



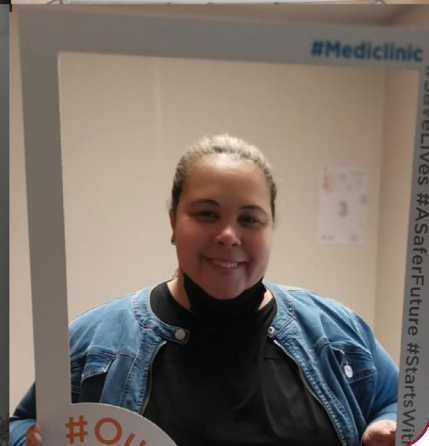
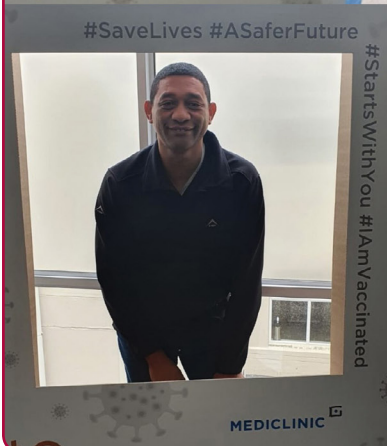
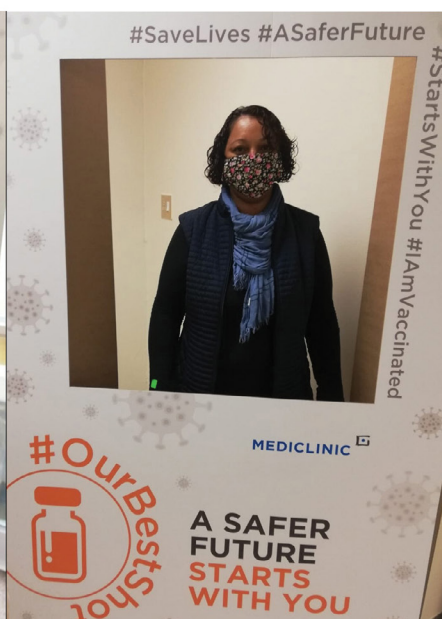
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Centre for Student Counselling & Development (CSCD) Annual Report 2021







Contents

Message from Dr Choice Makhetha	1
Message from Dr Munita Dunn-Coetzee	3
Introduction	5
Unit for Academic Counselling and Development (UACD)	8
Unit For Graduand Career Services (UGCS)	21
Disability Unit (DU)	30
Unit for Psychotherapeutic and Support Services (UPSS)	36
General CSCD Information	48
CSCD Total Statistics	49
Research and Personal Development of Staff	52
Equality Unit	66
Staff of the Centre	70
Addendum A: CSCD Organogram	74



Message from Dr Choice Makhetha

Senior Director: Student Affairs




The year 2021 was an extremely busy period. The Centre for Student Counselling and Development (CSCD) carried a huge load, experiencing a peak period throughout. In spite of this pressure, the CSCD team achieved great milestones, bringing multi-year projects to successful completion and refining online functionality to fit the specialised work done in the environment, while consistently honouring the strict ethical requirements of their professions.

I want to thank the whole CSCD team for their team spirit, passion and commitment to continuous innovation and change to meet the needs of our students. Congratulations and continue the great work!

COVID-19 lockdowns challenged all of us to shift our mindsets to allow change to happen – positive change that enriched our working environments. The kind of flexibility brought about by the extended COVID-19 lockdown period provided the CSCD team with the wisdom to resolve difficult challenges of space and time. The team saw an opportunity to restructure its work to benefit the students more by being prepared and available beyond office hours, reaching many students who otherwise would have missed the opportunity or struggled to access psychosocial support and therapy. This change also contributed positively to the wellbeing and comfort of colleagues, as they too could plan their lives in more creative and balanced ways.

Thank you to the leadership team of CSCD – these changes and shifts reflect the deep passion you have for your work, and especially for improving effectiveness and efficiency. The result of this has been, among others – no waiting lists!

I want to thank Dr Munita Dunn-Coetzee for exceptional leadership, guidance and support for her team. Thank you for consistency, attention to detail, readiness always to provide a solution and taking accountability seriously, among many other qualities. So much work was delegated to you within the Division for Student Affairs (DSAf), and you took the extra load with kindness and passion. You availed yourself to be part of



many strategic initiatives and always advocated for students on all these platforms. Additional funding to support students came because you took initiative to be part of writing up complex funding proposals. The CSCD played a huge role in bringing stability in a period of uncertainty, and the University community appreciates your efforts.

As we say goodbye to Munita, we want her to know that we recognise the contribution she has made at Stellenbosch University, within the Division for Student Affairs, and especially at the CSCD. She will remain valuable to us and we will continue to collaborate with her on many initiatives, as we will still be within the same sector.

May the CSCD team celebrate the milestones achieved in 2021 and find time to rest before 2022 begins!

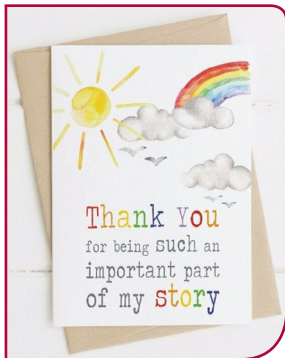
Dr Choice Makhetha

Message from Dr Munita Dunn-Coetzee

Director: Centre for Student Counselling & Development




The year 2021 was, strangely enough, and yet again, a year like no other. The expectation that COVID-19 would remain in 2020 was unfortunately not met. Masks, practising social distancing and working in a virtual space continued to be part of our reality. I think this is what made 2021 slightly more challenging, as the optimism about a better year with a lesser presence of COVID-19 unfortunately did not realise.



The CSCD has been functioning virtually since mid-March 2020. 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 do not have access to online devices. All support sessions – whether these be academic, 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. Despite challenging circumstances, the staff of CSCD went beyond their call of duty. Please do know that this is acknowledged and appreciated.

On 1 June 2021, the Equality Unit's reporting line changed to reporting directly to Professor Deresh Ramjugernath (Vice-Rector: Teaching and Learning). Although the Equality Unit is no longer officially part of the Centre, we still view them as family and we are excited to see how they are flourishing.

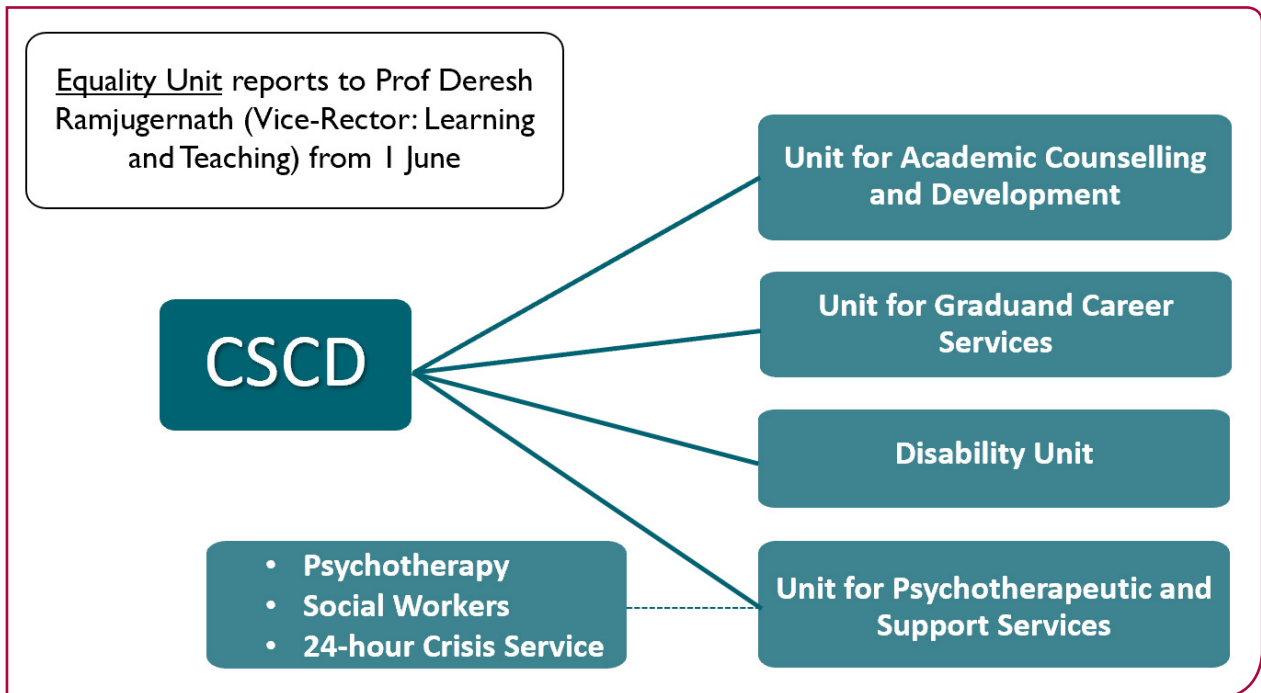
This is also my last contribution to the annual report as Director, as I have resigned to take up an opportunity at another higher education institution. My last day at the Centre was 19 November and I want to truly thank everyone for embracing me in such a caring manner. Thank you for each phone call and message, each email and WhatsApp. Thank you for the gifts, for flowers, for making time, for having lots of coffee and lunches with dear colleagues. You all contributed to my life story and for that I will always be thankful.



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, surprises, virtual cooking lessons, UberEats and virtual caring for one another. May the Centre only go from strength to strength!

Munita Dunn-Coetzee

Introduction



The Centre for Student Counselling and Development (CSCD) offers professional psychological support and development 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)



Unit for Academic Counselling and Development (UACD)

The 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 regarding 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 Mr 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. 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.



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 Lead with Disability programme for students, and the facilitation of staff training through the Siyakhula training sessions. Dr Marcia Lyner-Cleophas leads this competent team.

Unit for Psychotherapeutic and Support Services (UPSS)

The Unit, with Mr 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

This year started with an unfamiliar rhythm since the Unit's operations are closely related to the academic programme of the University. Usually, we take off on a running start, with internship orientation, readmissions and new first-year students who need academic and career counselling support, but this year the readmissions process was scaled down significantly because of COVID-19. SU's first-year students only arrived on our campuses in March. We were fortunate, however, to be able to provide a comprehensive internship orientation and training programme for our three new interns in January and February.




Achievements

This was the first year of offering a twelve-month internship programme for three intern educational psychologists – our ideal was to appoint three and this just could not materialize before. Sinethemba Chole, Elzahn van der Linde and Tamryn Saunders started with their internships on 1 January 2021. Although most of the work had to take place online due to COVID-19 restrictions, they were fortunate to get exposure to a diverse client profile and a variety of individual and group interventions. Senior psychologists from both the UACD and the UPSS provided supervision of their work at the CSCD, and Ms Amanda van der Vyver (consultant educational psychologist) was the supervisor for the psychological support services that they provided for two days a week at AF Louw Primary School.

This was the second year that the psychological and academic support programme for students in the extended degree programmes (EDPs) was offered by Ms Natalie Sadie – educational psychologist – and Ms Rotakala Sadiki – registered counsellor. Highlights of the 2021 offering include the development of infographics that were circulated electronically to all EDP students to provide support with academic and personal development skills, involvement in the *Paying it Forward* companion programme offered by the Faculty of Economic and Management Sciences, training and supporting student mentors in the Faculty of Arts and Social Sciences, offering *Value Added Sessions* for first-year EDP students in the Faculty of Economic and Management Sciences, facilitating *Loss and Grief* support groups, and the facilitating *Cognitive Behavioural Therapy* skills-development groups.

Dr Elmien Sinclair and Ms Christa Koch collaborated with Dr Sonja Strydom from the Centre for Learning Technologies to develop an online interactive booklet, *Entering the World of Digital Wellbeing*. The purpose of this resource is to raise awareness of the importance of digital wellbeing and to consider our relationship with digital devices and the internet. This is of relevance in the current situation, where most of our daily encounters are via some form of digital platform.

Dr Elmien Sinclair served on the project team for the planning and development of the module *Being and Becoming a Health Carer*, which will be presented as part of the renewed MBChB curriculum in the Faculty of Medical and Health Sciences, SU from 2022. Ms Christa Koch, Ms Mariaan Prins (consultant educational psychologist) and Ms Liezl Kloppe (consultant educational psychologist) developed hybrid content



for this module, addressing the themes *The Learning Process*, *Metacognition*, *Learning Styles*, *Professional Behaviour and Setting Healthy Boundaries*, *Erickson's Theory of Psychosocial Development*, *Debriefing*, *Basic Communication Skills*, and the *Biopsychosocial Model*.

Challenges

A hybrid approach was followed in 2021, with staff working certain days on campus and the other days from home. This was to ensure that we adhered to COVID-19 safety regulations according to the different lockdown levels as advised by the ICBC of Stellenbosch University. Most of the sessions – individual and groups – were offered via an online medium, and meetings were scheduled via MS Teams. Connectivity issues, mostly related to unexpected load shedding from time to time, made it difficult to schedule online sessions with clients, but our devoted receptionists and counsellors were able to reschedule appointments at short notice to ensure that optimal service delivery could continue.

Academic support for NSFAS students was extremely challenging during the first semester because these students only received bursary funds by the end of the semester, when they were already writing exams. Students were at wits' end, with limited to no funds available to buy data, for travel costs, textbooks, learning materials, and even to afford the most basic daily living expenses. Addressing basic needs like safety and security, access to food and hygiene products, and getting data to attend online classes and write tests or examinations became the focus of many individual counselling sessions that were initially intended to focus on academic support. Only once students were more contained – which was often quite difficult to manage – could counsellors start with interventions focusing on much-needed academic skills development and support.

The intern educational psychologists each received a turn to provide psychological support services to scholars at the AF Louw Primary Schools for two days per week. Due to COVID-19 regulations, scholars only attended school every second day of the week. This made it quite difficult to ensure continuity in psychological support for the scholars who were consulting with the intern psychologists, as their days at the school did not always coincide.



Networking opportunities and task teams

- Dr Elmien Sinclair serves on the Being and Becoming a Health Care Professional Curriculum Project Team – Renewed MBCHB Curriculum, Faculty of Medical and Health Sciences, Stellenbosch University.
- Dr Elmien Sinclair chairs the Campus / Residence Life and Culture Review Task Team that focuses on Staff Wellness. Ms Natalie Sadie was a member of the Task Team.
- There was collaboration between the Campus / Residence Life and Culture Review Task Team and the Centre for Business Intelligence to compile and administer the DSAf Staff Wellbeing Survey and to disseminating the results at the DSAf Research Day.
- Dr Elmien Sinclair and Ms Christa Koch collaborated with Dr Sonja Strydom from the Centre for Learning Technologies to compile an online resource about digital wellbeing.
- There was collaboration with the EDP faculty support staff and the Centre for Teaching and Learning to establish an integrated support services for EDP students.

