

CENTRE FOR
STUDENT COUNSELLING
AND DEVELOPMENT
(CSCD)



UNIVERSITEIT
STELLENBOSCH
UNIVERSITY

ANNUAL REPORT
2014

Foreword

For the last number of years, it has been the practice of the Centre for Student Counselling and Development (CSCD) to concentrate on specific strategic focus points and innovation projects in a given year. This is to ensure that we pro-actively plan and practice our profession with a continued focus on national and international research trends and resulting practices.

On the following pages, you can read more about the focus points of the CSCD and the innovation projects we tackled in 2014 and will continue striving towards in 2015.

This Annual Report also contains information about the various core activities that the CSCD tackled in 2014. We trust that the Annual Report will lead to even stronger partnerships and invite you to contact us should you be interested in engaging with us about our activities.

It is also an exceptional privilege for me to welcome and introduce our new Director (from January 2015), Dr Munita Dunn-Coetzee, via this publication. I wish her all of the best for the future and know that I am leaving the CSCD in capable hands.

Thank you to everyone for your support over the last 15 years. I am retiring with great appreciation, acknowledgement of support received, and consequent peace and joy!



Prof CD Cilliers
Director: Centre for Student
Counselling and Development
(CSCD)
December 2014

THE NEW CSCD DIRECTOR FROM JANUARY 2015



Dr Munita Dunn-Coetzee

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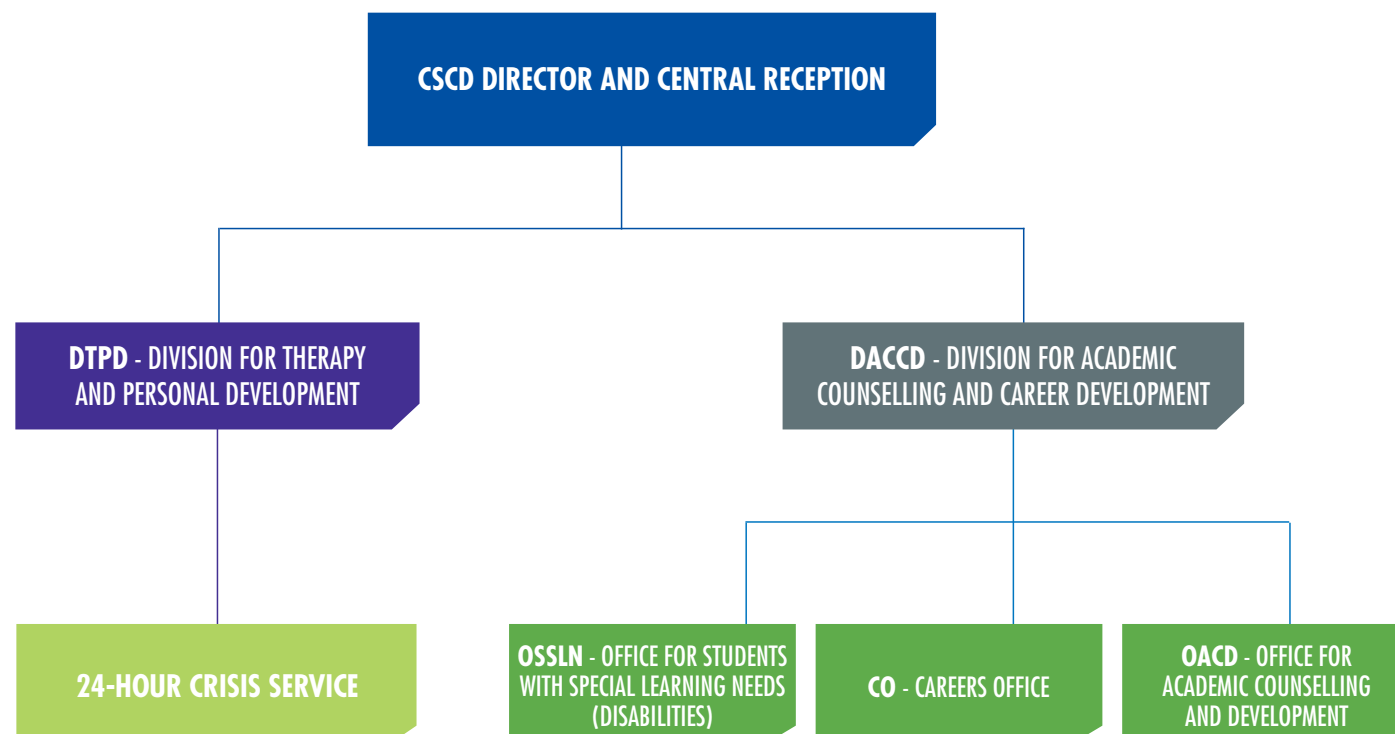
1. Introduction

The CSCD is divided into two main divisions:

- The Division for Therapy and Personal Development (DTPD) is responsible for psychotherapy and development in order to facilitate students' personal growth and academic success.
- The Division for Academic Counselling and Career Development (DACCD) helps students with academic functioning (study counselling, career counselling, career development, help with special learning needs/disabilities, etcetera).

In addition, the CSCD also plays a significant role in various other areas within the University and the wider community, amongst others by providing training and consultation services.

Where does each division/office fit in?



Strategic focus points 2014 - 2015

- The continuation of the CSCD's improvement plan (better known as the *Impact star for success*) in order to ensure that the manner in which we practice our profession is relevant for the 21st century.
- The reassessment and compilation of policies and procedures in order to keep them current.
- The continuation of initiatives by the CSCD in which staff wellness is dealt with as a top priority.

Innovation projects 2014 - 2015

- Wellness and student success, and
- reviewing our cost effectiveness model in order to stay aligned with our first strategic focus point mentioned above.

The Executive Management team of 2014 with Dr M Dunn-Coetzee (far left), Prof CD Cilliers, Ms HZ Kotze, Dr HJ Brand and Ms M Parker.



2. Division for Academic Counselling and Career Development (DACCD)

Total number of clients in 2014¹:

12 669

Total number of sessions in 2014:

7 204

The Division for Academic Counselling and Career Development (DACCD) consists of three offices, namely the Careers Office (CO), the Office for Students with Special Learning Needs (Disabilities) (OSSLN) and the Office for Academic Counselling and Development (OACD). The functions of the three offices are closely connected to each other, but each office has an unique focus with regards to students' academic and career development.

DACCD evaluation of services by clients 2014

ASPECT OF SERVICE	PERCENTAGE AWARDED BY CLIENT
Helpfulness of staff	83
Handling of requests	82
Needs met	79
Relevant referral	81
Relevant information supplied	81
Overall satisfaction with service	81
GENERAL EVALUATION OF DACCD SERVICES	
DACCD individual sessions	81
DACCD workshop sessions	91

¹ This amount includes students (8 200) who attended the career exhibitions. The DTPD focuses more on individual and small group work. The DACCD's work includes work shops and career exhibitions in which larger groups of students are served.

Here are the staff from the Careers Office: From the left are Ms TS Msi, Ms W Naude, Ms A Joubert, Mr M Timmey and Ms D van Neel.



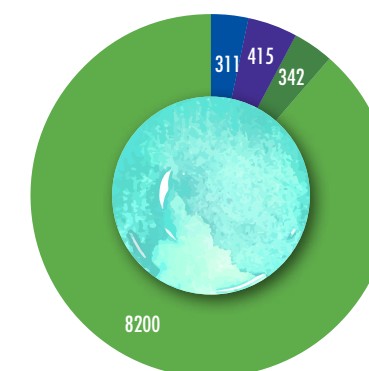
2.1 CAREERS OFFICE (CO)

The Careers Office's (CO) core business is the preparation of Stellenbosch University (SU) students for the world of work, in particular for the job search process. We therefore focus a lot on the students' self-knowledge and their knowledge of the world of work. The services we provide are underpinned by research about the latest developments in the world of work, for instance, employers' needs with regards to transferable and work-specific skills as well as the individual's career development. Self-knowledge is seen as the cornerstone of personal career development. We therefore also focus on the optimal development of our students for successful entry into the world of work.

In 2014, we particularly focused on:

- expanding our services by offering more information and courses on an electronic platform.
- once again delivering a successful Recruitment Programme in spite of the enormous financial challenges we are facing.
- developing a Facebook page and Twitter profile for the CO.
- expanding our CV Writing workshop by also including information about the Academic CV.
- upgrading our Recruitment Programme booklet.
- launching our Personal Branding workshop.

