psychotherapeutic and Support Services for a series of online webinars during October.

During 2020, the CSCD continued with a variety of virtual discussions with important role-players, preventative campaigns and events, and awareness campaigns and consultations to engage on these matters and advance mental health across all environments. It is also important to continue having conversations about #Mental Health and what it really means for individuals and communities.



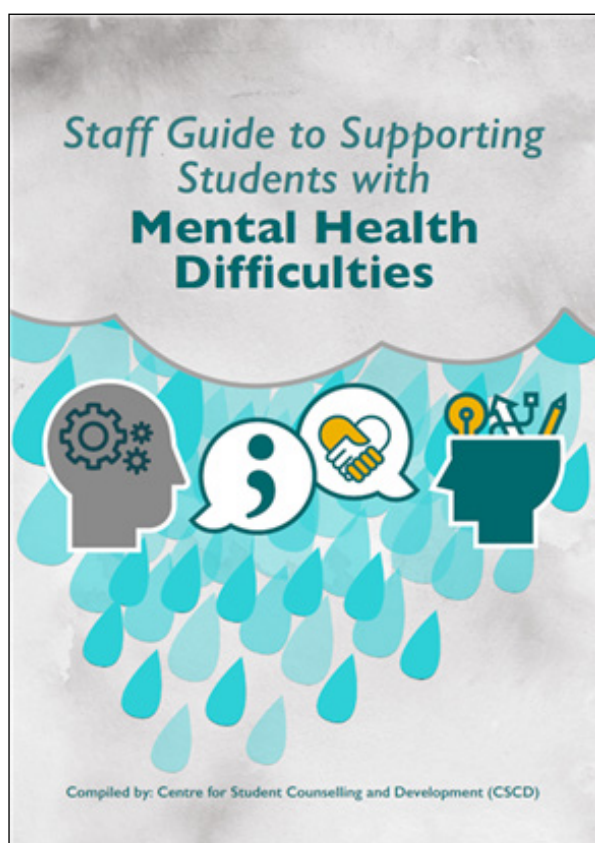
One of the pilot projects we launched during 2019 was the establishment of a cluster response committee to assist communities to deal with emergencies. An emergency can be many things – it can be an individual incident, or it can influence a whole community – and we started to empower students who can help us to deal with the situation. This team is known as **CREW** (Community Response Engagement for Well-ness). The pilot in 2019 was hugely successful and we repeated the process in 2020. On 8 February 2020, staff from UPSS and ER24 trained new student volunteers for 2020. Students were

very excited about this new initiative, but unfortunately, due to COVID-19 and students mostly vacating the campus, this committee was not active on campus this year. Students who (re)commit to this project will again be trained on managing and referring in the case of a crisis on campus at the beginning of 2021.



Staff, tutors and mentors are in a good position to detect early signs of trouble, especially in smaller classes. Very few mental illnesses of a serious nature occur without a great deal of warning, though some may be of only a few days' duration. The staff of the Unit for Therapeutic and Support Services at CSCD assisted in developing a [Staff Guide to Supporting Students with Mental Health Difficulties](#) as one of a number of initiatives intended to promote a campus environment that is conducive to mental well-being. Staff who have been in the frontline of student care for many years will already be familiar with most of what follows, but many staff members encounter such issues infrequently. This guide is primarily for them.

The aims of this guide are the following – to raise awareness among staff about the range of experiences, behaviours and characteristics that may indicate that a student has mental health difficulties. Second, to provide a step-by-step guide for staff on how to respond in such situations, especially in a crisis. And third, to outline resources for further advice, information and support for staff and students.



A Mental Health Task Team, with Dr Birgit Schreiber, our previous Senior Director, as convener, was established during the latter part of 2018 and focused on providing an integrated framework to deal with mental health matters on campus. The task team met several times and consulted widely, after which the process was handed over to Dr Munita Dunn-Coetzee, Director: CSCD. A student mental health task team was running parallel with the staff mental health team and this were integrated into one process. Discussions on a final draft document, as well as consultations with a variety of experts in the field, were conducted and the policy – *A Mental Health Policy for SU Staff and Students* – is currently open to the SU staff and student community for consultation. The institutional approval process will start in 2021.