Partnerships

- There was a partnership with the Western Cape Education Department in offering psychological support services at AF Louw Primary School.
- PATCH – Helderberg Child Abuse Centre trained intern educational psychologists in the management and reporting of child abuse. The relevant legislation was also discussed with the interns. Thank you to Ms Ada Buys for arranging this enriching learning opportunity.



Highlights

The UACD team identified the following as highlights for 2021:

- Participating in the Feuerstein Instrumental Enrichment peer supervision groups.
- Successful training and orientation of interns in January, utilising a hybrid training model – training and orientation had to be offered mainly in an online format due to the country being in lockdown for COVID-19.
- Continuing to offer online support services to students. Developing new skills to ensure that online support services are of a high quality.
- Online sessions provided more flexibility for both clients and counsellors. A wider range of time slots could be made available for online sessions.
- Attendance of online work sessions was significantly better than in previous years, when it was offered in person. Students' interactions in the sessions were also better than in previous years.
- Initiating postgraduate support groups.
- Students registered for the EDP programme in the Faculty of Economic and Management Sciences provided positive feedback about the Value-Added Experience psychoeducational work sessions offered by Ms Natalie Sadie and Ms Rotakala Sadiki. The students engaged well with the well-timed themes and content.
- Tamryn Saunders, Sinethemba Chole and Elzahn van der Linde were exposed to a variety of cases at AF Louw Primary School and their services were not disrupted severely by school closures due to COVID-19 lockdowns, as was the case in 2020 and at several other school in South Africa during 2020 and 2021.



Achievements

- Elzahn van der Linde graduated with a Master's in Educational Psychology from Stellenbosch University and she passed the HPCSA Board Examination for Educational Psychologists.

Personalia

Elzahn van der Linde graduated with a Master's in Educational Psychology from Stellenbosch University. She also passed the HPCSA's Board Exam for Educational Psychologists. Elzahn will start her career as an educational psychologist at the Western Cape Education Department: Metro East in January 2022.

Tamryn Saunders has accepted a position as Head of Inclusive Education at St George's Grammar from the start of 2022.

Rotakala Sadiki's contract as registered counsellor was extended for another two years (2022 and 2023). She will continue to offer academic and emotional support to all registered EDP students.

Evaluation Of Services

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

"I just wanted to update you on my progress. I submitted my assignment two days in advance and have been making a great effort in preparing for my exams. I have drawn a timetable regarding my work-schedule for the preparation of the final exam. I am really hoping for the best this time around. I will try to set up an appointment as there were few things I still wanted to discuss. Thank you for your services. Kind regards."

– Final-year BCom Mathematical Science Student

Feedback on work sessions

"I enjoyed the interaction. It is wonderful to realise that you are not the only one struggling and that struggling is okay."

"She presented the session in a calm manner. And really explained the concepts well."

"I would recommend this session to others, for the one who has conquered himself has conquered the world."

"It let you really reflect on yourself. And I think a lot of students would find that helpful."

Graphic summary of workshop feedback

Figure 1: Knowledge and information gained from this session met my expectation

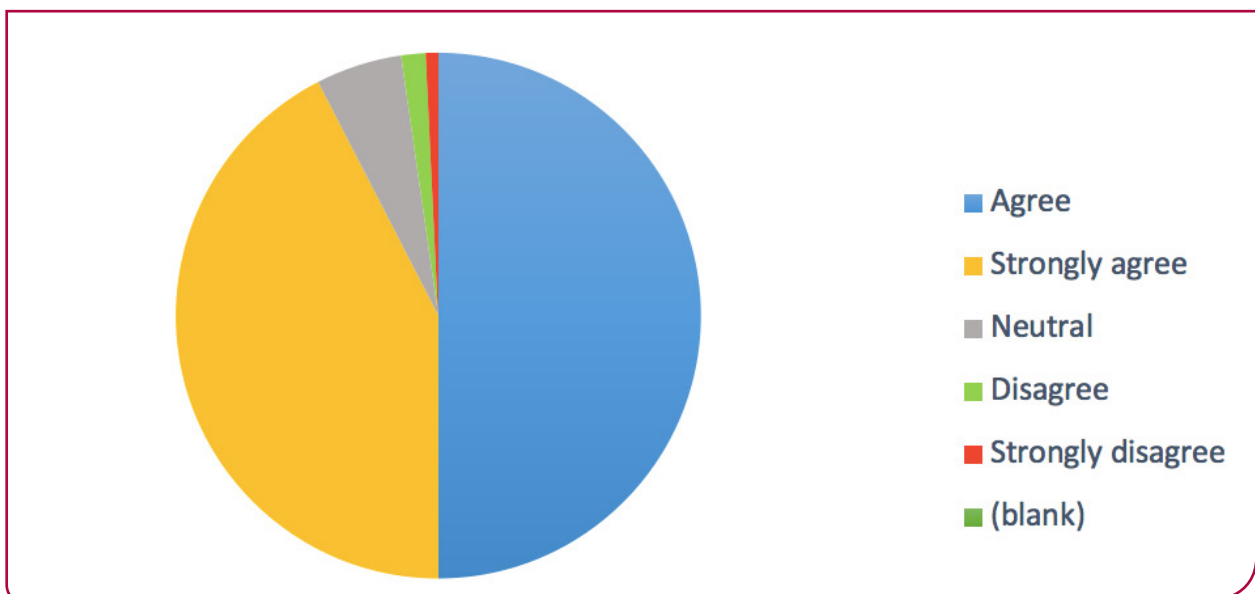


Figure 2: The content of the session will be useful / applicable in my studies / personal development

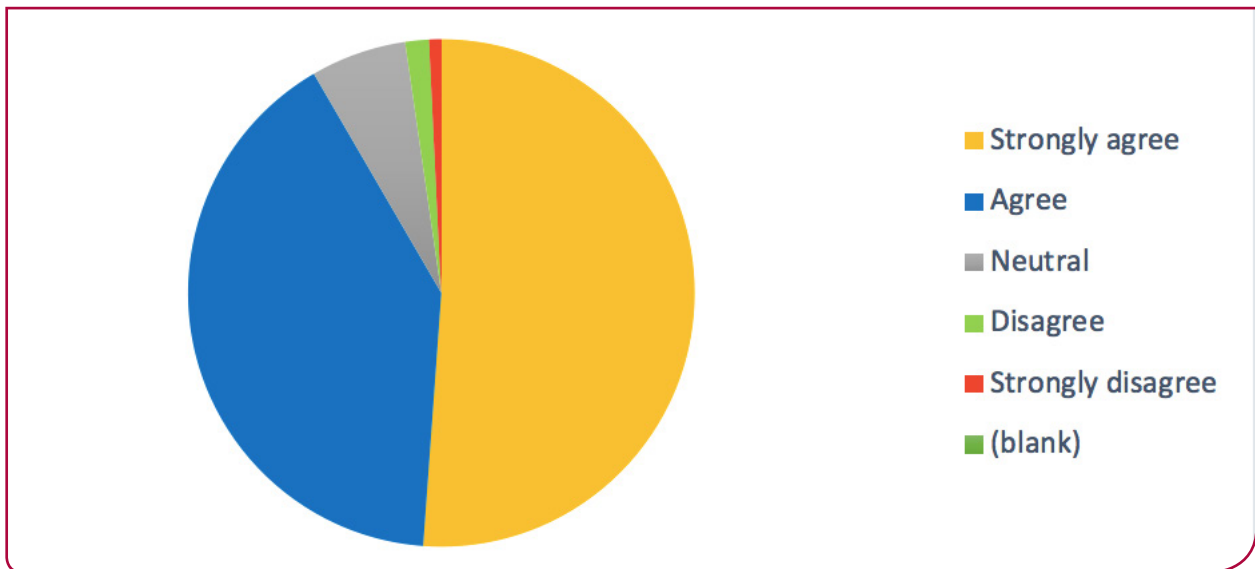


Figure 3: The facilitator was knowledgeable on the topic

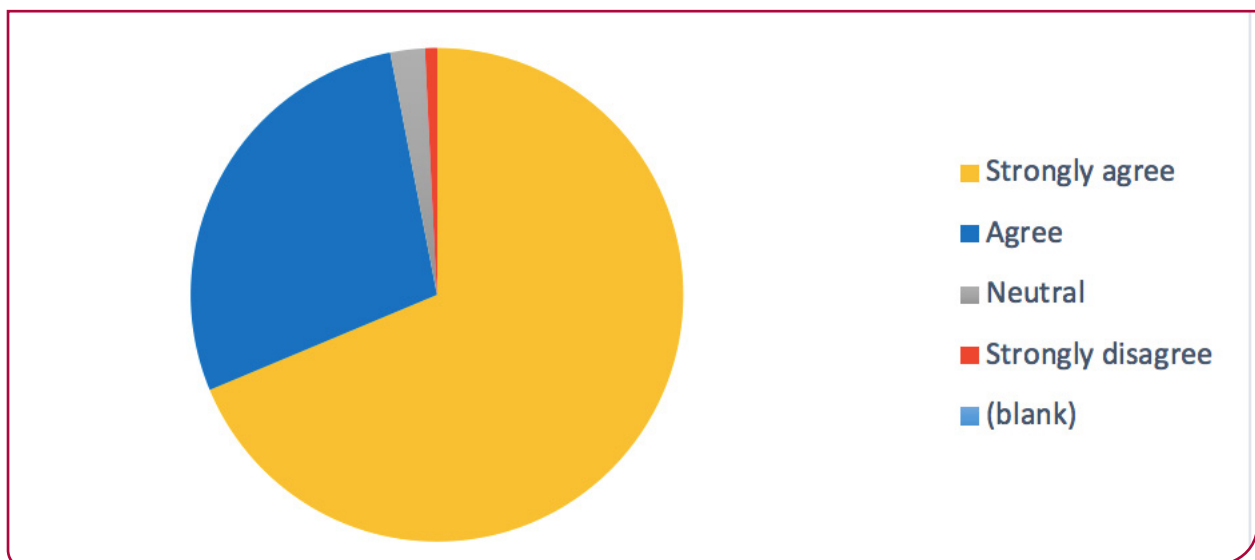
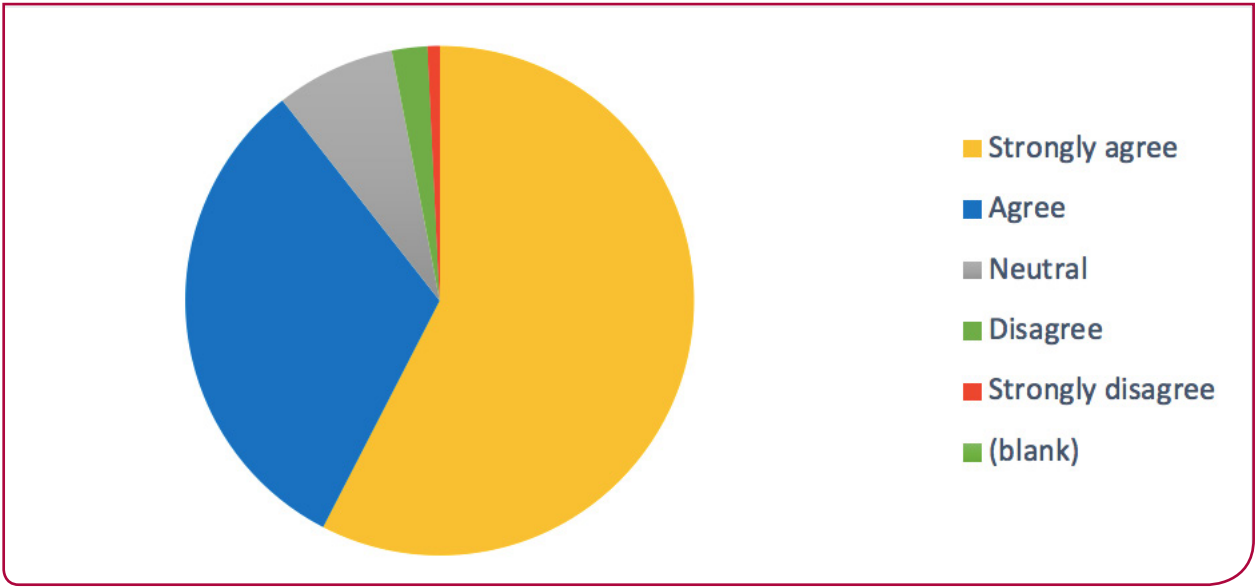


Figure 4: The facilitator presented at the correct level and presentation was well paced and organised



Committee Involvement

Ms Rotakala Sadiki represented the UACD on the CSCD's Safety Committee.

Statistics of Service Delivery


Table 1: UACD work sessions

Date	Work session	Number of students	Group
Feb		635	
3	Occupational Therapy Debriefing	12	Occupational Therapy
4	Occupational Therapy Debriefing	12	Occupational Therapy

4	Occupational Therapy Debriefing	11	Occupational Therapy
19	Occupational Therapy Debriefing	5	Occupational Therapy
19	Occupational Therapy Debriefing	5	Occupational Therapy
19	Occupational Therapy Debriefing	5	Occupational Therapy
28	Time Management	35	Academic Affairs Council
28	Values in Action Training	550	SU Mentors
Mar		159	
10	Pay-it-forward Information Session	40	EBSK and EDP Mentors, EMS Faculty
17	Mental Health Awareness	82	EDP students, EMS Faculty
24	Mentor Training	37	EDP students, Faculty Arts and Social Sciences
Apr		231	
14	Stress for Success	82	Faculty of Economic and Management Sciences, Extended Degree Programme, first years
19	Jung Personality Work Session	30	Faculty of Economic and Management Sciences, Optimus Programme
21	Time Management	82	Faculty of Economic and Management Sciences, Extended Degree Programme, first years
22	Mentor Support	37	Faculty of Arts and Social Sciences
Mar		91	
13	Neuro-Agility Profiles	24	Thuthuka students
13	Time Management	23	Mixed Group Post Graduate Students

19	Time Management	20	Metanoia House Committee
20	Neuro-Agility Profiles	24	Thuthuka students
Jun		230	
2	Value Added Experience (Resilience / Failing Forward)	82	EMS first years
2	i-Kit (Study methods) work session 1	26	Mixed group
3	i-Kit (Study methods) work session 2	26	Mixed group
9	i-App work sessions	9	Mixed group
10	Stress management	26	Mixed group
14	Be exam ready work session	22	Mixed group
15	i-App work sessions	4	Mixed group
17	i-Kit (Study methods) work session 1	19	Mixed group
18	i-Kit (Study methods) work session 2	16	Mixed group
Aug		103	
11	iApp	12	Mixed group
12	Study Skills	13	Mixed group
17	NAP Feedback	11	Moshal Programme
18	Study Skills	10	Mixed group
23	lApp	4	Mixed group
24	NAP Feedback	11	Moshal Programme
24	Time Management	24	Thuthuka students