Students' attendance of CO activities



- Workshops: CV Writing / Interview Skills
- Recruitment interviews
- Large group activities
- Career exhibitions

INTERESTING
INTERNAL
STATISTICS: ➡

101 companies participated in the CO's 3 career exhibitions.

10 companies did lunchtime presentations to inform students of the work opportunities that exist at their company.

48 companies advertised in the 2014 Recruitment Programme booklet.

INTERESTING INTERNAL STATISTICS: ➡

125 companies participated in the Recruitment Programme.

About **415** students were invited for interviews and assessments.

By November 2014, the CO's careers portal, MatiesCareers, received a total of

11 997 visits from **8 334** persons.

The CO's resource centre had **1 223** walk-in enquiries from January 2014 to November 2014.

311 students participated in the CO's *CV Writing* and *Interview Skills* workshops.

2.2 OFFICE FOR STUDENTS WITH SPECIAL LEARNING NEEDS (DISABILITIES) (OSSLN)

The Office for Students with Special Learning Needs (Disabilities) (OSSLN) facilitates learning support to students with special needs who enrol at SU. Included in the Office's services, is a well-resourced Braille Office. The OSSLN consistently works towards widening its support base to meet an ever-increasing range of support needs for students with disabilities or special needs. Students who develop special needs while at university can contact our Office as the first port of call in the process of accessing specific support, such as adapted assessments or requesting extra writing time or alternative reading fonts to improve readability.

We had a very successful year in 2014 and embarked on a number of initiatives such as a virtual classroom project funded by the Fund for Innovation and Research into Learning and Teaching (FIRLT); sourcing funds to the value of R200 000 from FirstRand to support four students with disabilities; and hosting the Higher and Further Education Disability Services Association's (HEDSA) symposium in Stellenbosch in October.

Our virtual class project, which included students from the Computer Science 144 class, proved that classes can be attended effectively via an electronic platform. Google Hangouts on Air were created for all students including students with disabilities to virtually "attend" these classes, with recordings of the classes accessible via YouTube afterwards.

The OSSLN, together with the Braille Office, was involved in a number of HEDSA activities throughout the year. The Head of the OSSLN, MM Lyner-Cleophas, served as the chairperson for HEDSA from September 2012 to October 2014, the period which culminated in the HEDSA symposium being held at The Stellenbosch Institute for Advanced Study. Some of the CSCD staff and various other SU staff gave presentations at this symposium.

We also facilitated the introduction of a limited shuttle service for students with physical disabilities. A few students with mobility problems could not access the existing limited shuttle service as it was not offered on the route between their residence and their classrooms, causing them to experience problems moving around on campus. To address this, the Vehicle Pool service of the University initiated a pilot project providing one student with severe mobility problems with complete use of a fully disabled-accessible vehicle on campus.

We are also involved with a number of advisory bodies such as:

- The Campus Renewal Forum, which focuses on plans to make the campus more disability-friendly, and the launching of the Stellenbosch Disability Forum with the Helderberg Association for Persons with Physical Disabilities (APD), which promises to bring a range of disability stakeholders together in the Helderberg/Stellenbosch region.
- The Admissions Office, working with them specifically on the revised admissions process. This process has led to greater faculty involvement when students apply to SU. Several faculties requested that more information and knowledge about students with special needs are made available during their application to the University.

We also actively strive to share and improve our knowledge, experiences and research in various ways. In 2014, we had a number of visitors from Namibia, the Central University of Technology (CUT), the Mangosuthu University of Technology (MUT) and the Nelson Mandela Metropolitan University (NMMU) who wished to learn more about how our disability office functioned. NMMU, who envisioned starting their own Braille Office in 2014, also received specific training from our Braille Office staff.

Our staff attended a number of conferences including the HEDSA symposium, the European Association of International Education (EAIE) conference, the African Network on Evidence to Action in Disability (AfriNEAD) conference, a Sign Language Colloquium and the Cape Winelands Municipality conference.

It is important to us to liaise with management and other role players in reaching the goals of our Office. To this end, we met with our Vice-Rector: Learning and Teaching, Prof Arnold Schoonwinkel, and most deans at our University to introduce our services and challenges to the faculties, with special reference to students with physical disabilities.

We also worked closely together with the Stellenbosch Municipality to make pavements safer for visually impaired students and those in wheelchairs, especially in Victoria and Neethling streets. This is an appreciated initiative given the challenge of cars which park on pavements where students with disabilities often walk. We expanded our contact with publishers in order to obtain more accessible textbooks and conducted a number of *HIV*, *Gender* and *Disability* workshops in the year.

We are also happy to report that Dis-Maties (the student association for students with disabilities) has grown towards becoming more autonomous.

We are also thankful for continued funding from the Carl & Emily Fuchs Foundation which has helped us with extra staffing during peak periods.



THE ROAD FORWARD IN 2015

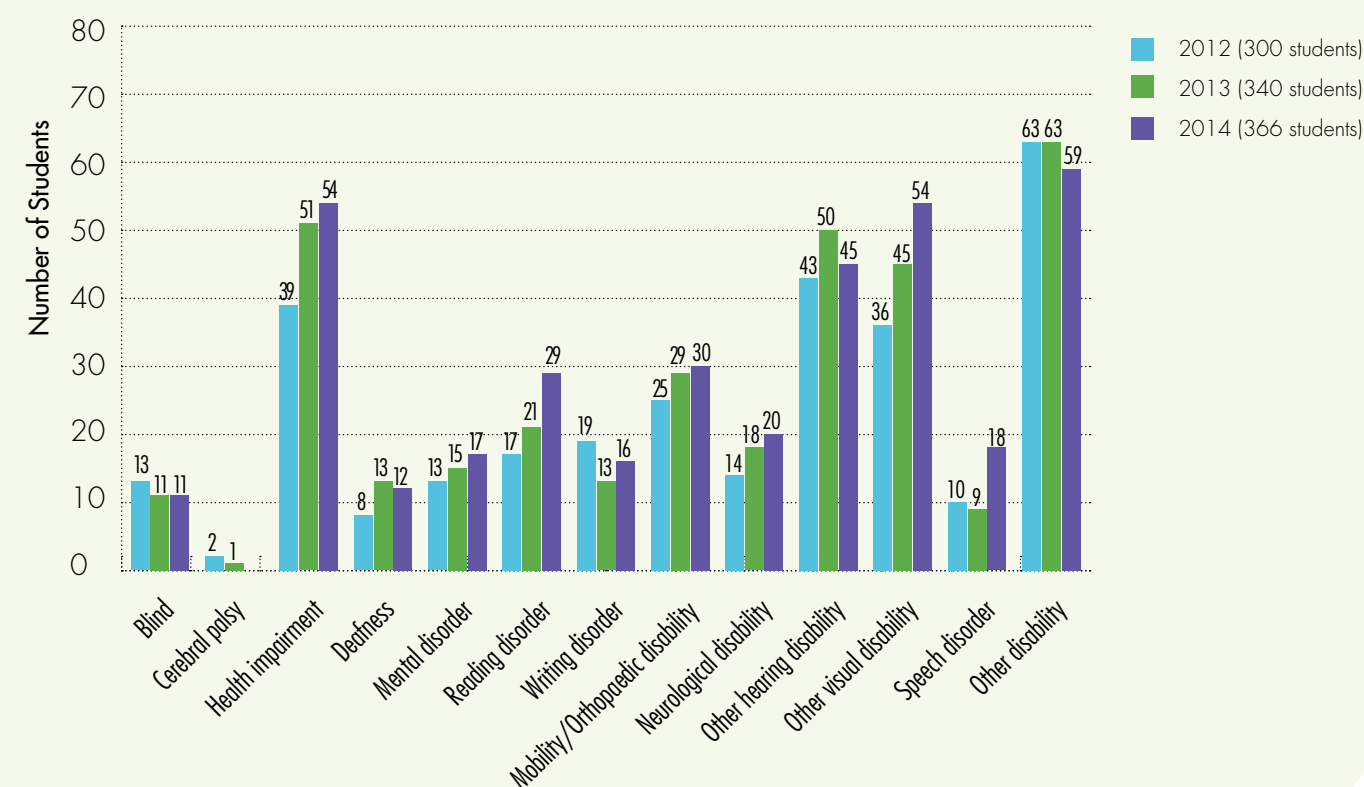
The year 2015 already promises to be a good one with, amongst other things:

- a number of successful walk-in orientation sessions in January to inform new students with disabilities and their parents of our services;
- a funding offer by FirstRand extended to R1,1 million for 2015 and 2016 in order to fund six students with disabilities; and
- the introduction of Attention Deficit and Hyperactivity Disorder (ADHD) support sessions for students by an external service provider.

