

STUDENT COUNSELLING & DEVELOPMENT (SCD)

ANNUAL REPORT 2021



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UFS

STUDENT AFFAIRS
STUDENTESAKE
DITABA TSA BAITHUTI
STUDENT COUNSELLING AND
DEVELOPMENT (SCD)

SCD Director (1 January 2021 – 30 May 2021):

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SCD Acting Director (1 June 2021 – 30 November 2021):

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SCD Director as of 1 December 2021:

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Report compiled by:

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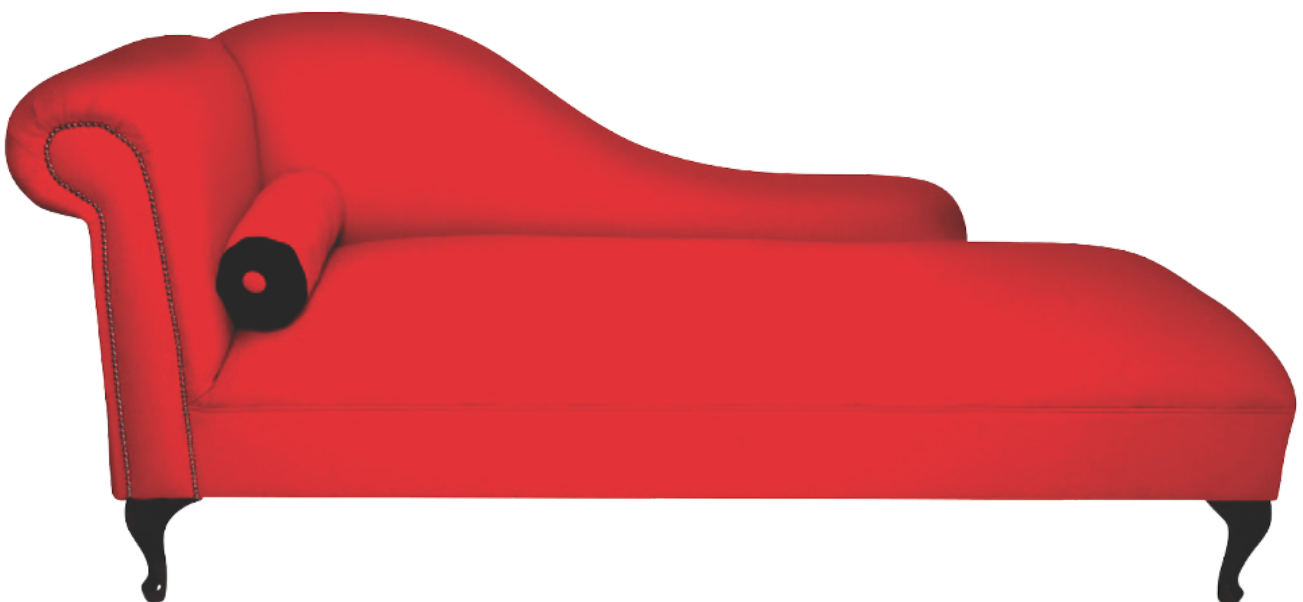


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1. Top achievements during 2021

1.1 Individual Counselling

Individual, confidential counselling in various psychological, emotional and developmental issues, with the aim to support students in the resolution of challenges that may impede the fulfilment of their potential. Individual sessions held with students on an appointment basis. During lockdown, the platforms utilised in individual sessions are in accordance with the preference of and resources available to the students and include:

- Telephonic counselling
- Online video counselling
- Face-to-face counselling
- Emails

	BFN Campus	South Campus	Qwaqwa Campus	TOTAL
Total Sessions Booked	2966	223	486	3675
Total Sessions Attended	2069	134	354	2557
Difference	897	89	132	1118
Cancelled by Student	304	39	54	397
Rescheduled by SCD	102	28	25	155
Missed by students	491	22	53	566
New Students Booked	680	22	143	845
New Students Attended	537	14	107	658

On Call / Emergency Sessions

Confidential counselling for emergency related issues (suicide attempts; suicidal thoughts; trauma). Individual appointments are set aside for emergency sessions (20min), to assess and contain the emergency and make the relevant referrals.