25	Time Management	6	Mixed group
31	Peer-to-Peer Facilitation	12	Tutors
Sept		346	
1	Stress and Time Management	53	Tygerberg Mentuts
2	Stress and Time Management	45	Tygerberg Mentuts
2	Orientation	22	Tygerberg NMFC Students
8	Post Grad Support	15	Lecturers Oenology
9	Study Methods	5	Mixed group
13	Study Methods	6	Mixed group
15	i-App	3	Mixed group
28	i-App	2	Mixed group
28	Time Management	7	Mixed group
29	Stress and Time Management	79	Dept of Visual Arts
29	Stress and Time Management	54	Dept of Visual Arts
29	Stress and Time Management	55	Dept of Visual Arts
Oct		252	
4	Academics in the last quarter	55	Dagbreek Men's Residence
6	Exam Preparation	120	EMS EDP students
6	Study Skills	12	Mixed group
7	Study Skills	9	Mixed group
11	Be Exam Ready	9	Mixed group
13	i-App	9	Mixed group
18	Be Exam Ready	24	Mixed group
19	i-App	4	Mixed group



20	Stress and Time Management	5	Department of Visual Arts
25	Post Graduate Support Group	3	Department of Oenology
27	Post Graduate Support Group	2	Department of Oenology
28	Be Exam Ready	31	Mixed group

Table 2: AF Louw Primary School, Educational Psychology Interns: Elzahn van der Linde, Sinethemba Chole and Tamryn Saunders


Type of sessions	Description	Number
Work sessions	Teacher Development	18
Assessments	Psycho-educational	11
Individual Sessions	Learners	75
Individual Sessions	Parental Guidance	51
Individual Sessions	Teachers	77

Unit For Graduand Career Services (UGCS)



A Reflection on the Unit's Year

Our core strategic goal for 2021 was to increase our online offering. This included equipping our staff with the necessary equipment and devices to work effectively from home. The CSCD was very accommodating and made it easy for units to empower their staff to function within a remote working model. The goal was also to gradually focus on what was reasonably possible regarding some of the projects we had to cancel during the previous year. Another major goal was to host a Stellenbosch University-branded virtual career fair. We also decided to participate in the SAGEA Virtual GradExpo again to give our students maximum exposure to opportunities. Our Mailshots service played a major part in connecting our students to opportunities. We continued to market our career services management system to get more students to register on the system, especially newcomers. As usual, we also looked at collaborating




with stakeholders to serve our students on their career journey. Managing our finances formed a major part of our daily business, as it was clear that we would not be able to generate a substantial third-stream income due to the lockdown regulations. The pricing of our online services had to be done in a way that would still offer value for money for our employers. The completion of our renovation project happened efficiently, as the contractors could work without any of our staff members being at the office. Staff wellness remained a priority. The principles of flexibility and trust among staff played a crucial role in maintaining good relations among staff.

Achievements

The prolonged lockdown period brought a lot of challenges but did not deter staff from overcoming these challenges. Some of the highlights include the extension of our online career work sessions to more departments. We also continued our partnership with the Frederik van Zyl Slabbert Institute for Student Leadership. The training of house committee members in branding and communication in partnership with the Equality Unit was a success. Other sessions included the training of mentors to register on MatiesCareers (Symplicity) and to navigate the portal.

Connecting students to employers remained a major goal. We participated in the SAGEA GradExpo. Although we decided not to have a virtual booth, we encouraged our students to register and participate in the GradExpo. Our students took up the opportunity and had a good presence at the expo. A definite highlight was the hosting of an SU-branded virtual career fair. The service provider was EasyVirtualFair. This was a big challenge, as we hosted all three fairs on one day. A definite benefit was the fact that the site remained open for a month after the live event. We contracted for 40 booths and the team's hard work paid off, as all 40 booths were booked by employers. The Graduate Recruitment Booklet, our annual publication, was another highlight, especially the section on alumni profiles. Our project coordinator for graduate recruitment received a record number of alumni profiles. The financial management of the Unit was also a highlight, as we had considerably fewer outstanding invoices than the previous year. The mailshots remained a reliable tool to connect our students to opportunities presented by employers. There was a steady increase in registrations on MatiesCareers (Symplicity), our career services management platform, during the year and it was a great resource for our students and employers. Manqoba Mdau, our



student assistant, brought a fresh perspective from a student's point of view in his work on MatiesCareers, as a co-facilitator on occasions, and during our strategic session.

Interesting events

We can truly congratulate the South African Graduate Employers Association (SAGEA) team for their hard work during the year to keep the graduate recruitment space interesting and positive. SAGEA presented career services centres with the opportunity to attend the AGCAS conference. This was a first, and two of our team members registered for the conference. The live webinars hosted by the International Network of Employers and University Career Services (INEUCS) were again a valuable source of information.

Partnerships and networking opportunities

Our partnership with EasyVirtualFair was crucial to deliver a first SU-branded virtual career fair. Another partnership that contributed to the success of the virtual career fair was that with the divisions for Information Governance, and Corporate Communication and Marketing during the building of the virtual platform. We also continued our partnership with Universum, for future surveys about the career preferences of our students.

Challenges

Working remotely for most of the year brought its challenges to remain connected with one's colleagues. Everybody had their own challenges to deal with. Initial suggestions of meeting at the office once a month were unfortunately not feasible due to the lockdown regulations. We were also informed about a project investigating an alternative SU platform to commercialise graduate recruitment. This created some uncertainty about our services. However, this is an ongoing project. Having adequate devices also posed challenges, as some colleagues needed new laptops to function optimally. Unfortunately, the waiting time for new devices was very long due to the impact of the lockdown on production. The high cost of virtual career fairs also posed financial challenges, but we managed to host the fair without incurring a loss.



Personalia

- Delisha van Neel successfully completed her first year of studies at MANCOSA and registered for her second year to obtain her BBA (Bachelors in Business Administration).
- Annette Joubert became a grandmother to a second grandchild, named Mienke.

Evaluation of Services

We received the following qualitative feedback from students:

"Everything about the session was insightful. I appreciated all the tips as well as the references to examples."

"The concept of being your own brand really stood out for me, it made me think about the way I present myself to the outside world and how I would like to be presented."

Committee Involvement

Our Unit's staff served on the following committees:

- DSAf Transformation Forum
- Social Engagement Forum
- First-generation Review Committee
- Marquard also took over the role of the Centre's Covid-19 Compliance Officer since November – good luck, Marquard!

Statistics of Service Delivery

Table 3: UGCS work sessions

Date	Work session	Number of students	Group
Feb		645	
26	Presentation on CSCD services and other resources to the Mentors – 550 mentors; ZOOM	550	Mentors
26	Cover Letters	30	Dietetics students
26	CV Writing	30	Dietetics students
26	Branding	35	House Committee members
Mar		30	
16	Interview Skills	30	Dietetics students
Apr		408	
6	Personal Branding	30	OPTIMUS students
7	LinkedIn Optimisation	29	Mixed group of students who registered on MatiesCareers
7	CV Writing	62	Logistics students
9	CV Writing	13	Thuthuka students
13	CV Writing	33	OPTIMUS students
13	Interview skills	33	OPTIMUS students
13	CV Writing	8	Mixed group of students who registered on MatiesCareers
14	LinkedIn Optimisation	62	Logistics students
16	LinkedIn Optimisation	13	Thuthuka students
20	Cover letter	38	Mixed group of students who registered on MatiesCareers

21	Interview skills	30	Mixed group of students who registered on MatiesCareers
21	Interview skills	57	Logistics students
May		344	
5	LinkedIn	5	OPTIMUS
12	Personal Branding	32	Mixed Group
18	LinkedIn	27	Mixed Group
19	Cover Letter	32	Mixed Group
21	Cover letter	15	Thuthuka students
22	LinkedIn	56	Head Mentors
22	Maties Careers	56	Head Mentors
24	Interview Skills	14	FVZSI Graduate Programme
25	CV Writing	47	Mixed Group
25	LinkedIn	5	Dagbreek Men's Residence
26	Interview Skills	40	Mixed Group
28	Interview Skills	15	Thuthuka students
Aug		167	
18	LinkedIn Optimisation	18	Mixed group
19	LinkedIn Optimisation	24	Theology students
19	CV Writing	24	Theology students
26	Interview Skills	24	Theology students
26	CV Writing	38	Mixed group
27	Interview Skills	26	Mixed group
31	Personal Branding	13	Mixed group

Sept		558	
7	LinkedIn Optimisation	25	In-house mixed group
8	Cover Letter	37	In-house mixed group
8	Personal Branding	37	In-house mixed group
8	LinkedIn Optimisation	58	AmaMaties Cluster
14	CV Writing Skills	25	In-house Mix
15	Interview Skills	22	In-house mixed group
20	Communication and Branding	64	House Committee members
22	CV Writing Skills	135	Political Science students
29	Interview Skills	135	Political Science students
29	Personal Branding	20	EDP students
Oct		129	
6	Personal Branding	28	Dietetics students
11	CV Writing	51	FVZSI Graduate Programme
20	CV Writing	24	EDP students
20	Interview Skills	23	EDP students