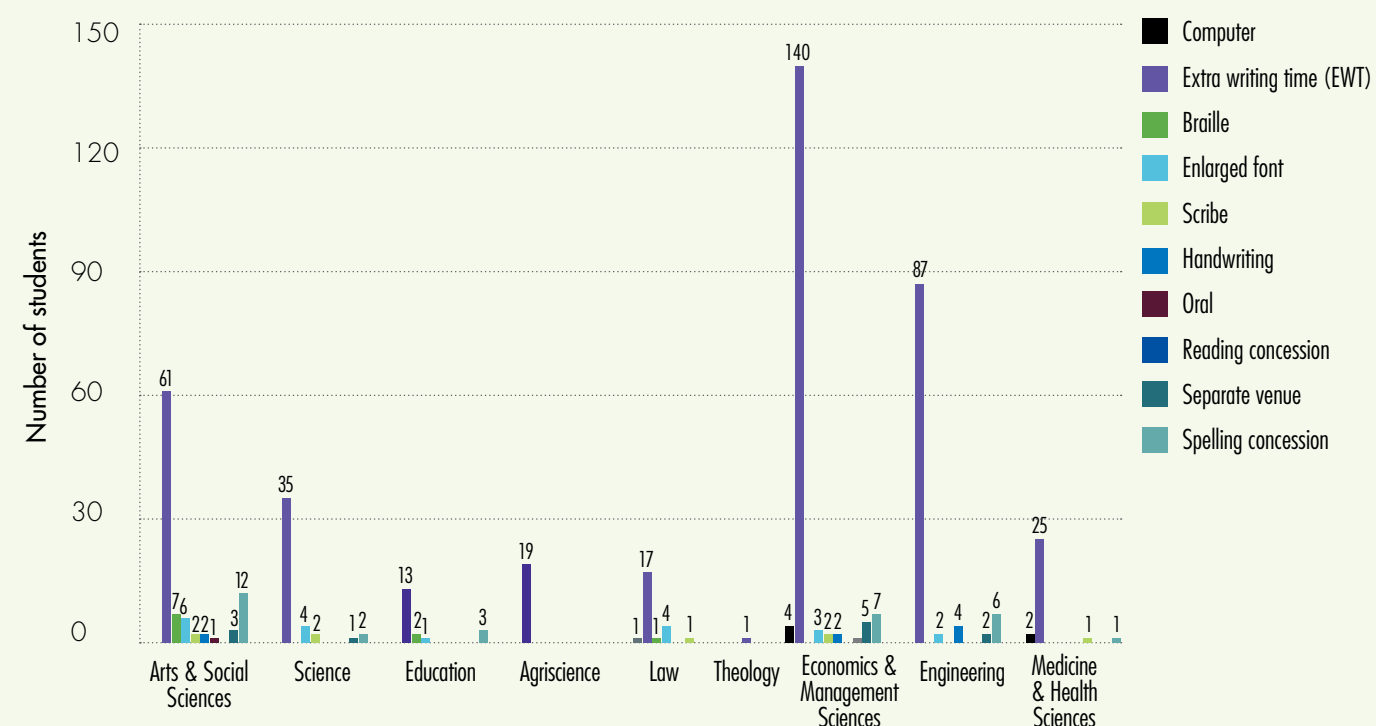
We, however, still have a number of goals we have set for ourselves and hope to achieve this coming year:

- Extending the FIRLT project to the faculties of Economic and Management Sciences as well as Arts and Social Sciences and other subject fields and exploring how this could work on Hangouts on Air.
- Expanding the shuttle service to accommodate more students with disabilities.
- Pursuing an offer of 10 Transnet bursaries for students with disabilities.
- Continued staff development activities through conference attendance and workshops will take place.

Three-Year Data: Enrolment of students at SU who indicated specific disabilities



Test/Exam Concessions



OSSLN staff (front, from the left) MM Stevens, PH Louw and (back, from the left) MM Lyner-Cleophas, M Willems and JC Wileman.



Staff of the OSSLN with the intern psychologists: From the left are Ms PH Louw, Ms L Fischer, Ms L Olivier, Ms C Mack-Jacobs, Ms MM Lyner-Cleophas, Mr JC Wileman, Ms M Willems, Ms MM Stevens and Ms L Lamprecht.

2.3 OFFICE FOR ACADEMIC COUNSELLING AND DEVELOPMENT (OACD)

The Office for Academic Counselling and Development (OACD) supports students with issues that directly affect the academic side of being a student. A variety of workshops, individual sessions and self-help materials help students to successfully tackle their studies.

The OACD also offers an extended career counselling service to prospective as well as registered students.

The OACD's services focus mainly on:

- the development of generic academic skills, for example time and stress management, study methods as well as effective note-taking during lectures;
- the promotion of students' wellness with a specific focus on the intellectual wellness dimensions;
- the optimisation of all students' academic potential; and
- career counselling and development.

The services that are delivered are based on scientific research. Techniques such as brain-based learning strategies, mindfulness-based stress reduction as well as narrative career counselling are utilised to effectively support students.

Brain-based learning strategies focus mainly on an individual's unique preferences with regards to their learning process, which is based on their brain profiles. Mindfulness-based stress reduction facilitates a unique way of paying attention that involves full awareness and acceptance of the present moment. Mindfulness training is like training a muscle. Through practice you learn to focus your attention on being present in the here and the now. This helps you to calm your mind purposefully and to regain a sense of control. In narrative career counselling, clients' career choice is dealt with as part of their personal life story. Clients are the experts of their own stories while the therapist plays a guiding role.

OACD was involved in the following interventions in the faculties during 2014:

- A brain-based learning intervention for all first-year students who follow an Extended Degree Programme in the Faculty of Economic and Management Sciences.
- Workshops on study skills, time management and stress management for all first-year students who are following an Extended Degree Programme in the Faculty of Arts and Social Sciences.

Academic counselling and development services were available on a limited basis at the Tygerberg campus. These services mainly consisted of individual sessions. Work sessions with the following themes were also offered:

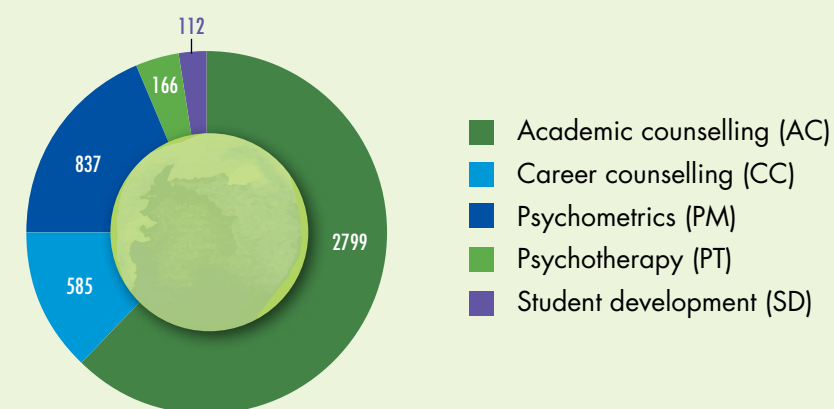
- Effective study methods (offered in the first and second semester)
- Memory techniques and exam preparation (offered in the first and second semester)
- Time management (offered in the first and second semester)

The students found these sessions very valuable.

"I was motivated and received guidance on how to take on the challenge of studying huge amounts of work".

"It provided me with a lot of positive ways to study and good tips on more effective studying. I really appreciate the guide on which type of learner I am and the advice regarding that was very helpful".

The number of OACD sessions for 2014 is reflected in the graph



Staff of the OACD with the intern psychologists, who also provided a service as part of the Office: From the left are Mss S Wahl, C Koch, E Strauss, M Denysen, C Mack-Jacobs, L Olivier, A Welgemoed and CP Saunderson.



3. Division for Therapy and Personal Development (DTPD)

Total number of clients in 2014:

1 506

Total number of sessions in 2014:

6 979

3.1 GENERAL

In order to develop students holistically, it is of the utmost importance that provision is made for non-academic needs such as psychotherapeutic interventions. The Division for Therapy and Personal Development (DTPD) offers a range of services to students, namely individual psychotherapy, a 24-hour Crisis Service, social work services and workshops. These services are offered both at Stellenbosch and Tygerberg campuses.

The demand for therapeutic interventions has consistently increased over the last few years. Except for the increase in demand, the problems that students report have also increased in intensity. In order to address this, the DTPD has succeeded in creating two extra clinical psychologists positions – the post at Stellenbosch campus has been filled since July 2014 and the post at Tygerberg campus since March 2015. We also implemented a walk-in service so that students, who present with acute emotional problems, can be helped as soon as possible. In this way we prevent problems from becoming chronic or further impairing the student.