	BFN Campus	South Campus	Qwaqwa Campus	TOTAL
On Call (Emergency) Sessions Booked	137	6	0	143
On Call (Emergency) Attended	123	6	0	129

1.2 Career Counselling

A specialized process that will assist the student to know and understand them self and the world of work in order to make career, educational, and life decisions. The career counselling process offered to registered students and Grade 11 / 12 learners includes a complete psychometric evaluation of aptitude, interests and personality as well as an intake interview and intensive decision-making process followed with a counselling psychologist. Career counselling is only being offered to campus permit holders during the period of lockdown.

	BFN Campus	South Campus	Qwaqwa Campus	TOTAL
Intake Interviews Booked	38	0	0	38
Intake Interviews Attended	28	0	0	28
Feedback Sessions Booked	19	0	0	19
Feedback Sessions Attended	13	0	0	13

1.3 Developmental Webinars / Workshops and Programmes

Webinars:

Group sessions are presented with the purpose of imparting skills and to support students in the resolution of challenges that may impede the fulfilment of their potential. The various group sessions are presented inhouse and at the request of UFS Faculties, Departments and Residences.

SCD Workshop Statistics Summary:

Total workshops/webinars presented	47
Total students booked	2992+
Total students attended	◀ ▶ 2447

See Attachment "SCD Workshops 2021" for full details

1.4 Psychometric Assessments and Professional Recommendations

A specialized process that will assist registered students and UFS departments in making optimal educational decisions.

Extra-Time Process:

Students facing academic challenges with regards to learning difficulties apply for assessment concessions. Process is followed in collaboration with CUADS and the Occupational Therapy Department.

Applications	Concession Reports
86	80

1.5 Online Mental Health Resources

#WellbeingWarriors

Online mental health resources in various formats (articles, videos and posters) available to students on the UFS and SCD websites.

The UFS Student Toolkit

The Toolkit was developed to provide students with basic therapeutic tools, strategies and resources for self-help application in combatting academic and personal challenges. The Student Toolkit is available in both hardcopy and electronic format (Blackboard). Students access the necessary resources on Blackboard, based on their specific needs or challenges.



See Attachment "Student Toolkit Statistics 2021" for full details

1.6 Mental Health Promotion and Awareness

Promote awareness, recognition, understanding and the destigmatisation of mental health difficulties amongst the student population and create a campus where mental wellbeing is valued and encouraged based on a holistic approach

In achieving this object, the following awareness campaign was implemented:

·Gender-Based Violence Awareness Series (in collaboration with the Gender Equality and Anti-discrimination Office). This series will run from April to December 2021, with online sessions presented on selected Fridays.

Staff training implemented with regards to:

·‘On the Red Couch: A pocket guide for staff in supporting student mental wellbeing’ (launched in February 2021). Accompanied by a Mental Health First Aid Training Workshop.

Sessions Presented	2	Staff attended	38
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1.7 SADAG Dedicated UFS Student Mental Health Careline

The dedicated toll free, student mental health careline, operated by the South African Depression & Anxiety Group (SADAG), took effect on 1 September 2020.

This Helpline provides free telephonic counselling, containment, crisis intervention and support, as well as referrals to mental health professionals and other psychosocial resources to all registered UFS students. Each student caller’s details and location are recorded along with a detailed description of the nature of the difficulties the student is experiencing, as well as the support provided in terms of referrals / advice on how best to manage their situation. According to the Case Management principles applied by SADAG, follow up calls are made for students in crisis, to track their situations and ensure that they are making positive progress.

Since 1 September 2021, SADAG also took over the screening process from SCD. This means that every student who contacts SCD for a session, is first contacted by SADAG and an initial screening session is conducted online. From these calls/sessions, SADAG will then refer students to SCD if the student is still in need of further counselling or intervention. If a student is not referred to SCD for further intervention, it means that the student was sufficiently assisted/contained.

See Attachment “SADAG 2021” for full details

SADAG Calls 2021

Month	Calls	Top Reason for calls
January	94	Depression (19%)
February	114	Stress (23%)
March	132	Academic stress (22%)
April	321	Academic stress (18%)
May	229	Anxiety (21%)
June	206	Anxiety (23%)
July	178	Academic stress (27%)
August	435	Academic stress (16%)
September	470	Academic stress (17%)
October	400	Anxiety (16%)
November	372	Academic stress (19%)
December	347	Family issues (21%)
Total	3298	

SCD student reach in numbers

2557> Sessions attended

2447> Webinars attended

1898> Toolkit Hits

3298> SADAG calls

10,200 ——— TOTAL UFS
students reached

2. Major challenges experienced during 2021

Bloemfontein Campus:

- Staff capacity
 - There is a high demand for individual sessions on the Bfn campus, so that during peak times, SCD often has a 4-6 week waiting period.
- Staff burnout
 - Due to the high demand for sessions, staff feel pressured to deliver services, which has a direct impact on their time and well-being.