Figure 5: Mailshots – Students Reached

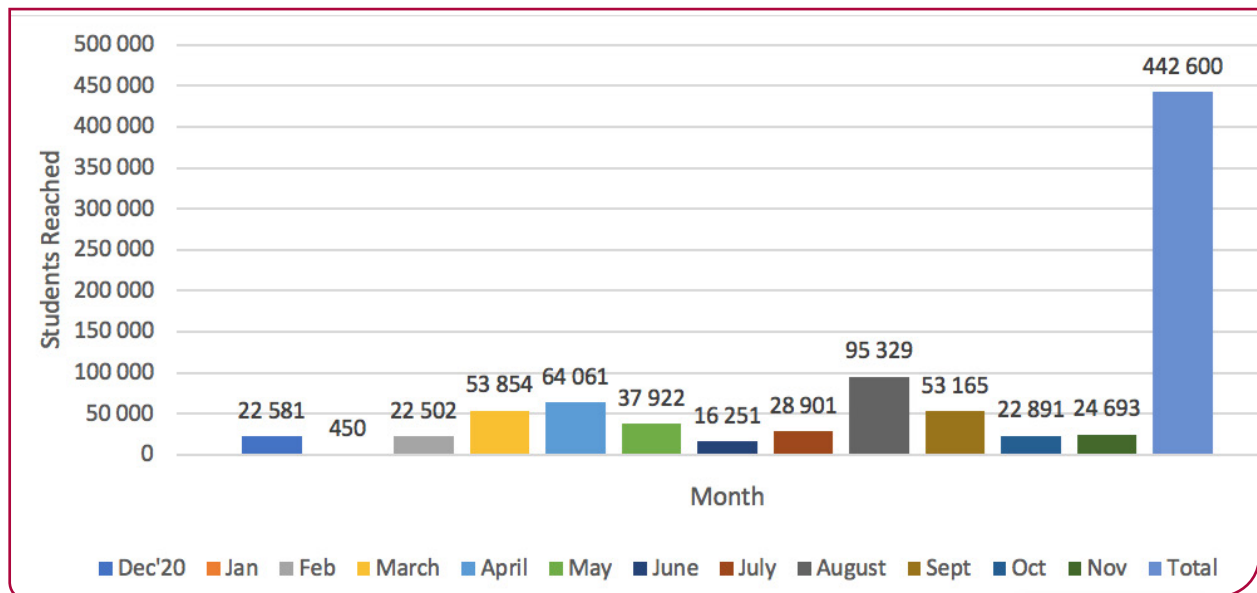


Figure 6: Career Development Editing Services

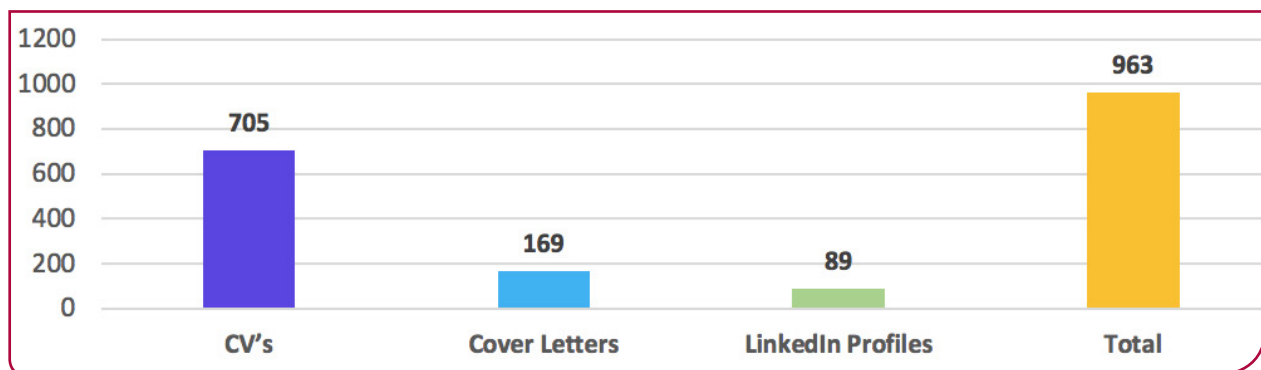


Figure 7: SAGEA Virtual Career Fairs Registered SU students

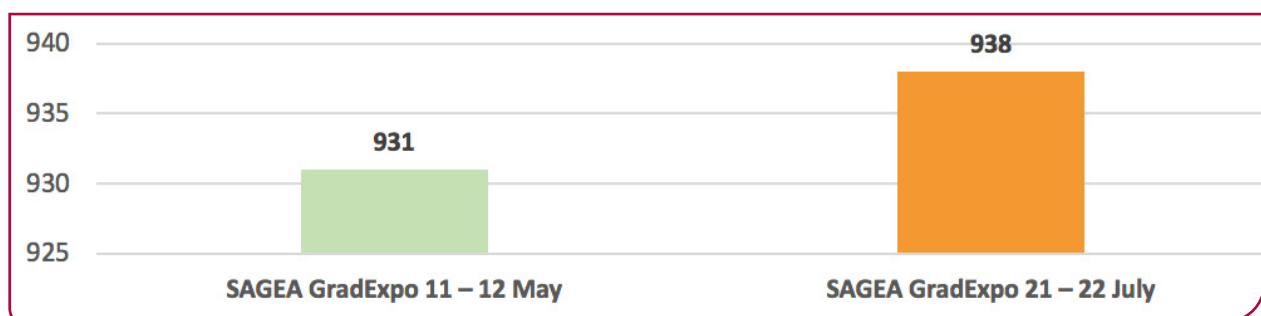


Figure 8: SU Virtual Career Fair – 24 August 2021

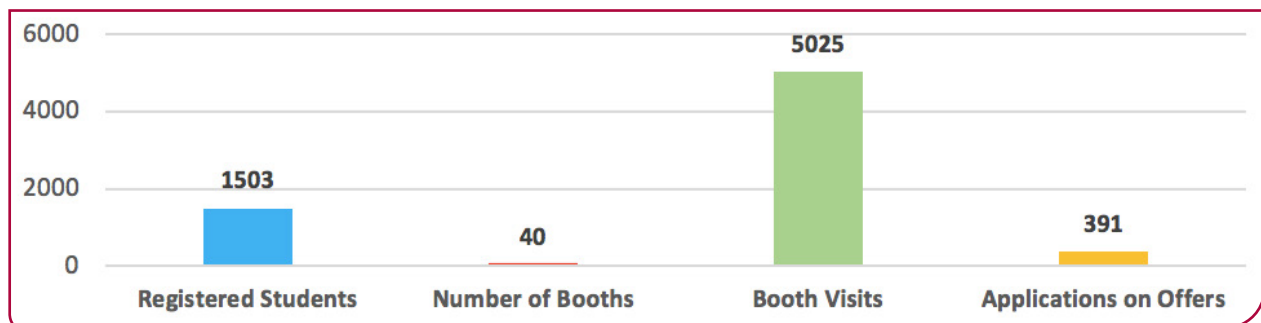


Figure 9: Student Inquiries on careerservices@sun.ac.za

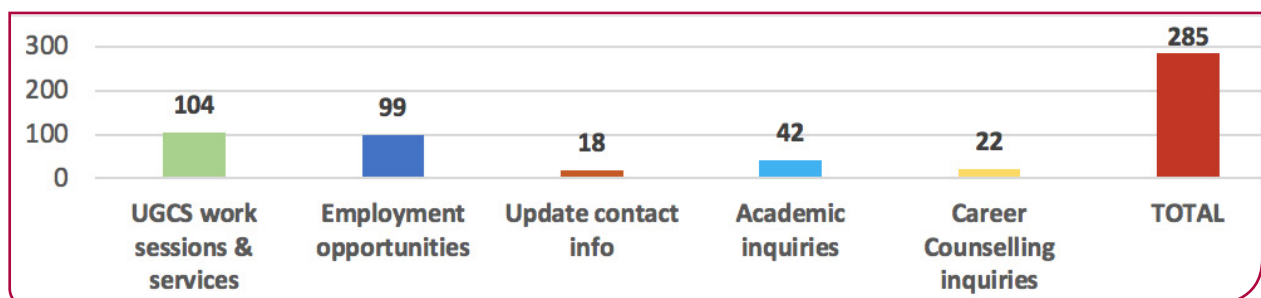
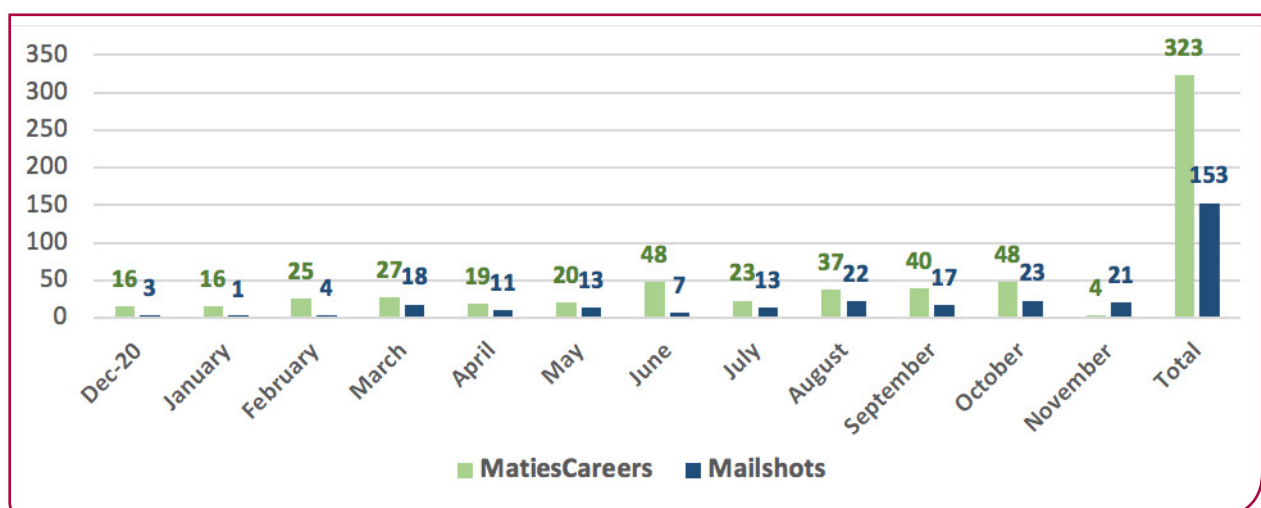


Figure 10: Number of Jobs posted via MatiesCareers and Mailshots



Disability Unit (DU)




A Reflection on the Unit's Year

New ventures or interesting events

Our welcoming / orientation sessions for first years with disabilities and their parents in January went well. Due to the coronavirus pandemic, we had a hybrid approach, with individual, online, and face-to-face information and sessions. Services remained in place, although adapted, for the rest of the year (mainly virtual sessions, via disability@sun.ac.za and skryftyd@sun.ac.za). The Lead with Disability programme was offered online this year, with the 2021 SRC and TSR also completing the course.

The Sign Language pre-recorded sessions were offered on MS Teams and will be offered by the Language Centre as a short course in 2022. We look forward to this development. It was challenging doing Sign Language classes for beginners online due to access issues experienced by the trainer.

The process to apply for concessions continued as a fully electronic system, where



the applications could only be sent to skryftyd@sun.ac.za and the option to hand in hard copy was eliminated, as most buildings were closed, and most staff members were working online and off campus. The Extra Writing Time Committee also met via Microsoft Teams. All official SU concession letters were sent out by the Exams Office. The change from online exams (in 2020) to on-campus exams was adapted especially for first years from 2020. Many last-minute concessions were made for students with hand injuries and medical conditions, including COVID after-effects such as fatigue and brain fog, which affected academic performance.

Casual Day 2021

This year we celebrated and participated in the 27th Casual Day on 3 September 2021 as part of the Disability Indaba led by the special needs' portfolio of the SRC. This year's theme for Casual Day was *Courage and Kindness*, which was relevant to our trying COVID-19 pandemic. We became universally vulnerable very suddenly and huge shows of courage and kindness have been evident all over the world. Micro-kindnesses surpassed micro-aggressions for many. Stickers to participate cost R20.00 each and part of the proceeds from Stellenbosch University sticker sales went towards the Stellenbosch Work Centre.

Disability Indaba

On 1 September 2021, the SRC, in collaboration with the Disability Unit, hosted a Disability Indaba, the first of its kind in this format at SU. Courageous conversations about disability took place. We hope for an annual disability indaba.

Siyakhula: Parenting for change

The Disability Unit facilitated a session on "Making sense of disability with your child", which was hosted by the Transformation Office as part of the Siyakhula Series. The focus was on parents, siblings and how to speak about disability with your child.

Paralympians

Some of our students from the Maties Parasport club achieved the following during the Paralympics in Japan: Dyan Buis participated in the Men's 100 m (T38 classification) and Men's 400 m and came 5th. He also participated in the Men's long jump and came 10th. Anika Pretorius participated in the Women's 100 m sprint and finished in 5th place. Kerwin Noemdo broke the Africa record in the shot put (F46 classification), with a throw of 15.65 m. We are very proud of them.



Paralympian athletes (from left to right): Dyan Buis, Anika Pretorius, Kerwin Noemdo

Peer-to-peer facilitation: Universal access

A peer-to-peer facilitation programme is being piloted using a universal access lens. This will include support around disability, culture, language, race, gender and other intersectionalities. Once the pilot is completed, the programme will run in 2022.

Res life and campus review (Universal Access)

We reviewed staff and students' experiences from a universal access perspective. Gaps that were identified include the continued lack of physical access in some areas, and experiences of exclusion regarding race, gender and disability in some environments. More staff and student training are needed.



Strengthening funding partnerships

The FirstRand Foundation Fund will be coming to an end this year. The wrap-around support has resulted in high success and retention rates for students.

Networking opportunities

We continue to network with Changeability, an NGO in Stellenbosch. This gives us good insight into the broader Stellenbosch disability space.

Individual support to students and staff with print disabilities

The Resource Office of the DU rendered services to 64 students (45 undergraduates and 19 postgraduates) and one blind staff member. Eleven of the students are blind, 23 are partially sighted and 30 received support for their learning disabilities.

The 45 undergraduate students' distribution according to their faculty is: Arts and Social Sciences (12), Law (7), Economic and Management Sciences (7), Engineering (6), Education (5), Theology (3), Natural Sciences (2), Agricultural Sciences (2) and Medical Health Sciences (1).

The 19 postgraduate candidates are in, amongst others, the Postgraduate Diploma in Tax Law (2), the MBA programme at the Business School (1), studying towards a PhD (3), and one blind student is pursuing his LLD in Mercantile Law.

Personalia

Ilse Erasmus moved into a new house. Meagan Minnaar got married and also moved into a new house.

Evaluation of Services

Quotes or feedback from students

"Clearly you are the national winners in terms of the DU achieving the best results with the students under your wings, congratulations"

– DU acknowledgement from FirstRand funders

"You are an amazing support structure for Mx. I appreciate our journey thus far so much."

– From a parent of a student

Committee Involvement

Melanie Willems: DSAf Transformation Forum

Lizelle Apollis: Stellenbosch Disability Network (SDN); AfriNEAD; Co-curricular Experiential Educator

Marcia Lyner-Cleophas: AfriNEAD; Changeability; SDN; DSAf Transformation Charter

Statistics of Service Delivery

Table 4: DU work sessions

Date	Work session	Number of students	Group
Feb		79	
12	OT II students - Disability Inclusion at SU	39	Occupational Therapy second years
25	Olympus Leadership Disability Inclusion Training	40	Seniors and House Committee Members in residences
Apr		30	
24	Student Mental Health Workshop	30	Mixed group
Jun		83	
9	Neurodiversity	13	Metanoia Co-Ed Residence Empowerment Committee
18	Siyakhula Series: Critically engaging with disability	10	SU Staff
22	Universities at the forefront of digital inclusion	60	International group of university staff

Jul		30	
7	ANIME: Academic Network of Inclusiveness, Multilingualism and Excellence	15	SU and International university staff
23	Parenting and Disability	15	SU staff
Aug		27	
19	Disability on Campus	27	Staff: EEAC
Sept		75	
1	Disability Indaba	50	SU Staff and Students
1	Peer to Peer Facilitation	15	SU Staff and Students
30	ITC	10	SU Staff
Oct		20	
9	Senior Student Leadership Development Training	20	SU new senior student leadership: Prims, SRC, etc

Unit for Psychotherapeutic and Support Services (UPSS)



A Reflection on the Unit's Year

The year 2021 started with the new normal with all COVID-19 precautions in place. The usual hustle and bustle of the welcoming period for our first-year students was replaced with how to give them a normal experience during a pandemic. Considering the epidemiological behaviour of COVID-19, the period of social isolation may be extended indefinitely. As a result, both the pattern of demand for counselling services, and the way in which we configured ourselves to respond to that demand, shifted dramatically. The new way of work, which started in 2020, was entrenched and most of our services were provided online. We had an increase of the use of therapeutic services and an increase in the severity of the presenting concerns.

The UPSS team (staff, counsellors and consultant psychologists) 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 throughout the year.



New ventures or interesting events


In 2020, an exciting partnership with the Michael & Susan Dell Foundation was announced, confirming the launch of the Dell Young Leaders programme at SU. Over five years, the programme will support 1 000 SU students from low-income backgrounds to receive increased support to graduation and into launching successful professional careers. Selection of the 2021 cohort of 150 students brings the total number of active Dell Young Leaders students at SU to 250, making it the largest foundation-led bursary programme at the University. The Registrar's office acts as sponsor of the programme at SU, where a dedicated support team provides tailored advice and resources to Dell Young Leader students, and coordinates referrals across SU's existing student support services. With wellness a core pillar of the programme's holistic support offering, the programme has made provision for an additional psychologist at UPSS to unlock much-needed capacity to support students through therapeutic referrals. One in three active Dell Young Leaders students in the inaugural cohort accessed support through these services during 2021.

New office space at Tygerberg was created for DSAf staff this year. UPSS staff moved from where they were situated at Campus Health in the Student Centre to the Education Building (side entrance) – our three psychologists and the social worker dedicated to Tygerberg Campus moved into their new offices in September.

UPSS established a very creative and innovative relationship with the Applied Theatre Department over the past few years. This year, the honours students in Applied Theatre again joined forces with the UPSS to host four online Creative Expressions events focusing on mental health. These were well attended. The honours students also assisted UPSS in creating a few short clips that were used as part of our mental health month campaign in October. UPSS looks forward to continuing this partnership with the new group of honours students next year.

UPSS also supported the coming to fruition of a course on mental health developed by two master's students from the Psychology Department, offered at the Frederick van Zyl Slabbert Institute for Student Leadership Development (FVZSI), as part of their leadership offering.

Various talks, training sessions and support groups were facilitated throughout the




year, addressing topics that apply to students and their wellness (see the full list of events in Table 5). Some of these sessions included:

- presentations on topics related to self-care, stress management and wellness for various student groups;
- support groups in the form of a grief group, as well as anxiety and depression groups, facilitated by our psychologists, counsellors and the master's students from the Psychology Department;
- support groups and skills work sessions with postgraduate students, as well as with supervisory staff;
- training the newly elected vice-primis and volunteer students (who formed a committee called CREW (Crisis Response and Engagement for Wellness)) on managing psychological emergencies on campus;
- the training of mentors and other student leaders on the Stellenbosch and Tygerberg campuses
- fulfilling our 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; as well as with the Social Work Department (Faculty of Arts and Social Science), where we are involved in teaching pathology to 4th-year Social Work students

Our social workers continue with interventions to assist students to strive for academic success. Various social services are offered to students to reduce some of the load of social issues that they face to ensure optimal functioning. The past year (in April) saw the first appointment of a permanent social worker on the Tygerberg Campus.

Networking opportunities

Our partners in terms of service delivery to students include the centres falling under the 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 Services, the provincial hospital and other psychiatric service providers;



the support staff and lecturers in all the various faculties; the Dell Young Leaders (DYL programme - MSDf); and the ISFAP / Student Wellness and Support Programme. Staff from UPSS participated in the various DSAf task teams that were implemented during 2021 to reflect on the various projects and programmes facilitated by the DSAf centres, and in SOAR (the programme for first-generation students).

Personalia

Lauren Abrahams was appointed as an administrator at the Tygerberg Campus as of 1 August 2021.

We would like to thank Laetitia Norval, who has been our receptionist at the Tygerberg Campus for many years, for the magnificent job she did. Lauren has big shoes to fill.

Ms Ilse Pool-le Roux was appointed as an administrator at the Stellenbosch campus as of 1 July 2021.

Ms Sinazo Nyembezi was appointed as a social worker at the Tygerberg Campus as of 1 April 2021.

Ms Jade Petersen was appointed as psychologist in partnership with Dell Young Leaders on a two-year contract.

Evaluation of Services

Quotes or feedback from students

Reflecting on the feedback from students who attended the group therapy sessions:

Group support is regarded as very useful, especially when feelings of loneliness and isolation surface during times of grief / mourning. Some students preferred individual or face-to-face sessions. These students were accommodated in face-to-face sessions where COVID safety measures were followed strictly. These measures included the wearing of masks, using sanitiser and social distancing.

