



Siyaphumelela
we succeed

Siyaphumelela Webinar

Mental Health and Wellbeing at South African HEIs

6 February 2025 : 08h30 – 13h00

Programme



08:30-08:45	WELCOME & INTRODUCTION	Mental Health workstream in Siyaphumelela	Dr E Mhlanga; Dr K Parker
08:45-09:05	KNOWING	Crafting a Comprehensive Mental Health Framework for South African Higher Education	Ms A Lunsky (Wits); Dr L Permall (UWC)
09:05-10:25	DOING	Linking Services to Needs, Ensuring Access	Dr H Kirkaldy (UP)
		Enhancing Mental Wellness Support for Stellenbosch University Students through a Self-help Web Application	Dr E Sinclair; Ms C Harvett (SU)
		Enhancing Student Well-Being Through the Integrated Support Model: Strategies for University Wellness Programmes	Ms L Ntlokwana; Dr M Paledi (NMU)
		Enhancing DUT student's wellness using multiple psycho-social interventions	Mr S Mbanjwa (DUT)
		StudyWell: Enhancing student well-being through the lens of SD-R and real-time monitoring	Mrs. C du Toit (NWU)
10:25-10:40		COFFEE BREAK	

Programme



10:40- 11:40	DOING	Wits Mental Wellness Strategy for students - an Overview	Ms A Lunsky (Wits)
		Tracking Student Mental Health Trends: How an Online Booking System Informs Counselling Interventions at UKZN	Mr S Zuma (UKZN)
		UWC Student Mental Health and Wellness Policy and Implementation Plan: A whole university approach	Dr Rone Gerber (UWC)
11:45- 12:45	TRANSFORMING	DISCUSSION/Q&A	Ms A Lunsky (Wits); Dr L Permall (UWC);
12:45- 13:00		THANKS & WAY FORWARD	Dr E Mhlanga (Saide); Dr K Parker (Saide)

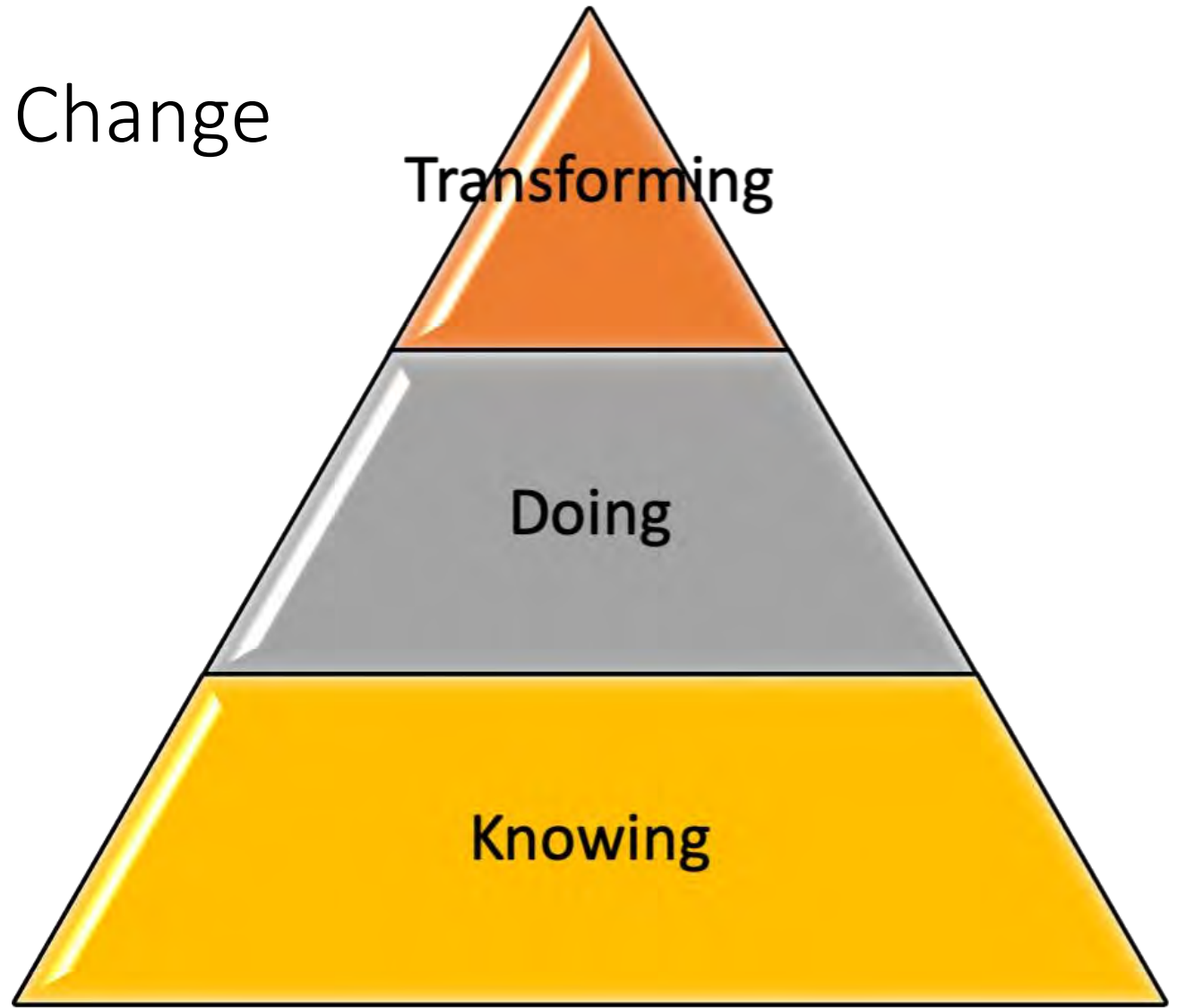
Siyaphumelela Aims



To **collaboratively promote equity** in South African higher education by:

1. Establishing a **more student-centred culture** in South Africa's higher education system to improve student success;
2. **Achieving annual targets to improve retention, course success and throughput rates** for degrees and diplomas, and **eliminate differences based on race, gender and socio-economic status**;
3. Improving institutional capacity to **collect and use student data for evidence-based decision-making** to improve student success across the higher education system;
4. **Consolidating and sharing evidence-based student success efforts** on a national scale: supporting students, use of data, teaching and learning and transforming institutions;
5. **Consolidating and sharing good student success practices** through convening meetings, service workshops and the Siyaphumelela Conference; and
6. **Embedding the student voice** in student success initiatives.

Siyaphumelela Theory of Change



Mental Health Workstream



- Mental health and well-being for both staff and students – essential for achieving holistic student success;
- Saide launched the Mental Health Workstream in 2020, aiming to co-create a data-driven national student mental health framework;
- In 2021, representatives from UWC and Wits were invited to co-lead this initiative, which also included partner institutions such as NMU, UCT, DUT, UFS, and UKZN;
- The primary objective of the Mental Health Workstream is to share high-impact best practices that promote student success, ultimately co-creating a comprehensive national mental health and wellness framework tailored for higher education institutions in South Africa.
- A series of meetings, webinars, presentations, and workshops from 2021 to 2024 with participants from higher education institutions, concentrating on the intersectionality of student mental health, social justice, and related challenges.

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Thank You to our Presenters



- Mr. Sihle Mbanjwa - Senior Psychologist – Counselling & Health Unit, DUT
- Mrs. Charlize du Toit - Industrial Psychologist & Researcher for Student Well-Being and Success, NWU
- Dr Hanle Kirkaldy - Head: Student Counselling Unit, UP
- Mr Sanele Zuma - Student Development Officer, UKZN
- Ms Anne Lunsky - Head of Department - Counselling and Careers Development Unit, Wits
- Dr Laetitia Permall -
- Dr Rone Gerber - Manager: Therapeutic Services, UWC
- Dr Elmien Sinclair - Coordinator: Student Advice - SU Student Success Initiative, SU
- Ms Christina Harvett – SU Student Success Initiative, SU
- Ms Lungsi Ntlokwana – Director, NMU
- Dr Mohlale Paledi - Senior Psychologist, NMU

Evaluation



Kindly complete the evaluation on the following link:

<https://forms.gle/kxCyyGDskqUiUNft8>

Siyaphumelela 3.0



- Student Success Initiative since 2014
- Third phase: 01 June 2024 – 30 June 2027
- The Siyaphumelela 3.0 Network includes 20 of the 26 South African Public Universities

Ways to get involved:

- Annual Siyaphumelela student success Conference 24-27 June 2025 in Johannesburg
- Website resources: www.Siyaphumelela.org.za
- Sign up for the Siyaphumelela news alert: <http://bit.ly/3Ec1gNc>
- Email: info@Siyaphumelela.org.za
- Webinar recording will be shared with all registrants and uploaded to YouTube:

Date/Time	Event	Host	Mode	Notes
29 Jan 2025 09h00-12h00	Student Tracking webinar	Student Tracking workstream	Virtual	Register here
06 Feb 2025 08h30-12h00	Mental Health webinar	Mental Health workstream	Virtual	Register here
23 Jan, 30 Jan and 13 Feb 2025 09h00-12h00	Development of Short Learning Programmes	<i>Saide</i>	Virtual	This is a re-run of the Development of Short Learning Programmes. Institutions that are developing SLPs in year 1 must attend.
04 Feb 2025 15h30-17h30	DREAM 2025 Pre-briefing webinar	Achieving the Dream	Virtual	https://achievingthedream-org.zoom.us/j/85195455209
18-21 February 2025	DREAM 2025	Achieving the Dream	In-person Philadelphia, USA	Click here for further information. If you plan on attending as a self-paying delegate, we have negotiated reduced in-network rates. Please contact Kudayjap@saide.org.za
25-26 March 09h00 - 13h00	Siyaphumelela Partner Convening	<i>Saide</i>	Virtual	Virtual Siyaphumelela 3.0 Partner Convening Meeting
March-May 2025	Teaching and Learning SLP	<i>Saide</i>	Virtual	Intended for Academics
26 - 28 March 2025	SI Supervisor Training Foundations	NMU	Online	Participation is limited to one delegate per institution.
14-15 April 2025	SI Advanced Supervisor Training	NMU	Online	Participation is limited to one delegate per institution, who has completed the SI Supervisor Training up to the end of March 2024 and with at least one year of experience in doing SI.
24-27 June 2025	2025 Siyaphumelela Conference	<i>Saide</i>	In-person	Save the date



