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# Annual Report

2022

## Centre for Student Counselling & Development *Division of Student Affairs*











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# Message from Dr Choice Makhetha

## Senior Director: Division of Student Affairs



It is unbelievable that we are already at the end of 2022. As much as the year has flown by extremely fast, it also felt to be very long. The challenges were many and complex, requiring continuous focus from all of us within the Division of Student Affairs (DSAf) and especially the Centre for Student Counselling and Development (CSCD).

The year 2022 was very exciting because it was the first year of full return to campuses after the COVID-19 lockdowns of 2020 and 2021. It was also the first year in which many colleagues within the

DSAf joined the 'Dream Walk' during the Welcoming Period to truly welcome the first-year students and to share the first few steps of their new journey at University with them as they visualised their dreams, writing these down on paper and attaching them to tree trunks in Victoria Street. This moment was the beginning of an extremely busy year, focusing on the impact of many terrible incidents on mental health, recorded suicides and attempts, accidents and deaths of some of our students. The period May to November 2022 will be remembered as an extremely draining period, mentally, emotionally, physically and in many other ways. From this point onward, as we approach a recess period, I hope that the CSCD team will have ample time to rest!

The achievements were many, starting with the official appointment of the new Director of the CSCD, Charl Davids, from 1 October 2022 after acting in the same position for about nine months. We want to congratulate Charl for providing strategic leadership within the Centre and strengthening unity among the team members. I also want to thank him for always being ready to assist and provide leadership as

we dealt with the many crises. His selflessness, expertise and experience kept everyone involved very calm and ready to learn along the way. We wish him all the best in his role as the Director of the CSCD!

I want to thank the whole CSCD team for the amount of work covered through 2022, for creatively adjusting and adapting your work schedules to suit those of students at campuses with different rhythms and for sharing your experience, expertise and skills with colleagues within the DSAf and throughout the University. Thank you for the workshops done in residences and among student communities within a very short space of time; this was necessary, proactive and preventative work. Thank you for being involved in the training of student leaders for the term 2022/23. All these initiatives are highly appreciated. It is crucial that we help students to build resilience and strengthen their life skills because life is going to continue to require more from them. With your support, they will leave the University ready to face the greater life challenges out there. Lastly, I also want to thank your families and your loved ones

for supporting you in doing this great work as you focused on supporting and empowering students to become the best that they could be.

Know that you as the CSCD team are highly resourceful and exceptionally positioned to understand what needs to be done, to improve the quality of services and approaches worth considering and to address the psychosocial needs of our students. We depend on your knowledge to plan thoroughly for the future and thank you for always being there to play this role and more.

May you have a restful and pleasant festive season; may you be able to switch off completely after being on standby for over two years. You deserve to rest and to focus on your own needs and interests in this period. Happy holidays!

See you in 2023, re-energised, healthy and ready to fly high again!

***Dr Choice Makhetha***



# Message from Mr Charl Davids

Director: Centre for Student Counselling & Development



We have come to the end of a very trying 2022. As the CSCD, we had to respond to issues of racism, gender-based violence, two suicides, suicide attempts and several hospitalisations due to serious mental health conditions. These social justice and mental health issues are not Stellenbosch University (SU) issues per se. We are but a microcosm of the South African society. Firstly, I want to reflect on the year looking at three questions: 1. Is there a student mental health crisis in South Africa? 2. Should the University be a mental health care provider? 3. How can we

balance the duty to care for students with students' rights to autonomy and privacy? Secondly, I want to allude to some ideas looking beyond 2022.

## 1. Is there a student mental health crisis in South Africa?

This question for me led to more questions: How helpful is it to frame student mental health in South Africa as a crisis? Is there a crisis? What is the crisis? The short answer to the initial question is probably an immediate yes! At the CSCD, we have certainly seen an increase in the numbers of students seeking help and also the severity of the presenting problems. This is partly due to the COVID-19 pandemic, but I do not think that the crisis is solely due to COVID or mental health difficulties. The crisis, in my view, is due to a myriad of contextual and academic factors leading to problems presenting as mental health issues. These issues include the socio-political and economic difficulties that we as a country are facing. Furthermore, student mental health in South Africa is politicised. For example, the 'Fees Must Fall' protests (2015-2017) included in the demands that there was a need for greater provision of

resources to support the mental health of students. We also see an increasing tendency to frame everything difficult as a mental health problem. If we, for example, have conversations about student well-being, 'mental health' is used as a catch-all to include mental disorders, adversity (i.e. food and housing insecurity) and the normal developmental challenges of being a student (i.e. having a broken heart, struggling to balance work and play, negotiating identity, etc.). The student mental health crisis must therefore be seen against this backdrop.

## **2. Should the University be a mental health care provider?**


The immediate answer is not at all. However, in light of the challenging socio-economic landscape and the flawed public health system, universities are almost forced to fill this gap. Our students enter the University during late adolescence while dealing with adjustment and other life-changing issues. In South Africa, unfortunately, we have a stark absence of adolescent mental health services and a health care system that is overburdened and under resourced. For this reason, there seems to be an implicit assumption that universities should solve the 'problem' and provide care. While there might be consensus that universities have

some responsibility for the mental health of their students, it is not immediately clear how they should meet the high demand for services.

## **3. How can we balance the duty to care for students with students' rights to autonomy and privacy?**

Assuming the role of health care provider raises various ethical complexities. In many cases, students do not want their parents to know that they receive mental health treatment. At what point, if ever, should a university involve a students' parents in the support or treatment of the student? How is the issue of confidentiality ensured especially with the interplay between faculty administration, University administration and the CSCD? Under what circumstances is it ethical for an institution to require a student to undergo psychiatric evaluation if there is evidence that the student is at imminent risk of suicide, and what constitutes sufficient 'evidence' of this risk? Is it ethical to make psychiatric evaluation and care a prerequisite for an at-risk student to continue with his/her studies? Is it ethical to train peers to deliver suicide prevention programmes, implying that they are responsible for suicide prevention? How do we balance the personal rights of individual





students with the duty of institutions to protect students from violent peers and suicide?

I am aware that more questions can be raised, but I suppose that is how reflection works. It also shows the complexity of the space that we at the CSCD (and other similar centres in the country) are operating in. Moving forward as the CSCD, we must enhance what we do in terms of mental health literacy, create more platforms for conversations on mental health issues and conduct more research on the amazing work that we do.

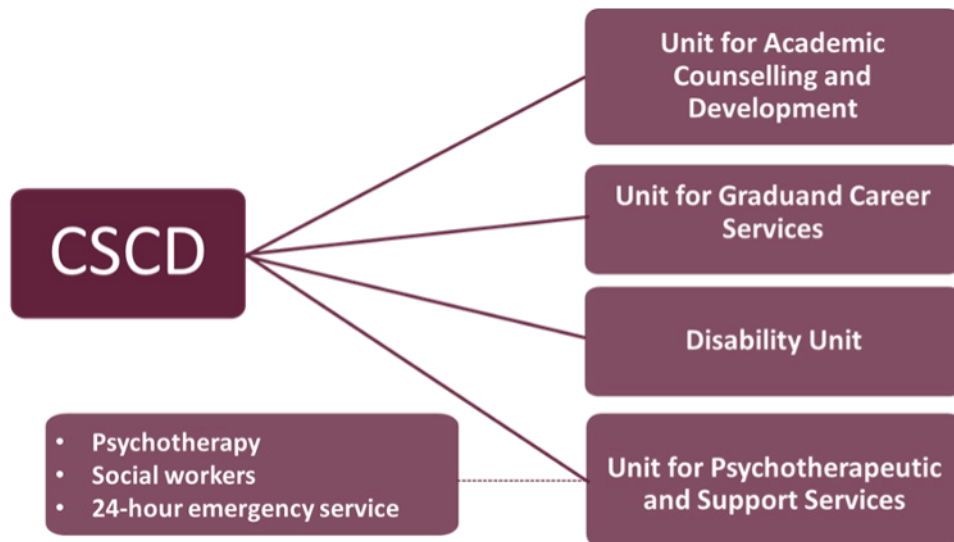
I believe that as SU grapples with complex social justice and student mental health issues, the CSCD within the DSAf is uniquely positioned to assist the University to struggle with and come up with lasting solutions to these issues. I certain-

ly believe that we have the tenacity and hopefully the necessary will to assist in these matters.

To the staff at the CSCD, I am aware that you all are going beyond the call of duty daily and that this year was a very difficult one. Please know that all your hard work, effort and the care that you put in to assist our students are not going by unnoticed. Your collective efforts made it possible to get through this year. Lastly, my sincere gratitude for the way that the CSCD staff and the entire DSAf embraced me as I took over as Acting Director and recently Director. I am looking forward to working with you all as we usher in the changes needed to better serve our students.

***Charl Davids***

# Introduction



The CSCD offers professional psychological support and development services to students of SU.

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 Graduated 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 that 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)

The 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 the 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, assistance with interview skills, assistance with their online profile

and exposure to network opportunities with companies via career fairs, and assistance with job-searching methods. All the core services of the Unit are offered online. The Unit manages an online career services management system called MatiesCareers ([bit.ly/MatiesCareers](https://bit.ly/MatiesCareers)) that gives students easy access to search for jobs and apply for vacancies, internships, part-time jobs and volunteer jobs. 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 Unit offers a range of services to students with disabilities, from advice on appropriate academic support solutions to accessible tailored study materials. The Unit's activities are informed by the Disability Access Policy of SU. The Unit advises prospective students with disabilities about the possible support once at SU. They also discuss appropriate academic support solutions and ensure that academic material is accessible for study, test and examination purposes. The DU also offers students and staff various training opportunities. These include a Lead with Disability programme for students



and facilitating staff training through the Siyakhula training sessions. Dr Marcia Lynner-Cleophas leads this competent team.

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

The Unit assists students with psychological and social welfare challenges. The Unit also plays a significant advocacy role as it engages with various stakeholders that take an interest in 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, which comprises individual psychotherapy, group therapy, work sessions, a 24-hour emergency service and support pertaining to social work.



# Unit for Academic Counselling and Development (UACD)



## A reflection on the Unit's year

The year 2022 will be remembered for 'when the COVID-19 pandemic was contained', 'lockdown restrictions were lifted', 'hybrid working' and 'flexible work arrangements'. Like in 2021, we were still challenged by many uncertainties and unexpected changes, but since the beginning

of the second semester, we were back on campus and students increasingly opted for in-person sessions at our offices. It has been a unique year and it has been hard to measure achievements, but we were able to celebrate small successes along the way.

Restoring face-to-face connections with colleagues and students and remembering the importance of real relationships whilst staying relevant to student needs by enhancing skills regarding hybridity and continued online interventions were some of the important achievements of the UACD. Many challenges coexisted with these achievements. It was initially really hard to juggle online and face-to-face sessions and to manage large numbers of emails whilst also having to attend in-person meetings, but it was also a relief to return to a sense of normality whereby we could walk around and meet colleagues after an absence of almost two years from our campuses. Leaving the face masks at home was most probably our biggest highlight of the year.

### ***a) Achievements***

At the beginning of this year, three intern educational psychologists joined the UACD team. Lelani Cloete, Sarah Silber and Sewela Monyepao started their 12-month internships on 1 January 2022. A comprehensive orientation programme that included training in the Neuro-Agility Profile, career counselling for scholars and students, counselling and therapy for students and psychometric assessments for scholars was offered during January. This equipped the intern psychologists with much-needed knowledge and skills to pro-

vide psychological services to students at SU and scholars at A.F. Louw Primary School. Senior psychologists from both the UACD and the UPSS provided supervision of the interns' work at the CSCD, and Amanda van der Vyver (consultant educational psychologist) was the supervisor for the psychological support services that they provided two days a week at A.F. Louw Primary School. Christa Koch is the head supervisor and coordinator of the internship programme. Both Lelani Cloete and Sarah Silber will complete their internships successfully at the end of 2022. Sarah Silber has also successfully passed the Health Professions Council of South Africa's (HPCSA's) board examination, which allows her to register as an educational psychologist at the beginning of 2023. Sewela Monyepao had to discontinue her internship at the end of July 2022.

The Faculty of Medicine and Health Sciences (FMHS) introduced its renewed curriculum for the MBChB programme. First-year students' programme kicked off with the module Being and Becoming a Health Carer, and Christa Koch presented sessions on 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 in a blended-



learning format. The content was well received by the students.

Another achievement was that, despite a very busy calendar and an increased demand on the CSCD's services, the Unit was able to still deliver services timeously to all students who needed support and interventions. Diaries were managed well, and the strategic scheduling of work sessions at the CSCD and in faculties during peak times ensured that students received much-needed support.

### ***b) Challenges***

Worldwide, mental health has been impacted severely by the COVID-19 pandemic. At SU, this led to a significant increase in students who were in urgent need of support. Several academic challenges related to mental health crises had to be managed and contained by the staff of the UACD. The client load increased considerably during the second semester. There were times when waiting periods escalated to approximately three weeks. Fortunately, students could be referred to work sessions, self-help material and the services of consultant psychologists to manage the increasing need for support. Several students also had to be counselled to leave the University system due to severe mental health challenges impacting on their academic performance.

The challenges that students experienced with returning to in-person classes contributed to an increase in their needs for academic support. Students experienced high levels of anxiety due to adjustment and the demands of being back on campus. They also had to utilise novel approaches to in-person classes compared to what they were used to when they could attend online classes, often at their own pace and at times that suited them best.

The nationwide electricity crisis that led to long and unexpected periods of loadshedding had a significant impact on service delivery. Online individual and group sessions often had to be cancelled or postponed to accommodate the interruptions in electricity supply and internet connectivity. Fortunately, 47 Victoria Street has received a UPS at the end of October that guarantees internet connection during loadshedding, but clients often still do not have continuous internet connections.