South Campus:

- The request for psychological services by South campus students is concerningly low. This may suggest that marketing of SCD services available at the South Campus requires a more robust approach.
- Distance learning students are not aware of/do not have access to SCD online initiatives.

QwaQwa Campus:

- Staff capacity
 - 2 staff members resigned during 2021, 1 staff member transferred to Bloemfontein campus
 - Major challenges to fill these posts
 - Staff's main reason for resignation was financial
- Power interruptions on QQ campus and surrounding areas.

3. Advancing the strategic objectives of the DSA during 2021

3.1 KSA 1: Professionalisation (developing professionals)

- SCD is part of the Southern African Association for Counselling & Development in Higher Education (SAACDHE) Task Team that aims to design, develop and implement a professional training and development (CPD accredited) training programme for higher education and mental health practitioners.
- SCD hosted and organised the annual SAACDHE conference in September. It was SAACDHE's first virtual conference, which took place over three days. Various relevant keynote speakers, panel discussions and paper presentations were presented. The theme was: Reimagining and Responding to the 21st Century Student.
- SCD constitutes a multi-campus project team for developing a national professional development and support programme for mental health, counselling, and relevant higher education professionals. The project is named MindCare: Connect, Learn, Evolve and forms part of the SAACDHE initiative.

3.2 KSA 2: High-Impact practices (nurturing graduate attributes)

- Developmental mental health skills-based webinars
- Career Development Project

3.3 KSA 3: Student Communities and Governance Structures (building embracing communities)

3.4 KSA 4: Multi-Campus model (constructing collaborative interconnections)

- Developmental mental health skills-based webinars
- Career Development Project
- #WellbeingWarriors Initiative
- Gender-Based Violence Awareness Series
- Mindcare

3.5 KSA 5: Institutional change, social justice, social cohesion and critical diversity literacy (creating a socially just culture)

- Gender-Based Violence Awareness Series (in collaboration with the Gender Equality and Anti-discrimination Office)

4. Risks

Risks identified and mitigated during 2021

Staff Burnout

- Staff well-being was made a priority
 - staff wellness activities were organised,
 - long-term staff wellness plan initiated in collaboration with Carmine Nieman (Organisational Development and Employee Well-Being Specialist).
- Staff wellness session took place on 4 November: Appreciating & Motivating your colleagues
- One-on-one sessions were held with staff members to discuss individual challenges, growth and development.

Staff Capacity at QQ campus

- Cross-campus support was given to QQ to assist with pressure.
- Two posts were advertised and interviews held to appoint new staff members. One new staff member accepted at the end of 2021.

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5. Reflections & Recommendations: 2021

Staff well-being should be made a priority.

- If staff are burntout, they will not be able to provide a quality service to our students.
- Regular one-on-one sessions between line manager and all staff should be held to discuss individual tasks, explore challenges, possible solutions as well as growth/development opportunities. Staff reported that these sessions were extremely valuable, and that they would like to have such sessions in the future on a regular basis.
- Staff wellness activity was organised – all three campuses staff came together (first time since lockdown) to reconnect and show support to one another.
- Long-term staff wellness plan initiated in collaboration with Carmine Nieman (Organisational Development and Employee Well-Being Specialist).
“Appreciating and motivating my colleagues” workshop to be held in November. Staff were asked to choose their top 3 workshops from the options available for 2022. These and other deliberate staff wellness activities will take place in 2022.

Making mental health resources available to all students on various platforms

- Various preventative and proactive resources was made available to students via Blackboard, UFS and SCD website, telepsychology, careline, etc.
- Due to aspects such as staff capacity, long-waiting periods and providing faster support to students, it is vital to have a variety of Mental Health Resources available to students.
- The SCD app will also be helpful to students, as they may be able to book for a session, and access MHR all in one spot.