Crafting a Comprehensive Mental Health Framework for South African Higher Education

Dr Laetitia Permall (University of the Western Cape)

Anne Lunsky (University of the Witwatersrand)

SIYAPHUMELELA MENTAL HEALTH WORKSTREAM WEBINAR

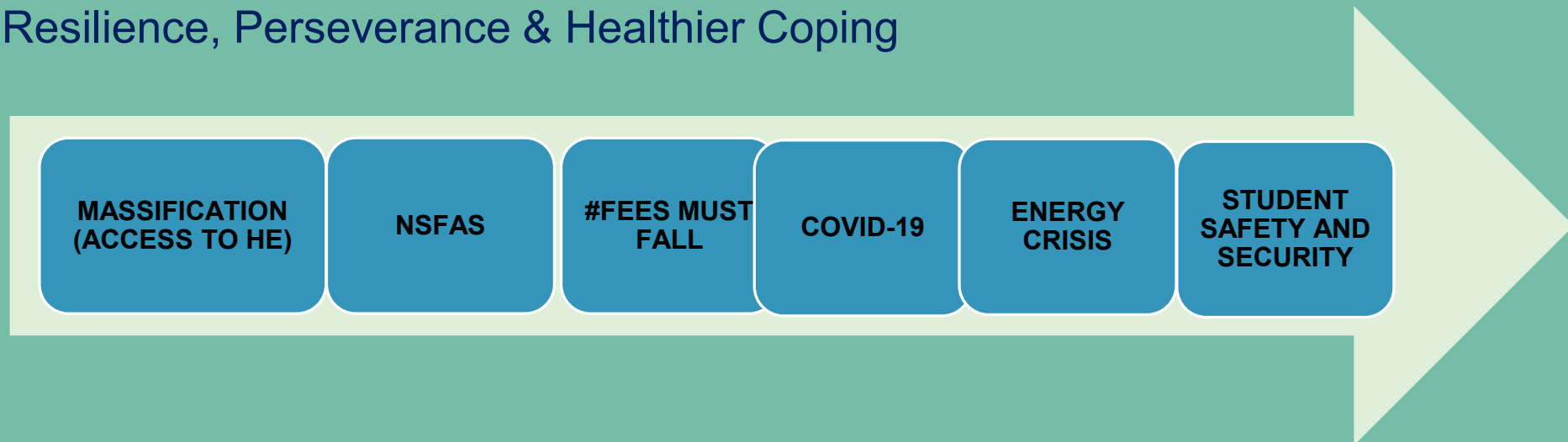
THURSDAY, 6 FEBRUARY 2025

SIYAPHUMEMELA MENTAL HEALTH WORKSTREAM: RATIONALE ,KEY EVENTS

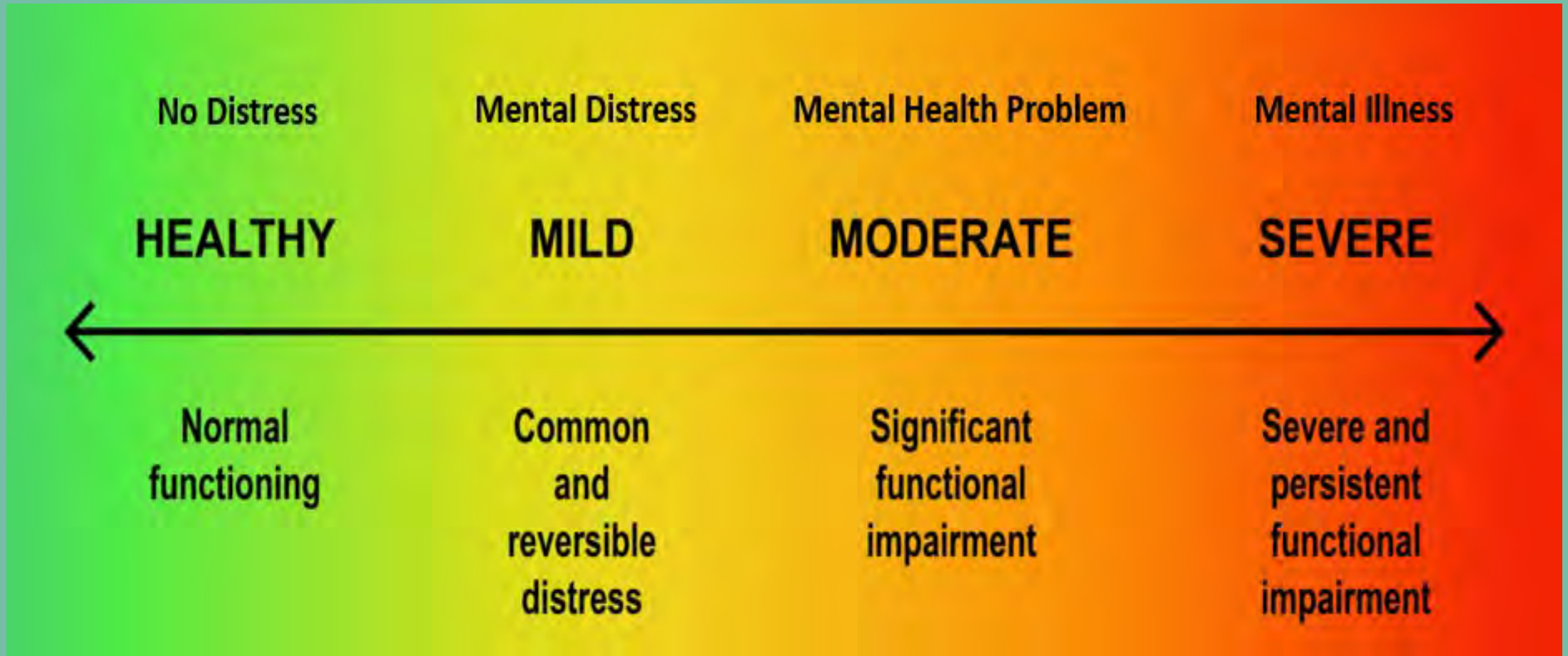
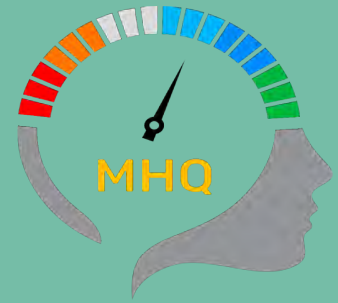


CONTEXT

- **Intersectionality:** Understand the extent to which diverse cultural beliefs, racial, gender, disability, socioeconomic factors and identities **influence students' mental health experiences**
- **Historical Context:** The effects of historical trauma on the psyche of students and staff
- **Integration of Traditional Healing Practices** to honour indigenous knowledge systems and African spirituality to promote holistic understanding of mental health
- **Understanding who our students are, and their help-seeking behaviour:**
 - Digital transformation & pseudo-relatedness (connection)
 - Resilience, Perseverance & Healthier Coping

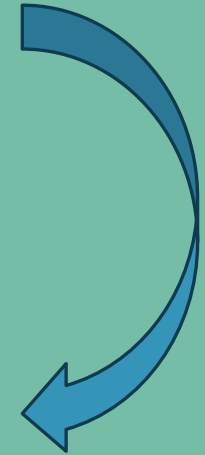


THE MENTAL HEALTH CONTINUUM



**MONITORING,
EVALUATION &
REVIEW**

HOLISTIC HIGH IMPACT PRACTICES



Collaboration &
Stakeholder
Engagement

Capacity Building
(empowering
students and staff)

**Ethical Data
Management**
Privacy and
confidentiality
Informed consent
Transparency in data
use

UBUNTU:
Interconnectedness &
sense of belonging
Personal and collective
responsibility
Collaborative learning