Both Natalie Sadie and Rotakala Sadiki, who were respectively appointed as Extended Degree Programme (EDP) psychologist and EDP registered counsellor, resigned this year. Fortunately, we could utilise the services of consultant psychologists to support the EDP students until Liezl Kloppe was appointed at the beginning of September 2022.

### ***c) Networking opportunities and task teams***

- Erna Gerrits served as external examiner for the oral examination for the Career Counselling module, BOP 805, that forms part of the master's degree in educational psychology at the University of Pretoria.
- Erna Gerrits assisted as external examiner for the Career Counselling module that forms part of the master's degree in industrial psychology at the University of the Free State.

### ***d) Partnerships***

- Partnering with the Western Cape Education Department in offering psychological support services at A.F. Louw Primary School.
- Collaborating with the EDP faculty support staff and the Centre for Teaching and Learning to establish integrated support services for EDP students.
- Collaborating with the Department of Industrial Psychology on providing internship opportunities for industrial psychology interns.

### ***e) Highlights***

The UACD team identified the following as highlights for 2022:

- Utilising a hybrid model for therapy and academic support sessions at the

Unit and working according to the students' needs. Some students preferred staying with online sessions while others were glad to come back in person.

- Developing a prevention and intervention strategy whereby group sessions led to individual sessions for clients who needed more one-on-one support.
- Appointing Liezl Kloppe as EDP psychologist from 1 September 2022.
- Most of the work sessions were streamed live via MS Teams, which led to greater attendance from students.
- The Psychopharmacology workshop held in June was extremely valuable and well attended.
- The refresher presentation about Feuerstein's Instrumental Enrichment by Dr Anton Kritzing was well received and valuable.
- Offering state-of-the-art content for the module Being and Becoming a Health Carer in a blended-learning format.
- Receiving a large donation of psychometric assessment instruments from Dr DG Schoeman.
- Participating in live webinars for the Centre for Student Recruitment and Career Advice.

Liezl Kloppe and Anne Havemann-Serfontein were interviewed by Angelique Dreyer on the topic Being 'tomorrow ready': Preparing yourself for careers that do not exist yet.

Elmien Sinclair and Mari O'Reilly were interviewed by Angelique Coetzee on the topic Setting yourself up for success: How to take control of the present and get the most out of your studies.

This webinar series covered a range of interesting topics aimed at scholars and parents to enhance informed career decision making. It was distributed to 600+ schools!

- Elmien Sinclair and Liezl Kloppe attended the Faculty of Arts and Social Sciences EDP Mentorship farewell function.
- Attending different residences' and Private Student Organisations' (PSOs) annual conversations.
- Presenting an autism support group for students, the first of its kind, that ran for most of the year and created a sense of community and belonging amongst neurodivergent students. Sarah Silber was the facilitator of the group.
- Monthly group supervision sessions with UACD staff members gave an opportunity for colleagues to share ideas and collaborate.

## Personalia

- Sarah Silber passed the HPCSA board examination for psychologists.
- Lelani Cloete submitted her master's thesis for examination. The title of her thesis is 'Onderwyserervaringe van onderwysergerigte geweld in skole in hoë-inkomstegemeenskappe' (Teacher experiences of teacher-directed violence in high-income communities).
- Liezl Kloppe experienced the highest peaks of Jonkershoek at 1 589 m and tagged the first five beacons of the Hoefyster Challenge in a single-day attempt.
- Liezl Kloppe summited a few mountain peaks in the Maloti Drakensberg World Heritage Site and hiked the beautiful indigenous forests of the Tsitsikamma hiking trail.
- Liezl Kloppe completed the Peninsula Ultra Fun Run for the fifth time.
- Following a very successful Two Oceans Ultra Marathon earlier this year (19th position in the Women's Race), Sarah Silber completed her first Comrades marathon. She ran a fantastic time of 7:54:11, she won a Bill Rowan Medal and she finished among the Top 50 Women. Sarah also took part in the Cape Town Marathon in October.



## Evaluation of services

### Work session feedback

*"Valuable information on exam techniques were shared which could help improve how we approach studying and exams."*

*"The helpful techniques put me in a more calming mood for exams."*

*"The session was relevant, and it was an eye-opening session. It helped me to realise many things and that you can't pile up your emotions or it will blow up. Also enjoyed the video illustration."*

*"Many students never learned how to learn and this workshop is a great opportunity to do so."*

*"The presenter made me feel confident that this was a good step toward self-management and gave me some hope. I appreciated the holistic view of self and made me think about my attitude toward some things."*

*"It is great way to learn more about yourself and how to study smarter and make yourself a better student."*

## Graphic summary of workshop feedback

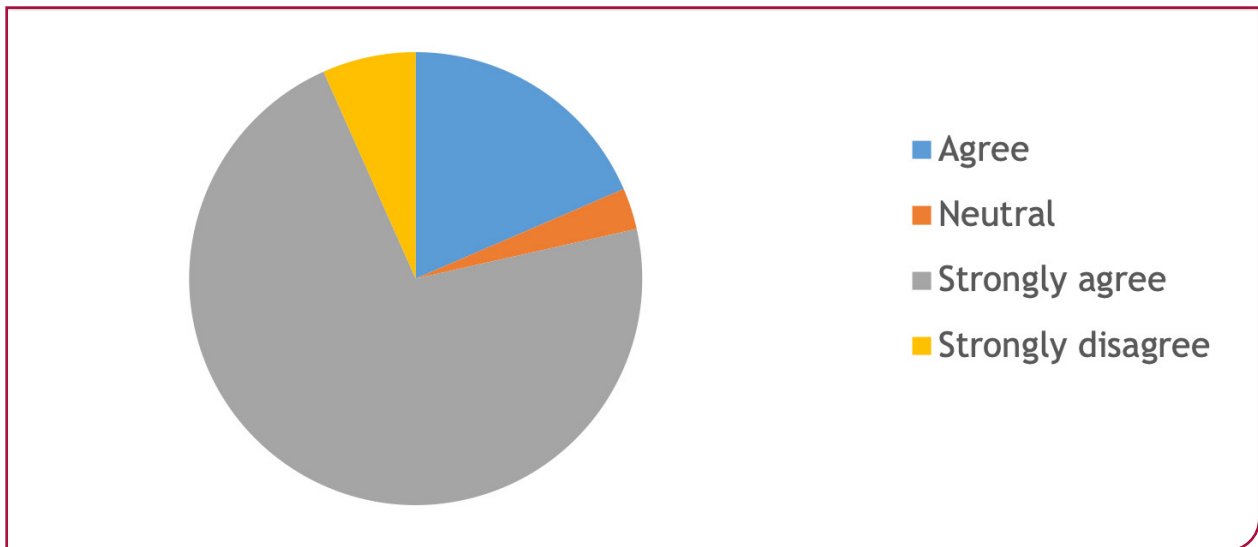


Figure 1: Knowledge and information gained from this session met my expectation

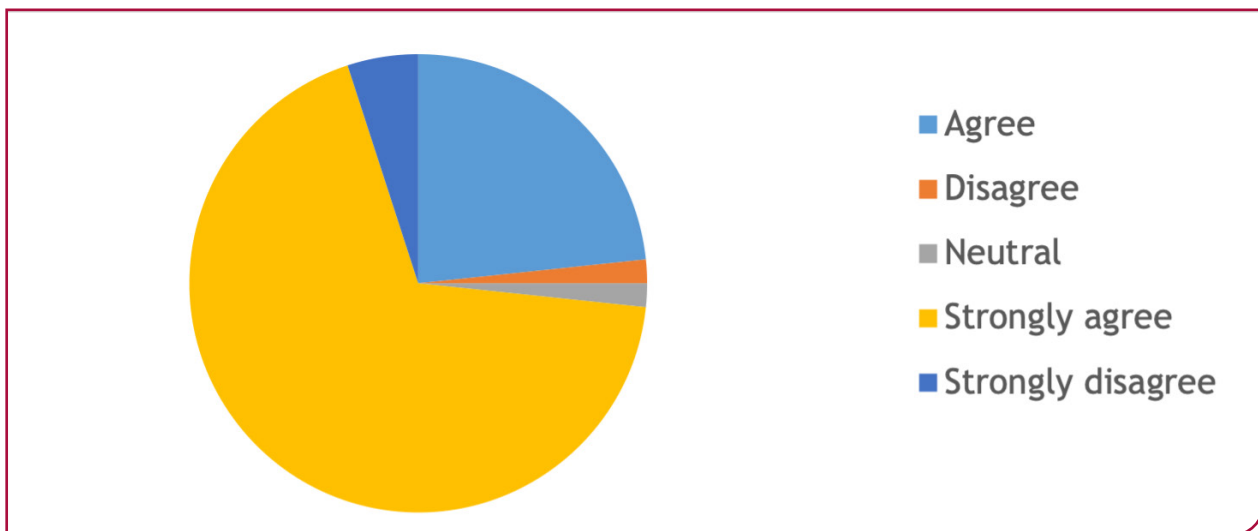
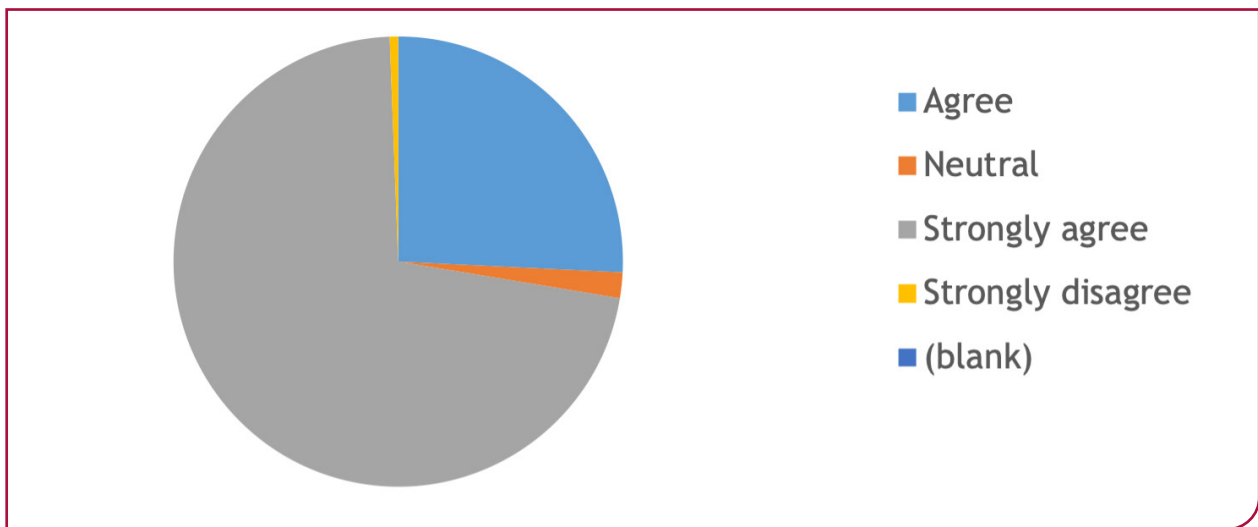
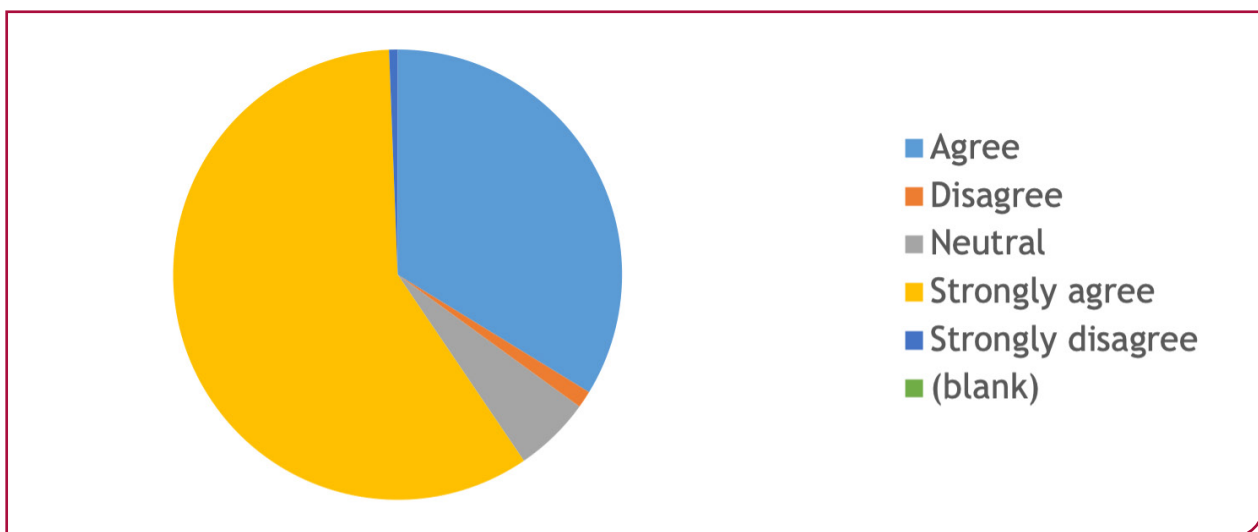


Figure 2: The content of the session will be useful/applicable in my studies/personal development



**Figure 3: The facilitator was knowledgeable on the topic**



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

## Committee involvement

- Elmien Sinclair serves on the EDP Steering Committee, SU.
- Elmien Sinclair serves on the SUNSuccess Project Management Committee, SU.
- Elmien Sinclair serves on the Institutional Committee on Suicidal Behaviour, SU.