Over and above the permanent staff, the Division also appoints part-time psychologists in order to supplement the service and ensure that students are not subjected to long waiting periods. In addition, we also facilitate psychiatric services on both the Stellenbosch and Tygerberg campuses (the latter kicked off in 2015). Students pay for psychiatric sessions, but psychiatrists come to the premises on a weekly basis in order to make it easier for students to obtain the necessary help on campus.

Staff of the Division for Therapy and Personal Development:
In front from the left are Mss M Parker, L Witbooi, L Milford and W Beukes.
At the back from the left are Mr L Vlok and Mss E Kruger, A McConney, A Nel and K Williams
(Absent: Mr F van der Linde).



With the increase in the demand for services, it is important to also offer alternatives like group sessions. This year our groups focused on peer group support and anxiety. We revised the names of our groups to make it more student-friendly. Our Peer-to-Peer group is a support group where students can grapple with any issue and support each other. Themes are diverse and include academics, family issues, social interaction, relationships with friends, etcetera. This is a long-term process group with students gathering on a weekly basis throughout the year.

We also have a Fear Factor group that focuses on anxiety. Students are taught what anxiety is, how it influences their functioning as well as how to identify and manage the factors that lead to anxiety. The Fear Factor group is a short-term process group with about three sessions offered over three weeks.

All groups are facilitated by a registered therapist. We also offer other process groups on request. Our aim is to advertise our groups much better next year. We would like to expand and grow this side of our services in order to reach more students with the resources at our disposal.

In spite of the high demand for therapeutic services, the Division still strives to facilitate preventative and self-development initiatives through, for example, workshops on how to handle stress and self-confidence.

3.2 DTPD SERVICES ON TYGERBERG CAMPUS

The DTPD strives to replicate its services on the Tygerberg campus (where the Faculty of Medicine and Health Sciences is housed) as far as possible. In 2014 the services offered by the DTPD at this campus continued to be in great demand. This necessitated the DTPD to minimise its facilitation of workshops in order to focus on containing and addressing complex psychotherapeutic challenges in individual therapy.

Three workshops were facilitated with students from Speech and Language Therapy, Physiotherapy as well as Occupational Therapy. These workshops were pro-active, preventative interventions designed to address specific challenges that were identified as possible risk factors for the well-being and ultimately the academic success of students at Tygerberg. It focused on preparing students for the emotional challenges associated with exposure to hospital and clinic environments.

The DTPD also co-facilitated an information session with the parents of first-year students. This is a new initiative that was designed to ensure that parents are informed about all the student support services available on campus, which should also enable them to advise and refer students appropriately. The session was deemed very useful by the parents and was included as part of the Welcoming Programme in 2015.

An Educational Psychologist was once again appointed on a part-time basis to assist students with academic counselling. In addition to individual interventions, she also successfully facilitated quarterly academic workshops specifically aimed at the needs of students at the Faculty of Medicine and Health Sciences.

Our expertise was shared with other structures through our participation in the Tygerberg Advisory Committee, the Readmissions Committee as well as the Mentor Tutor Committee on Tygerberg Campus. We continue to position ourselves as partners for student success in these contexts.

Due to the demand for the services offered by the DTPD on the Tygerberg campus, provision has been made for additional posts in 2015.

3.3 SOCIAL WORK

A Social Worker joined the DTPD at the beginning of 2014. The position originated as a temporary position at the Centre for Student Affairs. Due to the restructuring of Student Support Services, the position became a permanent appointment within the CSCD, with the Social Worker reporting to the Deputy Director: DTPD.

The Social Worker provided professional social work services such as assistance, guidance and counselling to individual students with regards to social issues and welfare needs that could potentially have a negative impact on their studies.

Some of the general activities that were carried out by the office of the Social Worker, include:

Attending to social issues

On a daily basis, the Social Worker dealt with many social issues that affect students' well-being and ultimately academic success, such as:

- **Financial and family problems, for example –**
 - Students that received a food allowance as part of their bursaries sometimes used their allowances to support family members at home, who were struggling to survive financially. This left the students without enough money for subsistence.
 - Some students received a bursary-loan that covered tuition, but, due to insufficient academic progress, they did not qualify for food allowances.
 - Students who were single parents and struggled to obtain child maintenance support from the other biological parent.
 - Senior students, mainly those who received National Student Financial Aid Scheme (NFSAS) bursaries in the past, reported to the Office when they received the news that they were not allocated a bursary for 2014 due to poor academic progress. The students did not make provision for 2014 and needed assistance.
 - Students who struggled to register at the beginning of the year for their courses, because of financial reasons, for example outstanding debt.
- Some students also approached the Office because they were compelled to move out of specific residences due to the new residence policy regarding HEMIS requirements (academic credits required for residence placement) and did not have alternative accommodation.
- Students who were pregnant and needed advice and support.

The First-Years' Welcoming period

The walk-in support system assisted mainly first-year students who arrived on campus with no confirmed University admission as well as students with accommodation and financial aid concerns. The number of walk-ins increased significantly from 2013, when we had 11 walk-ins, to 27 in 2014.

We assisted six students who did not have accommodation by arranging for them to stay in the Private Student Organisation (PSO) clubhouse for a short period. In addition, we assisted walk-in students with food vouchers that were made available by the SRC. Basic necessities were provided to students who were needy.



Ms Lizzie Witbooi,
our Social Worker, with the
launch of the Vouch4US project.

"It helped improving
my academic
performance as
well as social
relationships since
at the end of the
day I could attend
to my physiological
needs (food) ..."

– A student who was helped
through the Vouch4US project.

Work Study Programme 2014

The Work Study Programme (WSP) gives financially needy and deserving students the opportunity to earn a small salary. The intention and purpose of the Programme is to assist these students by procuring a part-time job for them within a university department or faculty. This enables them to earn some money to buy basic essentials. We believe the WSP is a more dignified and affirming way to assist needy students as opposed to mere handouts. The Programme also provides the opportunity for students to gain valuable work experience while studying. The aim of the Programme is to assist as many students as possible with available funds. External funders such as the EJ Lombardi Trust, the Chandos Trust and GT Ferreira make this Programme possible.

The Programme assisted **83 students** in total.

Food bursaries for first-year or senior students in residences

Food companies such as Royal, Fedics and C3 have sponsored food bursaries for one student per catering residence. The idea behind the food bursaries is to assist needy students whose bursaries do not provide food allowances.

Food drive

A Cluster food drive, named the Maties 4 Maties initiative, was launched in 2014. Students are organised into various Clusters according to the Residence or PSO they are placed in. These different Clusters collect food for students who are in need. The food is then handed over to the Social Worker to manage and distribute to students based on her assessment of their situation and need.

Vouch4US project

The Vouch4US project was launched in 2013 as a Mandela Day initiative. In 2014 we challenged staff members to donate a R50 Pick and Pay voucher to help students with basic necessities. The voucher offers a means for students in need to obtain these necessities and demonstrates the commitment of the University's staff to alleviating the financial burden of these Maties.

During 2014, vouchers to the amount of **R16 500** were
donated - 33 students each
received R500 worth of Pick and Pay vouchers.

Hygiene packs

Hygiene packs with basic necessities were distributed to students on a needs-basis. We received sponsorships from Gift of the Givers and the Postgraduate and International Office.

3.4 24-HOUR CRISIS SERVICE

The 24-hour Crisis Service celebrated its 29th anniversary in 2014. By looking back at our history, we are able to see the growing and indispensable role that the Service fulfills within the greater SU landscape. Initially the Service was only there to provide a supporting after-hours service to CSCD clients, but the past few years it has fulfilled a more wide-ranging role in the broader university community, which includes the Stellenbosch, Tygerberg and Bellville campuses.

The core goal of the 24-hour Crisis Service is to react as a matter of urgency to emotional emergencies which threaten the integrity of the individual and/or his/her environment. The demands placed on students by the University is of such a nature that there are constantly emotional/psychiatric problems that need to be addressed urgently. The service is linked fully to the Risk and Safety system of SU. We work with partners like doctors/psychiatrists, Campus Health, hospitals, campus security, the South African Police Services, University management, Student Affairs, the Social Work Department and other academic departments, the Vehicle Pool, the Sexual Harrassment Committee, and other committees in order to further strengthen our support to students.

The frequency and intensity of crisis incidences has increased substantially during the past few years. In 2014, **1 391 sessions were delivered to 568** clients. This entailed an increase of 23% in the number of sessions delivered and a 25% increase in clients seen from 2013 to 2014. This past year was characterised by a particularly sharp increase in students that were exposed to robberies and assaults.