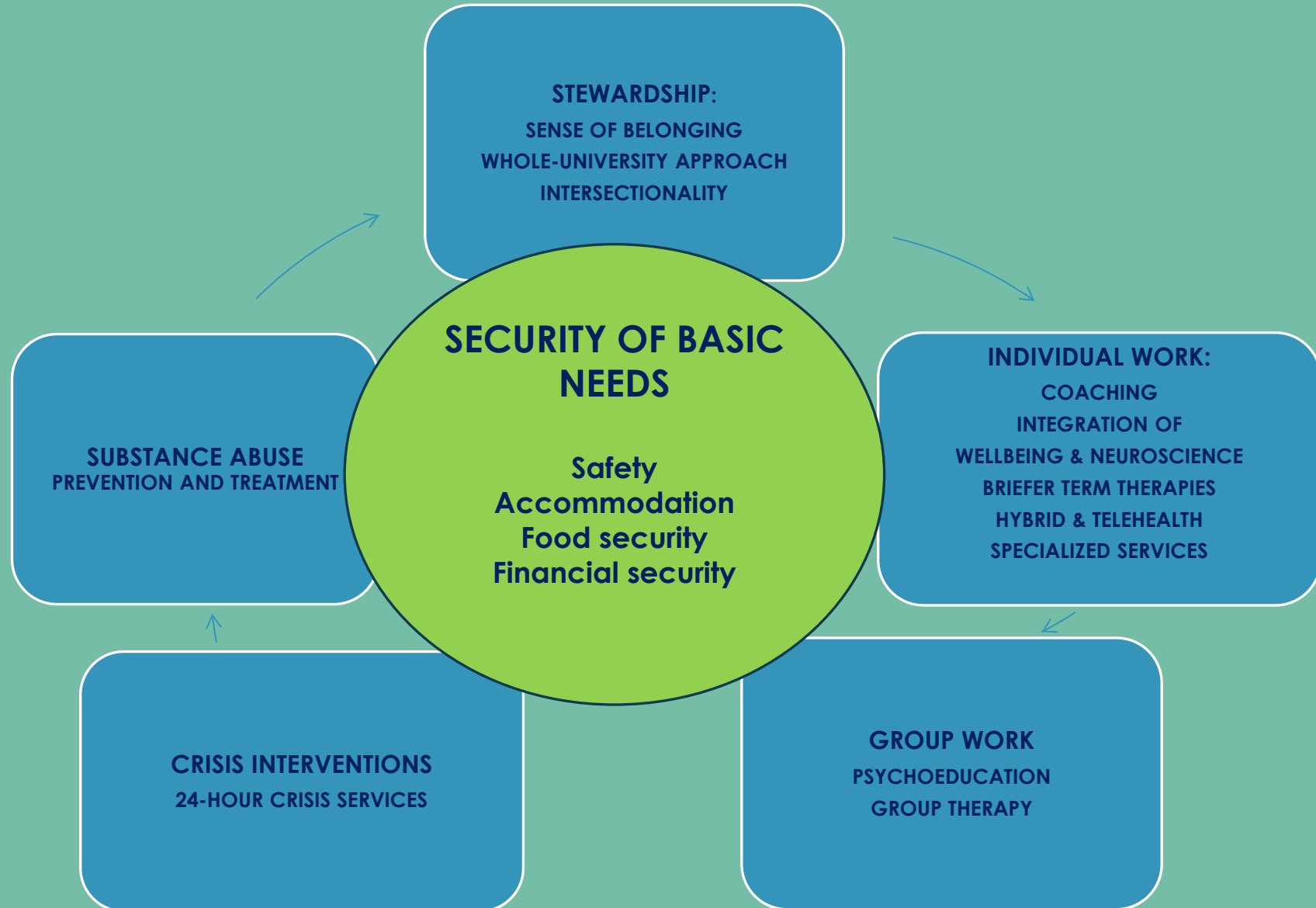
Social Justice
Promote fairness, equity
& inclusion
Advocacy

Cultural Competence
Access to culturally
relevant services
A dynamic learning
environment that fosters
diverse perspectives,
resilience and
intellectual growth
Inclusive practices

PRINCIPLES



HOLISTIC HIGH IMPACT PRACTICES



PREVENTION AND PROMOTION

1. Empower Students:

1. Implement programs and workshops that help students develop **a mindset of agency**, positioning them as co-creators of their holistic mental health and academic success.
2. Objectives: **Increase student engagement, enhance resilience, and improve overall well-being.**

2. Mental Health Literacy, Advocacy, and De-stigmatization:

1. Integrate comprehensive **mental health literacy modules** into the curriculum and co-curricular activities.
2. Objectives: Equip students with knowledge, reduce stigma, and promote proactive mental health practices.

3. Leveraging the Student Voice:

1. Develop and support a network of **peer mentors and mental health ambassadors/advocates.**
2. Training: Provide extensive training and resources, including professional supervision and mental health first aid.
3. Objectives: **Foster a supportive community**, encourage peer-to-peer support, and **amplify student voices.**

PREVENTION AND PROMOTION

4. Leveraging Technology:

Predictive Analytics:

1. Use data to identify at-risk students early and provide timely interventions.
2. Objectives: Improve early detection and targeted support.

Apps and AI:

1. Deploy mental health apps and AI tools (e.g., chatbots) to provide accessible support and information.
2. Examples: WYSA, Panda

Existing LMS Platforms:

1. Integrate mental health resources and support services within existing Learning Management Systems (LMS).
2. Objectives: Ensure seamless access to mental health support through familiar platforms.

5. Continuous Evaluation and Feedback:

1. Establish regular evaluation and feedback mechanisms to adapt the framework based on student and staff input.
2. Objectives: Ensure the framework remains relevant, effective, and responsive to student needs.

6. Inclusivity and Accessibility:

1. Design programs that are inclusive and accessible to all students, addressing diverse backgrounds and specific needs.
2. Objectives: Ensure equity in mental health support and resources.

PRELIMINARY RECOMMENDATIONS:



- A whole-university approach to mental health and wellbeing
- Executive leadership as champions for shifting towards an integrated culture of well-being
- More empirical data from institutions on the effects of mental health on student success
- Integration of institutional data on mental health to contribute towards institutional strategy
- Proactive partnerships with public health sector (DoH; DSD, DoE, etc.)

MENTAL HEALTH



AN ECOSYSTEM OF CARE



DIVISION *of*
STUDENT DEVELOPMENT
AND SUPPORT
**CENTRE FOR STUDENT
SUPPORT SERVICES**
learn. become. thrive

THANK YOU

Laetitia Permall (UWC) lpermall@uwc.ac.za
Anne Lunsky (WITS) anne.lunsky@wits.ac.za

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Bantjes, J., Hunt, X., & Stein, D. J. (2022). Public Health Approaches to Promoting University Students' Mental Health: A Global Perspective. *Current psychiatry reports*, 1-10.

Bantjes, J.; Kessler, M.; Lochner, C.; Breet, E.; Bawa, A.; Roos, J.; Davids, C.; Muturiki, M.; Kessler, R.C.; Stein, D.J. (2023). The Mental Health of University Students in South Africa: Results of the National Student Survey. *J. Affect. Disord.* 321, 217–226. [[Google Scholar](#)] [[CrossRef](#)] [[PubMed](#)]

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World Health Organization. (2022). World mental health report: transforming mental health for all.

Linking Services to Needs Ensuring Access

Dr Hanlé Kirkcaldy
Student Counselling Unit
University of Pretoria

Siyaphumelela
Mental Health Workstream



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Outline of Presentation

Siyaphumelela Theory of Change: Knowing – Doing – Transforming

1. Dilemma
2. Business as usual
3. Access
4. Ethics
5. Values
6. Enablers
7. Doing
8. Transforming



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Dilemma...

**How to
potentially
reach all
students in
a sensible
and
ethical
way?**



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**Cannot
be
business
as
usual...**



What is Access for us?

- **Simplifying the path to care**
- **Straightforward and user friendly**



Which principles and values will drive change?

Principles

- Beneficence
- Justice
- Equity
- Non-maleficence
- Dignity
- Autonomy
- Transparency



Which principles and values will drive change?

Values

- Effective
- Efficient
- Relevant
- Responsive
- Accessible
- Sustainable
- Priorities