## Statistics on service delivery

**Table 1: UACD work sessions**

Work session	Number of participants	Group
<b>January</b>	<b>550</b>	
VIA Strengths	550	SU Mentors
<b>February</b>	<b>320</b>	
i-Kit: Study skills	18	Mixed group
Postgrad Self-Management	11	Hons Applied Math students
The Role of Mental Health Professionals	93	Extended Degree Programme (EDP) Faculty of Economic and Management Sciences (EMS) Students
EDP mentors and Paying It Forward (PIF) companions support session	65	EDP mentors and PIF companions
i-Kit: Study skills	35	High Performance Sport
i-App: Self-development	13	Mixed group
Time Management & UACD Services	50	Heemstede students
EMS: Administration of Jung Personality Questionnaire	35	EMS Optimus Programme
<b>March</b>	<b>150</b>	
i-Kit: Study Skills	40	Mixed Group
i-Kit: Study Skills	35	High Performance Sport
Personality	35	Optimus students
i-App: Self-development	9	Mixed Group
i-Steer: Time Management	4	Mixed Group
i-Steer: Time Management	27	Sport Science students

<b>April</b>	<b>282</b>	
Neuro-Agility Profile (2 follow-up sessions)	110	EMS: EDP students
i-App: Self-development	16	Mixed Group
Neuro-Agility Profile (2 follow-up sessions)	44	Thutuka students
Stress & Time management	27	Faculty of Medical and Health Sciences: MenTuts
i-Kit: Study Skills	34	Mixed Group
Stress & Time management	40	MenTuts
Time Management	11	Mixed Group
<b>May</b>	<b>74</b>	
i-Steer: Time Management	12	Mixed group
i-App: Self-development	10	Mixed group
i-Prep: Be exam ready	52	Mixed group
<b>July</b>	<b>11</b>	
i-App: Self-development	11	Mixed group
<b>August</b>	<b>35</b>	
i-Kit: Study skills	35	Mixed group
<b>September</b>	<b>51</b>	
i-Kit: Study skills	39	Mixed group
Stress Management	12	Social Sciences
<b>October</b>	<b>451</b>	
Study Skills	89	EMS students
iTick: Time management	23	Mixed group
Exam Skills	50	EMS students

Stress Management	80	Agri Sciences First-year students
Intro to CSCD	24	Sonop students
Study skills	2	Sports Science
i-Steer: Time Management	32	Mixed group
i-Prep: Be exam ready	39	Mixed group
Time Planning	60	EMS students
Stress Management	52	EMS students

**Table 2: Community school interventions, educational psychology interns: Sarah Silber and Lelani Cloete**

Type of sessions	Description	Number of participants	Month	Intern
Assessments	Comprehensive Psycho-educational	1	February	Sarah Silber
Assessments	Comprehensive Psycho-educational	1	March	Sarah Silber
Assessments	Comprehensive Psycho-educational	1	August	Lelani Cloete
Assessments	Comprehensive Psycho-educational	1	November	Sarah Silber
Assessments	Comprehensive Psycho-educational	1	November	Lelani Cloete
	<b>Total</b>	<b>5</b>		
Individual Sessions	Learners	51	February	Sarah Silber
Individual Sessions	Learners	41	March	Sarah Silber
Individual Sessions	Learners	48	April	Sarah Silber
Individual Sessions	Learners	15	May	Sarah Silber



Individual Sessions	Learners	55	August	Lelani Cloete
Individual Sessions	Learners	102	September	Lelani Cloete
Individual Sessions	Learners	41	November	Lelani Cloete
	<b>Total</b>	<b>353</b>		
Individual Sessions	Parental Guidance	2	February	Sarah Silber
Individual Sessions	Parental Guidance	4	March	Sarah Silber
Individual Sessions	Parental Guidance	4	April	Sarah Silber
Individual Sessions	Parental Guidance	1	August	Lelani Cloete
Individual Sessions	Parental Guidance	2	November	Lelani Cloete
	<b>Total</b>	<b>13</b>		
Individual Sessions	Teachers	10	February	Sarah Silber
Individual Sessions	Teachers	11	March	Sarah Silber
Individual Sessions	Teachers	9	April	Sarah Silber
Individual Sessions	Teachers	4	May	Sarah Silber
Individual Sessions	Teachers	3	August	Lelani Cloete
Individual Sessions	Teachers	8	September	Lelani Cloete
Individual Sessions	Teachers	6	November	Lelani Cloete

	<b>Total</b>	<b>51</b>		
Calling Academy	Comprehensive Psycho-educational	8	June – July	Sarah Silber & Lelani Cloete
Kayamandi	Career Development	1	June – July	Sarah Silber

## Unit for Graduand Career Services (UGCS)



### A reflection on the Unit's year

Our Unit has always financed most of our core services from our third-stream income. This includes funding for our administrative position (reception), our student assistant position, registration fees for our South African Graduate Recruiters Association (SAGEA) membership, annual renewal fees for Symplicity (MatiesCareers), our career services management platform, registration fees for attending the annual SAGEA Conference and our annual career fairs, and initial funding for our annual publication. Due to a declin-

ing third-stream income, 2022 was a very challenging year for our Unit. We had to stick to what worked while trying to extend our reach via affordable options. This impacted on our strategic goals and the services that we could offer. Cost-cutting decisions that we had to take was not hosting our own SU-branded career fair and limiting our Graduate Recruitment publication to an online version without making any hard copies available. We renewed our Symplicity contract for a period of one year only. It was also possible



to opt for the online attendance of the SAGEA Conference, thereby saving on travel and accommodation costs. Some of our core strategic goals for 2022 were to collaborate with the Central Events and Conferencing Office to gradually manage the return of employers to campus in a safe manner, to increase employers' participation in our Career Khuluma sessions for our students in the Arts and Social Sciences and Science faculties, to continue our collaboration with the mentors and to collaborate with more SU partners. Our collaboration with the mentor system and new University partners made it possible to maximise the usage of Symplicity (MatiesCareers), our career services management system.

### ***a) Achievements***

Despite our struggles with our declining third-stream income, we were nominated again as one of the three finalists for the SAGEA Best Career Services for 2022 Award, as voted for by employers. We are fortunate to have employer partners who believe in our University, our students and the dedication of our Unit. We hosted very successful Career Khuluma sessions with industry partners to address the career needs of our students who might not be targeted sufficiently via the usual career interventions. We renewed old partnerships and fostered new part-

nerships. Our trusted collaborations with the Frederik van Zyl Slabbert Institute for Student Leadership, the Equality Unit, the mentor system, academic departments and student organisations continued to form a big part of our services. Our partnership with the African Institute for Mathematical Sciences (AIMS) – Industry immersion Africa (iiAfrica) led to our Unit receiving a Teaching Excellence Award for our contribution to STEM education. We also collaborated with the Rubix.net community to offer career sessions to our senior students. The training of all senior mentors on navigating our Symplicity (MatiesCareers) platform helped to further grow our services. Another highlight was the two-year co-curriculum recognition granted for Connecting to Industry through Peer Leadership. This was a partnership between our Unit and the Student Consulting Society.

Our participation in the SAGEA GradExpo made sure that our students could capitalise on any opportunities offered by employers that exhibited at the expo. Our student assistant grew in his skills and the value that he added to our Unit. He facilitated some of our work sessions on his own, and he played a pivotal role in some of our Career Khulumas. Our students value his input. We continued our annual Graduate Destination Survey to investigate the first destinations of our graduates.

### ***b) Interesting events***

Our students remain much sought after in the international job market. We experienced an increase in requests to recruit our students for the international job market. It remains an interesting process as we are always aware of the potential brain drain. We do, however, realise that it is the prerogative of our students to take up these international opportunities just as employers have the right to offer these opportunities without working with university partners, but it can really be a win-win for all parties if we collaborate.

### ***c) Partnerships and networking opportunities***

Working collaboratively within the CSCD has improved our partnership with the DU on the recruitment of our students with disabilities.

We can report on the following new partnerships:

- Transformation Office student leaders
- Sports Science
- Engineering Faculty
- AmaMaties.Net
- Rubix.net

### ***d) Challenges***

Our biggest challenge remained the declining third-stream income as it impacted directly on our major services and networking events. We support a cluster approach to extend our reach, but we sometimes had to repeat some work sessions for every residence/PSO where the cluster model was not applied. Another challenge was the response rate of our Graduate Destination Survey. We are working to gain more clarity on possible collaborations with the Gradlinc project and how it will impact on our services and especially our relationship with employers. A further challenge was not having access to campus Wi-Fi in our Unit during loadshedding. Staff safety and wellness also remained a priority as we navigated the challenges caused by the pandemic and the new world of work.

## **Personalia**

- Annette's son completed his master's degree in electrical engineering with distinction at the Cape Peninsula University of Technology.
- Delisha passed her final year bachelors in business administration (BBA) at MANCOSA with 5 distinctions.

## Evaluation of services

We received the following qualitative feedback from students and employers:

Genesis Analytics: *"Many thanks for following up on our trip last week. It was great to be back on campus for both the presentation as well as the prize-giving ceremony. The turnout was good, and students were well engaged."*

LDP: *"I thought it went great, I have quite a few names to contact for clerkship, I think it was a success for sure."*

*"I haven't attended anything this impactful and life changing in ages. The facilitator has so much energy and such a positive outlook on life, it's infectious. I can't wait for the next session."*

*"The lecturer's use of media makes the session very interesting and interactive. All my questions were answered even before asking them. Thank you, Career Services, for these workshops. Everyone should attend them."*

## Committee involvement

Our Unit's staff served on the following committees:

- DSAf Transformation Forum
- DSAf Transformation Charter
- Training of Student Leaders
- Student Affairs Selection Committee
- First Generation Review Committee

## Statistics of service delivery

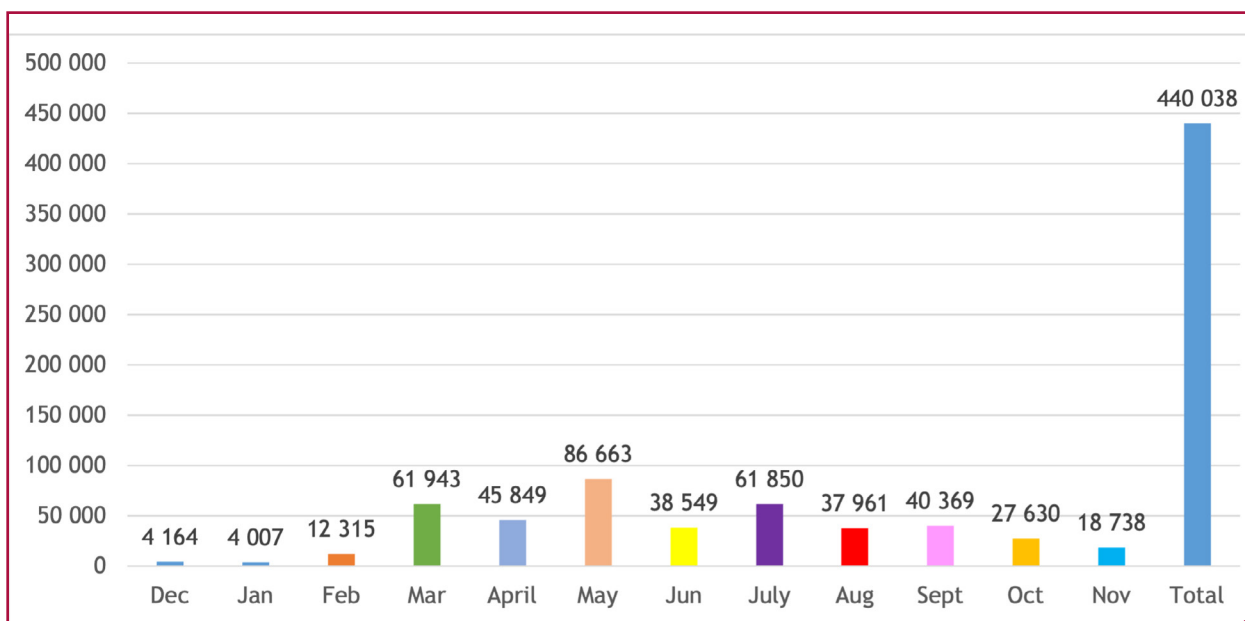
**Table 3: UGCS work sessions**

Work session	Number of participants	Group
<b>January</b>	<b>27</b>	
CV Writing	27	Dietetics students
<b>February</b>	<b>27</b>	
Interview Skills	27	Dietetics students
<b>March</b>	<b>230</b>	
Personal Branding	21	Mixed Group
Job-Seeking Skills	52	Mixed Group
LinkedIn Optimisation	65	Mixed Group
CV Writing Skills	92	Mixed Group
<b>April</b>	<b>726</b>	
Cover Letter Writing	8	Mixed group
Personal Branding	23	Thuthuka students
CV Writing	257	Sports Science students
Interview Skills	53	Logistics Honours students
Interview Skills	31	Mixed group
Personal Branding	97	Tygerberg Post Grads
LinkedIn Optimisation	97	Tygerberg Post Grads
LinkedIn Optimisation	23	Thuthuka students
Personal Branding	53	Logistics Honours students