ER24 staff members Eric Horn (left) and At Grobler (right)

Stellenbosch University registered the need for a dedicated, comprehensive, integrated 24-hour emergency service for mental and medical health emergencies. On 16 January 2017, an integrated emergency service was

implemented with ER24. This programme provides a dedicated emergency number with access to a national call centre with a dedicated medical and mental health portal, first response, face-to-face counselling and ambulance transport to hospitals nationally, amongst others. Stellenbosch University was registered as preferred provider with a dedicated emergency number, and regular feedback (daily and monthly) formed part of the service. The contract is managed by the Director of the CSCD in collaboration with Campus Health Services. This has been the fourth year of the ER24 contract and the statistics indicate that there is a dire need for an emergency service model:

Figure 19: ER24 Calls | January – 31 December 2020: Stellenbosch

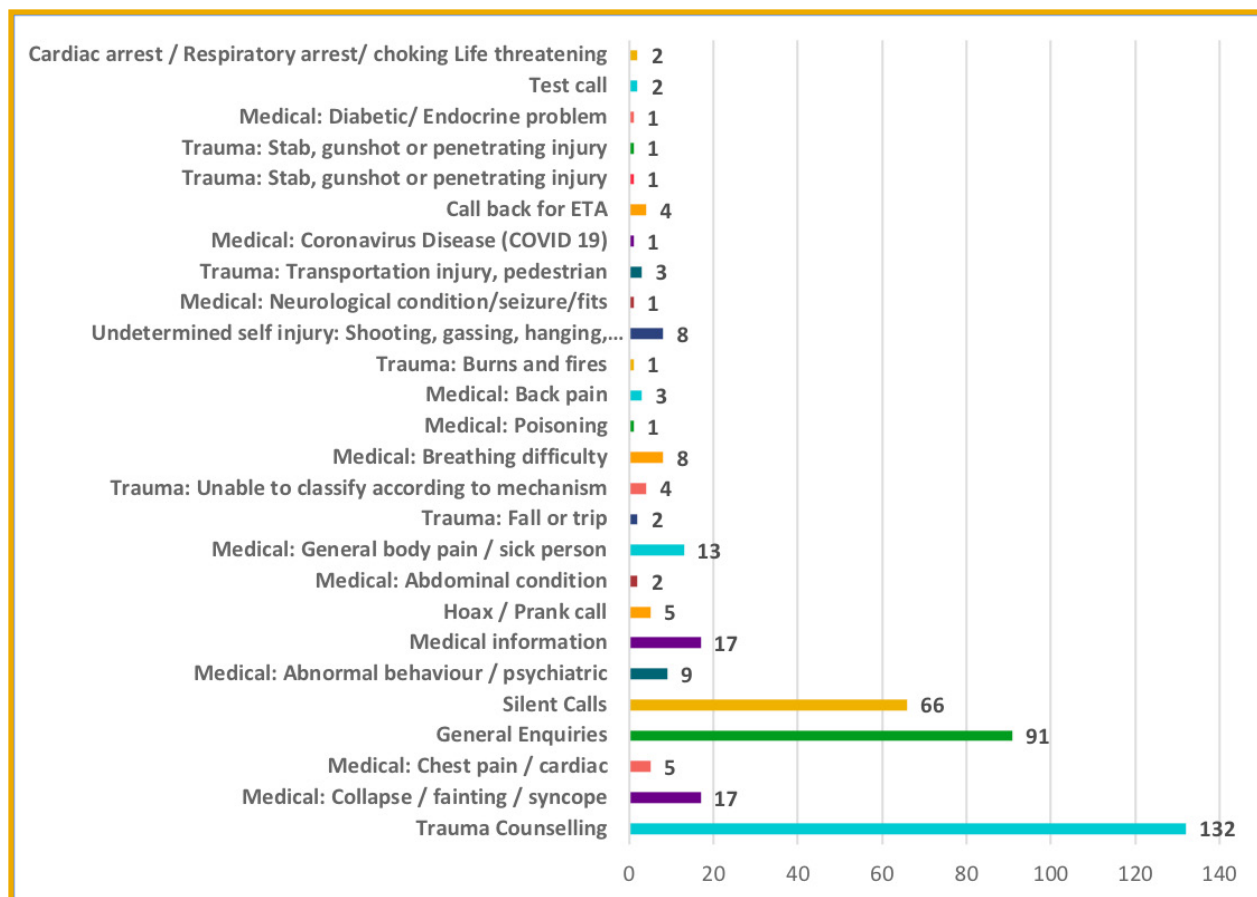
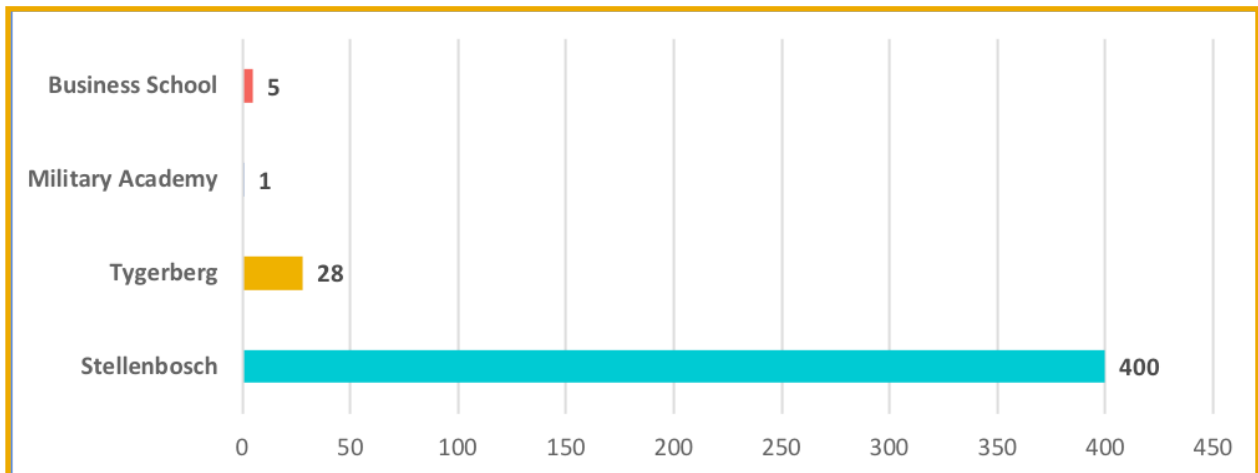