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Enablers

Policy
Frameworks

Wellness and
Resilience

Diverse
offerings

Technological
innovation

Optimal
Processes

Strategic
Partnerships

Across silos

Student
Community
Engagement

Staff
development
and training

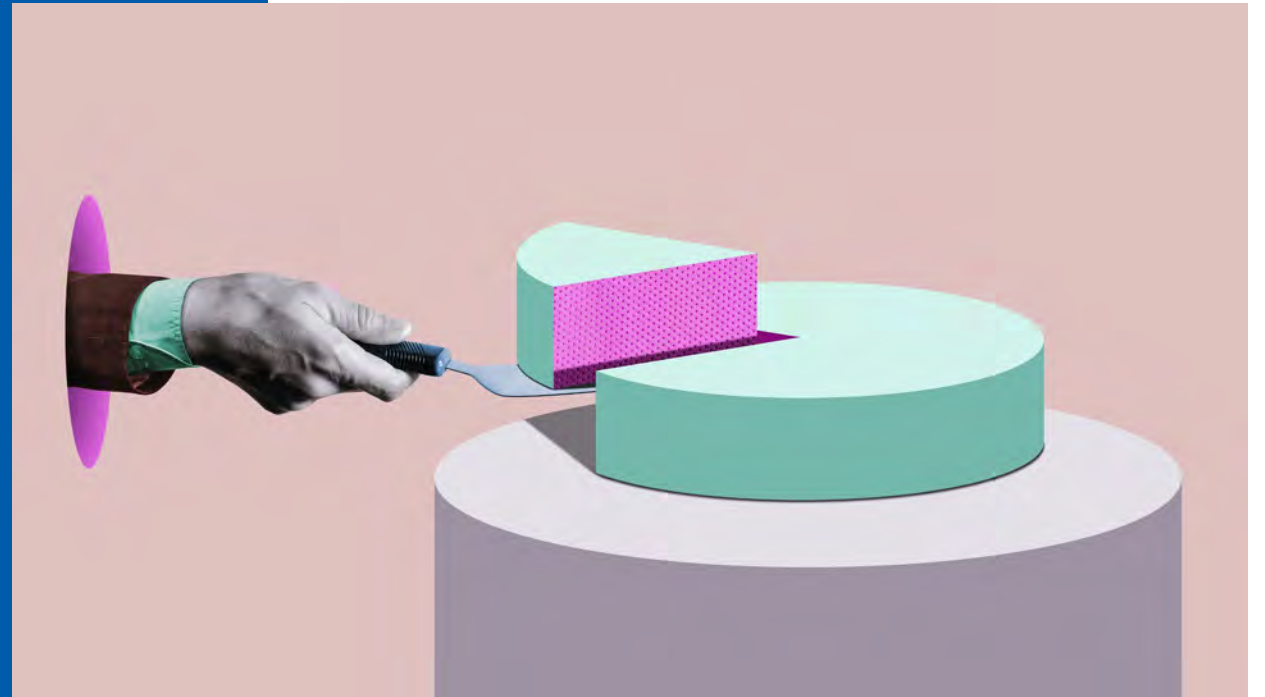


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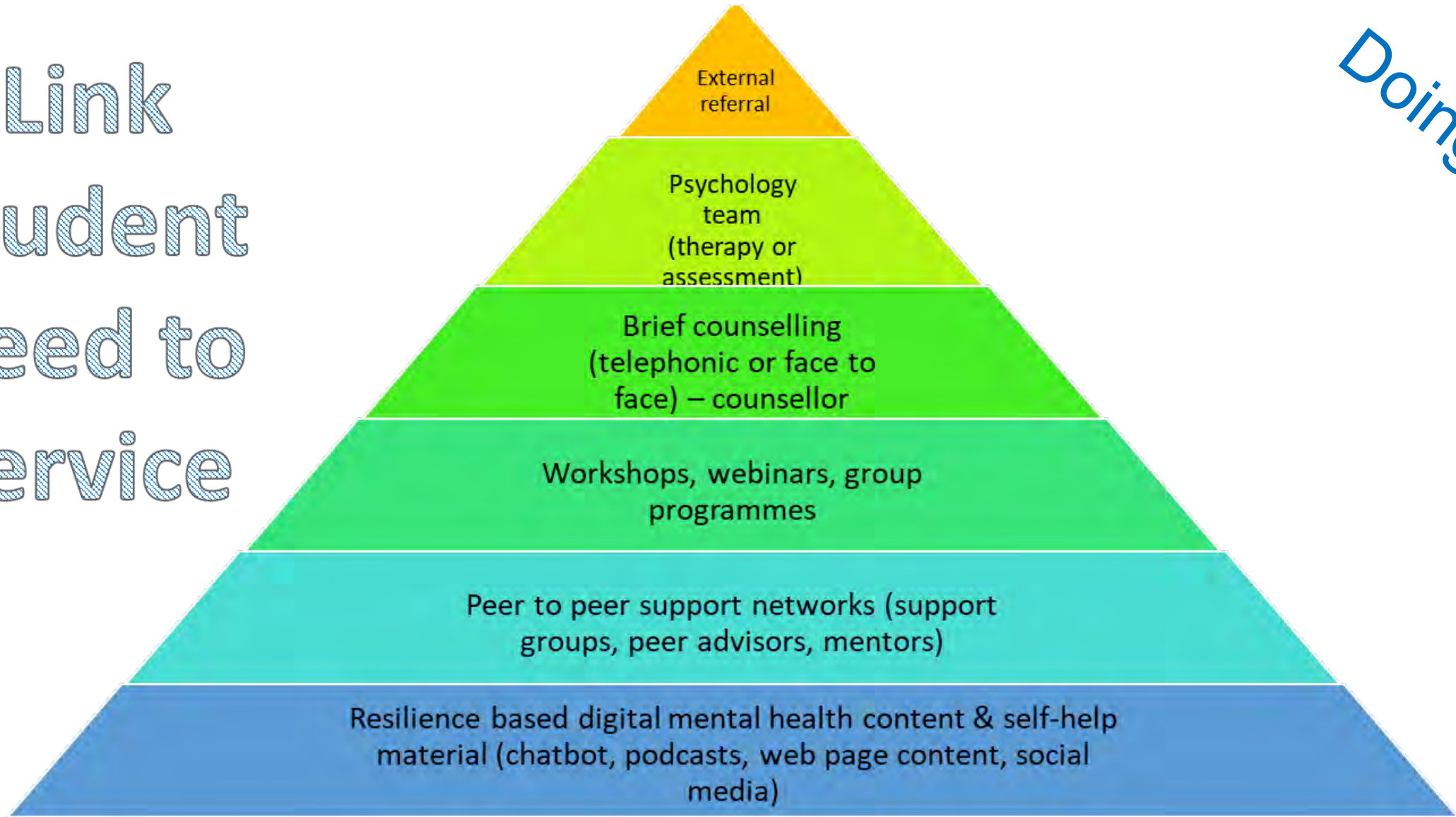
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What we currently do...



Link
student
need to
service

Doing



Implications for practice

Employ evidence- based and standardized practices

Monitor outcomes on regular basis

Collect data and statistics on use of services

Continuous staff orientation

Offer least intrusive interventions first

Offer highly intensive interventions when needed

Encourage ongoing baseline wellness

Communal focus on resilience (faculties and residences)

Link all support services for inter-referral

Transforming



- Ensure improved client experience and service delivery
- Advance equity and inclusion for students with mental health and learning difficulties
- Disseminate guidelines and protocols to manage students with mental health and learning difficulties equitably
- Ensure campus wide collaboration on mental health projects, services and products
- Leverage digital, online, and artificial intelligence technologies to enhance student wellbeing
- Continued business / processes improvement
- Improve employee performance and employee learning
- Enhance data driven decision making
- Add value to organization



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Cannot separate success from wellness

“Mental Health Matters”



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Questions?

THANK YOU



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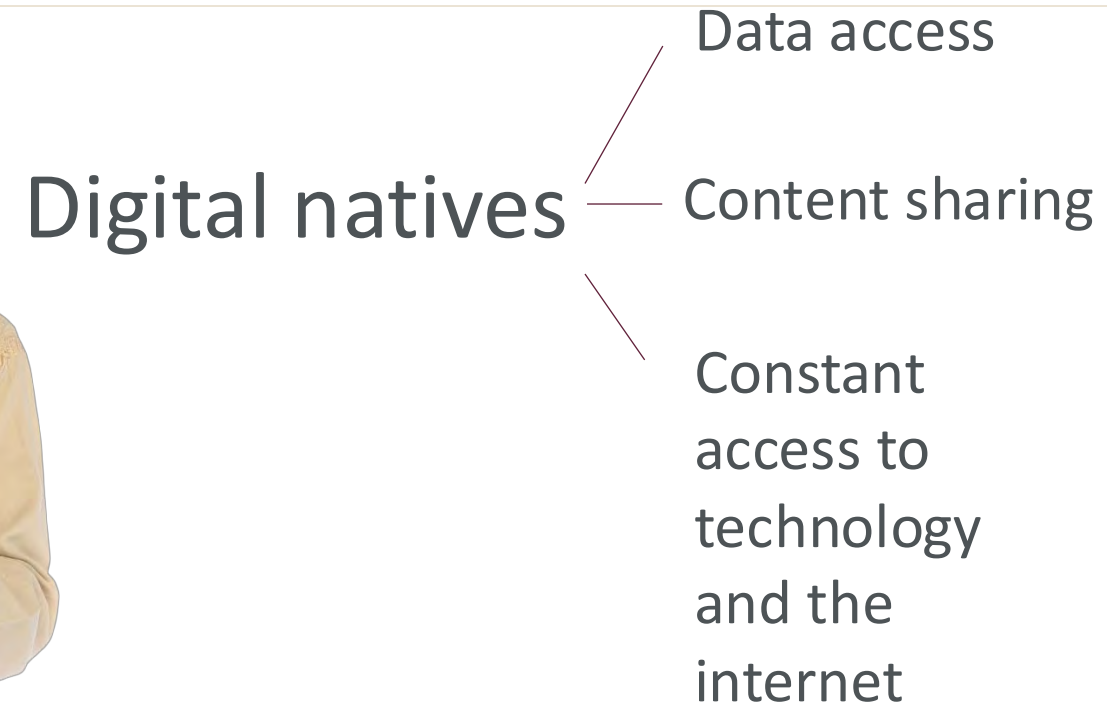
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Enhancing Mental Wellness Support for Stellenbosch University Students through a Self-help Web Application

Dr Elmien Sinclair and Ms Christina Harvett

Setting the scene



How do they seek help?

Source: Prensky, M. 2001. Digital natives, digital immigrants. *On the horizon*, 9(5).



SUNSuccess

Introducing **selfhelp.sun.ac.za**, the web-app designed exclusively for SU students!

selfhelp.sun.ac.za is your go-to resource for achieving balance and assistance across all facets of student life.

Objectives

- **1. Reduce Waiting Time for Psycho-Social Support:**
 - Provide immediate access to mental health resources.
 - Reduce the burden on psychiatrists and counsellors by offering alternative support options.
- **2. Empower Students to Seek Help:**
 - Offer a user-friendly platform where students can easily find and access mental health resources.
 - Encourage self-help and proactive mental wellness management.
- **3. Destigmatise Seeking Help:**
 - Normalise conversations around mental health and wellness.
 - Provide the academic advisors in the faculties a resource to help students, as not all problems need therapy.
 - Introduce wellness services to students from underprivileged schools, to previously exposed to how academic counselling can help shape academic outcomes.



Anonymous Student Self-Service Portal



photo: Stefan Els

I prefer English

Ek verkies Afrikaans

Ndikhetha isiXhosa

forward together
sonke siya phambili
saam vorentoe

Feedback

FEATURES:

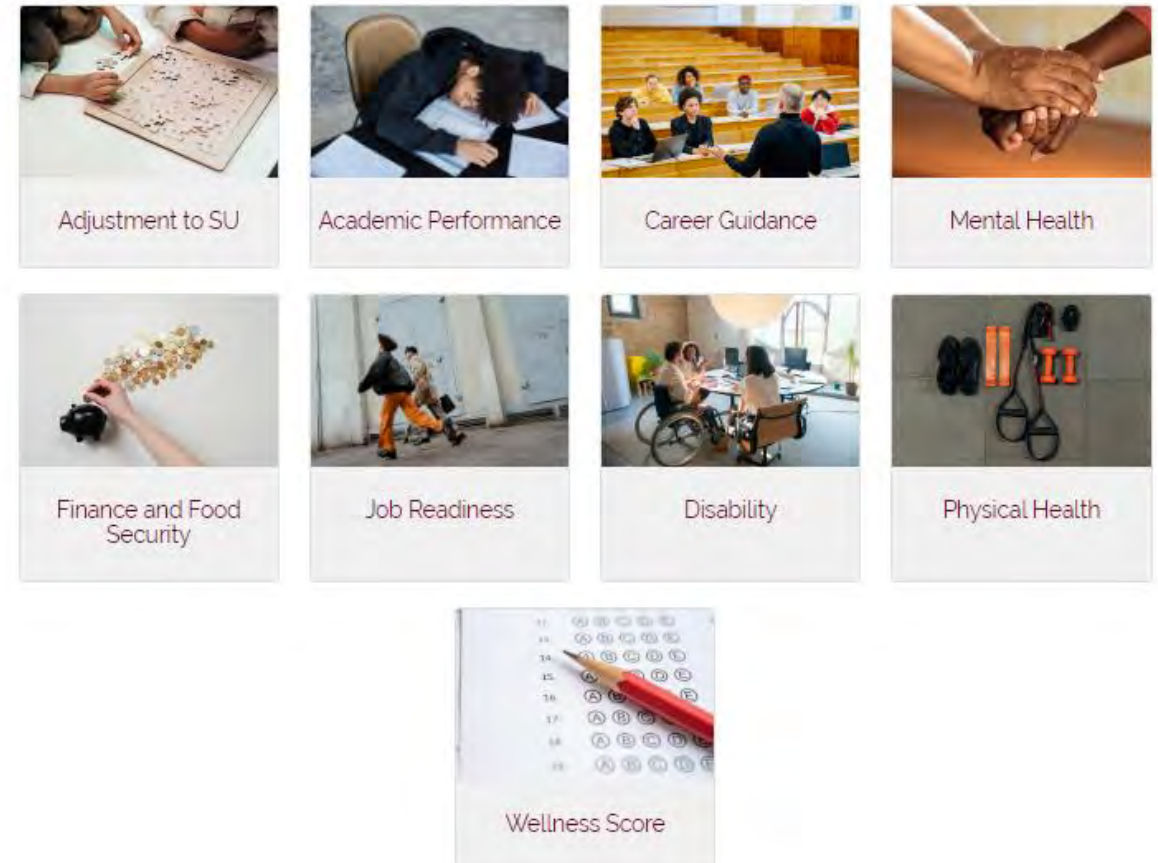
- Available in 3 official languages of the University
- Students stay anonymous until they choose to make contact
- Available in all three official languages of the university
- Centralised Resource Hub which provides a comprehensive collection of available mental health resources, including articles, videos, and self-help guides.
- Access to sign-up sheets for group sessions and workshops.
- Contact details and automated emails support services.

Centralised Resource Hub

- Adjustment
- Academic Performance
- Career Guidance
- Mental Health
- Finance and Food Security
- Job Readiness
- Disability
- Physical Health
- Wellness Score



Anonymous Student Self-Service Portal



Automated Emails

Send |  From: est@sun.ac.za   

To studysuccess@sun.ac.za <studysuccess@sun.ac.za>  Bcc

Cc

Academic Performance - Self-Service Portal Enquiry

Dear CSCD

I would like to make an appointment for academic support.

Yours sincerely

Kind regards | Ngemibuliso emihle | Vriendelike groete

Dr Elmien Sinclair

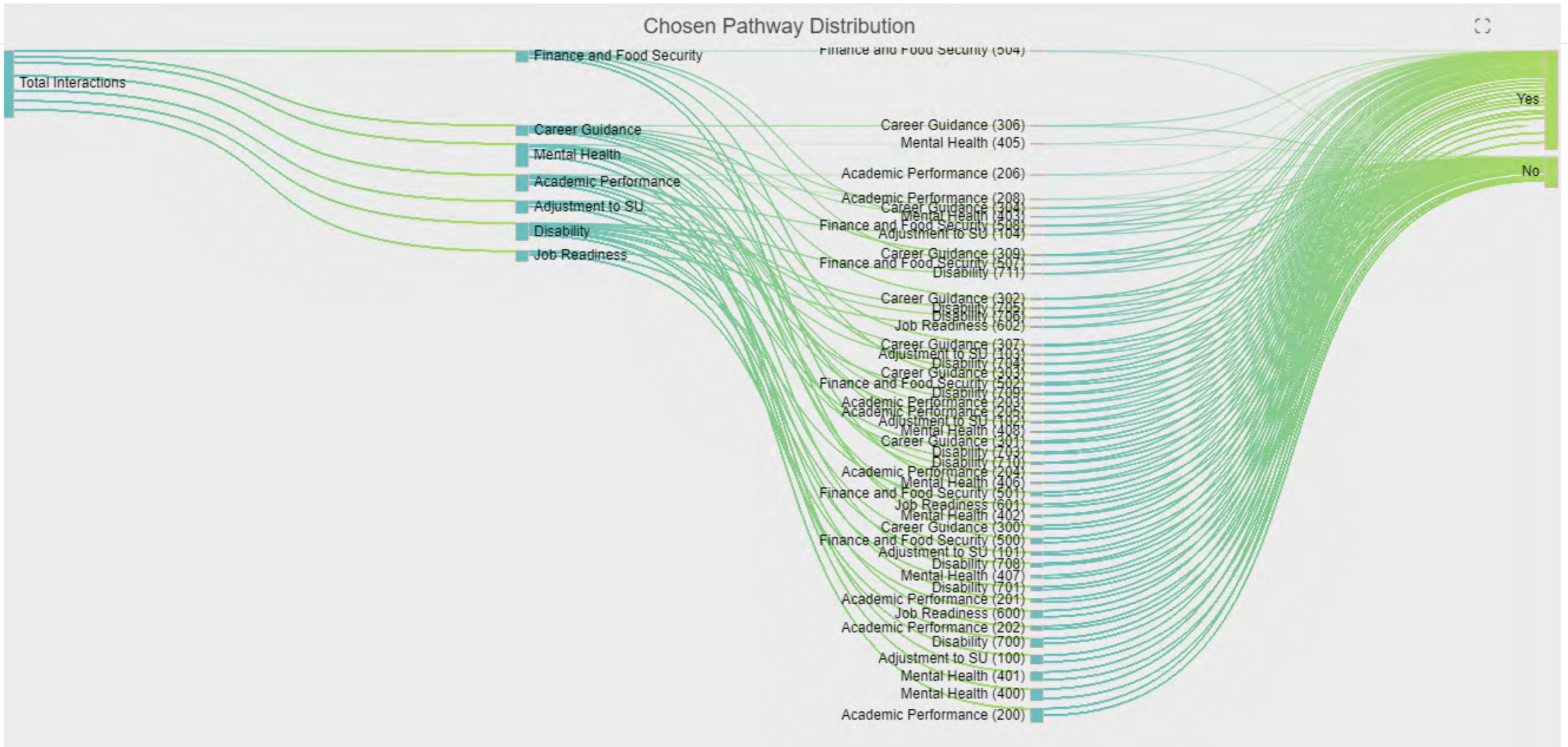
Videos



[SUNSuccess | Centre for Student Counselling & Development - YouTube](#)

Making the background analytics work for us

- The app does not track individual students' behaviour but does measure the traffic of the various pathways, showing which questions received the most clicks. This will enable the CSCD to better plan interventions and programmes.
- Short feedback survey, to continue to measure impact and identify needs



Reflections: The development process

1. Multiple Centres across SU collaborated
2. Psychologists and counsellors from the CSCD to identify student needs and best practices.
3. Division for Learning and Teaching Enhancement
4. Software Developers: User-friendly interface that is easy to navigate, and allows students to stay anonymous but can easily integrated with emails if the student is ready to speak to a staff member at CSCD.
5. Ensuring the platform is accessible on both desktop and mobile devices and compatible with screen readers for students with disabilities.
4. Launched the web app to a small group of students to collect feedback and make necessary adjustments before a full-scale launch.

Marketing

Stakeholders

- Posters (hard copy and electronic)
- Video's – Student Centre
- E-signature banners
- CSCD Work sessions and groups
- Student leaders, mentors, tutors
- Student Newsletters



SUNSuccess

Are you:

- Looking for support with mental or physical health?
- Seeking guidance for academic success or career planning?
- Needing help adjusting to campus life?



Introducing **selfhelp.sun.ac.za**, the web-app designed exclusively for SU students!

<https://selfhelp.sun.ac.za> is your go-to resource for achieving balance and assistance across all facets of student life.

Photo by Stefan Els

Expected Outcomes

Reduced Waiting Lists/Times:

- Decreased the number of students waiting for individual counselling and therapy sessions.
- Direct students to explore self-help resources and join work sessions

Increased Student Empowerment:

- Higher rates of students engaging with mental health resources.
- Improved self-efficacy in managing mental wellness.

Normalisation of Seeking Help:

- Increased visibility and accessibility of mental health support.
- Greater acceptance and understanding of mental health issues within the student community.



Final Remarks





NELSON MANDELA
UNIVERSITY

Emthonjeni Student Wellness (ESW)
Presenter: Lungsi Ntlokwana

**Team of Psychologists (Clinical, Counselling
Research) Registered Counsellors Social
Worker and psychology (Interns)**

Standardised Multi Campus Approach



Our positioning within University

Vice-Chancellor

DVC: Learning & Teaching

Dean: Learning & Teaching: LT Collab

Emthonjeni Student Wellness (ESW)

Our Main Purpose:
To contribute towards student development
And



Our Vision

Conscious of our African Context, Emthonjeni strives to be a responsive psychological service for students enhancing holistic individual well-being and mental health thereby contributing to student success.



Mission

Foster a supportive and inclusive environment through accessible resources, evidence-based interventions, and programs designed to promote wellness across mental, physical, and social dimensions.

Create a safe and welcoming environment where students feel empowered to overcome challenges, build resilience, and thrive academically and personally

Intervention strategies:

- Individual and Group therapy
- Psycho-educational initiatives (Workshops, Webinars and Community Outreach)
- Peer support and student-led initiatives.

To provide guidance, counselling and/or therapy to students in these areas: personal adjustment, career developmental and/or psychological problems that that require professional attention.