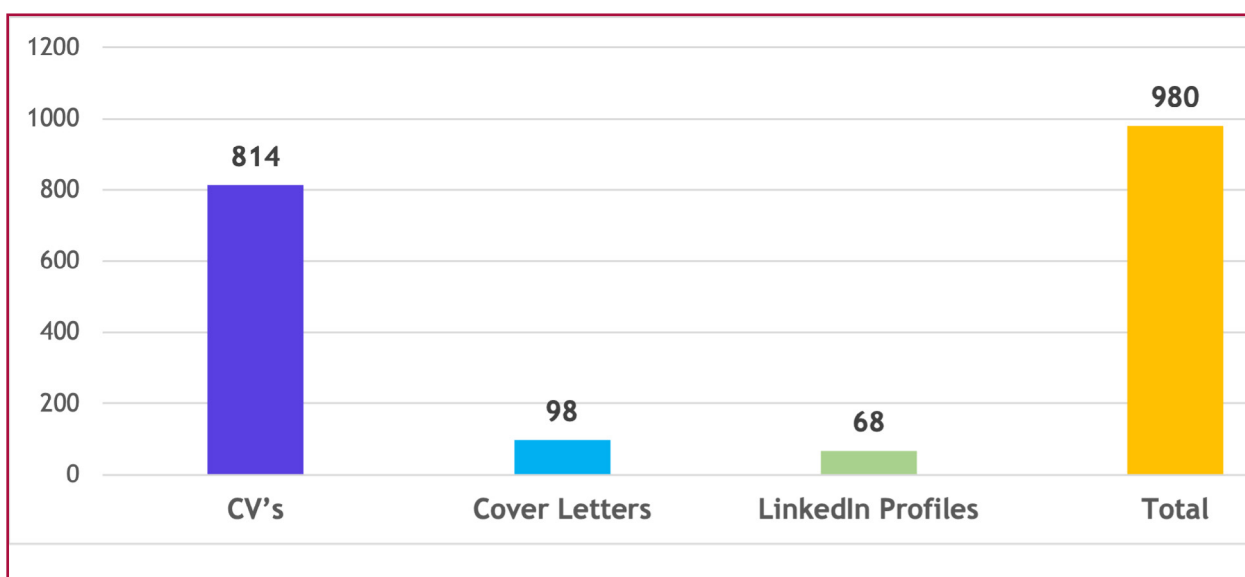


LinkedIn Optimisation	53	Logistics Honours students
Job-Seeking Skills	31	Mixed group
<b>May</b>	<b>279</b>	
Personal Branding	14	Political Science Post grads
LinkedIn Optimisation	14	Political Science Post grads
CV Writing	30	Mixed Group
CV Writing	17	Transformation Office Student Leaders
Personal Branding	50	Transformation Office Student Leaders
CV Writing	53	Logistics Honours
Interview Skills	32	Mixed Group
Job-Seeking Skills	32	Mixed Group
Career Khuluma – Non-Linear Career Paths	37	Mixed Group
<b>July</b>	<b>450</b>	
Optimising your LinkedIn Profile	36	OPTIMUS students
Interview Skills	249	Sports Science students
Interview Skills	23	Thuthuka students
Job-Seeking Skills	17	Mixed group
Interview Skills	23	OPTIMUS students
Optimising your LinkedIn Profile	74	Engineering students
Optimising your LinkedIn Profile	28	Mixed group
<b>August</b>	<b>449</b>	
Personal Branding	97	African Institute for Mathematical Sciences (AIMS) students
LinkedIn Optimisation	97	AIMS students

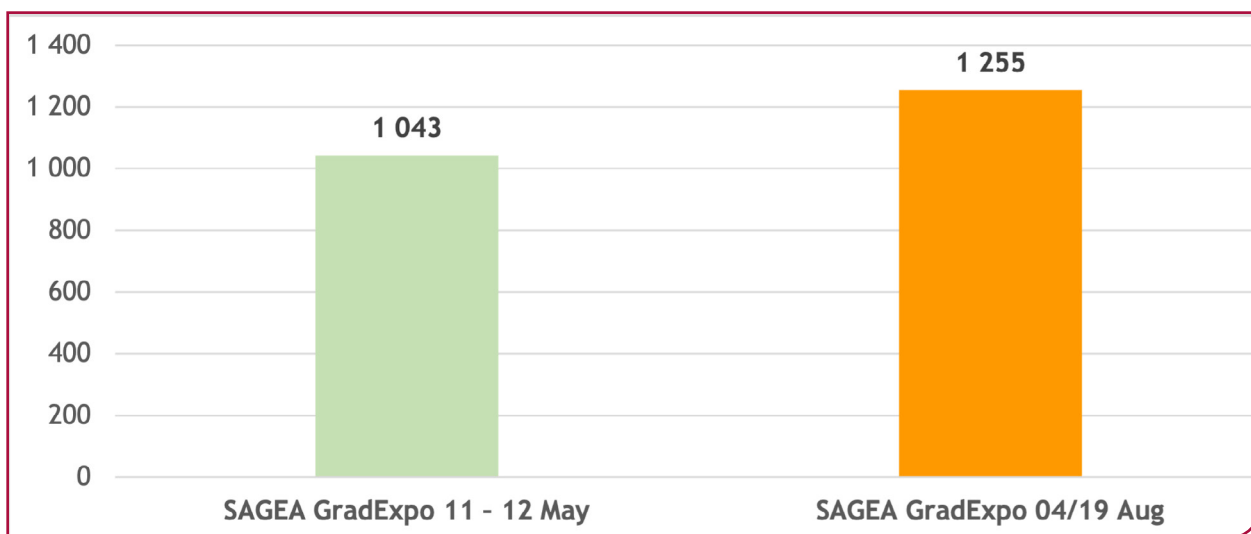
Personal Branding	21	Theology students
LinkedIn Optimisation	21	Theology students
CV Writing	49	Mixed group
Career Khuluma	85	AIMS students
CV Writing	22	Theology students
Interview Skills	30	Mixed group
LinkedIn Optimisation	27	Head Mentors
<b>September</b>	<b>226</b>	
CV Writing	23	Thuthuka students
Interview Skills	39	Rubix cluster
Interview Skills	18	Mixed group
LinkedIn Optimisation	33	Rubix cluster
CV Writing	33	Rubix cluster
Personal Branding	40	EDP students
LinkedIn Optimisation	40	EDP students
<b>October</b>	<b>93</b>	
Personal Branding	27	Dietetics students
Interview Skills	33	EDP students
CV Writing Skills	33	EDP students



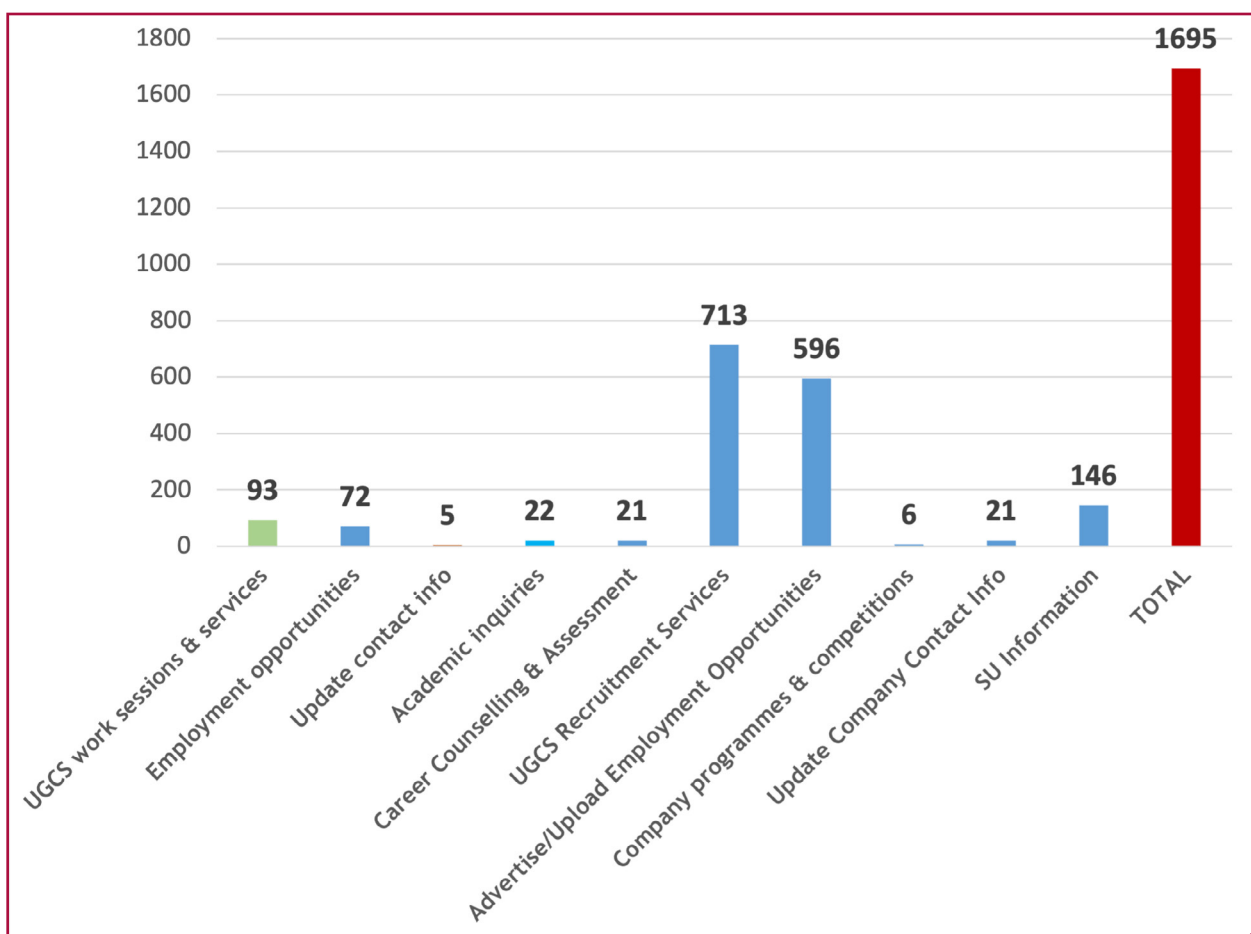
**Figure 5: Mailshots – students reached**



**Figure 6: Career development editing services**



**Figure 7: SAGEA virtual career fairs registered SU students**



**Figure 8: Student & employer inquiries on careerservices@sun.ac.za**



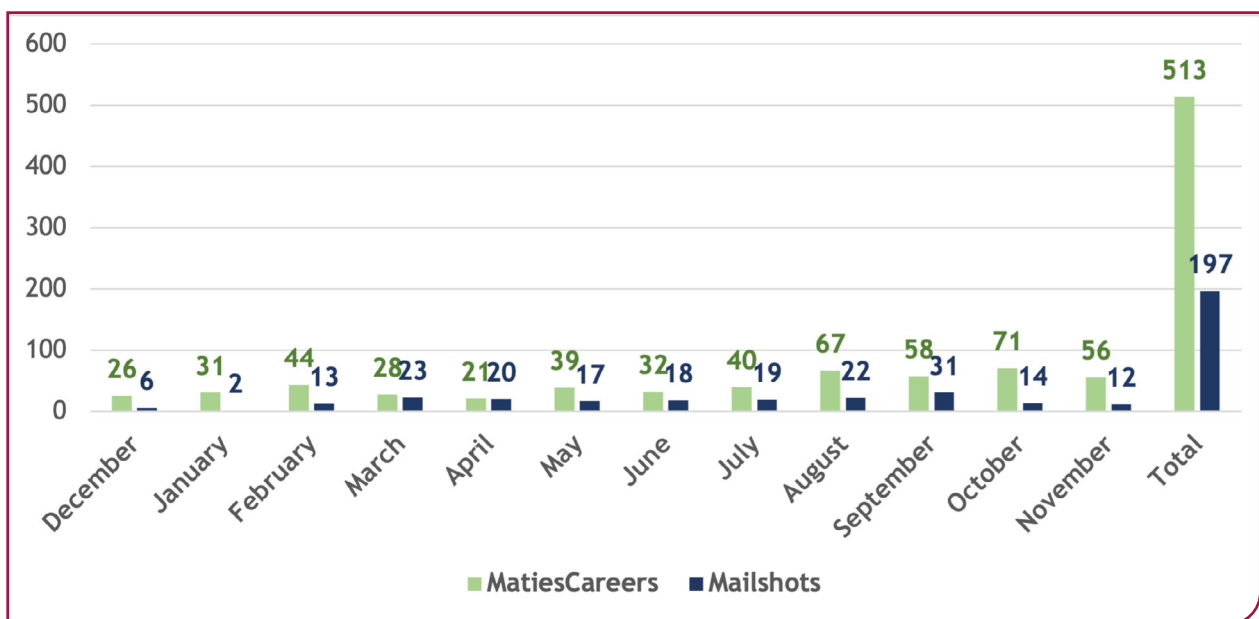


Figure 9: Number of jobs posted via MatiesCareers and Mailshots

## Disability Unit (DU)



### A reflection on the Unit's year

#### *a) Orientation for first-years*

This year, our February walk-in orientation session for first-year students and their parents was held across two offices, the Resource Office at HUMARGA and the DU at 39 Victoria Street. We also had individual sessions for students experiencing discomfort in the big-group context.

#### *b) Lead with Disability programme*

More students took part in our co-curriculum recognised hybrid Lead with Disability programme this year. In the first semester 5-week programme, 19 students participated, and in the second semester, we had 42 enrolments. The aim of the

programme is to raise more awareness around diversity, inclusion and disability sensitisation. Students really enjoyed the new interactive sessions on assistive technology and engaging with someone with a disability in which they could ask questions on the life experiences of students and staff with disabilities.

### ***c) Test and examination concessions***

During 2022, we processed approximately 394 test and examination concessions applications. Please refer to page 62 and 63 for further details about the process.

### ***d) Casual Day***

Casual Day is South Africa's leading fundraising and awareness campaign for persons with disabilities by the National Council of and for Persons with Disabilities. The theme this year was #ICelebrateSA. We conducted this event in collaboration with the Transformation Office. The event was focused on celebrating persons with disabilities in sports.