Lockdown had its challenges, as the ambience created by physical sharing / greeting was absent.

Some students forgot the time of scheduled Zoom sessions, whilst others had unexpected online lectures / quizzes. This affected attendance.

WhatsApp contact was a useful tool to help students engage with each other. The group also started exchanging cell numbers and they could then connect individually.

Students often commented that therapy had made a huge difference in their lives and that they were grateful for the services that they received (individual and group sessions).

HPCSA approval of online therapy also enabled UPSS to deliver therapeutic services to the FMHS on the distributed training platform, which was well received.

Statistics of Service Delivery

Table 5: UPSS work sessions

Date	Work session	Number of students	Group
Feb		1165	
12	Anxiety and Depression Group	4	Mixed group of students
19	Anxiety and Depression Group	3	Mixed group of students
25	Presentation to post graduate Psychology students on selfcare	9	Masters and PhD Psychology students
25	Presentation to supervisors in Faculty of Arts and Social Sciences on "Wellness and managing post graduate students in supervision"	26	Staff involved in supervising post graduate students in the Faculty of Arts and Social Sciences
25	Presentation: Tygerberg Post Graduate Student Committee (TPSC)	10	TPSC students
25	Presentation to post graduate Psychology students on selfcare	9	Masters and PhD Psychology students
26	Mentor training: Presentation on CSCD services and other resources	550	Senior students training as mentors
26	Mentor training – Practical implementation and scenarios	550	Senior students training as mentors
26	Anxiety and Depression Group	4	Mixed group of students

Mar		844	
1	Crew Training – Managing and referring crisis	53	Mixed group
3	Training Mentors in Education Faculty: Presentation on CSCD services and referral of students.	40	Education Faculty
3	Presentation on Mental Health: Critical engagement	15	Goldfield residents
4	Session with first year parents within the Faculty of Health and Medicine	Guesstimate 150	Parents of first years
5	Anxiety and Depression Group	3	Mixed group
8	Training of Senior Prim Committee: Presentation on CSCD services, referrals, and other resources	18	Mixed group of senior students and staff
10	Presentation on Mental Health	10	Huis ten Bosch residents
12	Anxiety and Depression Group	3	Mixed group
16	Presentation on Wellbeing for students in Senior Living Spaces	6	Senior students in senior living spaces
18	Support group: Grief	6	Mixed group
23, 30	Lectures: Professional and Personal Development Module, Theme D	400	First year students at the Faculty of Medicine and Health Sciences
24	Instagram Mental Health Discussion	117 Views	Faculty EMS Students
25	Session re Wellness and Self-care with TSR and SRC	Guesstimate 20	TSR and SRC students
26	Anxiety and Depression Group	3	Mixed group
Apr		117	
8	Mental Health talk for BASC	11	Faculty of Arts and Social Sciences
8	Anxiety and Depression Group	9	Mixed Group

17	Training Student Committees: Emotional intelligence and conflict resolution	35	Mixed Group
20	Anxiety and Depression Group	12	Mixed Group
21	Presentation: Critical engagement on Mental health	10	Erica Women's' Residence
22	Anxiety and Depression Group	9	Mixed Group
22	Dealing with stress as a postgraduate student	31	Post Graduate students
May		493	
3	Crisis debriefing SRC group	13	SRC Students mixed group
4	Anxiety and Depression Group	8	Mixed group
6	Anxiety and Depression Group	12	Mixed group
11	Anxiety and Depression Group	6	Mixed group
11	Lecture: Professional and Personal Development, Theme D	400	First year students, Faculty of Health and Medicine
13	Anxiety and Depression Group	10	Mixed group
15	Support group: Grief	5	Mixed group
18	Anxiety and Depression Group	8	Mixed group
19	Anxiety and Depression Group	8	Mixed Group
20	Anxiety and Depression Group	5	Mixed group
24	Instagram live discussion: Anti-cyberbullying campaign		Mixed group
25	Anxiety and Depression Group	4	Mixed group
26	Anxiety and Depression Group	8	Mixed Group
27	Anxiety and Depression Group	6	Mixed group

Jun		176	
1	Anxiety and Depression Group	4	Mixed Group
2	Anxiety and Depression Group	3	Mixed Group
3	Anxiety and Depression Group	4	Mixed Group
7	Anxiety and Depression Group	9	Mixed group
8	Anxiety and Depression Group	4	Mixed Group
9	Anxiety and Depression Group	6	Mixed Group
9	Societies' Council Grief Group	4	Societies' Council Members
10	Anxiety and Depression Group	3	Mixed Group
11	Debriefing – MBChB students	6	MBChB students
14	Anxiety and Depression Group	8	Mixed group
15	Anxiety and Depression Group	3	Mixed Group
15	Anxiety and Depression Group	11	Mixed Group
17	Anxiety and Depression Group	5	Mixed Group
17	Societies' Council Grief Group	3	Societies' Council Members
21	Anxiety and Depression Group	3	Mixed Group
21	Anxiety and Depression Group	9	Mixed group
22	Anxiety and Depression Group	3	Mixed Group
22	Anxiety and Depression Group	8	Mixed Group
23	Presentation on CSCD services and student wellness	44	Honours students in Applied Maths, Muizenberg
23	Anxiety and Depression Group	3	Mixed Group
24	Presentation on "Communication skills for the Post Graduate context"	10	Post Graduate students Faculty of Medicine and Health Sciences

24	Anxiety and Depression Group	3	Mixed Group
28	Anxiety and Depression Group	4	Mixed Group
28	Anxiety and Depression Group	11	Mixed group
29	Anxiety and Depression Group	5	Mixed Group
Jul		87	
5	Anxiety and Depression Group	2	Mixed Group
5	Anxiety and Depression Group	10	Mixed Group
6	Anxiety and Depression Group	8	Mixed Group
6	Anxiety and Depression Group	11	Mixed Group
7	Anxiety and Depression Group	4	Mixed Group
12	Anxiety and Depression Group	6	Mixed Group
13	Anxiety and Depression Group	5	Mixed Group
15	Anxiety and Depression Group	5	Mixed Group
20	Anxiety and Depression Group	6	Mixed Group
20	Anxiety and Depression Group	10	Mixed Group
22	Anxiety and Depression Group	3	Mixed Group
27	Anxiety and Depression Group	4	Mixed Group
27	Anxiety and Depression Group	10	Mixed Group
28	Anxiety and Depression Group	3	Mixed Group
Aug		102	
3	Anxiety and Depression Group	10	Mixed Group
4	Anxiety and Depression Group	3	Mixed Group
9	Anxiety and Depression Group	6	Mixed group
10	Anxiety and Depression Group	5	Mixed Group

10	Anxiety and Depression Group	10	Mixed Group
11	Anxiety and Depression Group	4	Mixed Group
17	Anxiety and Depression Group	4	Mixed Group
17	Anxiety and Depression Group	12	Mixed Group
18	Anxiety and Depression Group	3	Mixed Group
23	Instagram live / MS TEAMS presentation on Mental Health for Natural Science Student Society	20	Science Faculty - Natural Science Society
24	Anxiety and Depression Group	5	Mixed Group
24	Anxiety and Depression Group	9	Mixed Group
25	Anxiety and Depression Group	3	Mixed Group
31	Anxiety and Depression Group	8	Mixed Group
Sept		110	
2	NMFC Group	14	NMFC Group
7	Anxiety and Depression Group	6	Mixed Group
11	Anxiety and Depression Group	5	Mixed Group
14	Anxiety and Depression Group	7	Mixed Group
15	AgriScience Presentation on Stress Management	22	PG students
15	Creative Expression	20	Mixed group
16	Anxiety and Depression Group	9	Mixed Group
21	Anxiety and Depression Group	8	Mixed group
23	Anxiety and Depression Group	4	Mixed Group
28	Anxiety and Depression Group	7	Mixed group
30	Anxiety and Depression Group	8	Mixed Group

Oct		164	
1	Anxiety and Depression Group	11	Mixed Group
1	Vision and Mission, Stress Management	9	SRC + TRC Student Leaders
5	Anxiety and Depression Group	5	Mixed Group
6	Mental health conversation at Huis Visser	40	Huis Visser Residents
7	Anxiety and Depression Group	6	Mixed Group
8	Anxiety and Depression Group	8	Mixed Group
11	Presentation on Mental Health and Substance abuse	13	Mixed Group
14	Creative Expression	22	Mixed Group
19	Anxiety and Depression Group	5	Mixed Group
19 & 26	Webinar on Wellness and selfcare for Post graduate students	8	Post graduate students from various faculties
21	Anxiety and Depression	3	Mixed Group
22	Anxiety and Depression Group	10	Mixed Group
26	Anxiety and Depression Group	5	Mixed Group
26	Senior living spaces dinner conversation around Mental health	15	Senior Students
29	Anxiety and Depression Group	4	Mixed Group
Nov		154	
2	Anxiety and Depression Group	8	Mixed Group
4	Training of SRC & TSR	87	SRC and TSR Students
5	Anxiety and Depression Group	4	Mixed Group
9	Anxiety and Depression Group	5	Mixed Group
10	Anxiety and Depression Group	6	Mixed Group



17	Anxiety and Depression Group	7	Mixed Group
19	Anxiety and Depression Group	7	Mixed Group
25	Presentation on CSCD Services and Self-care / Wellness	30	African Institute for Mathematical Sciences students

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 four 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!