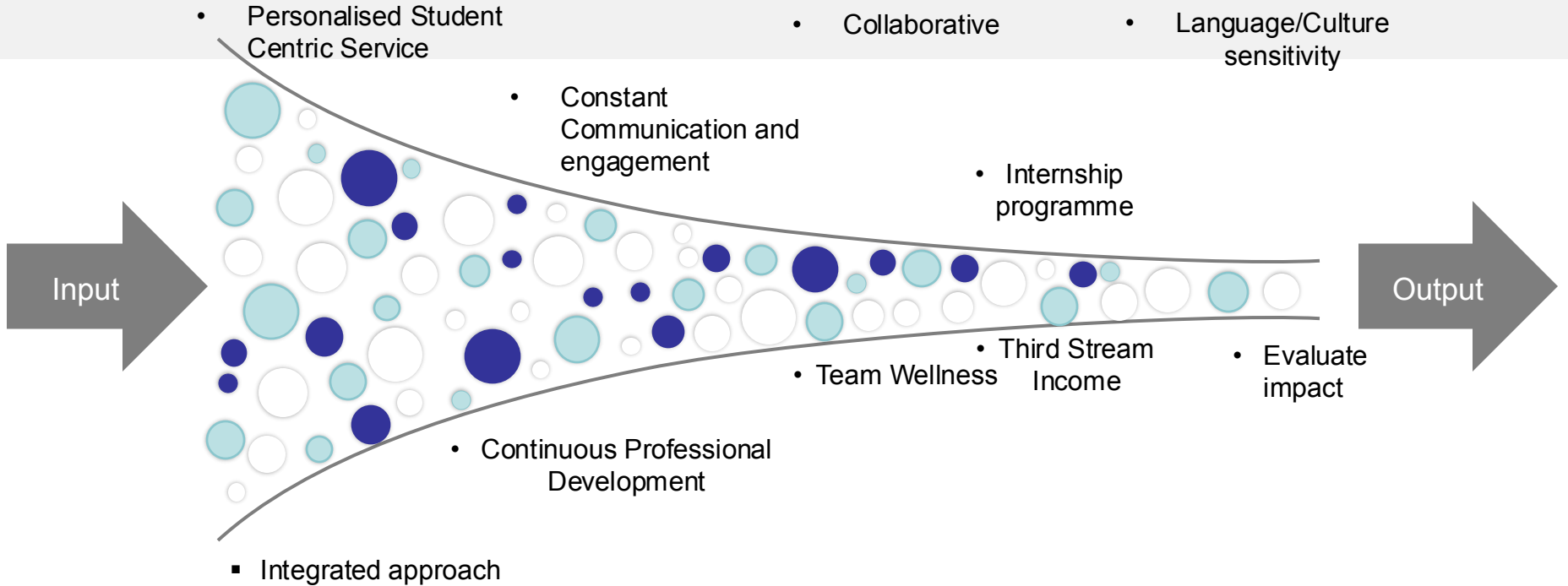


Strategic plan :Reviewed goals



- Ensure that the vision, mission, and objectives of ESW are aligned with the overarching goals of the university.
- Reflected on how ESW efforts contribute to the institution's key performance indicators (e.g., student well-being and success).
- Emerging Trends and needs of our students so that we tailor our services based on the needs of our students.

2025 Strategic Priorities



How We Organise Ourselves





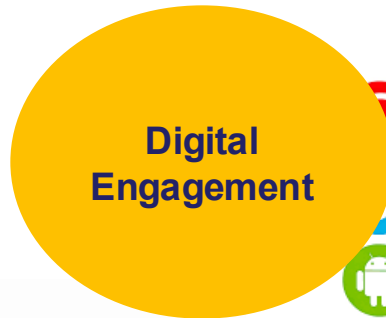
Individual counselling



Workshops



Pamphlets



Digital Engagement



Group counselling

Format of Emthonjeni Services

ESW Strategy Pre-Uni and Transitioning to University

In embracing the core mandate of facilitating inclusive student access for success-the University invests extensively in various strategies to provide supportive living and learning environments for student success

- **Promotes Equity and Inclusion**

we offer career guidance to ensure that all students, especially those from underrepresented backgrounds, have equal access to opportunities and resources.

- This well-rounded support prepares students for both career and life challenges.



Transitioning to University

Faculty link counsellors liaise with faculties on FYS Orientation Schedule.

Counsellors presents various topics including adjustment and awareness about Emthonjeni Student Wellness Support and Services and adjustment to university.

Faculty linked counsellors: aim to build relationships and serve as a link between the faculties and ESW by:

- Reporting on mental health trends on quarterly basis
- collaborating with faculty staff to respond to student needs
- sharing available services or other resources (e.g., statistics and/or reports, workshops, webinars, self-help tools, and mental health related activities),



Increasing students' access to ESW services

- In the complexity, chronicity, and severity of students with poor mental health there is increasing demand for psychological services
- ESW upholds its ongoing commitment to ensure that mental health and well-being programmes are tailored to meet the diverse needs of different groups.
- ESW therefore explored creative and dynamic ways to respond to the changing needs of the university student.



Introduction of a Triage system



- Introduced **a triage process** in response to high demand of therapy/counselling interventions.
- The triage process aims to provide a timely assessment of a student's level of clinical acuity (emergency/crisis and risk (for example, homicidal, suicidal, self-harming, delusions, sexual and physical assault);
- To ensure immediate access and eliminate wait times, psychologically at-risk students are attended to daily and are not expected to go through the online booking system. Once the student arrives/calls for an emergency session, they are immediately assigned to a counsellor.

Increasing students' access to ESW services

- ESW has had to revisit its counselling practice model to balance the number of students needing mental health support against the human and technological resources available.
- The multi-purpose nature of the new practice model was designed to: maximise practice efficiency, reduce waiting lists, avoid therapist burnout, empower students to manage their own mental health condition (vs enabling dependency), and reserve face-to-face counselling time for cases with greater complexity.
- Key components of the new practice model are as follows:
 - Counsellor as Case Manager (emphasis on active management of client load)
 - Short-term therapy model
 - Session limits:
 - 4-6 sessions, then referral to
 - off-campus community providers, and / or group counselling



Triage Practice



psychoeducational workshops and webinars, and / or e-pamphlets.

OR re-contracting for high-risk clients.

Session 1: In-depth initial assessment / Triage

Informed decision-making.

Direct students to more appropriate services e.g., success coaches.

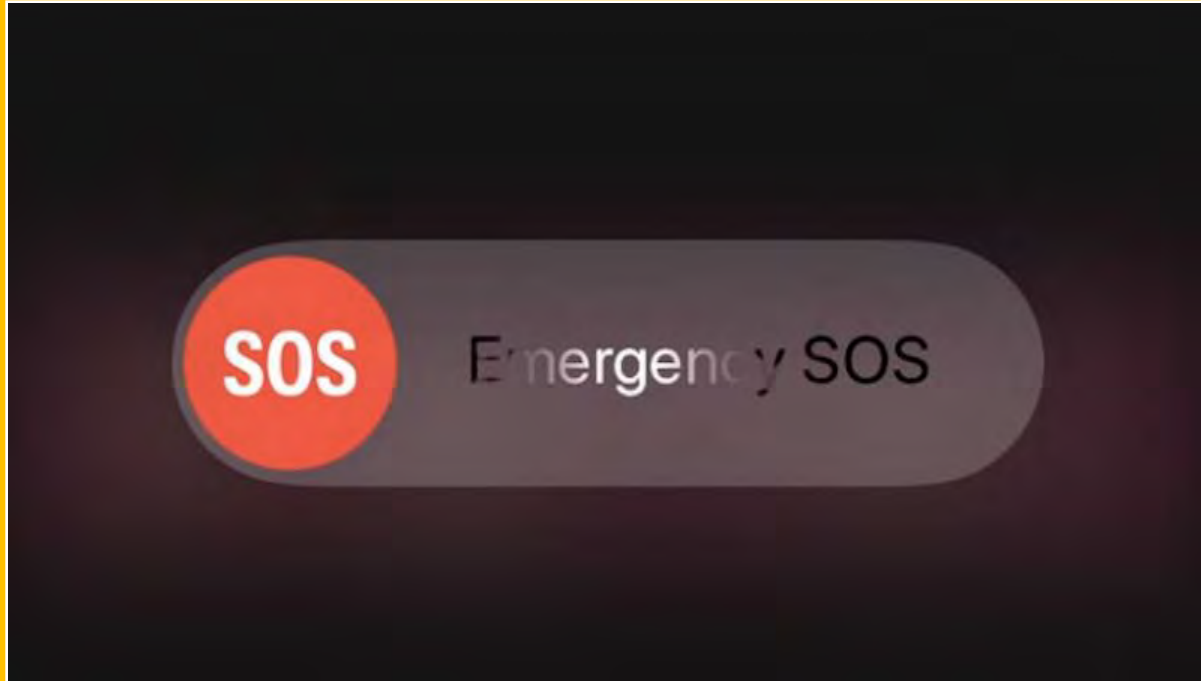
Reduce client movement between counsellors.

Rolling turnover (i.e., journey to termination) to ensure students continued access

to counselling services.