### ***e) Siyakhula (We are growing)***

The Siyakhula session in collaboration with the Human Resources Department this year was themed Disability in the home, study and workspace: A focus on neurodiversity and support. It highlighted the need for line managers to be more

supportive of the staff with disabilities in their departments. Too many staff and students are still being misunderstood and under supported; just because a disability is not visible does not mean that it does not exist.

### ***f) The Stellenbosch Municipality Community Development Division Women's Day event***

The Stellenbosch Municipality Community Development Division in collaboration with the DU hosted a Women's Day event in Stellenbosch Town Hall. The aim was for organisations and women with disabilities to celebrate all women in society with a specific focus on the safety of women and persons with a disability.

### ***g) Peer-to-peer facilitation: Universal access***

We started a peer-to-peer facilitation programme this year. The students have had international engagements already, with inter alia the Postgraduate and International Office and the International American nongovernmental organisation ProjectLets. This group is diverse, inclusive of students with disabilities and nonbinary students, from multiple racial, language and cultural backgrounds, and provides a safe space for students to be themselves.

## Personalia

In July 2022, Luigia Nicholas joined the DU team as Coordinator: Marketing and Training. The first two First Rand Foundation interns, Kathlynn Koopman and Ngobile Mtolo, also joined our team. These additions have enriched our work and what we can do as a team.

## Evaluation of services

The following are quotes or feedback from students:

*"It's Mx here regarding the meeting we had last time which was indeed a great honour and privilege – very impactful in all aspects."*

*"The value of the P2P programme and what it means to me – it's the one time I get a chance to pause the day and share with others my experiences and observations on student life in and around Stellenbosch. Having the P2P members listen and relate to what I have to say is comforting – it helped me with coping in an environment where I feel it doesn't reflect the real South Africa."*

*"I'm looking forward to being the best teacher, fostering a greater appreciation and affection for science education in the learners I teach, erasing negative perceptions that are perceived about Maths and Science, and ex-*

*celling in my teaching career. Again, many thanks to this trust, I hope and wish that it further assists other students in the future."*

*"It was great meeting you and we left feeling very grateful to have found you & to feel that Mx can be supported in several ways!"*

*"I appreciated the fact that the participants and the facilitator could share their own lived experiences as real-life examples because it allowed for those who may not have had an understanding of how biases, stereotypes and ableism operates on various levels and how it affects persons with disabilities. And also, why it is important to ask a person with disabilities if they would like assistance and not just assume that persons with disabilities are incapable of helping themselves and should thus be pitied, because that is ableism and it is also wrong to take away someone's choices or let them to choose to do things on their own ..."*

## Committee involvement

Our Unit's staff served on the following committees:

- Melanie Willems serves on the DSaF Transformation Forum, SU
- Marcia Lyner-Cleophas serves on the Institutional Transformation Committee, SU



## Statistics on service delivery in the Resource Office (academic text conversion)

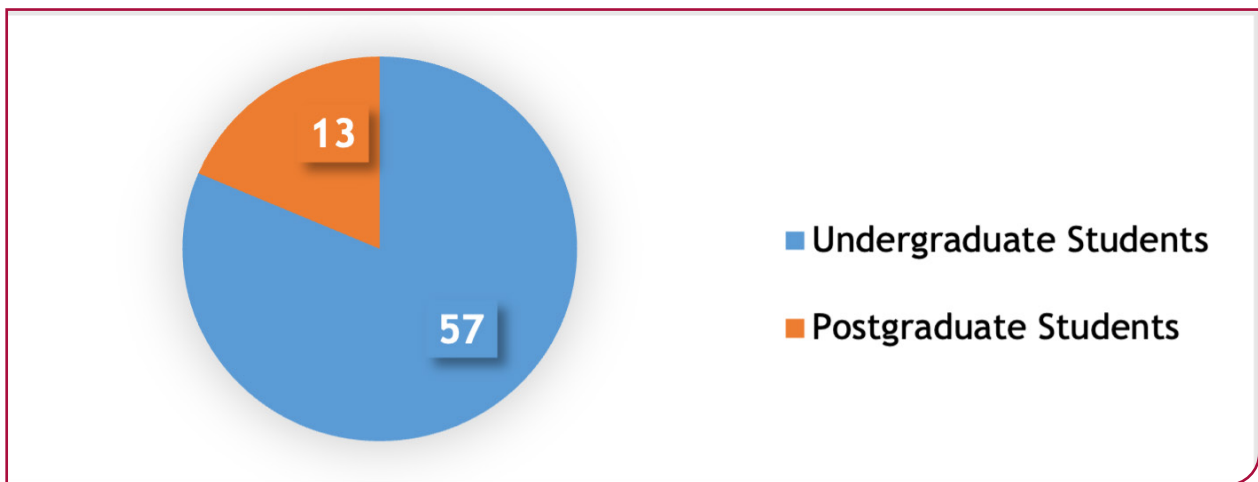


Figure 10: Text conversion support rendered to mainly students with print disabilities

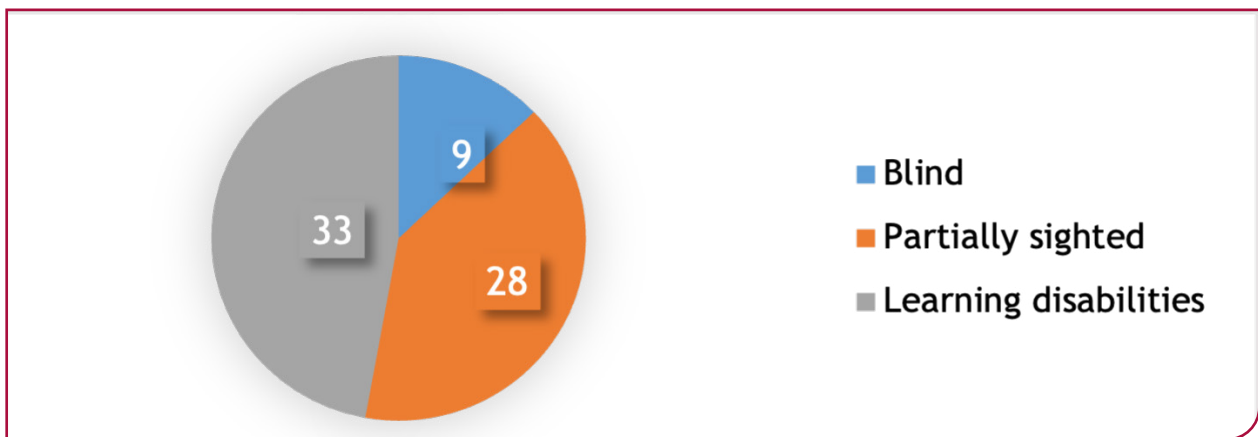
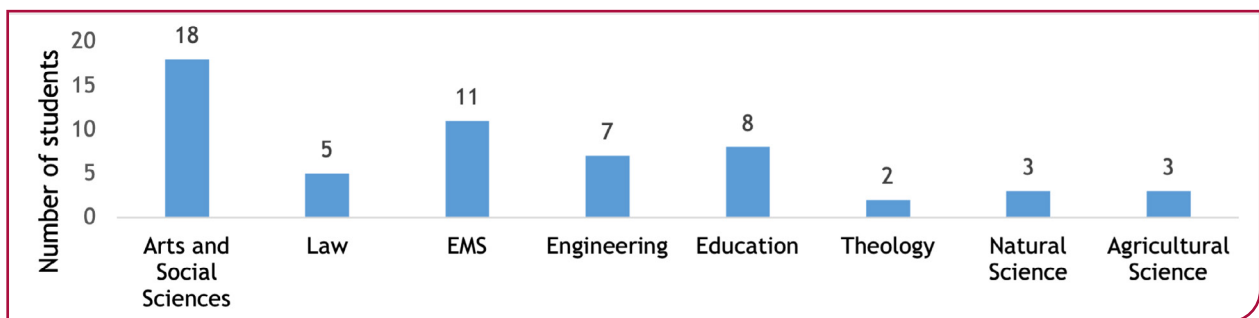
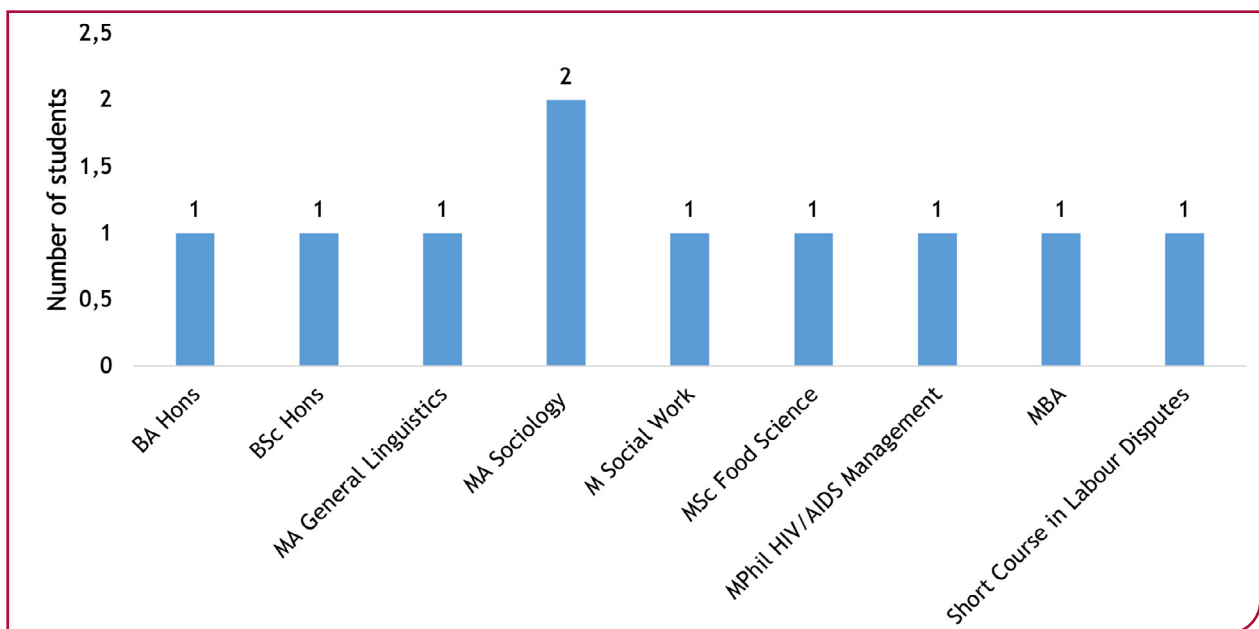


Figure 11: Disability categories receiving support in the Resource Office



**Figure 12: Undergraduate support per faculty**



**Figure 13: Postgraduate support per degree**

**Table 4: DU work sessions**

Work session	Number of participants	Group
<b>January</b>	<b>504</b>	
Disability Inclusion for Mentors	504	Mentors and head mentors
<b>February</b>	<b>143</b>	
DU and Interns	3	CSCD Educational Psychologist Interns
Orientation for students with disabilities	40	Parents, first-years, mentors
Disability Inclusion for United Nations Association of South Africa (UNASA) & Nemesia students	100	UNASA committee and Nemesia residence
<b>April</b>	<b>61</b>	
Lead with Disability Programme	42	Mixed group (disabilities and non-disabilities)
Autism group: academic concessions	5	Only students on the autism spectrum and one lecturer
Lead with Disability Programme	14	Mixed group (disabilities and non-disabilities)
<b>May</b>	<b>14</b>	
Lead with Disability Programme	14	Mixed group (disabilities and non-disabilities)
<b>July</b>	<b>192</b>	
Lead with Disability	21	Mixed group
Industrial Psychology lecture: Disability & Employment	171	Industrial Psychology 1 students

<b>August</b>	<b>210</b>	
Lead with Disability	210	Mixed group
<b>September</b>	<b>152</b>	
Casual Day awareness raising	33	Mixed group: staff and students
Student leadership training	24	Mixed group – SRC and Residences leadership
Siyakhula series: Disability in the home, study and workplace	67	Mainly SU staff
Midday Knowledge	28	Mainly SU staff
<b>October</b>	<b>28</b>	
Critical Engagement Forum training on disability inclusion	6	Critical engagement house committee members
Brand implementers workshop: accessibility	22	Brand implementers at SU and external parties



# Unit for Psychotherapeutic and Support Services (UPSS)



## A reflection on the Unit's year

Charl Davids, who has been the CSCD Deputy-Director and Head of the UPSS since 2019, acted in the position of Director: CSCD for the period between January and September 2022 and was appointed as Director: CSCD as from 1 October 2022. Elmarie Kruger was appointed as acting

head of the Unit for 2022. The Unit also saw four resignations, those of two clinical psychologists, one clinical psychologist on contract (funded by the Dell Young Leaders programme) and the administrative officer on Tygerberg campus. The head and psychologist positions could not be filled

to date, which meant that the Unit functioned with lower capacity during the past year while also experiencing an increase in the number of students presenting with severe mental health issues. The impact of COVID-19 on the mental health of people globally and especially on students has been researched and documented, and the UPSS also saw evidence of this impact through the mental health issues and challenges that students presented with.

The University as a whole was shaken by various incidents of racism, sexual assault and other traumatic incidents that impacted significantly on the wellness of students. The two suicides that tragically took place on campus had a significant impact on the services that the UPSS provided to support fellow students who were affected by these sad losses. The last two incidents led to the establishment of an Institutional Committee on Suicidal Behaviour, chaired by the Deputy Vice-Chancellor. The CSCD actively participated in these meetings to explore ways of addressing relevant issues pertaining to the factors that put students at risk. Having to respond to students who are struggling with severe mental health issues and are at risk impacted on our ability to provide a service to students in general, and this year saw an increase in the waiting list and waiting times to access individual therapy. To mitigate the impact, a number of groups were put in place and more consultants

were employed. A special thanks to the office of the Senior Director: Student Affairs (Dr Choice Makhetha) for the financial support that was made available in this regard.