Figure 20: ER24 Calls | January – 31 December 2020



The uptake of counselling services for psychological and mental health issues after hours indicates the importance of such a service in the support of students. The daily reporting system enables CSCD and Campus Health Services personnel to follow up on the clients involved and ensure the necessary support and management. Relief on callouts during office hours also enabled clinical personnel to maximise clinical hours for students in need instead of attending to emergency situations that need management in hospital care. An agreement has been signed with ER24 for service delivery in 2021, including 200 trauma counselling sessions per annum. This is funded by the institutional budget, for which we are immensely grateful.

Our Centre believes in a multifaceted approach to dealing with mental health and, during 2020, we could focus on the expansion of our virtual presence to capacitate online psychoeducation, communication and support. This will be strengthened during 2021 to ensure that the CSCD offers a hybrid model of support.

Food Security on our Campuses and the Role of the CSCD

FOOD SECURITY PROGRAMMES AND EMERGENCY RELIEF:

WHERE TO GET HELP

Please come for assistance – sooner rather than later

At Stellenbosch University (SU) we believe that no student should be burdened with the stress of food insecurity. There are long-term and sustainable food security programmes that have been streamlined by an application process and guidelines.

Remember that there are guidelines for students who already receive financial support (or a bursary), as well as emergency relief for students who do not receive any financial support. A holistic assessment of the student's financial circumstances will also be conducted to ensure that students' needs are fully met.

Please take note of the following important information:

STELLENBOSCH CAMPUS

UNDERGRADUATE STUDENTS

CENTRE FOR STUDENT COUNSELLING AND DEVELOPMENT

During office hours:

- Victoriastraat 49
- 021 808 4994
- supportus@sun.ac.za

(also for after hour emergencies which can be dealt with the next working day)

CENTRE FOR UNDERGRADUATE BURSARIES AND LOANS

During office hours:

Students who are partially funded may contact the Centre for Undergraduate Bursaries and Loans, situated in Administration A. The centre performs an assessment of the student's financial needs using the NSFAS means test. Should the student qualify in terms of the means test, the centre determines the amount for food allowance as determined by the NSFAS means test.