6. Reports (Webinars, Toolkit & SADAG)



SCD Webinars 2021

Workshops	Internal (SCD)			External (Faculties/Res)		
	Sessions Presented	Booked	Attended	Sessions Presented	Booked	Attended
General Webinars/Workshops						
1. Assertiveness	1	29+	29			
2. Healthy Romantic Relationships	1	85+	85			
3. Mental Health Matters				2	148+	148
4. Trauma, suicide and self-care				2	26	27
5. The Art of Staying Focused on your Online Studies	1	250+	250			
6. Coping with the loss of a loved one	1	33+	33			
7. Navigating Academic Pressure				1	129	177
8. Effectively managing anxiety	1	33+	33			
9. The impact of social media on your psychological well-being	1	95+	95			
10. Coping with depression	1	156+	156			
11. Developing your Career Path	1	120+	120			
12. Emotional Intelligence	1	27+	27	3	180	36
13. Suicide Awareness	1	57+	57			
14. Grief and Mental Health Talk				1	70	24
15. Coping with stress	1	69+	69	3	225	135
16. Self-care	1	10+	10	2	32	32
17. Mental health issues during COVID	1	41+	41			
GBV Series						
18. Know the Facts: Understanding GBV	1	45+	45+			
19. The Health consequences of GBV	1	72+	72			
20. Challenging Gender norms: Moving from "I am the head to Gender Equality"	1	78+	78			

21. Positive masculinities: Respect is earned not demanded	1	109+	109			
22. Power in Relationships: Let us Talk about Transactional Relationships	1	71+	71			
23. LGBTI+ Socialisation and coming out	1	75+	75			
24. Exploring attitudes around gender and alcohol: "If I pay for drinks, she owes me"	1	106+	106			
25. Sex and gender roles: Understanding how they contribute to GBV	1	80+	80			
26. Consent vs Coercion: Exploring attitudes towards rape	1	60+	60			
27. Protection Services and GBV (Implications)	1	30+	30			
28. Healthy Relationships	1	24+	24			
29. Confronting myths: GBV, LGBTIQ+ and Mental health	1	35+	35			
30. The importance of assertive communication in romantic relationships	1	29+	29			
31. Self-defense	1	32+	32			
32. The role of Provocation	1	6+	6			
Moshal Scholarship Webinars						
33. Adjusting to University life				1	65	0
34. Managing Yourself and Others				1	65	9
35. Coping with stress				1	65	0
36. Adjusting to change				1	65	2
37. Mental Health Awareness				1	65	0
Total	28	1857+	1857	19	1135+	590

UFS Student Toolkit Statistics 2021 (*statistics of Evaluation forms and QQ contact details not included)

	Jan	Feb	Mrch	April	May	June	July	Aug	Sept	Oct	Nov	Dec	
Introduction to the Toolkit	11	24	43	27	19	5	23	13	11	6	12	2	196
How to use this Toolkit	11	18	33	30	15	7	12	14	14	7	6	1	168
Assessing my needs	15	22	32	18	15	9	10	13	15	8	4	2	163
Assertiveness	3	10	11	8	5	11	8	9	9	1	1	0	76
Course uncertainty	16	19	23	11	15	11	17	11	10	6	4	0	143
Grief	4	2	2	2	9	10	5	1	4	3	0	1	43
Mindfulness	5	7	10	7	9	9	6	3	4	3	2	0	65
Overwhelmed	5	3	9	9	6	12	5	7	8	2	7	1	74
Painful past	3	4	4	4	7	10	6	6	2	1	1	0	48
Painful thoughts	3	2	2	3	6	6	5	3	3	2	5	0	40
Parents	4	7	5	2	7	10	3	8	3	4	0	0	53
Relationships	14	4	16	10	8	7	7	10	9	2	6	0	90
Self-Esteem	2	4	5	3	7	8	9	4	5	2	6	0	55
Sexuality	4	12	12	12	12	10	3	7	9	2	2	2	87
Stress Manage	7	4	10	13	8	6	10	3	13	3	8	0	85
Study Skills	7	37	38	37	23	17	22	10	16	15	5	2	229
Suicidal ideat	0	1	3	8	4	4	3	2	5	0	4	0	34
Time-Management	9	29	35	22	19	14	16	17	8	9	1	1	180
Total Hits*	125	210	298	245	206	169	175	145	155	81	77	12	