The UPSS team (staff as well as consultant-psychologists and -counsellors) should be commended for their commitment during a trying year. A special thank you to the ER24 counsellors who augmented our crisis service on a 24-hour basis throughout the year.

### ***a) New ventures and interesting events***

Various talks, training sessions and support groups were facilitated throughout the year, addressing topics that applied to students and their wellness (see the full list of events under group work). Some of the sessions that we would like to highlight included the following:

- In addition to the existing support groups that were offered (the anxiety and depression groups and a bereavement group), this year we also added new initiatives with regard to our group offering: Dialectical Behaviour Therapy groups, a neurodiversity/ADHD group and various mindfulness-based offerings that were very well received.
- We gave presentations on topics related to self-care, stress management and wellness for various student groups.

- We provided training of student leaders and other role players, for example Campus Security staff and staff within the Faculty of Economic and Management Sciences, on referrals and management of psychological emergencies on campus.
- The CSCD also embarked on a series of presentations in all the participating residences in August to engage with students on campus events and raise awareness regarding our services.
- During September and October, the UPSS was involved in a number of activities focused on mental health awareness in conjunction with other stakeholders, for example a Go-dance workshop series arranged by Lamese Chetty (office of the Vice-Dean: FMHS), a Creative Expressions hosted by the Drama Department and an event on the Rooiplein that was co-hosted by the newly-elected Students' Representative Council and the South African Depression and Anxiety Group.

### ***b) Partnerships and networking opportunities***

The UPSS works closely with the other units within the CSCD, especially with the UACD, in terms of providing a holistic service to students and supporting the interns at the UACD with supervision and clinical guidance as needed.

Our partners in terms of service delivery to students include the two other Centres falling under DSAf (the Centre for Student Communities and Centre for Student Leadership, Experiential Education and Citizenship), Campus Health, the Stellenbosch provincial hospital as well as other psychiatric service providers, the support staff and lecturers in all the various faculties, the Dell Young Leaders programme of the Michael & Susan Dell Foundation and the Ikukasa Student Financial Aid Programme/Student Wellness and Support Programme. Staff from the UPSS participated in the various committees on campus, contributing to student wellness, for example the Institutional Committee on Suicidal Behaviour, the FMHS Health Committee, the Dean's Committee for Transformation, the Advisory Committee for Student Affairs, the various readmissions committees for 2022, and others.

## **Personalia**

The UPSS had to say goodbye to four staff members who resigned during the past year:

Liani Joubert (clinical psychologist, Tygerberg campus), Tamsyn Manuel (clinical psychologist, Stellenbosch campus), Jade Petersen (clinical psychologist on contract, funded by the Dell Young Leaders pro-

gramme) and Lauren Abrahams (administrative officer, Tygerberg campus) left our Unit at the end of 2021 or in 2022.

Charl Davids, who was Deputy-Director/Head of the UPSS was appointed as Director of the CSCD as from 1 October 2022, so although it was a loss for the Unit, it was a gain for the Centre as a whole.

We were joined by Belinda Sheldon who was appointed on contract as a full-time administrative officer at Tygerberg campus.

## Committee involvement

Staff from the UPSS participated in various committees on campus, contributing to student wellness:

- The Institutional Committee on Suicidal Behaviour
- The FMHS Health Committee
- The Dean's Committee for Transformation
- The Advisory Committee for Student Affairs
- The various readmissions committees for each faculty for 2022 readmission



## Statistics on service delivery

**Table 5: UPSS work sessions**

Work session	Number of participants	Group
<b>January</b>	<b>497</b>	
Mentor Training: CSCD Services and Scenarios – 3 sessions of 90 minutes each	400	Mentors – mixed group
Rural Clinical school Orientation	30	Mixed group
Mentor Training: CSCD Services and Scenarios	67	Mentors – mixed group
<b>February</b>	<b>292</b>	
Substance Abuse	10	International Students
Welcoming Session: Introduction to CSCD services	102	Parents of FMHS first-year students
Introduction of CSCD Service	10	International students from Business School
Introduction to CSCD Services and referrals (scenarios)	40	Senior students within Faculty of Education who are Mentors
Introduction of CSCD Services	50	First-year Vesta students
Debriefing	40	Physiotherapy second year students
Crisis Management in Residences	10	Huis Russel Botman students
Welcoming programme information sessions	30	First-year Theology students
<b>March</b>	<b>165</b>	
Students Induction – Student Wellness	17	Moshal SUN students
Introduction of CSCD services and Adjustment to Campus	20	First-year BAcc students, Thuthuka Bursary students



Mental Health Awareness and CSCD services	47	Department of Medical Microbiology postgraduate students and staff
CSCD services	17	Postgraduate Physiology students
Workshop on Resilience and Wellness	10	Postgraduate students at the Centre for Studies in Historical Trauma and Transformation
Presentation on Wellness and Selfcare	16	Thuthuka Bursary students, First-year BAcc
CSCD Services	38	Tygerberg Postgraduate Student Committee PhD Students
<b>April</b>	<b>175</b>	
Golden Key Society – Post covid	25	Mixed group
TSR Wellness Reflection	18	TSR students
Stress Management and CSCD Services	35	Speech Therapy III Class
Adjustment, Wellness and Mental health	80	Mixed group but mostly first-year from Faculty of Arts and Social Sciences
Anxiety and Depression Skills groups	17	Mixed group
<b>May</b>	<b>137</b>	
Emotional Intelligence and Conflict resolution for Student Leaders	50	Mixed group – Student Societies Council
Embracing your mental health and CSCD services	20	Postgraduate Physiology students
Neuro-Diversity Support group	10	Mixed group
Anxiety and Depression Skills groups	57	Mixed group
<b>June</b>	<b>109</b>	
Neuro-Diversity Support group	20	Mixed group
Debrief Group (Maties Hockey)	12	Mixed group

Lecture: International Summer School: Public Health – Psychiatry	10	Mixed group – International students and two SA students
Anxiety and Depression Skills group	67	Mixed group
<b>July</b>	<b>215</b>	
Neuro-Diversity Support group	17	Mixed group
Presentation on CSCD services	169	Undergraduate BSc Students
Anxiety and Depression Skills groups	28	Mixed group
Addictive Behaviour Group	1	Mixed group
<b>August</b>	<b>345</b>	
Neuro-Diversity Support group	17	Mixed group
Anxiety and Depression Skills Group	74	Mixed group
Clinical Exposure Reflection Group	30	Speech Therapy III students
CSCD Info and Anxiety Management intervention (Face-to-face and online)	200	MB ChB 1 Class in cooperation with Dr Derick Van Vuuren and Lamees Chetty
BASC Video: Support to students with Gender Based Violence trauma	3	Faculty of Arts and Social Sciences students
Presentation on CSCD services	4	Humanities extended degree, first-years
Addictive Behaviour Group	17	Mixed group
<b>September</b>	<b>222</b>	
Orientation Mindfulness Based Stress Reduction (MBSR) Programme	12	Mixed group
Training on referral to CSCD and Crisis management	20	Mixed group – HK Wellness
Referral to CSCD and ER24	50	Campus Security Staff
Anxiety and Depression Skills groups	128	Mixed group
Addictive Behaviour Group	9	Mixed group
Depression and Anxiety Support Group	3	Mixed student group from UPSS waiting list

<b>October</b>	<b>267</b>	
Creative expressions evening with the Drama Department	60	Mixed group
MBSR sessions (four follow-up sessions)	10	Mixed group
Anxiety and Depression Skills groups	132	Mixed group
Debriefing Session (Irene Residence)	5	Mixed group
Addictive Behaviour Group	14	Mixed group
Debriefing Session with Rozenhof Residence students	13	SciMathUS students
Depression and Anxiety Support Group	9	Mixed group
Dialectical Behaviour Therapy (DBT) (Face-to-face and online sessions)	24	Mixed group
<b>November</b>	<b>170</b>	
CSCD presentation on services and wellness	40	Mixed group – AIMS post graduate students
Mental health and selfcare	20	Mixed group – Post Graduate Process Engineering students & staff
Bereavement support group	3	Mixed group
Anxiety and Depression Skills groups	49	Mixed group
Debriefing session (Heemstede Residence)	6	House Committee Members
Debriefing session (Irene Residence)	3	House Committee Members
Addictive Behaviour Group	5	Mixed group
Referral to CSCD and ER24	25	Campus Security Staff, Tygerberg Campus
MBSR Class (five follow-up sessions)	12	Mixed group
DBT (Online)	4	Mixed group
Depression and Anxiety Support group	3	Mixed group

# General Centre for Student Counselling and Development 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!

## Centre for Student Counselling and Development total statistics

**Table 6: Sessions at SU residences and private student organisations during August**

Session	Number of participants
Introduction to the CSCD's services	787

**Table 7: Sessions presented by CSCD management**

Session	Number of participants	Group
Racism group session	180	Huis Visser residence
Racism group session	120	Huis Marais residence
Racism group session	120	Huis ten Bosch residence
Mental health awareness group session	50	Sonop residence
Debriefing session after urination incident group session	8	Huis Marais residence HK
Debriefing session after urination incident group session	50	Huis Marais residence
Community building group session	60	Huis Marais residence
Community building group session	80	SOAR (First generation students)
Suicidal management group session	40	Sonop residence
Suicidal management group session	40	Heemstede residence
Suicidal management group session	70	Simonsberg residence
Siyakula		Radio talk
Preparing for examinations		Radio talk



**Table 8: Number of individual sessions per CSCD units**

DU	582
UACD	3 764
UGCS	24
UPSS	9 678
Grand Total	14 048

**Table 9: Number of sessions per gender**

Female	9 928
Male	4 031
Other	89
Grand Total	14 048

**Table 10: Number of sessions per faculty**

Agrisciences	951
Arts And Social Sciences	3 593
Econ and Management Sciences	2 479
Education	611
Engineering	1 491
Law	466
Medicine And Health Sciences	1 785
Science	2 234
Theology	244
Blank	194
Grand Total	14 048

**Table 11: Number of sessions per population group**

Asian	48
Black	5 853
Coloured	3 003
Indian	416
White	4 177
Withheld	357
Blank	194
Grand Total	14 048

**Table 12: Number of sessions per campus**

Business School	153
Elsenburg	82
Stellenbosch Campus	12 082
Tygerberg Campus	1 537
Blank	194
Grand Total	14 048

## Research and personal development of staff

### Unit for Academic Counselling and Development

#### *a) Training*

Erna Gerryts, Christa Koch and Rotakala Sadiki: Psychopharmacology: Do you know what you need to know? Psychology CPD Well.

Liezl Klopper and Christa Koch: WAIS-IV training. Ann Nortjé.

Liezl Klopper: BWRT Level 1 refresher course.

Lelani Cloete and Sarah Silber: EPASSA workshops for intern educational psychologists. Topics: Therapy with clients managing trauma; Using creative expressive arts in therapy; Narrative therapy with clients who identify as queer.

Erna Gerryts: Foundations in Transactional Analysis (TA). Sacco Consulting.

#### *b) Conferences attended*

Liezl Klopper, Christa Koch and Sarah Silber: Conference on Race and Transformation in Higher Education, Stellenbosch. 15 – 17 November 2022.

### Unit for Graduand Career Services

#### *a) Training*

Delisha van Neel completed her second year of studies at MANCOSA successfully and registered for her final year to obtain her BBA (bachelors in business administration).

#### *b) Conferences attended*

Marquard Timmey, Wilna Naude, Annette Joubert and Thobeka Msi: SAGEA Development Conference.

### Disability Unit

#### *a) Training*

Lizelle Apollis, Ilse Erasmus, Pippa Louw, Marcia Lyner-Cleophas, Meagan Minnaar and Melanie Willems: Change Cycle training.

Lizelle Apollis: The fundamentals of grant proposal writing Building your academic career; CPD Well: Psychopharmacology – do you know what you need to know?; Employee Wellness programme information session; Trilateral Pass programme.

Luigia Nicholas: Completed Postgraduate Diploma in Disability and Rehabilitation

Studies at SU; Reasonable Accommodation in Higher Education; Short Course on Disability and Sexuality.

Claudia Saunderson: International Wayfinder Life Coach training and is now a certified coach.

### ***b) Conferences attended***

Luigia Nicholas, Marcia Lyner-Cleophas and Melanie Willems: Higher and Further Education Disability Services Association regional meeting.

Lizelle Apollis, Luigia Nicholas and Melanie Willems: Transformation Indaba.

Lizelle Apollis, Luigia Nicholas, Melanie Willems, Marcia Lyner-Cleophas and Ilse Erasmus: Race and Transformation in Higher Education Conference.

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

### ***a) Training***

Laurinda Milford-Smit, UPSS senior secretary, is busy with third-year psychology.

Nordlind Fouché, counselling psychologist, is busy with a two-year Institute for Mindfulness South Africa Postgraduate Certificate in Mindfulness-Based Stress Reduction.

An-Maree Nel took part in a course on Ericksonian Hypnosis.

Carmen Balie attended a course on Resource Therapy Training.

Staff at the UPSS participated in the CPD WELL options A and C, which included articles on various topics and an ethics workshop on Psychopharmacology by Dr Chris Verster on 2 June.

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

## **Centre for Student Counselling and Development Management Committee**

### ***a) Training***

Marquard Timmey, Elmien Sinclair and Marcia Lyner-Cleophas: Psychopharmacology: Do you know what you need to know? Psychology CPD Well.

Marquard Timmey and Marcia Lyner-Cleophas: Change Cycle training.