DTPD STATISTICS:



Summary of problems reported to the DTPD

DTPD CORE SERVICES	HOURS
Psychotherapy: Intakes	792
Psychotherapy: Follow-ups	3782
24-hour Crisis Service: First sessions	568
24-hour Crisis Service: Follow-ups	883
Social work sessions: First sessions	249
Social work sessions: Follow-ups	97
Psychiatrist's sessions: Intakes	48
Psychiatrist's sessions: Follow-ups	44
Therapy groups and workshops	63
Consultation and committees	603
Supervision provided (interns/counsellors)	335
Lectures/talks to students and the public	229

DTPD Primary services delivered (number of clients reporting)



784 Individual psychotherapy

428 Crisis intervention

16 Group therapy

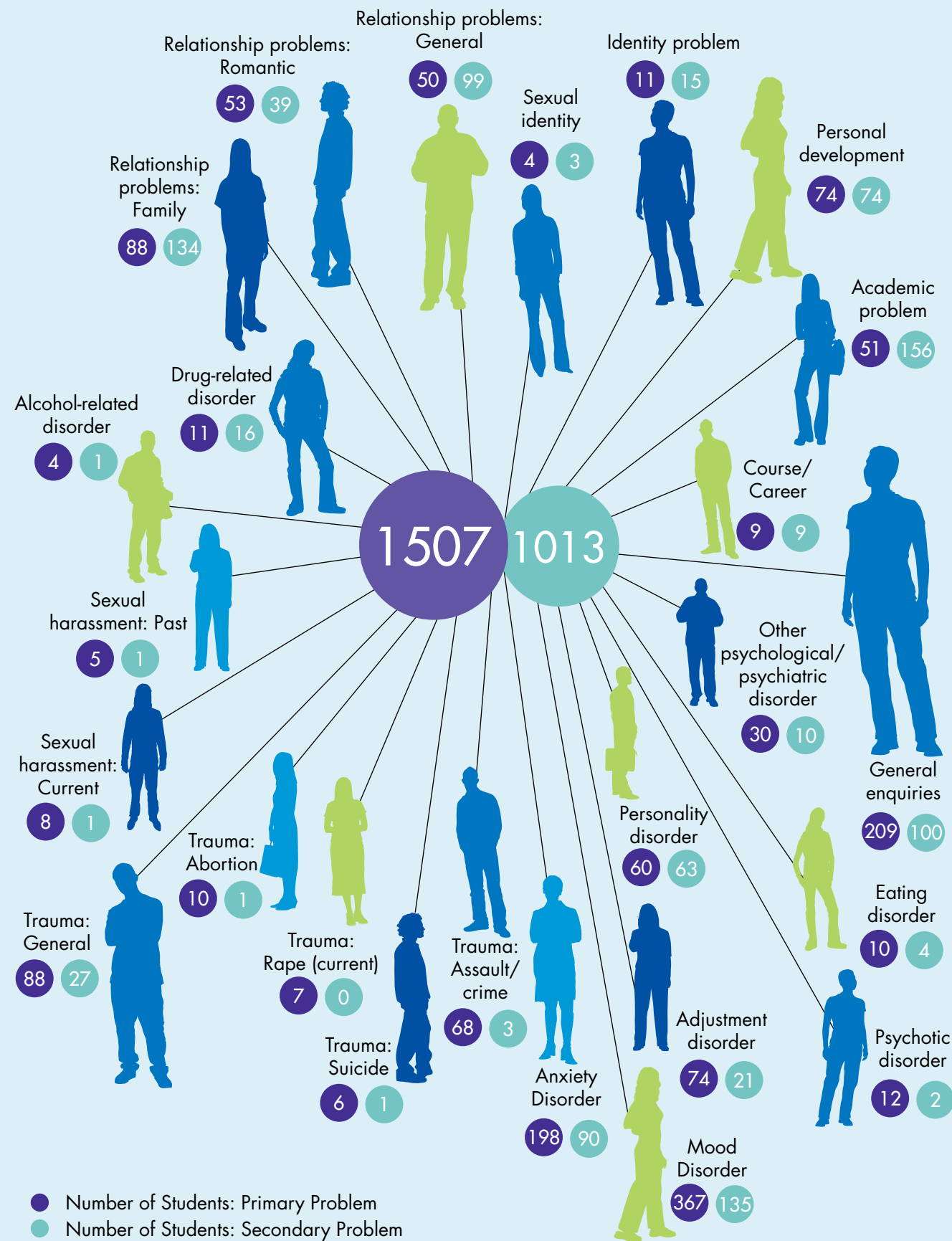
48 Wellness workshop

217 Social work session

14 Referred to other service provider

1507 Total number of clients

Summary of problems reported to the DTPD



4. Student development within the CSCD

Despite the fact that the CSCD has different divisions and offices that focus on various aspects of student wellness, it also offers certain programmes that address student development.

The CSCD presented a diverse workshop programme in 2014 for students who wanted to develop academic and personal skills. These workshops were repeated every term or semester and were offered after formal lecture hours in order to increase accessibility.

Workshops include:

- Academic workshops (offered by the OACD): *Stress management during tests and exams; Time Management; Study Methods; and Thinking Skills.*
- Personal development workshops (offered by the DTPD): *Improve your self-confidence and social skills; and Stress Management: Manage your studies and personal life better.*
- Career Development workshops (offered by the CO): *Writing of a CV and Preparation for job interviews.*
- Sign Language workshops with students and staff conducted by the OSSLN.

Evaluation of workshops

WORKSHOPS	STUDENT ATTENDANCE	AVERAGE SATISFACTION
STELLENBOSCH CAMPUS		
1. Study methods	85	
2. Time management	101	
3. Thinking skills	38	
4. Stress management during tests and exams	54	
Total OACD	278	88.00%
5. Improve your self-esteem and social skills	14	
6. Stress management: Manage stress better while studying and in your personal life	38	
Total DTPD	52	93.00%
7. Beginner Sign Language workshop	15	
Total OSSLN	15	94.00%
8. CV Writing workshop	151	
9. Interview skills workshop	136	
Total CO	287	86.50%
TYGERBERG CAMPUS		
10. Study skills	29	
11. Memory techniques	18	
12. Time and stress management	8	
Total Tygerberg campus	55	85.67%

Self-help material about a range of subjects is available on the CSCD's website. A module titled *SU Study Success* is also available on SUNLearn. Students eagerly registered for the module.

The CSCD was involved in the training of the mentor-tutors on the Tygerberg campus (together with other role players) and the mentors on the Stellenbosch campus (together with the Frederik van Zyl Slabbert (FVZS) Institute for Student Leadership Development). The training of the mentors on Stellenbosch campus focused specifically on the use of the BeWell programme. The Programme empowers mentors to hold development-orientated discussions with first-years on the basis of the wellness model. Each mentor received a set of wellness cards that are used to mediate conversations about various dimensions of wellness. The BeWell website offers additional resources and also monitors the discussion sessions.

MENTOR FEEDBACK:

"The experience until this far is really amazing. I love seeing the growth in the lives of the first years. I can almost not believe the exponential jump they have taken in such a short time. I feel that I have grown tremendously the past couple of months, not just as being a mentor to the first years, but a friend as well. I am now able to solve problems in a very short period of time and use my knowledge of wellness to assist the first years in their academic success. I have a deeper understanding of the integration of the components of wellness and I can confidently say that the wellness program has drastically impacted my own life."

"I grew as a mentor by: feeling more comfortable to speak in a group as a leader, improving my own wellness through the wellness mentor sessions, improving my leadership skills, making a difference in my mentees lives (hopefully), offering better advice and helping more. The experience of being a mentor so far was nothing I could imagine when I had the thought of applying to be one. I learned so much about myself and my mentees and enjoyed every minute of it. They made a positive difference in my life so far and I know it will just get better and better and I am looking forward to what is yet to come."

The CSCD staff also contributed to the formal teaching of students. The theme, *The successful Health Sciences student*, was lectured to first-years at the Faculty of Medicine and Health Sciences. The module is offered by CD Cilliers, M Parker, E Strauss, E Kruger and A Grundlingh. The Head of the 24-hour Crisis Service, LA Vlok, offered *Crisis Intervention* as a module for Social Work students.

General awareness about the CSCD was also promoted amongst students by the Centre's participation in days like Casual Day and World Mental Health Day. In celebration of World Mental Health Day (10 October) and in collaboration with the Pulp Film Association (a student association on the Stellenbosch campus), the CSCD for instance screened popular films with a mental health theme at the Neelsie Cinema/Kine.