SADAG 2021

MONTH		JANUARY		FEBRUARY		MARCH		APRIL	
NUMBER OF CALLS		94		114		132		321	
GENDER		Female	Male	Female	Male	Female	Male	Female	Male
		83%	17%	76%	24%	63%	37%	75%	25%
RACE	African	84%		74%		91%		91%	
	White	11%		18%		4%		7%	
	Coloured	5%		8%		5%		2&	
	Indian	0%		0%		0%		0%	
CAMPUS	Bfn	94%		86%		100%		86%	
	South	6%		6%		0%		14%	
	QQ	0%		8%		0%		0%	
TOP 3 REASONS FOR CALL		Depression 19%		Stress 23%		Academic Stress 22%		Academic stress 18%	
		Anxiety 16%		Academic Stress 18%		Information 16%		Anxiety 14%	
		Stress 14%		Anxiety 14%		Depression 13%		Stress 13%	
SUICIDAL IDEATIONS		3%		2%		0%		0%	
SUPPORT PROVIDED		Self-Help Tips 30%		Self-Help Tips 32%		Self-Help Tips 41%		Self-Help Tips 47%	
		Referred to SCD 21%		Referred to SCD 18%		Referred to SCD 27%		Referred to SCD 28%	
		High Risk Referrals 3%		High Risk Referrals 1%		High Risk Referrals 4%		High Risk Referrals 2%	

MONTH		MAY		JUNE		JULY		AUGUST	
NUMBER OF CALLS		229		206		178		435	
GENDER		Female	Male	Female	Male	Female	Male	Female	Male
		88%	12%	92%	8%	79%	21%	66%	34%
RACE	African	91%		89%		88%		91%	
	White	4%		3%		7%		4%	
	Coloured	3%		5%		3%		3%	
	Indian	2%		3%		2%		2%	
CAMPUS	Bfn	76%		77%		88%		83%	
	South	24%		14%		0%		15%	
	QQ	0%		9%		12%		2%	
TOP 3 REASONS FOR CALL		Anxiety 21%		Anxiety 23%		Academic Stress 27%		Academic stress 16%	
		Academic stress 21%		Depression 14%		Stress 17%		Anxiety 13%	
		Stress 13%		Stress 12%		Anxiety 14%		Depression 13%	
SUICIDAL IDEATIONS		3%		5%		2%		1%	
SUPPORT PROVIDED		Self-Help Tips 41%		Self-Help Tips 28%		Self-Help Tips 51%		Self-Help Tips 42%	
		Referred to SCD 19%		Referred to SCD 23%		General inquiries 26%		Referred to SCD 30%	
		High Risk Referrals 3%		High Risk Referrals 2%		High Risk Referrals 1%		High Risk Referrals 2%	

MONTH		SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
NUMBER OF CALLS		470		400		372		347	
GENDER		Female	Male	Female	Male	Female	Male	Female	Male
		72%	28%	70%	30%	62%	38%	80%	20%
RACE	African	90%		86%		92%		93%	
	White	6%		10%		5%		7%	
	Coloured	3%		3%		2%		0	
	Indian	1%		1%		1%		0	
CAMPUS	Bfn	77%		78%		83%		67%	
	QQ	21%		17%		16%		20%	
	South	2%		5%		1%		13%	
TOP 3 REASONS FOR CALL		Academic stress 17%		Anxiety 16%		Academic stress 19%		Family issues 21%	
		Anxiety 13%		Academic Stress 15%		Stress 12%		Depression 16%	
		Depression 11%		Depression 13%		Depression 11%		Academic & Relationship stress 11% each	
SUICIDAL IDEATIONS		2%		4%		0%		0%	
SUPPORT PROVIDED		Self-Help Tips 38%		Referred to SCD 33%		Self-Help Tips 30%		Self-Help Tips 32%	
		Referred to SCD 33%		Self-Help Tips 31%		Referred to SCD 27%		Referred to SCD 32%	
		High Risk Referrals 7%		High Risk Referrals 8%		High Risk Referrals 7%		High Risk Referrals 5%	
UFS Triage system (Screening)		Screening sessions (SADAG)	Follow up sessions (SCD, UFS)	Screening sessions (SADAG)	Follow up sessions (SCD, UFS)	Screening sessions (SADAG)	Follow up sessions (SCD, UFS)	Screening sessions (SADAG)	Follow up sessions (SCD, UFS)
		137	30	111	27	84	17	7	3