Marcia Lyner-Cleophas: Accessibility and Reasonable Accommodation for students and staff with Disabilities in Higher Education.

### ***b) Conferences attended***

Charl Davids: Association of Medical Councils of Africa (AMCOA) International Conference. 3 – 6 October 2022.

Elmien Sinclair: 42nd Annual SAACDHE Conference, Pretoria. 12 – 14 September 2022.

Charl Davids, Elmien Sinclair, Elmarie Kruger and Marcia Lyner-Cleophas, Marquard Timmey: Conference on Race and Transformation in Higher Education, Stellenbosch. 15 – 17 November 2022.

Marcia Lyner-Cleophas: Higher and Further Education Disability Services Association regional meeting.

Marcia Lyner-Cleophas: Transformation Indaba.

## Educational psychology internship programme

### **Internship reflection – Sarah Silber**

Looking back on the past 11 months of my internship, I can hardly believe how much I have learnt and how much my fellow intern Lelani and I have grown in both skills and confidence since our first day on campus. I remember reading about the experiences of last year's interns and thinking to myself that I have such a long way to go before I get to that point! And now here I am ... almost ready to start a new adventure as fully fledged educational psychologist. This experience has been absolutely life changing, and I owe my deepest gratitude to my CSCD colleagues and supervisors for guiding me. I have been challenged to jump out of my comfort zone on multiple occasions this year. Even the transition to seeing clients in person after the COVID-19 rules were relaxed was quite a daunting step. Every time I felt overwhelmed or confused, I was supported and comforted by my colleagues. I learnt the importance of reaching out for help and being vulnerable, a skill I will carry with me throughout my career journey. Through my internship,

I have also discovered my passion for neurodiversity and have been given numerous opportunities to expand on this by consulting with other professionals with similar interests at the CSCD and by being trusted with supporting neurodivergent clients in group and individual settings. I was not sure what area I wanted to specialise in at the start of this year, but now I feel so much excitement about my chosen field of interest. I also absolutely loved my time at A.F. Louw Primary School and will forever treasure the connections I made with the learners there. The student demographic is unique, and I feel privileged to have been a part of the support system during a very difficult year for mental health. It has been wonderful to see the student communities advocate for themselves too and spread awareness of mental health and other issues throughout the year. As much as I believe the students can learn from the CSCD, I think we learn a lot from them too! As I reflect on the past year and all I have learnt, I extend my utmost gratitude to all the staff members of the CSCD, especially the psychologists



and administrative staff members I have worked closely with at the UACD. I am also most grateful for being able to share this experience with my fellow intern Lelani, who I know will be my lifelong friend and who has been a source of constant light and laughter this year. As I stand ready to embark on the next exciting phase of my development as an educational psychologist, I will always look back on my internship year at SU with great fondness and gratitude. I have been privileged to be part of the programme and to learn so much from my peers, my supervisors and all the other professionals and support staff at the Unit. Thank you!

### **Internship reflection – Lelani Cloete**

It has been a true pleasure to work with the colleagues and students of SU. The students have been very kind and appreciative of the support that has been offered to them. They were cognitively engaged in sessions, which gave me the opportunity to develop the necessary skill set to deal with the meeting of theory and practice.

The CSCD colleagues have been supportive and have had a specific role in my journey – helping me to grow in confidence and to trust the processes that I learned in training. Being part of the SU system as an alumnus awoke many fond memories. It also helped me to be empathetic towards the students in their journeys. This year will be cherished as a year in which my own strengths and areas of development were self-evaluated, which helped me to develop professionally. The knowledge that I have gained will forever impact my profession as an educational psychologist.

The internship allows for broad exposure, also because it involves the privilege of working at a primary school. Being able to do an internship alongside another intern has been very comforting. We grew, developed and learned together and created a long-lasting friendship. The CSCD's approach to supporting the student community has shown itself to be holistic, and the empathetic environment allows staff to support students accordingly.

## A reflection on the Centre for Student Counselling and Development's involvement in the readmission process

As in previous years, a number of 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, whereby 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 that they would need in the new academic year. Some subcommittees also referred students who had been denied readmission to the CSCD for support.

The Readmission Appeals Committee (RAC) handled a total of 1 500 applications for readmission for 2022. This is an increase of 42,99% in comparison to 2020, when all students who did not meet the Higher Education Management Information System requirements had to apply for readmission. This represents the highest number of applications in the last eight years and the most significant increase in applications among years. Economic and Management Sciences received the most applications (32,53% of total applications), followed by Engineering (26,4%), Arts

and Social Sciences (13,27%) and Science (10,73%). A total of 69,2% of applicants were successfully readmitted to the University in 2022.

A total number of 395 students were referred to the CSCD by the RAC subcommittees. Referrals included those who were readmitted with the condition to visit the CSCD (D38), those who were granted readmission with the condition to visit their faculties (F42 and/or 43) and the CSCD (F44) and cases postponed and referred for more information from the CSCD (C36 and C37). Nine students' decisions were postponed and referred to the CSCD and the faculty's academic coordinator for more information before decisions regarding their readmission were finalised. After the finalisation of postponed cases, another 36 students were referred to the CSCD as a condition of their readmission (D38 and F44). A total of 39 students were referred to the CSCD for further information before a decision about their readmission could be finalised. The CSCD received requests for information about whether students' challenges had been addressed, information about students' emotional fitness to resume full-time studies and information about consultation with other mental health practitioners (e.g. reports or discussions

with treating psychologists and/or psychiatrists). In cases where students indicated that challenges with online learning significantly contributed to their academic failure, the CSCD was requested to evaluate the students' readiness to continue within the current hybrid module. A total of 11 students (nine from AgriSciences and one each from Economic and Management Sciences and Engineering) were referred to the CSCD for more information regarding the appropriateness of the course that they were applying to.

After all postponed cases had been considered (those referred to the CSCD only, those referred to the faculties only and those referred to the CSCD and the faculties), another 35 students were granted readmission provided that they visit the CSCD (D38) while one student was granted readmission with the condition to visit the CSCD and the faculty (F43,44). That brought the total number of students referred to the CSCD for such support to 392.

The aim of referrals of students who were granted readmission with the condition to visit the CSCD (D38 or F44) was to encourage students to make use of the academic support, career guidance/development and psychotherapeutic services at the CSCD, including support groups and

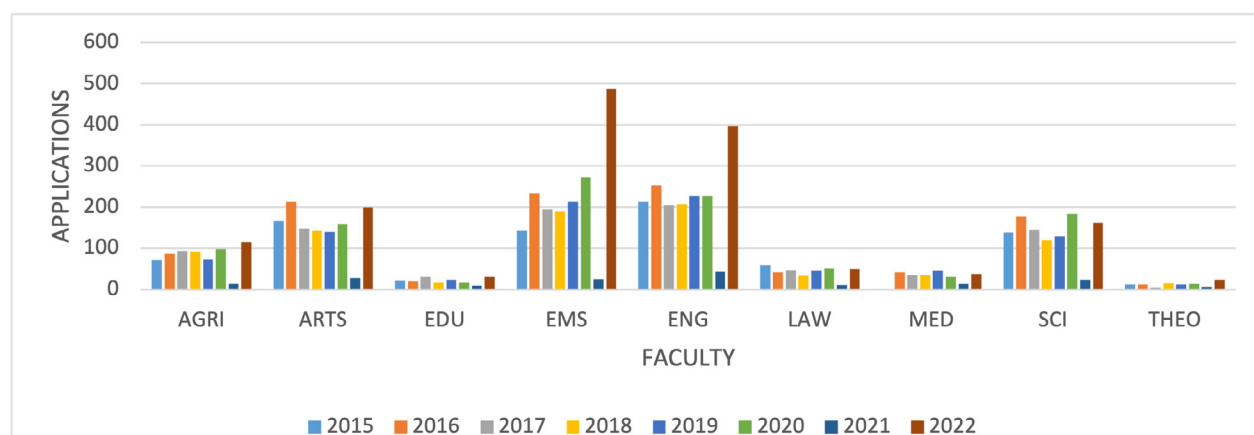
work sessions. In some cases, specific recommendations were made regarding intervention for students' mental health (in response to mental health challenges reported in the readmission application form or identified by the CSCD representative on the RAC panel). In applications where the CSCD representative identified challenges or concerns that required more urgent attention, the CSCD readmission coordinator was alerted and arrangements set in place. In addition to the above-mentioned referrals to the CSCD, ten students (five from Science, four from Economic and Management Sciences and one from Theology) who had been denied readmission were referred to the CSCD for containment and/or support regarding their way forward. Currently, there are no recommendation code for these kinds of CSCD referrals.

Proposals for consideration for the 2023 RAC process include evaluation of the application process and rules regarding this process, the creation (and communication) of new codes for students who were denied readmission, the addition of a practitioner's report and motivation for course change to the current application form, and changes in the role that the CSCD plays in RAC meetings.

**Table 13: Comparative number of applications for 2015 until 2022, according to faculty**

	2015	2016	2017	2018	2019	2020	2021	2022
<b>AGRI</b>	72	87	93	91	73	98	14	115
<b>ARTS</b>	165	213	148	142	139	159	28	199
<b>EDU</b>	21	20	30	17	24	16	8	31
<b>EMS</b>	142	234	194	189	213	272	25	488
<b>ENG</b>	212	253	204	207	227	226	43	396
<b>LAW</b>	60	41	47	33	45	51	11	50
<b>MED</b>	*	42	34	35	45	30	14	37
<b>SCI</b>	138	177	145	120	128	183	23	161
<b>THEO</b>	12	12	4	15	13	14	5	23
<b>TOTAL</b>	822	1079	899	849	907	1049	171	1500

\* No data received in 2015



**Figure 14: Comparative number of applications for 2015 until 2022, according to faculty**

## Psychology CPD Well Programme

The Psychology CPD Well programme has been offered since 2003 by the CSCD as an HPCSA-accredited Continuous Professional Development (CPD) programme. Psychologists, registered counsellors and psychometrists can enrol for different options to obtain CPD points.

Charl Davids heads the Psychology CPD WELL programme since the beginning of 2022 after the resignation of Dr Munita Dunn-Coetzee. Together, the team consisting of Charl, Elmien, Sanet, Christa and Anri ensured that the programme continued to run smoothly by implementing suggestions made in 2021 and completing the accreditation process in time before all the courses opened on 15 March 2022. More course options were made available, and the website was redeveloped. In addition, the team's initiatives sought to welcome clients with particular interests and to cater to clients who wanted to earn CPD points over a short period.

Over the December and January period, Anri revamped the website. The redesign aimed to make the website more user friendly and to have direct links to information that clients might need. With an economy tightening its belt, catering to all clients on the economic scale was essential. In addition, we offered a group discount for

practitioners working in companies or private practice. In a digitalised world, we are competing more than ever to stay relevant and to ensure that our clients are kept intrigued by our offerings.

Our new offerings include four new options:

- Top up Option C General 9 CEUs
- Top up Option C Industrial Psychology 9 CEUs
- Top up Option C General 15 CEUs
- Top up Option C Industrial Psychology 15 CEUs

We hosted our full-day workshop on 2 June 2022 at the Stellenbosch Institute for Advanced Study. Participants also had the option to access the workshop online via YouTube live streaming. It focused on psychopharmacology, presented by psychiatrist Dr Gerrit Christiaan Verster. The workshop was open to all professions registered at the HPCSA. There were seven online participants, and 25 attended in person.

For 2022, we dropped Option B as an individual course and kept it combined with Option C General and Industrial Psychology. Our option B presenters for 2022 included the following:



- Mr Rafiq Lockhat (clinical psychologist)  
Topic: An introduction to Brain-Working-Recursive-Therapy (BWRT).
- Mr Johannes Schickerling (clinical psychologist)  
Topic: Ethical dilemmas in addiction treatment – gaining trust and consent.
- Ms Nicky Abdinor (clinical psychologist)  
Topic: Schema therapy - the development of the healthy adult mode.
- Mr Anele Siswana (clinical psychologist)  
Topic: Positioning 'UMOYA' African-situated spirituality: Is there a need for ethics reconfiguration in clinical practice?

After a think-tank session, our team decided to split the Option B presentations for

clients who had an interest in one of the topics. Participants could register for separate topics monthly according to their fields of interest.

Final participant numbers for the different Options in 2022 were as follows:

- Option A Workshop: 33 participants
- Option C General (including new options): 245
- Option C Industrial Psychology (including new options): 182
- Option B Seminars: 8
- Option B plus C: 76

## Collaboration with ER24

The CSCD and the Campus Health Services of SU partnered with ER24 to offer registered SU students 24-hour access to trauma and medical support. The service comprises emergency medical services, trauma counselling (telephonically or face to face) and medical assistance via the medical hotline.

The UPSS provides sessions for emotional/psychological crises during office hours, and the dedicated SU ER24 cri-

sis line provides support after hours. Very close collaboration exists between these two partners, and students who are assisted overnight are followed up by the UPSS the next working day. The ER24 counsellors provided invaluable support this year when critical incidents took place on campus. Students and staff invariably expressed their gratitude and appreciation for the way in which the ER24 counsellors engaged with them during such times.