Above and beyond our structured workshop programme, staff also offered the following to students:

WORKSHOPS

- **CD Cilliers:** *Essential Skills to Flourish in Life*. First Generation Camp.
- **CD Cilliers together with SU students:** *Effective Study Methods*. Rachel's Angels two-day workshop for Grade 12 learners from the Peninsula.
- **CD Cilliers:** *Essential skills to flourish in life*. Olympus Cluster, Theology Faculty, SR Leadership Development, Erica residence, Neurolink and Silene PSO HK camps.
- **CD Cilliers & E Strauss:** Training of mentors and Res-Ed Coordinators in the principles of mediation and wellness.
- **E Strauss, S Wahl & C Koch:** Academic workshop for the BA Humanities Extended Degree Programme for students at the Faculty of Arts and Social Sciences.
- **M Timmey:** *CV Writing* workshop for the Dietetics Department's final-year students and the Honours students of the Logistical Management Department.
- **M Timmey:** *Career Development session with Honours Psychology class*, Psychology Department, SU.
- **M Timmey:** *Personal Branding, CV Writing and Interview Skills* workshops with the FVZS Institute for Student Leadership Development.

PRESENTATIONS

- **E Strauss & C Koch:** *Learning Receptiveness Profile* (Neurolink) for Extended Degree Programme students of the Faculty of Economic and Management Sciences.
- **AR McConney:** *Time and Personnel Management* at the Women in Leadership programme of the FVZS Institute for Student Leadership Development.
- **AR McConney:** *Adjustment of first-year students* for Serruria ladies residence's first-year students.
- **AR McConney:** *Haves and Have Nots*. Leadership conference of the FVZS Institute for Student Leadership Development.

TALKS

- **CD Cilliers:** *The CSCD as your partner for success*. Official opening of the Faculty of Medicine and Health Sciences as well as information session at Elsenburg Agricultural Training Institute (introductory talks).
- **CD Cilliers:** *Why wellness?* Theology Faculty's Student Council. Organised by FVZS Institute for Student Leadership Development.

5. Statistical overview of the CSCD as a whole

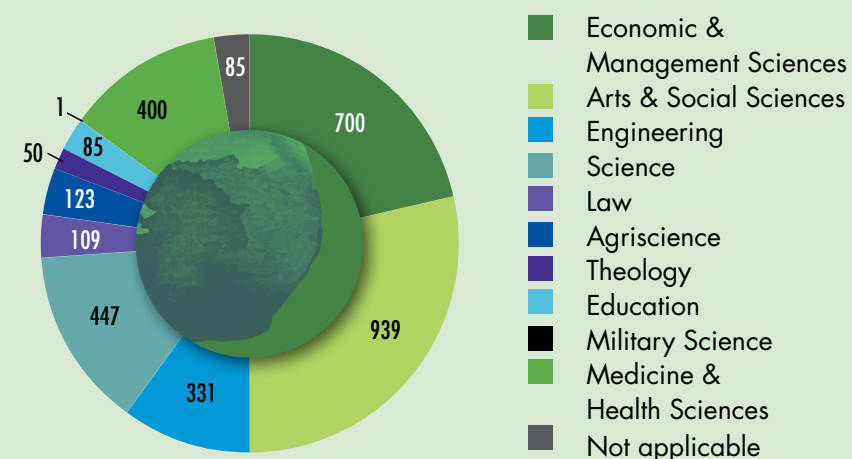
Below follows a few graphical representations that gives a statistical overview of the CSCD services provided in 2014. The graphs indicate that we deliver services to a good spread of clients as regards the university population.

Total sessions

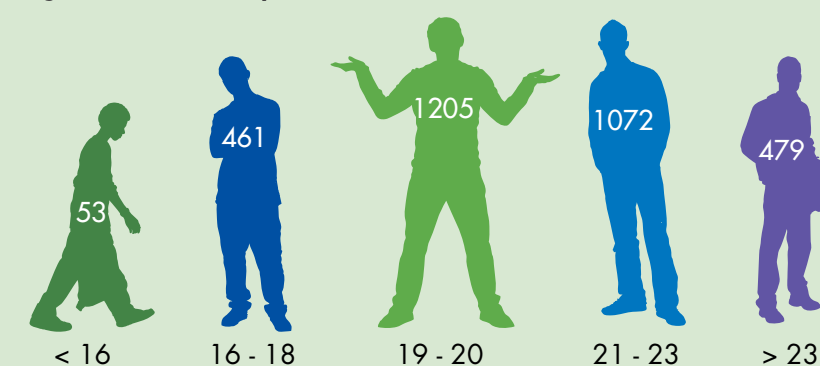
CATEGORY	TOTAL CLIENTS	TOTAL SESSIONS
DACCD	1764	7206
DTPD	1506	6979
Total	3270	14185

*The number of DACCD clients listed here does not include students who attended the career exhibitions.

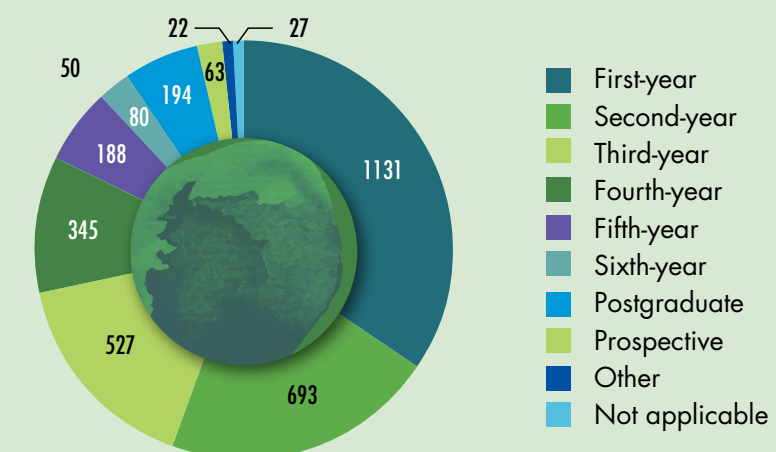
Number of clients per faculty



Age of clients that report to the CSCD



Number of clients according to year of study



Accommodation profile of clients (number of clients)



1585
University accommodation



1449
Private accommodation

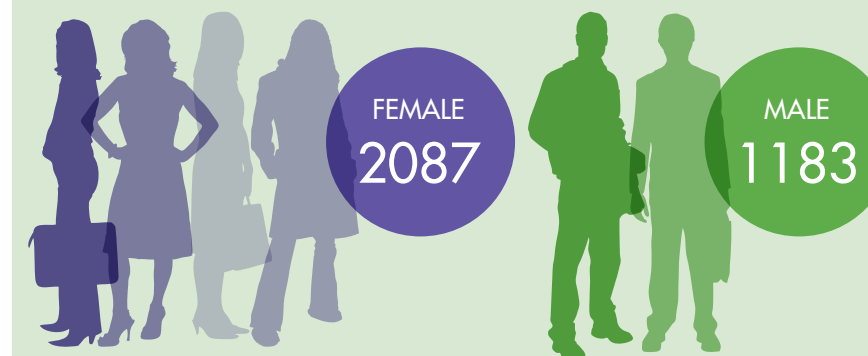


114
Commuting students



122
Not applicable

Gender profile of clients (number of clients)



6. Staff

6.1 MEET TEAM

Director
First Secretary
Assistant

Prof CD Cilliers
Ms HZ Kotzé
Ms MM Vlok

Division for Therapy and Personal Development

Deputy Director
Senior Secretary
Head: 24-hour Crisis Service
Senior Counselling Psychologist
Clinical Psychologist
Clinical Psychologist
Clinical Psychologist
Social Worker
Clinical Psychologist (Tygerberg campus)
Assistant

Ms M Parker
Ms LV Milford
Mr LA Vlok
Ms E Kruger
Ms WJ Beukes
Ms AR McConney
Mr F van der Linde
Ms LG Witbooi
Ms A Nel
Ms KE Williams

Consultant Psychiatrist
Consultant Clinical Psychologist
Consultant Clinical Psychologist
Consultant Clinical Psychologist
Consultant Clinical Psychologist
Consultant Clinical Psychologist
Consultant Clinical Psychologist (Tygerberg campus)

Dr C van den Berg
Dr A Grundlingh
Mr JH Meyer
Ms B Niemann
Ms M Botha
Ms M Loubser
Ms N Revington

Division for Academic Counselling and Career Development

Director
Central Reception

Dr HJ Brand
Ms A Welgemoed
Mr D Fredericks (until January 2014)
Ms M Denysen
Ms L Visagie (temporary)

Office for Academic Counselling and Development

Head
Educational Psychologist
Educational Psychologist
Psychometrist
Intern Educational Psychologist
Intern Educational Psychologist
Intern Educational Psychologist
Intern Educational Psychologist
Consultant Educational Psychologist
Workshop Coordinator

Ms E Strauss
Ms S Wahl
Ms C Koch
Ms CP Saunderson
Ms K Hosken (January – June 2014)
Ms L Fisher (January – June)
Ms L Olivier (July – December 2014)
Ms C Mack-Jacobs (July – December)
Ms A Van der Vyver
Ms A du Plessis

Careers Office

Head
Senior Administrative Officer
Administrative Officer
Virtual Career Information Coordinator
Part-time Secretary

Mr M Timmey
Ms W Naude
Ms A Joubert
Ms ST Msi
Ms D van Neel

Office for Students with Special Learning Needs (Disabilities)

Communication Officer
Senior Braille Officer
Braille Officer
Braille Officer

Ms M Willems
Mr JC Wileman
Ms PH Louw
Ms MM Stevens



Above: Here are all the staff members that make a contribution to the success of the CSCD.