- Tracy-Lee Titus en Abdullah Ahmed
- 021 808 9111
- titus@sun.ac.za / alhmeda@sun.ac.za

POSTGRADUATE AND INTERNATIONAL STUDENTS

POSTGRADUATE AND INTERNATIONAL OFFICE

During office hours:

International students

- Carmien Strydom
- 021 808 3078 / cns@sun.ac.za

Postgraduate students (Tygerberg & Stellenbosch):

- Tammy Abrahams
- 021 808 3896 / tammya@sun.ac.za

AFTER HOURS EMERGENCIES

Which cannot wait until the next working day

CENTRE FOR STUDENT COMMUNITIES (AFTER HOURS)

Only emergencies which cannot wait until the next working day, e.g. somebody who couldn't access help as indicated above.

- Riana Engelbrecht
- 084 030 0120

FOOD SECURITY PROGRAMMES AND EMERGENCY RELIEF:

WHERE TO GET HELP

Please come for assistance – sooner rather than later

At Stellenbosch University (SU) we believe that no student should be burdened with the stress of food insecurity. There are long-term and sustainable food security programmes that have been streamlined by an application process and guidelines.

Remember that there are guidelines for students who already receive financial support (or a bursary), as well as emergency relief for students who do not receive any financial support. A holistic assessment of the student's financial circumstances will also be conducted to ensure that students' needs are fully met.

Please take note of the following important information:

TYGERBERG CAMPUS

Centre for Student Counselling and Development

During office hours:

- Room 3035, Second Floor: TSS
- 021 938 9590

Office for Undergraduate Bursaries and Loans

During office hours:

Students who are partially funded may contact the Undergraduate Bursaries and Loans Office, situated in Room 1043, Clinical building. The office performs an assessment of the student's financial needs considering the NSFAS means test, financial information provided by the student on the SU system or elsewhere and the student's funding profile. This office will make a recommendation to the relevant support structure at Tygerberg Campus who in turn will determine the amount / allocation of food allowance that can be provided to the student.

- Noluvuyo Capsana
- 021 938 9458 / tygbursaries@sun.ac.za
- Rochelle Sylvester
- 021 938 9129 / tygbursaries@sun.ac.za

Tygerberg Pantry Project (TPP)

The TPP are a group of students and staff who volunteer to raise donations in the form of non-perishable food and toiletries to assist Tygerberg students with food and toiletry insecurity.

- tygerbergpantryproject@gmail.com

Postgraduate students

- Tammy Abrahams
- 021 808 3896 / tammya@sun.ac.za

Recent literature indicates that food insecurity is an emerging and alarming problem among students at institutions of higher learning in South Africa (Sabi, Kolanisi, Siwela, and Naidoo, 2019). Stellenbosch University students are no exception. In addressing this problem, the Centre for Student Counselling and Development (CSCD) at Stellenbosch University continues with its interventions to assist students experiencing this challenge. The Centre assists students through collaboration with different departments on campus, donor funding such as the Move4Food Fund, and personal donations. The CSCD aimed to provide food security services to students on both campuses of Stellenbosch University, viz. the Tygerberg and Stellenbosch campuses.

The CSCD has made tremendous progress in striving to address food insecurity amongst students at Stellenbosch University.

Professor Schoonwinkel Retires



The Centre for Student Counselling and Development, Division of Student Affairs, falls within the responsibility centre of the Vice-Rector: Learning and Teaching. Our Vice-Rector, Learning and Teaching, Professor Arnold Schoonwinkel retires at the end of December 2020 after decades at SU. Professor Schoonwinkel boasts a long and successful career during which he served SU with distinction as lecturer, researcher, research manager, head of department, dean (ten years) and vice-rector (two terms). CSCD wants to thank Professor Schoonwinkel for his support, for always helping where needed, helping us strategize about the way forward and for understanding the importance of mental health in Higher Education. May the next chapter of your life be blessed, Prof!



Staff of the Centre

Please also refer to the attached organogram (Addendum A).