Waitlist. Calendars are filled up and students seen on a first come, first serve

Same-Day Emergency Intervention



Direct Services to Students





Personalised and student centred Approach

**Needs
Assessment**

**Continuous
communication
& Engagement**

**Blended
approach**

Psychology of Wellbeing



**Mental
Health
Awareness**

**GBV
Interventions**

**Individual
Counselling**

**Substance
Use**

**Community
Interventions**

**Psycho-
educational
Workshops**

**Group
Counselling**

Career Programme

Career Construction
&
Employability



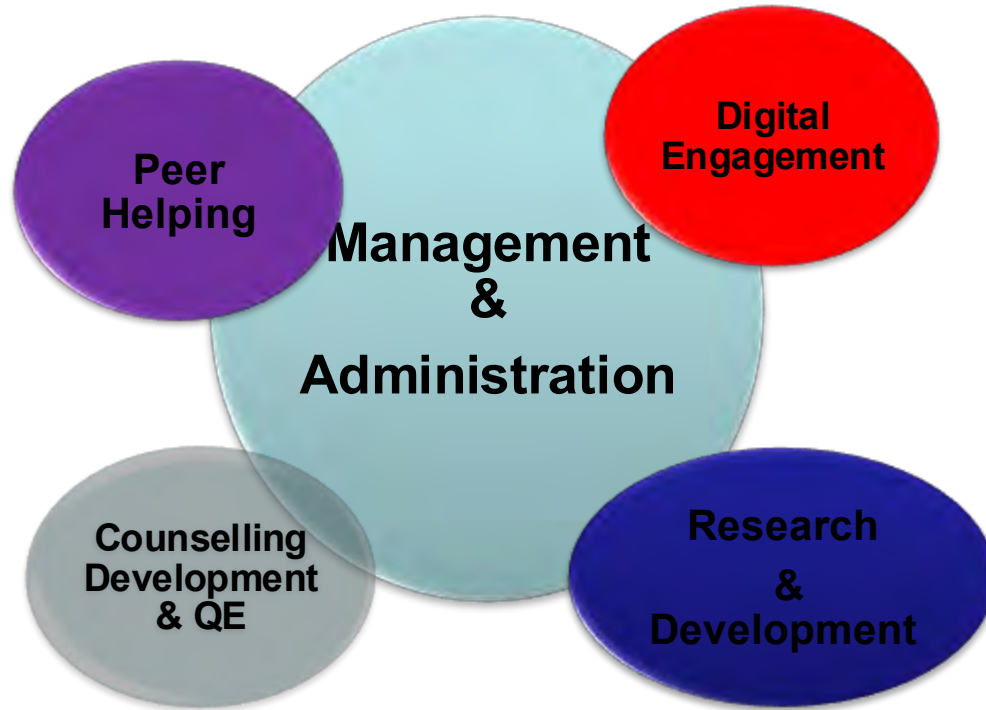
Career Construction & Employability

Tier 1
Current
Students

Tier 2
Prospective
Students

Tier 3
Community

Indirect services



Enhancing Capacity through Group Interventions



- Recognising the high demand for counselling services, limited counsellor capacity, and the need to maximise individual contact time with high-risk clients,
- ESW made a strategic decision to refocus some of our resources to alternative therapeutic interventions which would supplement individual counselling services.
- The latter interventions included group counselling approaches, psycho-educational and peer-led support programmes, webinars, and self-help material.



Activities outside Therapeutic space: Art Expressions

ESW conducts Art Expressions during lunch hour breaks every Friday, where students can freely focus on self-care without being in a therapeutic/counselling space.



Peer –led Support Initiatives

- Increasing capacity through have Peer Helpers:
- Facilitate Webinars and residence workshops
- provide career guidance
- Co-facilitate with counsellors during dialogues,
- Masincokole and
- Radio Talks.





I  FREE
STUFF



Our Services Are:

Res Visits -Gallary

Hector Peterson



Res Visits -Gallary

Sarah Baartman



Res Visits -Gallary

Phase 3



MADIBAZ Radio



66



2




⋮


View insights

 **emthonjeni_mandelauni** and **madibazradio**

It's okay to not be okay. Everyone feels down ...

Liked by khanyisa_alona_zibe and 65 others

 **_mandelauni** · Original

 **madibazradio**

+1



Highest Reactions:

Madibaz Radio Talks

UNIVERSITY

Change the W



Emthonjeni Student Wellness

Digital Team:

01/01/2024 - 16/04/2024



YouTube & TikTok



NMU Emthonjeni Student Wellness

- Few Videos

Need to increase subscribers

Contact Us:

Website

counselling.mandela.ac.za

Telephone

041-5042511

e-mail

counselling@mandela.ac.za

AFTER HOURS EMERGENCY CONTACTS

Mandela University Protection Services:

041-504 2009/9111 (PE), 044-8015050 (George)

After-hours Medical Emergencies:

041-5042009 (PE), 072-381280 (George)

Suicide Emergency Lines:

0800 21 22 23 (08:00-20:00) / 0800 12 13 14 (20:00-08:00) / 0800 567 567 or SMS 31393

Life Line:

0861 322 322 (Counselling available 24/7) or www.lifelinesa.co.za

South African Depression and Anxiety Group (SADAG) 24-hour helpline:

0800 456 789

Higher Health Post-School Education Sector (PSET) 24-hour mental health helpline:

0800 36 36 36 or SMS 43336

mandela.ac.za

Change the World

Questions & Discussion



Change the World

mandela.ac.za

MENTAL HEALTH WEBINAR PRESENTATION

Siyaphumelela/ SAIDE Presentation: 06 February 2025

University: Durban University of Technology (Student
Counselling & Health Unit)



Enhancing DUT student's Wellness using multiple psycho-social interventions

Mr. S N Mbanjwa (Snr Psychologist DUT)



DURBAN UNIVERSITY OF TECHNOLOGY
INYUVESI YASETHEKWINI YEZOBUCHWEPHESHE

ENVISION 2030

transparency • honesty • integrity • respect • accountability
fairness • professionalism • commitment • compassion • excellence



GUIDING POLICIES & PROCEDURES

- ENVISION 2030 DUT – STRATEGIC FRAMEWORK
- DUT Holistic Student Support Framework
- Student Health & Wellness Policy (approved 2023)
- Procedures & Protocols: Each Sub-Unit: HIV/ STUDENT COUNSELLING/ STUDENT HEALTH & DRU

THE DUT CONTEXT IN BRIEF

DUT ENVISION 2030 STRATEGY

PERSPECTIVES:

Stewardship
Systems & Processes
Sustainability
Society

PRINCIPLES

Professionalism
Compassion
Fairness
Commitment
Excellence

VALUES:

Transparency
Honesty
Integrity
Respect
Accountability

Holistic Student Support & Success

Methodology of CARE:

- Connectedness (Collaborations: Academics Departments, Support Units & Students)
- Agency for Success (Student Voice)
- Relevant (Curriculum & Support Programs)
- Enabling (Individually and Socially Transformative)

4 Pillars to foster HSSS:

- Academic Excellence (Tutorials, Academic Support, Civic Education HH)
- Transition & Adaptation (Adapt @ DUT FYSE, Orientation)
- Inclusion & Wellbeing (Psychosocial Support, Inclusion of SWD)
- Active Participation & Involvement (Student led conversations, co-curricular activities, GBV Dialogues)

HOLISTIC STUDENT SUPPORT – THE DUT WAY

- The Durban University of Technology (DUT) enrolls students at different levels of preparedness and development. This necessitates the need to design and implement intentional student support initiatives to nurture students through their academic and campus transition.
- At the centre of the Holistic Student Support and Development initiative at DUT, is the collaboration between academic departments, support units and students. DUT prioritizes the voices of students, through fostering student agency for success. To achieve this, DUT has identified four pillars to foster holistic student support and success.
- Academic Excellence: Which includes tutorials, academic support and other skills development initiatives
- Transition and Adaptation: Including the first-year student experience programme, senior year experience programme and the Orientation programme
- Inclusion and well-being: Programmes that cater for psycho-social support and inclusion for students with disabilities
- Active Participation and Involvement: programmes that include dialogues, student-led conversations, engagement in sports and participation in the class and co-curricular activities
- Adopting from ENVISION2030, DUT foregrounds a scheme of theorem to contextualize initiatives for impact and success, through data driven practices.

HOW DUT MONITORS THE MENTAL HEALTH OF STUDENTS

- We capture statistics using forms/ templates designed to record
 - Biographical data (e.g., gender (male/ female, etc.)
 - Study/ Course Info (Faculty, level of study, faculty, course, etc.)
 - Contact type (incl: 1st time or repeat consultation, type of consultation (in-person, tele, online, etc.)
 - Presenting problem/ issue (Non-therapy issues: e.g., Time concession, Phakimpilo, etc.), ; Therapy issues: e.g., Anxiety, Trauma, etc.)
- Higher Health Screening Tool (All SCH Unit service areas complete monthly)
- We train/ Capacitate: RA's, TA's, Academics, Peer Educators, House Committees - Basic Helping & Referral Skills (How to identify students in distress, intervene, and refer)
- Crisis Intervention & Trauma Debriefing Sessions - Lecturers and Residence staff request our unit to intervene when traumatic events occur
- Dialogue Series - Focus Groups (GBV/ LGBTQI+, etc.)
- Social Media Platforms - interactive platforms
- Student Surveys - Analyze the stats and survey data and report on trends, and use data to inform programs and interventions (Report quarterly in various forums)
- Services & Programme Evaluations

OVERVIEW OF SUPPORT SERVICES FOR STUDENTS AT DUT

- The DUT Human Capital Services (HCS) - caters for staff mental health through the Employee Wellness Program (EWP)
- Student Counselling & Health Unit - 4 Sub-Units: (Psychologists, Social Workers, CRCP (Registered Counsellor))
 - Student Counselling Services:
 - Individual psychotherapy interventions - one on one sessions with students
 - Group therapy interventions - support groups with common issues
 - Crisis counselling - emergency cases and debriefing sessions (individual and groups)
 - Career Counselling Services
 - Psycho-educational interventions
 - Campus Health Services: (Nurses, Doctors, Counsellors)
 - Primary Health Care Services
 - HIV & Aids Services:
 - Health Promotion
 - Disability Rights Unit: (Disability Officer, SASLi's, Scribes, Tutors, etc.)
 - Advocacy for SWD - Reasonable accommodations

SUPPORT SERVICES CONTINUED....

- Awareness, Psychoeducation and Capacity Development
 - Marketing of counselling & health services and programs - e.g., orientation, pin-board, website and social media platforms
 - Awareness Campaigns (prevention initiatives) - Mental Health & Wellness, Silent Protest March (GBV), Suicide Awareness, etc.
 - Capacity Development (Workshops & Training) - Train a trainer targeting support staff, academic staff and peer support groups
 - Residence Advisers - basic helping skills
 - Lecturers - How to identify at-risk-students, and how to refer
 - Peer Educators, House Coms, etc., Training (on available support services and how to refer students/ link students with available support)
 - SRC Capacity Development & Debriefing
 - Academic Support Series - Training targeting students - study skills, time management, exam preparations
 - Life Skills Series - Covering a wide range of psycho-social topics related to mental health

SUPPORT SERVICES CONTINUED....