6.2 STAFF DEVELOPMENT

As part of our commitment to staff wellness, a lot of attention is given to continued development and training of staff. Internal development opportunities are offered in the form of individual and group supervision to registered psychologists. Furthermore, there are also forums (discussions with relevant experts and service providers on campus), as well as awareness creation and training with regard to diversity.

6.2.1 Psychology CPD WELL Programme

The Psychology CPD Well (Continuing Professional Development) Programme was developed and accredited in 2003 in order to give psychologists an opportunity to earn continuing professional development points as required by the Professional Board for Psychology.

Right: The Psychology CPD Well team members include Dr HJ Brand, Ms M Parker, Dr LR van der Westhuizen, Prof CD Cilliers and Ms S van Rooyen.
(Photo: Anton Jordaan, SSFD)



Psychologists can register for three different options, namely:

- Option A: attend lectures about various subjects offered by specialists;
- Option B: download pre-recorded lectures (offered in Option A) from the Internet and complete an online questionnaire; and
- Option C and D: read web-based articles and complete an online questionnaire.

This Programme serves as a training opportunity for our professional staff, but is also a third stream of income for the CSCD as psychologists from outside SU participate at a fee.

Evaluations of the Programme were positive and participants gave an average percentage of 78% for the overall Programme.

6.2.2 Wellness of staff

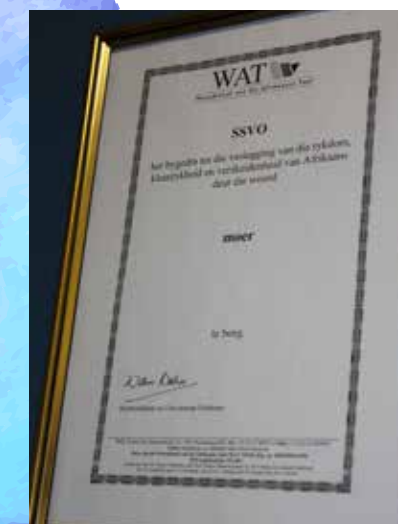
As already mentioned, the wellness of staff remains a high priority of the CSCD and most actions as set out in the 2013 Annual Report (page 25) was also continued in 2014.

Staff wellness was incorporated as a meta-focus in 2014. Special attention was devoted to relieving workloads, and, as with every other year, special staff activities were also built into our programme.

In March, the staff went on a team-building outing that was organised by the CSCD Staff Committee. In 2014, the CSCD also started a unique *Moerklub* (a reference to coffee grounds). All the staff can now enjoy a cup of coffee together in the staff room each morning and at the same time network with the purpose of growing and promoting ideas and collaborations – the so-called fertile space (read more about this in *Kampusnuus*, Year 22:9, page 10). At the end-of-year function, which was held in December, staff could look back on a productive year and celebrate the outcomes of the year.



Above: CSCD staff get together in the morning for a cup of coffee and interaction at the *Moerklub*. Right: The club also sponsored the word *moer* in the *Woordeboek van die Afrikaanse Taal* (WAT). Far Right: The *Moerklub* logo.
(Photos: Pia Nanny)



6.2.3 Continued development and research

In spite of all our other activities, staff also focused on personal development through presentations, publications, research projects, continued education and thesis supervision.

A) Presentations:

International

- **Cilliers, CD.²** (2014). Workshop on *Essential skills to flourish in life*. Golden Key International Honour Society, International Summit, Boston (workshop).
- Du Plessis, SA & **Strauss, E.** (2014). *Mining wellness and performance data to identify at risk first-year medical students*. 7th European Conference on Positive Psychology (poster).
- **Koch, C**; Pienaar, M; **Strauss, E & Cilliers, CD.** (2014). *Impact of Generation Y Research Report on enhancing Brain-based student support at student counselling centre*. 37th Conference of Learning & the Brain©. Teaching Self-Aware Minds: Using brain science to boost social and emotional skills, San Francisco.
- **Lyner-Cleophas, MM.** (2014). *Disability inclusion and exclusion at Stellenbosch University through the lens of staff that support students with disabilities: preliminary findings*. AfriNEAD conference in Mangochi, Malawi, 3-5 November 2014.
- **Lyner-Cleophas, MM**; Fazekas, A & Du Toit, N. (2014). *Inclusion of students with disabilities in Higher Education: A new era in South Africa and Hungary*. EAIE Conference in Prague, Czech Republic, 16-19 September 2014.

National

- Botha, HL; **Cilliers, CD**; Dunn, M; Du Plessis, SA; Kloppers, PW; Santana, M & **Strauss, E.** (2014). *Mentoring wellness and positive psychology predictors of academic performance*. 7th Annual conference on the Scholarship of Teaching and Learning, Stellenbosch (paper).
- Botha, HL; **CD Cilliers** & Du Plessis, SA. (2014). *Mentoring Wellness and Positive Psychological Predictors of Academic Achievement via a Network of Student Mentors and Mobile Apps*. South African Association for Counselling and Development in Higher Education (SAACDHE) conference, Vanderbijlpark (paper).
- Du Plessis, SA & **Strauss, E.** (2014). *Mining Wellness and Performance Data to Identify At-Risk First-Year Medical Students*. 7th Annual Conference on the Scholarship of Teaching and Learning, Stellenbosch (paper).
- **Koch, C.** (2014). *Developing a well-rounded student with brain-based support strategies*. Annual conference of the SAACDHE, Vanderbijlpark (poster).
- **Strauss, E.** (2014). *The wellness of the psychologist – an ethical imperative*. Wellington Psychology Continuing Professional Development Association. Session was accredited for CPD ethics points by the Health Professions Council of South Africa (HPCSA) (workshop).
- **Grundlingh, A & Parker, M.** (2014). *The invisibility of psycho-social disabilities*. Higher Education Disability Services Association (HEDSA) symposium, Stellenbosch (paper).

- **Louw, PH; Stevens, MM & Wileman, JC.** (2014). Braille Office provided training to Estelle Broekhuizen of the NMMU.
- **Louw, PH & Wileman, JC.** (2014). *Editing and formatting*. HEDSA symposium (workshop).
- **Lyner-Cleophas, MM & Parker, M** (2014). *Addressing the health needs of a diversifying disabled student population at Stellenbosch University*. Health Professions Council of South Africa conference, Protea Hotel, Technopark, Stellenbosch (paper).
- **Lyner-Cleophas, MM & Willems, M.** (2014). *Presenting support for students with disabilities at Stellenbosch University*. Cape Winelands Municipality Conference. Worcester.
- Bosman, JP; **Lyner-Cleophas, MM**; Van Der Merwe, A & Van Zijl, L. (2014). *Exploring alternative modes of class attendance for students within an inclusive education framework at Stellenbosch University*, 7th Annual Conference on the Scholarship of Teaching and Learning, Stellenbosch.
- **Vlok, LA.** (2014). *Training final-year Social Work students at University of Stellenbosch in Crisis Intervention*. SAACDHE congress, Vanderbijlpark (poster).
- **Wahl, S.** (2014). *An introduction to Mindfulness-based Cognitive Therapy*, HEDSA symposium, Stellenbosch (presentation).
- **Wahl, S.** (2014) *A taste of Mindfulness-based Stress Reduction*, a CPD accredited workshop presented for a group of psychologists and counsellors (workshop).