CSCD Total Statistics

Figure 11: Number of sessions per CSCD units

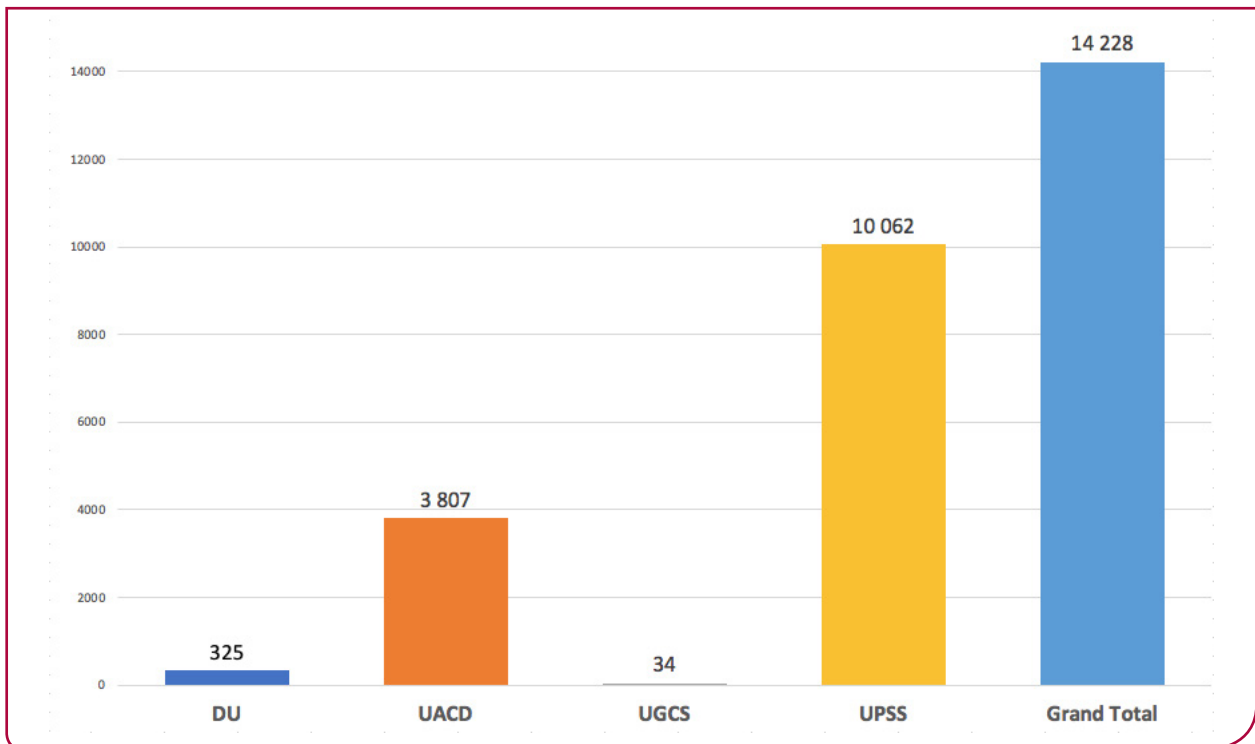


Figure 12: Number of sessions per Gender

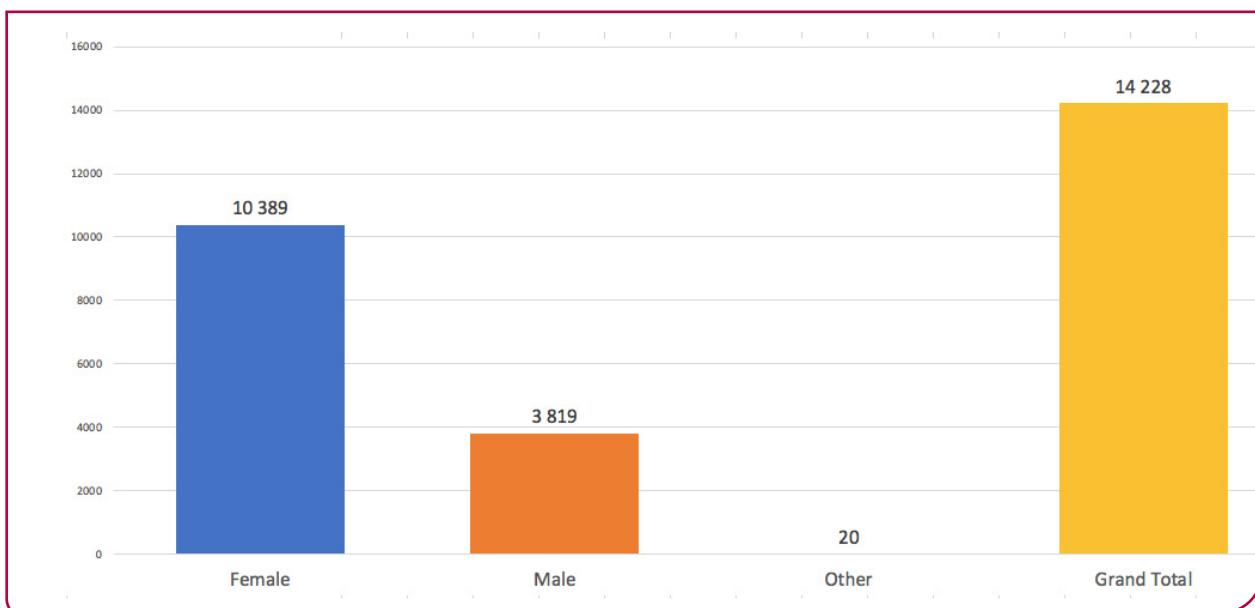


Figure 13: Number of sessions per Faculty

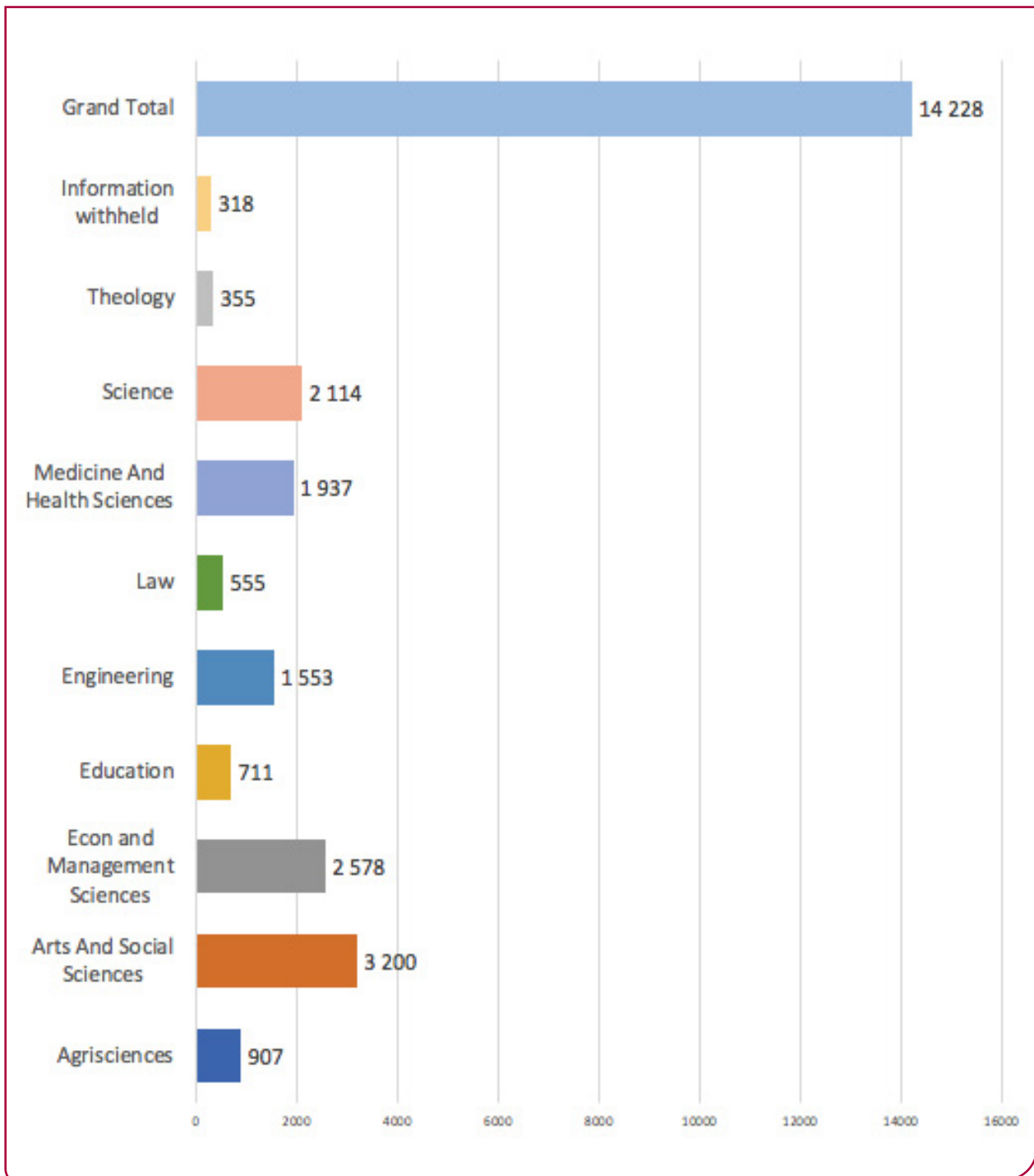


Figure 14: Number of sessions per population group

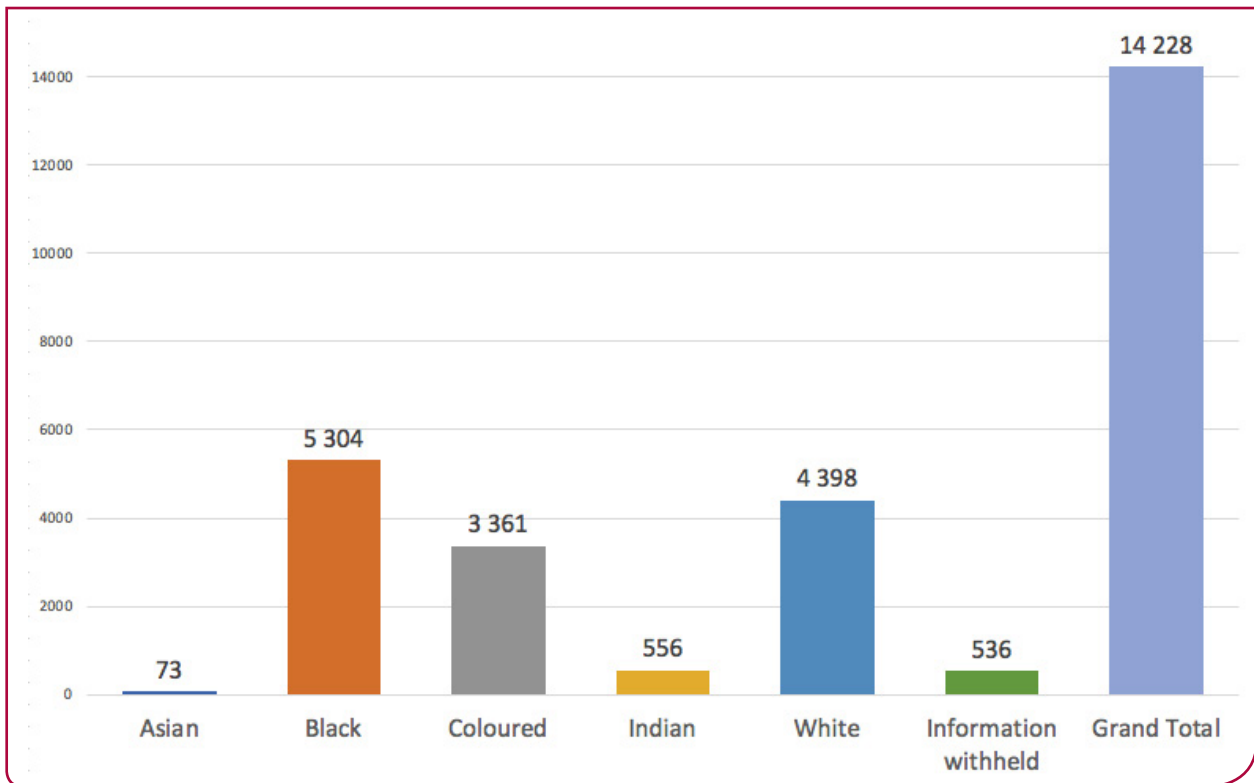
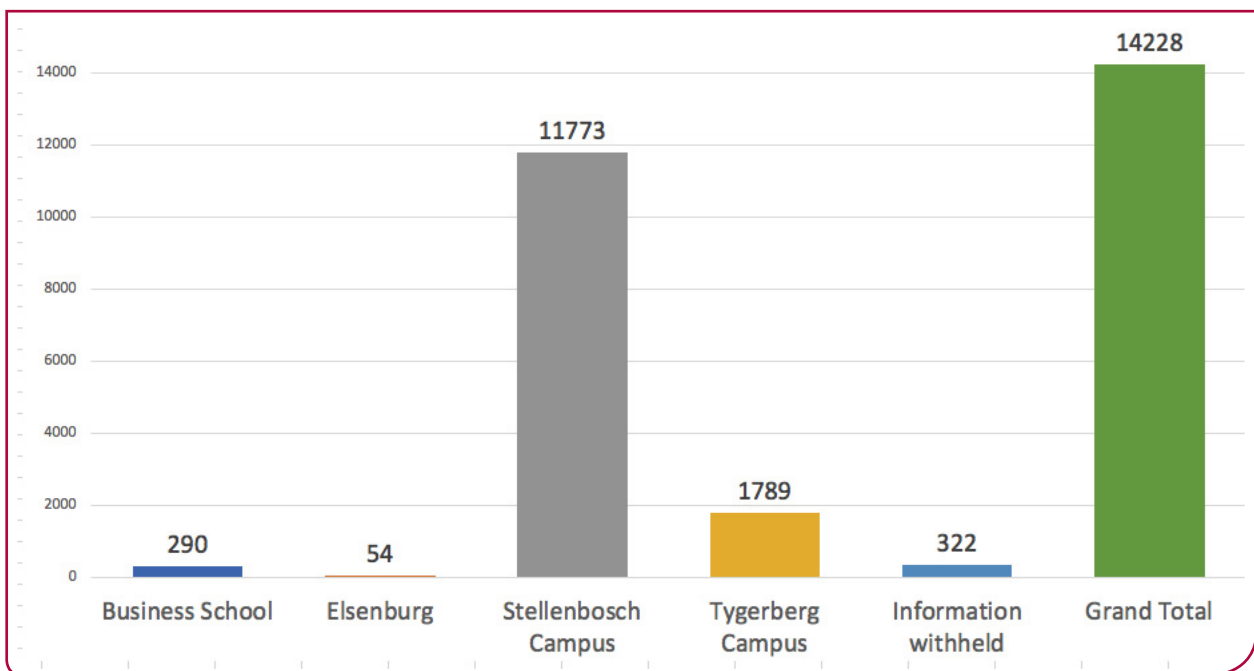


Figure 15: Number of sessions per campus





Research and Personal Development of Staff

Unit for Academic Counselling and Development (UACD)

Publications

Koch, C., Sinclair, E. & Strydom, S. (2021). *Entering the World of Digital Wellbeing*. Stellenbosch University.

Sinclair, E. (2021). A social justice perspective on student counselling services. In M. Fourie-Malherbe (Ed.), *Creating conditions for student success. Social justice perspectives from a South African university*. Stellenbosch: SunMedia.

Strydom, S., Sinclair, E. & Koch, C. (2021, September 21). Digital multitasking sends our brains into overdrive. *Mail & Guardian*. <https://mg.co.za/opinion/2021-09-21-digital-multitasking-sends-our-brains-into-overdrive/>

Strydom, S., Sinclair, E. & Koch, C. (2021, October 15). Ja, benut al die tegnologie, maar maak seker jy bly in beheer. *Vrye Weekblad*. <https://www.vryeweekblad.com/wetenskap-en-tegnologie/2021-10-15-ja-benut-al-die-tegnologie-maar-maak-seker-jy-bly-in-beheer/>

Conferences

Gerryts, E. 2021, October 28-29. Employability Summit.

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

Staff development

Gerryts, E., Koch, C., Sadie, N., Sinclair, E. Change Cycle.

Koch, C. Leading in employee relations. CHEC.

Sadie, N. Personal Leadership. CHEC.

Sinclair, E. Change Management. USBEd



Unit for Graduand Career Services (UGCS)

Our annual Graduate Recruitment Booklet again became an integral part of the virtual career fair. We managed to produce a very informative booklet with a record number of alumni profiles. Our Unit attended the SAGEA Conference (virtual attendance). Thanks to our continued partnership with the Centre for Business Intelligence, we conducted the Graduate Destination Survey.

Disability Unit (DU)

Melanie Willems completed her Master's at Stellenbosch University: *Logistical challenges of undergraduate students with visual impairments at a selected university* (M Social Work dissertation).

Training

DU staff - Universal Access Training by ChangeAbility.

Publications

Lyner-Cleophas, M. *et al* (2021). Disability Unit Practitioners at Stellenbosch University: Covid-19 Pandemic Reflections. *Journal of Student Affairs in Africa*.

Conferences / symposia attended


Melanie Willems: Association of South African Social Work Education Institutions (ASASWEI) -- 2021 Social Work International Conference (University of Zululand, KwaZulu-Natal).

Marcia Lyner-Cleophas: Higher Education Disability Services Association (HEDSA) – online.

Unit for Psychotherapeutic and Support Services (UPSS)

Training

Deviné Kamalie, Registered Counsellor, completed her Master's in Psychology (by thesis) at the University of the Western Cape and will be graduating in December.



Norlind Fouché, Counselling Psychologist, is busy with a two-year course IMISA PG Certificate in MBSR and has just completed her first model.

Laurinda Milford-Smit, UPSS Senior Secretary, is busy with second-year Psychology.

Elmarie Kruger completed a six-month course on "Introduction to the Psychoanalytic Psychotherapy of the Narcissistic Disorder of the Self: The Masterson Approach".

Staff at UPSS participated in the CPD WELL options, which included an ethics workshop on *Teletherapy: Ethical Considerations and Challenges*, offered on 4 March.

All UPSS staff attended the Change Cycle work session facilitated by Dr Johann Groenewald.

Staff also attended various online webinars to develop their skills and expand on their subject knowledge.

CSCD Management Committee

Publications

Dunn-Coetzee, M., Sinclair, E., Lyner-Cleophas, M., Brink, J., Timmey, M. & Davids, C. (2021). Adaptation of Student Support Services Considering Covid-19: Adjustments, Impact, and Future Implications. *Journal of Student Affairs in Africa*, 9(1), 157-166.

Dunn-Coetzee, M. & Fourie-Malherbe, M. (2021). Promoting social change amongst students in higher education – A reflection on the Listen, Live and Learning senior student housing initiative at Stellenbosch University. In M. Fourie-Malherbe (Ed.), *Creating conditions for student success. Social justice perspectives from a South African university*. Stellenbosch: SunMedia.




Educational Psychology Internship Programme

Internship reflection

I started my internship with my fellow interns early in January, excited yet nervous about what the year of 2021 may have in store. Although, as the class of 2020, we missed out on in-person contact sessions with clients, I had high hopes that perhaps COVID levels would allow us to see clients in person. It seemed that our online therapy skills acquired informally with the rest of the world in 2020 would come in handy, as the pandemic and levels of infection did not allow any in-person sessions. I was now navigating through very unfamiliar territory, not only working with students (whom I must admit in my hearts of hearts scared me a bit) and working solely online. I quickly got used to the temperamental side of MS Teams and Health One (I am still too impatient for it sometimes). Through all the challenges, and terrifying and joyous moments, I can truly say I had a colleague by my side. Each time I reached out for help with something serious or even silly I was received with support and encouragement and, most importantly, with patience. From such a big organisation as the University one does not always expect an environment where you can observe that each employee is valued and cared for. My experience at the CSCD has been challenging at times, purely because I felt every supervisor I have worked with has challenged me. Challenged me to move beyond my comfort zone, think and research beyond what I was taught and, I think most importantly, view the student population in a different light. I can walk away from this year knowing I am a far better person and therapist (almost psychologist) than what I walked in as and that, to me, speaks to the culture that is created by everybody involved at CSCD with the internship programme.