Director

Secretary: Director: CSCD

Financial Administrative Officer

Central Reception: Senior Secretary

Central Reception: Secretary

CPD Well Administrative Officer

Assistant

Assistant

Dr M Dunn-Coetzee

Ms HZ Kotzé

Ms S van Zyl

Ms A Welgemoed

Ms MC Denyssen

Ms IK Pool le Roux

Ms MM Vlok

Ms JL Moffat

Unit for Academic Counselling and Development

Head

Educational Psychologist

Educational Psychologist (*until 28 February*)

Educational Psychologist (*Since 1 July*)

Educational Psychologist

Registered Counsellor

Psychometrist / Project Co-ordinator

Intern Educational Psychologist

Consultant Educational Psychologist

Consultant Educational Psychologist

Consultant Educational Psychologist

Consultant Educational Psychologist

Consultant Educational Psychologist

Dr E Sinclair

Ms C Koch

Ms L Chetty

Dr Erna Gerryts

Ms N Sadie

Ms R Sadiki

Dr CP Saunderson

Ms M Prins

Ms A van der Vyver

Ms C Bosman-Vosloo

Ms A Nel

Ms L Kloppe

Ms I Saunders

Unit for Graduand Career Services

Head

Project Co-ordinator: Graduate Recruitment

Part-time Administrative Officer 5 / 8

Co-ordinator: Virtual Career Information

Administrative Officer: Receptionist

Mr MA Timmey

Ms W Naudé

Ms A Joubert

Ms ST Msi

Ms D van Neel



Disability Unit

Head

Disability Support Officer

Resource Officer

Resource Officer

Resource Officer

Inclusivity and Access Support Officer 5 / 8

Administrative Assistant (also replaced Ms Apollis who went on maternity leave)

Dr MM Lyner-Cleophas

Ms ME Willems

Ms PH Louw

Ms MM Stevens

Mrs I Erasmus

Ms JL Apollis

Ms L Poole

Equality Unit

Head

Administrative Officer

Manager: HIV Portfolio

Programme Co-ordinator: HIV and Sexualities

Temporary Programme Co-ordinator

Case Co-ordinator: Unfair Discrimination

Case Officer: Unfair Discrimination (*until 31 March*)

Case Officer: Unfair Discrimination (*since 1 April*)

Co-ordinator: Communication and Marketing

Co-ordinator: Gender Non-Violence

Mr JG Brink

Mr A Pause

Ms M Munro

Mr G Smith

Ms K Weppelman

Ms Q Mdaka

Mr QB Apollis

Mr L Matee

Ms N Christians

Ms T Bongwana

Unit for Psychotherapeutic and Support Services

Deputy Director

Senior Secretary

Secretary (Tygerberg Campus)

Administrative Officer

Senior Counselling Psychologist

Clinical Psychologist

Clinical Psychologist

Clinical Psychologist

Counselling Psychologist

Registered Counsellor

Registered Counsellor

Mr CI Davids

Ms LV Milford Smit

Ms L Norval

Ms L Poole

Ms E Kruger

Mr M Strydom


Ms TL Manuel

Mr JH Meyer

Ms NC Fouché

Ms DC Kamalie

Ms VE Gilbert



Senior Clinical Psychologist (Tygerberg Campus)
Clinical Psychologist (Tygerberg Campus)
Social Worker
Social Worker
Social Worker
Consultant Psychiatrist
Consultant Clinical Psychologist
Consultant Clinical Psychologist
Consultant Clinical Psychologist
Consultant Clinical Psychologist
Consultant Counselling Psychologist
Consultant Clinical Psychologist
Consultant Clinical Psychologist
Consultant Registered Counsellor
Consultant Registered Counsellor
Consultant Registered Counsellor

Ms AM Nel
Ms L Joubert
Ms LG Witbooi
Ms N Mwoyounazvo
Ms S Nyembezi
Dr C van den Berg
Dr A Grundlingh
Mr JP Theron
Ms FB Ismail
Dr ML Stone
Dr ML Stone
Ms W Arnolds
Ms E Jansen van Rensburg
Mr H Gericke
Ms L Abrahams-Allie
Ms A Smith

Conclusion

Thank you for the opportunity to share the most important parts of the past year's journey of the Centre for Student Counselling and Development. We remain true to our vision of delivering an approachable, inclusive and client-centred service. This year challenged us in terms of having to move to primarily online functioning very hastily but this prepared the Centre for a hybrid model of functioning from 2021 and that is very exciting! Please contact the Director should any additional information be needed.

Addendum A: CSCD Organogram