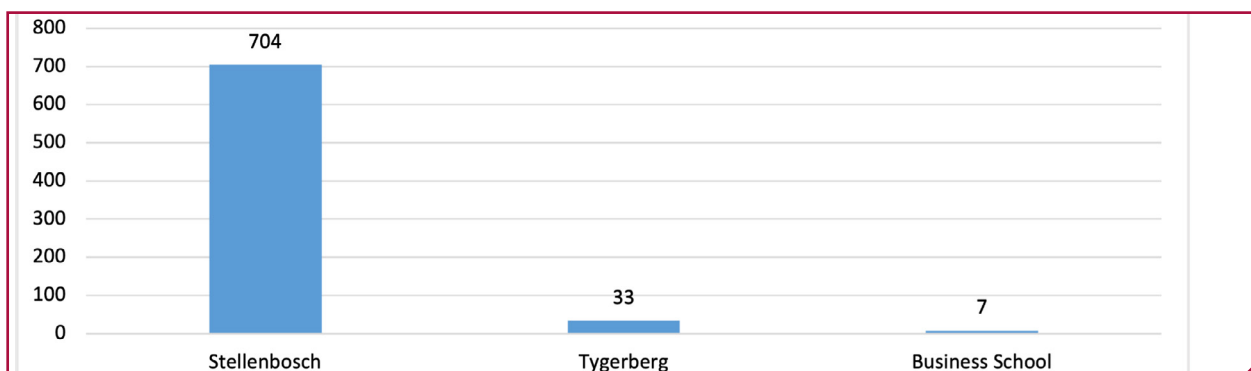


Figure 15: Total ER24 calls per campus, 1 Jan to 30 Nov 2022

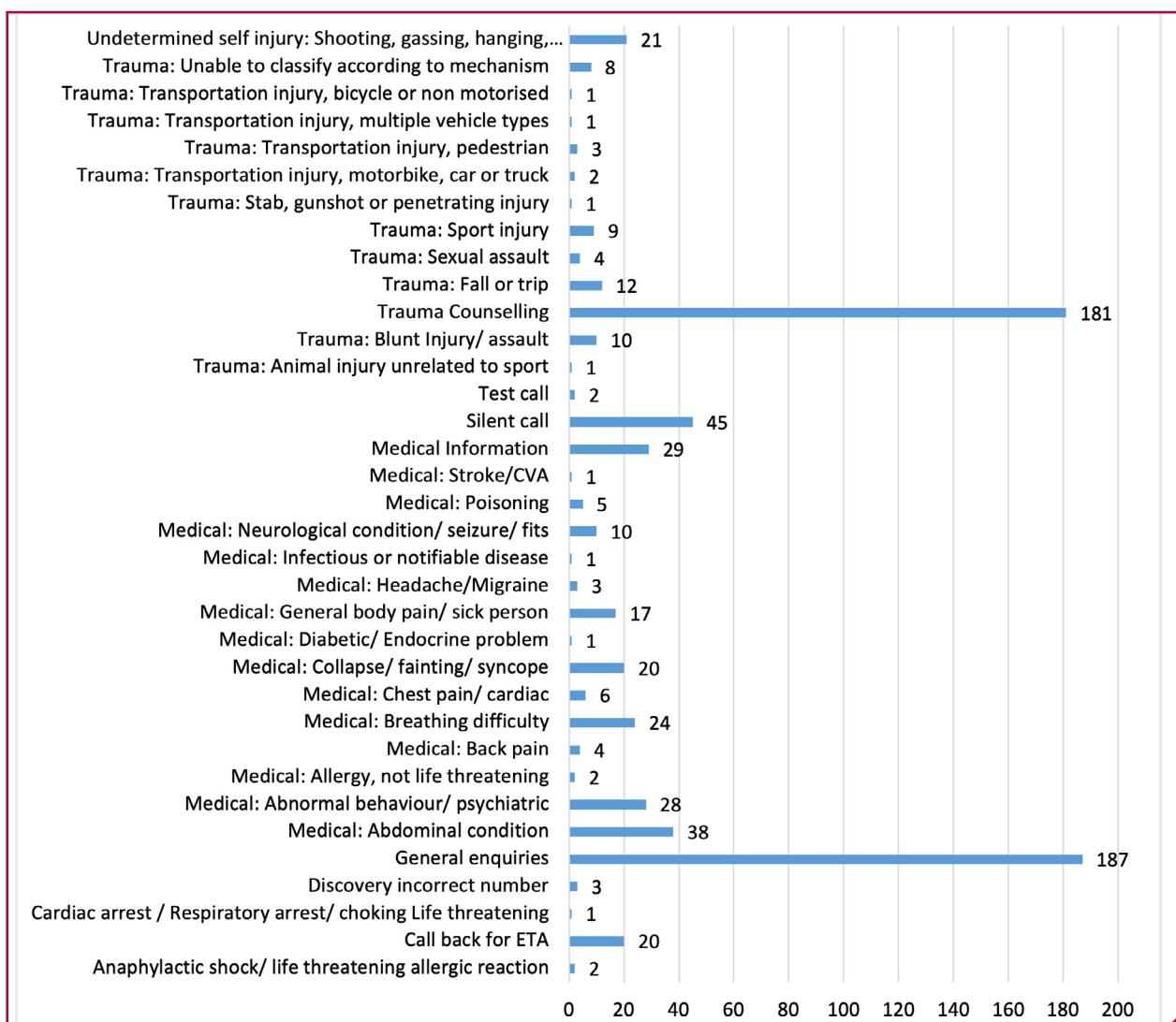


Figure 16: ER24 calls, 1 Jan to 30 Nov 2022: Stellenbosch campus

## Food security

The lack of financial support remained a major challenge that confronted students throughout the past academic year as many students were without sufficient funding. Students consulted the two social workers placed at the UPSS (Stellenbosch and Tygerberg campuses) for assistance with regard to food security, toiletries, transport allowance requests, accommodation and rentals, funding and allowances, and other psychosocial issues. Students who approach the office with requests are assessed holistically to determine the interventions required. Food security programmes that were co-ordinated by the social workers included the Move4Food

Fund, CSCD food vouchers, Vouch4US, FMHS vouchers and sponsored meals offered by the food-catering companies on campus, namely Bidvest Catering Services at Irene Residence, CSG Good Solutions at Harmonie Residence and Katjiefiering Restaurant at the Botanical Gardens.

The social workers worked closely with the Centre for Bursaries and Loans, the International Office and the Postgraduate Office to assist some students with food allowances, where recommended. The social workers also provide psychosocial support to students to discuss crucial issues and jointly devise an intervention plan to enhance resilience.

**Table 14: Number of students receiving food security support**

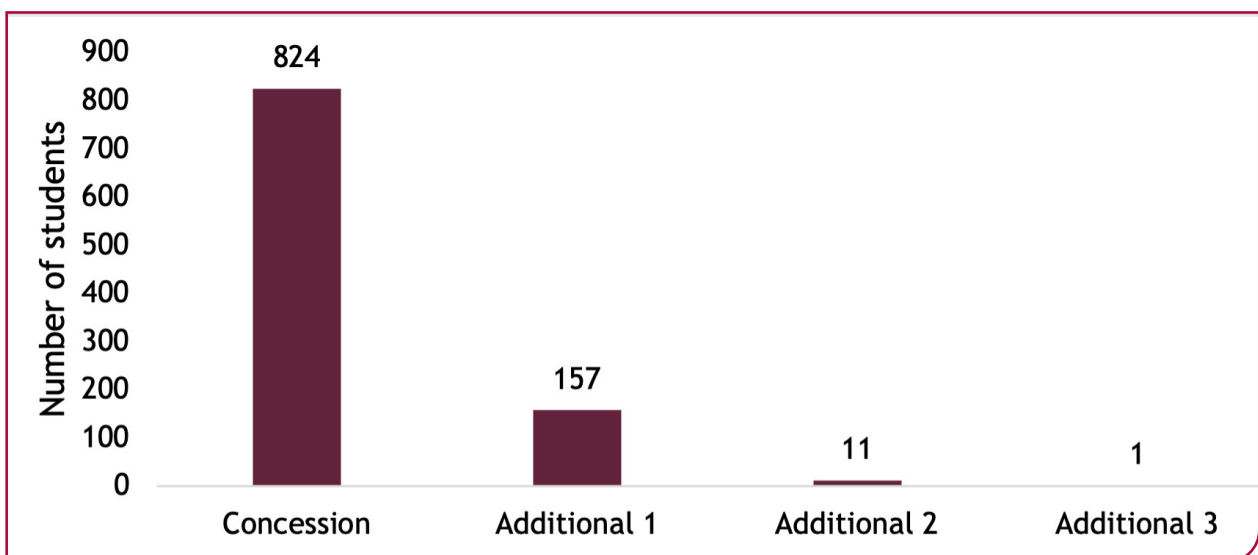
Months	Number of students
January – March	259
April – June	176
July – September	147
October – December	227
Total	809

## A reflection on extra writing time concessions

According to the SU Disability Access Policy of 2018, reasonable accommodation is a principle that underpins our efforts to support students with disabilities in their quest for academic success. For a range of reasons, students could require support during their academic studies. This request could come about as a result of a disability before coming to University or an injury or illness that occurred during their studies. Students can therefore present at any point for support. It must be noted that many students who have a disability do not disclose it when applying to SU for a range of reasons, such as fear of not being accepted

to study, stigma attached to having a disability, fear that people will not believe that they have a disability or previous negative encounters on disclosure of a disability or when trying to access support.

In 2022, a grand total of 824 students received concessions, as indicated in Figure 17 below. Additional concessions amounted to 157, 11 and 1. The primary concession could be extra time per hour while enlarged text size and having a scribe or reader available could be additional supports. Students receiving concessions represent 2,58% of the estimated 32 000 student population at SU.



**Figure 17: Number of students with concessions and additional concessions in all faculties and years**

## Applications for test and examination concessions for 2022 only

The number of applications processed for 2022 only totalled 394. Of these, 393 were approved and 1 was rejected. Rejections could come about due to insufficient collateral information to warrant extra support or incomplete applications, as examples. We usually also engage with such students.

This year, the Extra Writing Time Committee had four closing dates for test and examination concessions, two in the first semester and two in the second semes-

ter. These dates are decided on in liaison with the Examinations Office to ensure that timeous preparation takes place for such support. In the past four years, we included an academic staff representative from both the Faculty of Economic and Management Sciences and the Faculty of Engineering as part of the CSCD committee that deliberates on each applicant who applies for such support. We wish to thank all the committee members who deliberated on the concessions applied for and the Examinations Office staff for the manner in which we could resolve any matters that arose during the process of support.



# Staff of the Centre

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

Director	Mr CI Davids
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 ( <i>1 January – 31 March</i> )	Ms N Sadie
Educational Psychologist ( <i>from 1 September</i> )	Ms L Klopper
Registered Counsellor ( <i>1 January – 31 July</i> )	Ms R Sadiki
Psychometrist / Project Co-ordinator	Dr CP Saunderson
Intern Educational Psychologist	Ms L Cloete
Intern Educational Psychologist	Ms S Silber
Intern Educational Psychologist ( <i>1 January – 31 July</i> )	Ms S Monyepao
Consultant Educational Psychologist	Ms A van der Vyver
Consultant Educational Psychologist	Ms C Bosman-Vosloo

Consultant Educational Psychologist ( <i>1 January – 31 August</i> )	Ms L Kloppe
Consultant Educational Psychologist	Ms F Osman

## 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
Co-ordinator: Disability Support	Ms ME Willems
Resource Officer 5/8	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 3/8	Ms I Pool-Le Roux
Diversity, Inclusion and Student Success Life Coach 4/8	Dr CP Saunderson
Coordinator: Marketing and Training 5/8	Ms L Nicholas

## Unit for Psychotherapeutic and Support Services

Acting Head	Ms E Kruger
Senior Secretary	Ms LV Milford Smit
Administrative Officer (Tygerberg Campus) <i>(until 30 June)</i>	Ms L Abrahams
Temporary Administrative Officer (Tygerberg Campus) <i>(from 1 September)</i>	Ms B Sheldon
Administrative Officer	Ms I Pool-Le Roux
Clinical Psychologist	Mr M Strydom
Clinical Psychologist <i>(until 30 August and thereafter position vacant)</i>	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	Vacant
Senior Clinical Psychologist (Tygerberg Campus)	Ms AM Nel
Clinical Psychologist (Tygerberg Campus) <i>(until 31 May and thereafter position vacant)</i>	Ms L Joubert
Counselling Psychologist (Tygerberg Campus)	Ms C Balie
Social Worker	Ms LG Witbooi
Social Worker (Tygerberg Campus)	Ms S Nyembezi
<b>Consultants: Please note these consultants only provide the UPSS with limited hours per month</b>	
Consultant Clinical Psychologist	Ms W Arnolds

Consultant Clinical Psychologist	Dr A Grundlingh
Consultant Clinical Psychologist	Ms J Petersen
Consultant Clinical Psychologist	Mr JP Theron
Consultant Clinical Psychologist	Ms L Joubert
Consultant Clinical Psychologist	Ms T Manuel
Consultant Clinical Psychologist	Mr A Ngantweni
Consultant Clinical Psychologist	Mr S Nguse
Consultant Clinical Psychologist	Mr EP Booysen
Consultant Counselling Psychologist	Ms M O'Reilly
Consultant Counselling Psychologist	Ms M Barnes
Consultant Counselling Psychologist	Mr A Freeman
Consultant Registered Counsellor	Mr H Gericke
Consultant Registered Counsellor	Ms L Abrahams Allie
Consultant Registered Counsellor	Ms C Thomas
Consultant Registered Counsellor	Ms A Smith
Consultant Wellness Counsellor	Mr D Bailey

## Conclusion

Thank you for the opportunity to share the most important parts of the past year's journey of the CSCD. We remain true to our vision to deliver an approachable, inclusive and client-centred service. This year challenged us on a number of levels, but true to its nature, the CSCD managed these challenges to the best of its ability. My sincere gratitude to each staff member and all our partners within and outside the University for making this year memorable.

# Addendum A: Centre for Student Counselling and Development organogram

## ORGANOGRAM: CENTRE FOR STUDENT COUNSELLING AND DEVELOPMENT (CSCD) NOVEMBER 2022