– Elzahn van der Linde


The beginning of my long-anticipated MEd Psychology internship journey started on the 4th of January 2021. I had been teaching throughout my Med Psych studies and wondered how different this year would be. I had many fears and expectations regarding this new path I would be taking. My fears were centred around my own skills and abilities and whether I would be able to meet the expectations of my new working environment. I also feared that I would not be able to get used to working online, as this was not something I had ever done before. However, it was during our first en-



counter with the staff of UACD and CSCD, as the new interns and after the orientation week, that I overcame most of those fears. The staff was supportive and always willing to listen to questions or uncertainties regarding specific cases or office-related questions which I had. They were always available to answer specific questions and, where they did not have the answers, they would always refer you to the relevant people to assist further. I felt more and more at ease about the fears which I had about my own competencies at the beginning of my journey. Through continuous supervision with my supportive supervisors, I then learnt to trust my own professional judgement. This has been one of the best lessons and skills that I have learnt to practise during my time at UACD. I have also learnt the importance of taking care of my wellbeing and appreciate all the self-care activities that have been shared through various networks amongst staff. The variety of work which I was exposed to in the space of 2021 is truly amazing and I will forever be grateful for it and apply it within the diverse contexts I wish to work in one day. Although the year was at some point affected by the COVID-19 lockdown and schools were closed, we were able to continue and have the best school experience, despite all the challenges. At the office we were also able to do a few in-person assessments with clients, which gave us the opportunity to use assessment tools which we had not been exposed to or used before. I want to thank CSCD for the opportunity and experience of being able to be part of such an amazing and learning-rich programme. Enkosi kakhulu.

– Sinethemba Chole

My internship at the CSCD has been filled with challenges, growth, and maturation. I have gained so much experience and knowledge during this time, both personally and professionally. Although the year started relatively quiet, we were integrated into the Unit so naturally. Working online had its challenges; however, with the guidance of many colleagues and supervisors, I felt like these difficulties were surmountable. As the year picked up, one of the biggest lessons I learned was to reach out and ask for help. I realised that seeking support when things were complex or uncertain provided so much more opportunities for growth than I could have achieved alone. In doing so, I reflected on some of my professional and personal decisions. I recognised my strengths and areas of development. Having the ability to do this is somewhat due to the calibre of people I worked alongside and had the privilege of being supervised by. It was evident that the climate of the CSCD aimed to foster a supportive and nurturing



environment, as I felt I had the safety to be vulnerable and supported by colleagues. Nearing the end of the year, I am filled with the feeling of gratitude as I reflect on what I have gained. I have had many skills that have been allowed to be nurtured and refined. I have had the opportunity for my knowledge and understanding to be broadened and provided the opportunity to build confidence in my own abilities by being exposed to different experiences. All of this could not have been done without the support of supervisors, colleagues, and administrative staff. I know that they haven't just made a difference in my own journey but continue to provide a significant difference in the larger SU community.

– Tamryn Saunders

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

As in previous years, several CSCD staff and consultants served on the panels of the faculty readmission subcommittees. As part of the decision-making process, some students were referred to the CSCD by these subcommittees, where psychologists contacted students to obtain further information and provide feedback and / or recommendations regarding whether they should be readmitted to SU. Furthermore, some students who were granted readmission were referred to the CSCD to discuss the support they would need in the new academic year. Some subcommittees also referred students who were *denied* readmission to the CSCD for support.

In reaction to the COVID-19 pandemic in 2020, and the impact it had on students' academic experience, only students who were not registered at SU in 2020 were required to apply for readmission in 2021. Students who were registered for 2020 and didn't meet their faculties' HEMIS requirements could continue with their studies in 2021. In previous years, this group of students had to apply for readmission.

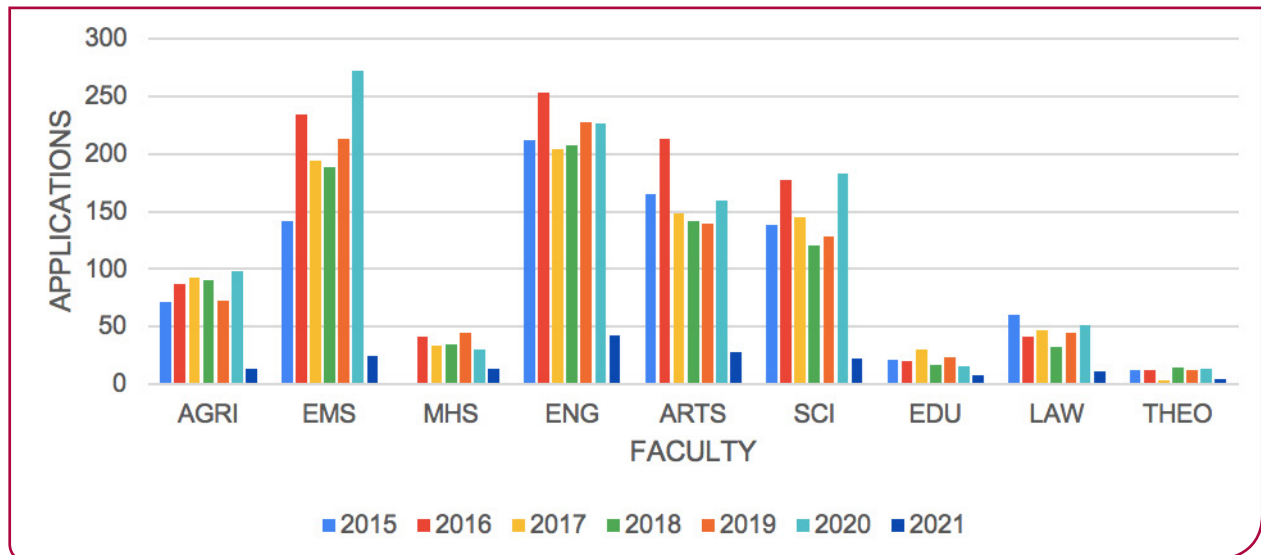
The Readmission Appeals Committee (RAC) therefore only received a total of 171 applications for readmission for 2021. This is only a fraction of the number of applications that are usually received – only 16.30% of the 1 049 applications received in 2020. This year, the Faculty of Engineering received the most applications (25.15% of total applications), followed by the faculties of Arts and Social Sciences (16.37%), Economic and Management Sciences (14.62%), and Science (13.45%). A total number of

25 students were referred to the CSCD as a condition of their readmission. The aim of these referrals was to encourage students to make use of the academic support and psychotherapeutic services at the CSCD. Eight students were referred to the CSCD for further information before a decision about their readmission could be finalised. The CSCD received requests for information on whether students' challenges had been overcome, information about students' emotional fitness to resume full-time studies, and consultation with other mental health practitioners. In addition, Science referred two students, who had been denied readmission, to the CSCD for support regarding their way forward.

Table 6: Comparative number of applications from 2015 until 2021, according to faculty

	2015	2016	2017	2018	2019	2020	2021
AGRI	72	87	93	91	73	98	14
EMS	142	234	194	189	213	272	25
MHS		42	34	35	45	30	14
ENG	212	253	204	207	227	226	43
ARTS	165	213	148	142	139	159	28
SCI	138	177	145	120	128	183	23
EDU	21	20	30	17	24	16	8
LAW	60	41	47	33	45	51	11
THEO	12	12	4	15	13	14	5
TOTAL	822	1079	899	849	907	1049	171

Figure 16: Comparative number of applications from 2015 until 2021, according to faculty



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 year 2021 was not only the third year that the CSCD managed the *Psychology CPD WELL* programme internally via the SU short course system, but also another year in which the offerings of the programme could be tailor-made for our clients.

The full-day workshop offered in March 2021 was presented in a hybrid fashion – ensuring our clients could either attend physically in Stellenbosch or follow the online

streaming. Ms Annelie van der Westhuyzen, the owner of Ethics Simplified, presented an intriguing and interactive workshop on ethical considerations and challenges surrounding teletherapy.

Ms Anri Magerman started in February 2021 as the Psychology CPD WELL Administrative Officer, and she assisted in taking the programme to a new level! The website (www.psychologycpdwell.com) has been renewed and is updated constantly, encapsulating a fresh and easy-to-navigate approach. This programme not only serves as a training opportunity for our healthcare practitioners 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 634 participants, despite the financial challenges of professionals in private practice during COVID-19.

We have quite a few exciting offerings for 2022 up our sleeve. One of them is a full-day workshop, to be held on 2 June 2022, that can be attended face to face or via online streaming. The workshop will focus on psycho-pharmacology and what healthcare practitioners should really know, and will be presented by Dr Chris Verster – a renowned psychiatrist in the Western Cape.

A hearty thanks to Anri, Elmien, Christa and Sanet – thank you for being CPD WELL champions – Veni Vidi Vici!

#Mental Health

The theme of this year's World Mental Health Day (10 October 2021) was *Mental health care for all: let's make it a reality*. In recent years, there has been increasing acknowledgement of the important role mental health plays in achieving global development goals, as illustrated by the inclusion of mental health in the Sustainable

Option A Full-day workshop information

Psychopharmacology:
Do you know what you need to know?

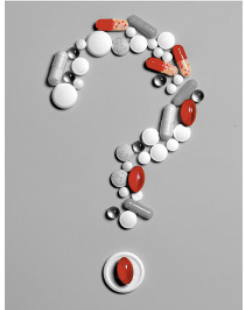
Presented by Dr Chris Verster

Option A is a CPD-accredited full-day (7 hours) workshop focusing on Psycho-pharmacology. The workshop is accredited for a total of 7 CEUs (6 CEUs and 1 Ethics CEU) and is accredited at the HPCSA for all allied professions.

Date: 2 June 2022 | **Time:** 08:30 – 16:30 | **Venue:** STIAS, Stellenbosch (face-to-face) OR online via live streaming on YouTube.

Dr Gerrit Christiaan Verster is a healthcare practitioner and currently the Head of the Clinical Unit: Psychiatry at Worcester Hospital, Western Cape. Their current interests are public mental health, sleep disorders in psychiatry and medical ethics. This full-day workshop will focus on several aspects such as psychiatric treatment methods, the development of psychopharmacology, modern psychiatric medicine, other classes of medication and lastly, considering controversial aspects of psychopharmacology. This workshop aims to rediscover psychopharmacology and provide other considerations that may be important to look out for.

Please refer to the contents page for Option A prices and the registration process (p. II).



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www.psychologycpdwell.com

Development Goals. Increased investment is required on all fronts: for mental health awareness to increase understanding and reduce stigma; for efforts to increase access to quality mental health care and effective treatments; and for research to identify new treatments and improve existing treatments for all mental disorders (https://www.who.int/health-topics/mental-health#tab=tab_1).

To be part of this global conversation, the CSCD celebrated World Mental Health Day with a variety of interactions throughout October, varying from training in managing emergencies for student leaders to an online creative expression evening with the Drama Department.



During 2021, the CSCD continued with a variety of virtual discussions with important role players, preventative campaigns and events, 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.

National Student Mental Health Survey

DSAf feedback: October 2021

Jason Bantjes
Institute for Life Course Health Research
Department of Global Health
Faculty of Medicine and Health Sciences
Stellenbosch University



Enhancing PERMA-H Well-being & Reducing Possible Burnout at Work within DSAf: Strategy Session

By Dr Alten du Plessis & Carla Kroon, Centre for Business Intelligence at SU
22 October 2021

22 October 2021

© The content of this presentation is confidential.

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. There have been discussions on a final draft document, as well as consultations with a variety of experts in the field. A **Student Mental Health Plan** was approved by the Rectorate on 10 November 2021. The CSCD will be launching awareness campaigns about the newly approved plan from 2022. Watch this space!

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 makes provision for a dedicated emergency number with access to a national call centre with a dedicated medical and mental health portal, a first-response service, face-to-face counselling, and ambulance transport to hospitals nationally,

amongst other. Stellenbosch University was registered as preferred provider with a dedicated emergency number, and regular feedback (daily and monthly) forms part of the service. The contract is managed by the Director of the CSCD in collaboration with Campus Health Services. This has been the fifth year of the ER24 contract, and the statistics indicate that there is a dire need for an emergency service model. It is also important to note that, since its inception, ER24 has dealt with approximately 3 000 calls!

Figure 17: ER24 calls, 1 January to 30 November 2021: Stellenbosch

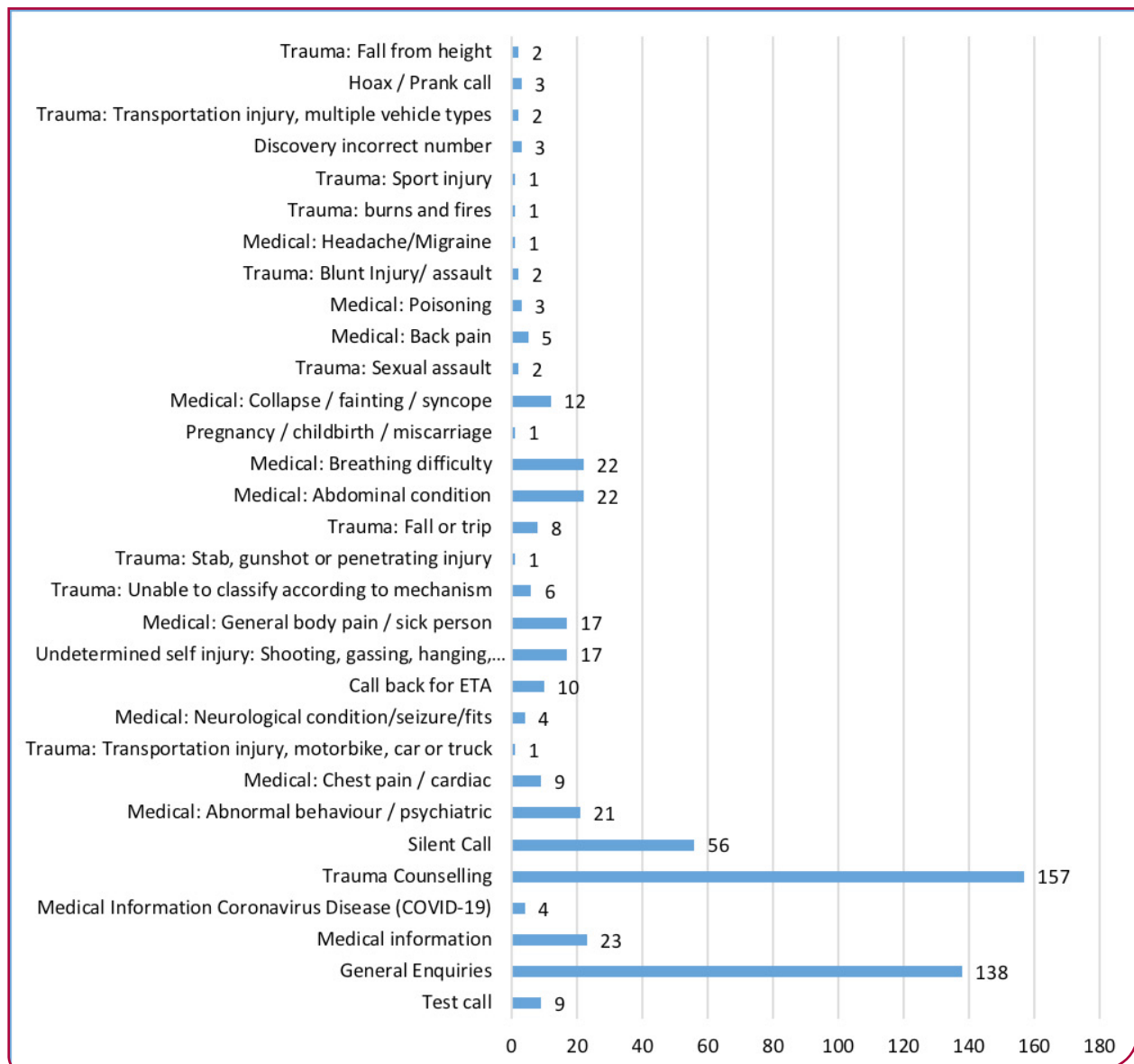
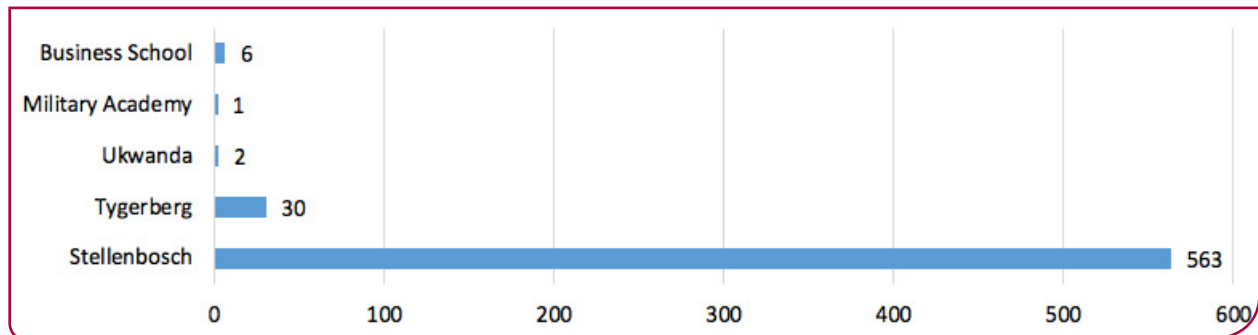