B) Publications by staff:

- **Lyner-Cleophas, MM**; Swart, E; Chataika, T & Bell, D. (2014). *Increasing access into higher education: Insights from the 2011 African Network on Evidence-to-Action on Disability Symposium – Education Commission, African Journal of Disability* 3(2), Art. #78, 3 pages, <http://dx.doi.org/10.4102/ajod.v3i2.78>.

C) Research project

- **Cilliers, CD**; Botha, HL; Du Plessis, SA; **Strauss, E** & Kloppers, PW. (2014). *A systemic and holistic approach to optimize university student success by means of the out-of-class wellness experience*. Official research allowance.

D) Continued education:

Conferences and workshops attended / Visits by the CSCD staff

- **Cilliers, CD; Koch, C & Vlok, LA:** SAACDHE congress.
- **Koch, C:** *Brain-based Therapy* workshop by Dr John Arden.
- **Kruger, E & Van der Linde, F:** *Masterson Institute South Africa Conference - Cosmic Aloneness*.
- **Kruger, E & Wahl, S:** *Understanding Attachment: the connecting thread through the life cycle* by Dr Ruth Schmidt Neven.
- **Louw, PH; Stevens, MM; Wileman, JC & Willems, M:** OSSLN staff development workshop on *Hearing Disability* presented by Fanie du Toit.
- **Lyner-Cleophas, MM; Stevens, MM; Wileman, JC; Willems, M & Louw, P:** HEDSA symposium.
- **Lyner-Cleophas, MM; Stevens, MM; Wileman, JC & Willems, M:** *Academic issues and challenges in Sign language linguistics*, Sign Language symposium.
- **Lyner, Cleophas, MM:** *Academic writing retreat* presented by Prof Susan van Schalkwyk.
- **Strauss, E:** *Cognitive Behavioural Therapy: From Science to Practice* presented by Prof Stefan Hofmann of Boston University.
- **Strauss, E:** *Academic writing retreat* presented by Prof Susan van Schalkwyk.
- **Wahl, S:** First South African Mindfulness conference presented by SU and the Institute for Mindfulness in South Africa.
- **Wahl, S:** *Effective recruitment and selection* workshop.

Formal studies

- **Denyssen, M:** Completed PlusProgram.
- **Lyner-Cleophas, MM:** Registered PhD candidate, SU. Title: *Staff and disabled students' experiences of disability inclusion and exclusion at Stellenbosch University*. Supervisor: Prof Leslie Swartz.
- **Strauss, E:** Registered PhD candidate, SU. Title: *Transforming student counselling services for the future Stellenbosch University*. Supervisor: Prof M Fourie-Malherbe.
- **Wahl, S:** Module 2 of the Postgraduate Certificate in Mindfulness-based Interventions for Practitioners, Faculty of Medicine and Health Sciences, SU.
- **Willems, M:** Registered MA candidate in Social Work, SU.
- **Witbooi, L:** Postgraduate Diploma in HIV and AIDS Management.

E) Thesis supervision

- **Lyner-Cleophas, MM:** Co-supervisor for the following thesis: Luger, R. (2014). *Reflections of disabled young adults with a grade 12 level of education on what factors facilitated their mainstream schooling in Cape Town*. MPhil in Rehabilitation (current student, SU).

6.3 CONSULTATION SERVICES AND COMMITTEES

6.3.1 Committees within SU

Staff served on the following committees across SU:

- Resident Heads Forum: AR McConney, M Timmey (up to 30 June 2014).
- The Stellenbosch University Advisory Forum for Student Support Services: L Witbooi (Secretary since 2012), LA Vlok, CD Cilliers, MM Lyner-Cleophas.
- Tygerberg Advisory Committee: LG Witbooi, LA Vlok, M Parker, A Nel, CD Cilliers, HJ Brand.
- Sexual Harassment Committee for Students: LA Vlok (Chairperson).
- Sexual Harassment Committee for Staff: LA Vlok.
- SU Risk and Safety Committee: LA Vlok.
- Ambulance Committee: LA Vlok.
- SU Disciplinary Committee: LA Vlok, M Parker (ad hoc).
- Readmissions Committee, Stellenbosch campus: HJ Brand, M Timmey and B van der Westhuizen (replacement for CD Cilliers). Tygerberg campus: M Parker and A Nel.
- Campus Renewal Committee, Facilities Management division: MM Lyner-Cleophas.
- Mentor-tutor Committee: CD Cilliers, E Strauss.
- Official external representative at the Annual Planning discussions of five residences: CD Cilliers.

6.3.2 Committees outside SU

Staff of the CSCD served on the following committees outside SU:

- HEDSA: MM Lyner-Cleophas (Chairperson).
- TDG Disability Collaborative: MM Lyner-Cleophas (Project Steering Committee member).
- Stellenbosch Disability Network: MM Lyner-Cleophas & JC Wileman (Committee members).

GOODBYE TO CHARL CILLIERS AND HANDRÉ BRAND

Prof Charl Cilliers and Dr Handré Brand retired at the end of 2014 after a collective 31 years of dedicated service to the CSCD.

Both made an enormous contribution to the development of the CSCD over the years – Charl in his capacity as Director of the CSCD and Brand as Director: Academic Counselling and Career Development.

Cilliers was born in Johannesburg, but grew up in Zambia and later De Aar. He completed his studies at SU and in 1973 started a career as a career guidance teacher.

He has been connected to SU since 1981 and lectured for 19 years at the Education Faculty at this institution. During that time he qualified as an Educational Psychologist and before his appointment as Director of the former Centre for Student Counselling in 1999, he served as Chairperson of the Educational Psychology Department for three years.

Cilliers completed a doctoral thesis on juvenile crime, but later shifted his research focus to cognitive education (study and learning skills). He did a post-doctoral study at Harvard on thinking skills.

Together with Dr Ludolph Botha, Senior Director: Students and Academic Support, and Dr Alten du Plessis, Head: Tracking Unit, he developed the *LearnWell* series.

The series offers students the opportunity to develop themselves by means of self-help material that teach them how to function optimally academically.

The Golden Key Student Association is also one of his passions and for that reason he has served as co-advisor of a Golden Key chapter and has represented SA internationally as well. Cilliers is an advocate for positive psychology and the wellness concept and he has integrated it in all the projects he has taken on. One of the last student projects that he established was the *BeWell* project for mentors. The project empowers the mentors to hold development-focused discussions with first-years based on the wellness model.

"The CSCD will also remember Prof Cilliers for his advocacy work, which focused on the wellness of the CSCD staff and the activities that he drove around this. The CSCD staff wishes him all the best for his retirement."

Dr Brand was born and bred in Somerset West. Seeing that SU was only a stone's throw from his hometown, Brand qualified as a Counselling Psychologist at this institution.

After he completed his degree, he started working as a school psychologist at the School for the Blind in Worcester. From 1976 to 1997, he was a Senior Lecturer at the Psychology Department, Director of the Unit for Counselling Psychology as well as Chairperson of the Centre for Psychological Services and Training – all based at SU.

The subject of his doctoral degree (attained in 1979) was infertility, but in time, his research shifted to the field of academic counselling.

Brand made various important contributions to today's CSCD, amongst others, to the development and management of the programme for intern training (which he

"I like the word 'retire'. It means you are only putting on another tyre."

– Prof Charl Cilliers at his farewell in 2014.

brought over from the former Unit for Counselling Psychology). The CSCD is today fully accredited to provide educational, clinical and counselling internships.

He was also one of the founding members of the Advisory Forum for Students with Disabilities at a time when the Office for Students with Special Learning Needs (Disabilities) (OSSLN) did not yet exist. The OSSLN was successfully established in 2007, after he had to justify the conceptualisation and function of the Office to the University rectorate in 2006.

He also developed a web-based instrument, the Academic and Career Readiness Questionnaire for First-Year Students (ACRQ), along with Du Plessis. The questionnaire was launched in 2003. The questionnaire determines prospective students needs with regards to university readiness and suggests immediate resources which the student can use to better prepare themselves for their studies.

Brand also initiated the development of a *Personal Branding* workshop at the CO. Following a need highlighted by students and companies, an electronic course on *Personal Branding* was made available on the SUNLearn platform by the CO in 2014.

"He will, however, not stop working, but is currently busy developing a reading application for postgraduate students and corporate training in collaboration with InnovUS. The staff at the CSCD trusts that it will be a stimulating and exciting new challenge for him."

Prof Charl Cilliers (far left)
and Dr Handré Brand during a
train ride to Simon's Town.



Sources: Some of the information that was used in this article originally appeared in Kampusnuus (Year 22:10, page 11), with additional contributions by the CSCD staff.