Figure 18: Total ER24 calls per campus, 1 January to 30 November 2021



An agreement with ER24 has been signed for service delivery in 2022, including 200 trauma counselling sessions per annum. This is funded from the Institutional Budget, for which we are immensely grateful. Communication to students about ER24 is circulated on a very regular basis on a variety of platforms.

2021

Dear Student

Integrated crisis service with ER24: Registered Stellenbosch University students

The Centre for Student Counselling and Development (CSCD) and the Campus Health Services (CHS) of Stellenbosch University (SU), in partnership with ER24, offer all registered SU students 24-hour access to trauma and medical support. The service comprises emergency medical services (EMS), trauma counselling (telephonically or face-to-face), as well as medical assistance via the medical hotline. Students may call the medical hotline to get advice on how to deal with a medical emergency personally or on behalf of someone else. These services may be accessed via the 24-hour ER24 crisis line at 010 205 3032.

We urge you to use this free contact service if you have an emergency and are in need of support.

Here are details about the service and how it works:

When you need the service, contact the number, identify yourself as an SU student and provide your student number. The EMS dispatcher will ask you a few questions to ascertain the type of support you require. This may include dispatching an ambulance or directing you to a trauma counsellor. Provide as much information as possible, so that you may receive fast, quality support.

Should you be travelling for a sports tournament or an academic outing and a crisis occurs, please contact the crisis number. The service is available to you no matter where you find yourself in South Africa.

The CSCD's crisis number during office hours is 021 808 4994. Should your emergency happen after hours and you call this number, the call will be diverted to ER24, who will assist you. The CSCD will be informed of your call and will do a follow-up with you the next day. The Centre staff will assist you during the usual CSCD working hours (08:00 to 16:00).

Emergencies that need a call-out is free of charge. However, should you need to be transported to a medical or other facility, ER24 costs will be applied and will be at your personal expense. If you have a medical aid, you will be transported to a private facility. If you do not, you will be transported to a public facility.


Hi Molo Halo! Please remember: Trauma counselling is free and counsellors are skilled in three South African languages, namely English, isiXhosa and Afrikaans.

Should you require more information or would like to provide feedback, please feel free to contact me at 021 808 4707 or mdunn@sun.ac.za.

Kind regards

Dr Munita Dunn-Coetzee
Director: Centre for Student Counselling and Development
Division of Student Affairs

IS100 Student Affairs
Studentsake



Our Centre believes in a multifaceted approach in dealing with mental health and, during 2021, we could focus on the further expansion of our virtual presence to capacitate online psychoeducation, communication, and support. This will be strengthened in 2022 to ensure that the CSCD offers a hybrid model of support to ensure the safety of our staff and students.

CSCD Information Sessions at Stellenbosch University Faculties

Dr Munita Dunn-Coetzee and Mr Charl Davids did presentations at the faculties to remind them of the services rendered by CSCD, as well as to give them information and guidance on how to refer students. This was received positively and started a fresh engagement with our academic peers.

Table 7: Sessions at the faculties

Faculty	Date and time
Agrisciences	12 May, 15:00
Science	13 May, 15:00
Theology	17 May, 16:00
Law	18 May, 11h00
Economic and Management Sciences	2 June, 13:00
Education	20 August, 14:00
Engineering	24 August, 12:50
Arts & Social Sciences	2 September, 12:00
Medicine and Health Sciences	30 September, 13:15

As the Equality Unit is still part of the CSCD family, some of their contributions throughout 2021 are included in the report too.

Equality Unit



Highlights

Integration and review of Unfair Discrimination and Harassment Policy and HIV / Aids Policy

The process to incorporate and review the policy on Unfair Discrimination and Harassment and the policy on HIV / AIDS was initiated in 2021 and is currently under way. A task team was formed to integrate and strengthen the two policies, which will include gender-based violence as a key focal point.



Higher Health grant funding

The HIV portfolio was awarded a R500 000 grant from one of its longstanding partners, Higher Health. After submitting the successful funding proposal, the grant addendum was approved by the Higher Health board and signed by SU rector, Prof Wim de Villiers. The funding will inform the Equality Unit's work in the following areas: HIV, STIs, gender-based violence, LGBTQIA+, disabilities, substance abuse, mental health, and COVID-19.

Writing collaboration with the Transformation Office

The collaboration between the Equality Unit, the Transformation Office and the Writing Centre came to a successful completion. The Writing for Change project equipped students with the necessary skills to write about social justice topics. Seven SU students wrote on various topics, including exploring who knows knowledge, writing for an audience and their specific needs, understanding the purpose of a writing task, and the stages of writing. The students' work was published on the SU website and shared on social media.

GEP welcomes back international students

The Equality Unit welcomed back international students attending SUI's Global Education Programme (GEP) to our semester course, *Understanding HIV in South Africa: A Health and Social Justice Perspective*. This course, as well as two other in-curriculum semester courses, are presented and facilitated by the Unit's HIV and Sexualities Portfolio.

Anti-GBV institutional strategy

The review of the institutional anti-GBV strategy got under way in 2021. The strategy will provide clear guidelines on the institution's approach; SU's implementation plan, which includes reporting, training, awareness, and advocacy; and monitoring and evaluation.



Anti-GBV Monitoring Committee

Following the disbanding of the Rape Culture Committee, the introduction of a new Anti-GBV Monitoring Committee was established to examine and execute ways to expand and strengthen the University's response to gender-based violence. Head of the Transformation Office, Dr Zethu Mkhize, was nominated to chair the committee. The Equality Unit's Gender Non-Violence Coordinator, Dr Jill Ryan, was nominated for the position of secretariate. This committee is highlighted in the institutional anti-GBV plan, and it is hoped to include it in an addendum to the updated Policy on Unfair Discrimination, Gender-Based Violence, Harassment and HIV / Aids.

Workplace bullying – time to take a stand – joint statement

Workplace bullying has become a concern for the Equality Unit and the Human Resources Department. To this end, the Unit provided valuable input on the seriousness of workplace bullying in a joint communique to staff based on the number of cases reported in 2021. It is important that bullying not be swept under the carpet.

Campus Rape Culture exhibition launch collaboration

The Equality Unit was fortunate to be invited to partner in the launch of the Campus Rape Culture online exhibition and website. The exhibition delves deeper into the campus rape culture at Stellenbosch University. The website and exhibition were the brainchild of researchers at the Unit for Religion and Development Research, who collaborated with five female Stellenbosch University research students. These students examined campus rape culture through the lens of the woman student and used photography and voice notes to document and understand the experiences of women on campus.



Campaigns

STI / Condom Week campaign

The annual STI / Condom Week campaign took place on the Tygerberg Campus over four days. The campaign was done in partnership with Higher Health and Sonke Gender. Over 160 Tygerberg students were screened for BP, sugar glucose, syphilis, HIV and TB. Free condoms, lube, pregnancy kits and information pamphlets were distributed to the students.

Cyberbullying campaign

In partnership with the Division for Student Affairs on the Tygerberg Campus, the Equality Unit embarked on an ambitious campaign to highlight cyberbullying. The campaign included an online presentation, 'Cyberbullying and the Law', presented by social media law expert Emma Sadlier, and was attended by more than 100 staff, students, and external partners. The was followed by live Instagram discussions on cyberbullying, sexual harassment and queerphobia, and how to report incidents to the Equality Unit. The aim of the cyberbullying campaign was to create awareness and to highlight accountability and responsibility among student users of online platforms with the hope that they may think twice about what they share and post, and the repercussions it may have for others. The campaign featured on the Unit's social media platforms, as well as the social media platforms of the official SU accounts, the Division for Student Affairs, and the Faculty of Health and Medical Sciences. The campaign had a total online reach of 172 871.

Staff of the Centre

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

Director	Dr M Dunn-Coetzee
Secretary: Director: CSCD	Ms HZ Kotzé
Financial Administrative Officer	Ms S van Zyl
Central Reception: Senior Secretary	Ms A Welgemoed
Central Reception: Secretary	Ms MC Denyssen
CPD WELL Administrative Officer	Ms AA Magerman
Assistant	Ms MM Vlok

Unit for Academic Counselling and Development

Head	Dr E Sinclair
Educational Psychologist	Ms C Koch
Educational Psychologist	Dr EW Gerryts
Educational Psychologist	Ms N Sadie
Registered Counsellor	Ms R Sadiki
Psychometrist / Project Co-ordinator	Dr CP Saunderson
Intern Educational Psychologist	Ms E van der Linde
Intern Educational Psychologist	Ms S Chole
Intern Educational Psychologist	Ms T Saunders
Consultant Educational Psychologist	Ms A van der Vyver
Consultant Educational Psychologist	Ms C Bosman-Vosloo
Consultant Educational Psychologist	Ms L Kloppe

Unit for Graduand Career Services

Head	Mr MA Timmey
Project Co-ordinator: Graduate Recruitment	Ms W Naudé
Part-time Administrative Officer 5 / 8	Ms A Joubert
Co-ordinator: Virtual Career Information	Ms ST Msi
Administrative Officer: Receptionist	Ms D van Neel
Assistant	Ms JL Moffat

Disability Unit

Head	Dr MM Lyner-Cleophas
Disability Support Officer	Ms ME Willems
Resource Officer	Ms PH Louw
Resource Officer	Ms MM Minnaar
Resource Officer	Ms EMS Erasmus
Inclusivity and Access Support Officer 5 / 8	Ms JL Apollis
Administrative Assistant	Ms I Pool-Le Roux
Universal Access Practitioner (<i>from 1 April</i>)	Dr CP Saunderson

Equality Unit (Unit reports to Prof Deresh Ramjugernath – Vice-Rector: Learning and Teaching from 1 June 2021)

Head	Mr JG Brink
Administrative Officer	Mr A Paulse
Manager: HIV Portfolio	Ms M Munro
Programme Co-ordinator: HIV and Sexualities	Mr G Smith

Temporary Programme Co-ordinator	Ms K Weppelman
Case Co-ordinator: Unfair Discrimination	Ms Q Mdaka
Case Officer: Unfair Discrimination	Mr L Matee
Co-ordinator: Communication and Marketing	Ms N Christians
Co-ordinator: Gender Non-Violence (<i>until 31 January</i>)	Ms T Bongwana
Coordinator: Gender Non-Violence (<i>from 1 July</i>)	Dr J Ryan
Case Investigations Support Officer (<i>from 1 July</i>)	Mr W van Kerwel

Unit for Psychotherapeutic and Support Services

Deputy Director	Mr CI Davids
Senior Secretary	Ms LV Milford Smit
Secretary (Tygerberg Campus) (<i>until 30 June</i>)	Ms L Norval
Administrative Officer (Tygerberg Campus) (<i>from 1 July</i>)	Ms L Abrahams
Administrative Officer (<i>from 1 July</i>)	Ms I Pool-Le Roux
Senior Counselling Psychologist	Ms E Kruger
Clinical Psychologist	Mr M Strydom
Clinical Psychologist	Ms TL Manuel
Clinical Psychologist	Mr JH Meyer
Counselling Psychologist	Ms NC Fouché
Registered Counsellor	Ms DC Kamalie
Registered Counsellor	Ms VE Gilbert
Dell Young Leaders: Psychologist	Ms J Petersen
Senior Clinical Psychologist (Tygerberg Campus)	Ms AM Nel

Clinical Psychologist (Tygerberg Campus)	Ms L Joubert
Counselling Psychologist (Tygerberg Campus)	Ms C Balie
Social Worker	Ms LG Witbooi
Social Worker (Tygerberg Campus) <i>(from 1 April)</i>	Ms S Nyembezi
Consultant Psychiatrist	Dr C van den Berg
Consultant Clinical Psychologist	Dr A Grundlingh
Consultant Clinical Psychologist	Mr JP Theron
Consultant Counselling Psychologist	Dr ML Stone
Consultant Clinical Psychologist	Ms W Arnolds
Consultant Clinical Psychologist	Ms E Jansen van Rensburg
Consultant Registered Counsellor	Mr H Gericke
Consultant Registered Counsellor	Ms L Abrahams-Allie
Consultant Registered Counsellor	Ms A Smith
Consultant Clinical Psychologist	Mr B Knight
Consultant Clinical Psychologist	Ms B Swarts

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 to deliver an approachable, inclusive, and client-centred service. This year challenged us in terms of having to move very rapidly to functioning primarily online, but this prepared the Centre for a hybrid model of functioning from 2022, which is very exciting! Please contact the Director should any additional information be required.

Addendum A: CSCD Organogram

ORGANOGRAM: CENTRE FOR STUDENT COUNSELLING AND DEVELOPMENT (CSCD)
NOVEMBER 2021