- Group Interventions
 - Group therapy - targeting common issues
 - Support Groups
 - Trauma debriefing - mainly for traumatic and bereavement incidents (e.g., loss of fellow student)
- Individual Interventions
 - One on one therapeutic sessions/ Personal counselling
 - Assessments and concessions
 - Crisis counselling
 - De-registration (Exit Counselling)

SUPPORT SERVICES CONTINUED....

- Food Security Intervention
 - Phakimpilo program
 - Screening and allocation of vouchers
 - Food Pantry (Perishable food items)
- Intervention Platforms/ Tools
 - Self-service online booking systems
 - Hybrid: Option of online, tele and in-person counselling
- Evaluation of Interventions
 - Scan QR Code (scan) for all available services

PHAKIMPILO: FOOD SECURITY INTERVENTION

- What is Phakimpilo?
- Why this intervention/What data informed the need of this intervention?
- How is Phakimpilo implemented?
- What is the impact of this intervention? How do you know that it is helping to address the problem?
- What are you learning from implementing this program?
- What advise would you give to other institutions who would wish to implement a similar initiative?
- What are your next steps/ plans with this initiative?

PHAKIMPILO PROGRAM

FOSTERING A SOCIALLY COHESIVE AND INCLUSIVE CAMPUS



ENVISION 2030

fairness • professionalism • commitment • compassion • excellence
transparency • honesty • integrity • respect • accountability



DUT
DURBAN UNIVERSITY OF TECHNOLOGY
INYUVESI YASETHEKWINI YEZOBUCHWEPHESHE

CONTEXT OF THE PROJECT

Initiated by Dean of students since 2011

Staff were sharing their personal resources (money/food): unsustainable, did not meet demands

The establishment of the **PhakiMpilo program** in 2020: to alleviate food insecurity concerns amongst students at DUT

PROCESS



How The Food Vouchers Work

Four month interim program

- Qualifying students receive vouchers worth R2000 which is allocated within the period of four months
- Students to use voucher at Spar (DBN) & Shoprite(PMB) to buy food items only
- Student is empowered to be *self-sufficient* as program is a temporary solution



SHOPRITE

How the voucher looks like



DUT STUDENT COUNSELLING & HEALTH

Food Security Programme

NOTE : This programme is an interim programme and depends on donations.

Phakimpilo programme strives to address student's uncertain or inadequate access to food due to financial constraints. Phakimpilo programme provides students in need with food items/vouchers. Food items/vouchers will be given depending on availability.

All students who wish to be part of the programme will have to send a request to the phakimpilo email:

E Phakimpilodbn@dut.ac.za or click the link to apply **LINK**

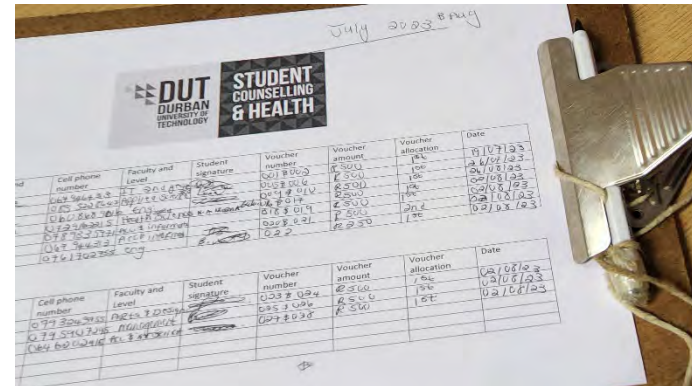
Qualifying Students will receive food vouchers/food items. Assessment will be based on the protocol criteria developed by the programme.

The programme will commence from **17 July 2023**.

NOTE
Students with NRSAS or Durban do not qualify for the programme.
Students who submit fraudulent documentation will face disciplinary hearing.
Vouchers are not to be sold in exchange for cash.

ENVISION2030 IMPROVING HUMANITY THROUGH INTELLECTUAL, EMOTIONAL, AND ENVIRONMENTAL WELL-BEING **CREATIVE. DISTINCTIVE. IMPACTFUL.**

July 2023 #1111



Cell phone number	Faculty and Level	Student signature	Voucher number	Voucher amount	Voucher allocation	Date
079 324 2341	Faculty of Education	[Signature]	023 2024	R 250	15%	02/06/23
079 324 2341	Faculty of Education	[Signature]	023 2024	R 250	15%	02/06/23
079 324 2341	Faculty of Education	[Signature]	023 2024	R 250	15%	02/06/23

Acc: 50001

Glenwood SUPERSPAR

Number: 080

Tel: 031 202 2341 Excl. TOPS

This shopping voucher entitles the bearer to purchase goods to the value of

R 250.00

at Glenwood Superspar.

Date of issue: 14.06.23 Authorized by: [Signature]

CHALLENGE

Availability of vouchers

Defunded NSFAS students

Fraudulent submissions

Returning Phakimpilo beneficiaries.

Alternatives ...Why ????



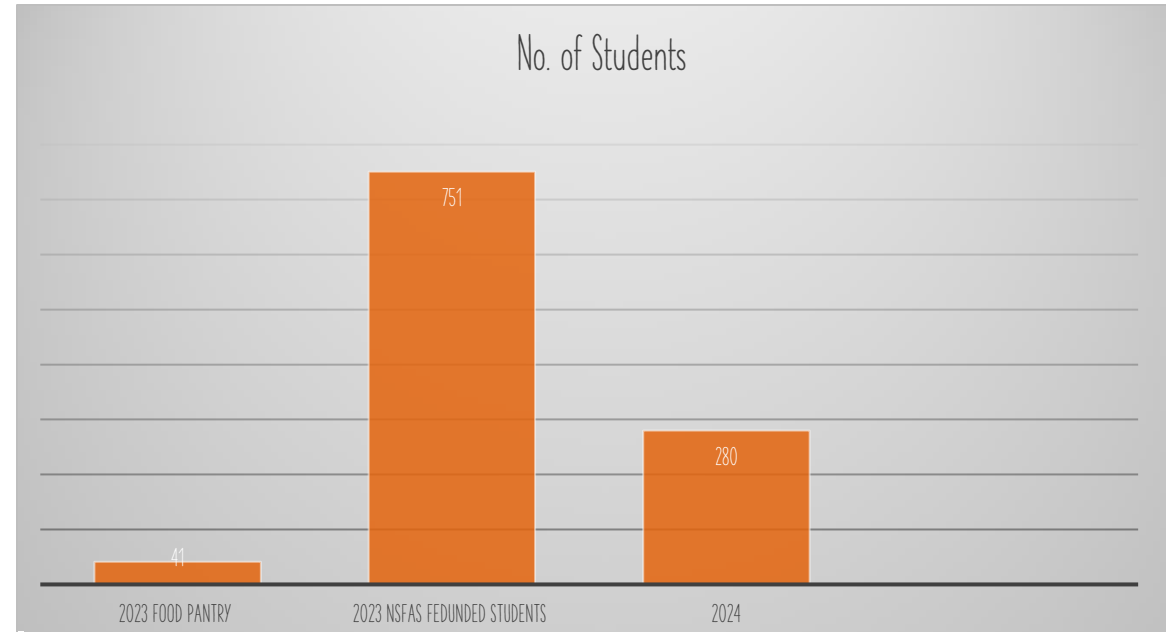
STATS 2023-2024

Year	Number of Requests	Number of students who Received the vouchers	Number of Vouchers allocated	Total voucher amount spent
2023	340 Applications	183 Students	341 Vouchers were issued	R?
2024	784 Applications	90	161	R90 000 SRC and overlap from last year

Digital Transformation..... The Then and Now



FOOD PANTRY STATS



RESPONSES ON THE DURATION

Responses from students with the duration of the programme
I will be happy if the program will take six month at least because it helpful to people who do not have funding "
Am certified with the duration
I think as much this program is helpful but if the duration can be added with more months because those who do not have funding are suffering the whole year not these 4 months mybe if it can be extended to 6 or 8 it will be helpful toward any non funded student "
The months are not enough hence you receive the voucher after 2months yet grocery is very expensive. "
Phakimpilo helped me get through the months I was struggling in the most."
Yes I was <u>certified with the duration</u> however I wish to at least to add one more month to make it 3."

EFFECTIVENESS OF THE PROGRAM

How effective was the programme in assisting you with food insecurity?

4.32



GENERAL FEEDBACK FROM STUDENTS

General feedback from students

Please never stop helping selfing paying student like us, we genuinely appreciate the love and support we get from this program "

Continue helping students with food. This is truly a good cause. I don't know how I would've gotten through my 2nd semester without Phakimpilo."

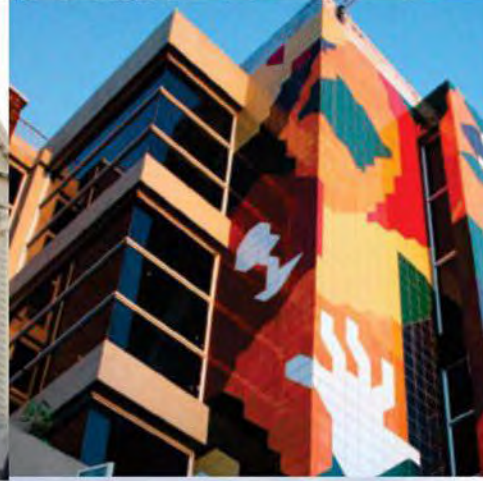
Phakimpilo is a grat initiative, i would not have completed my studies if it was not for it."

I would like to thank you so much about giving me the opportunity to compete in the market, and ensure that you close the gap between the students who are rich and the one's who are poor. May god be upon the service providers "

Keep up the good work, it really helps. I didn't know about Phakimpilo until I really needed it, and it helped me at a time I had no where to turn to. I know there may be some students who cheat the system, but for those who really do need it, it's a lifeline."

The lady at Phakimpilo is so friendly 

THANK
YOU



StudyWell: Student Well-being and Success

Enhancing Student Well-being Through The Lens of SD-R and Live Tracking

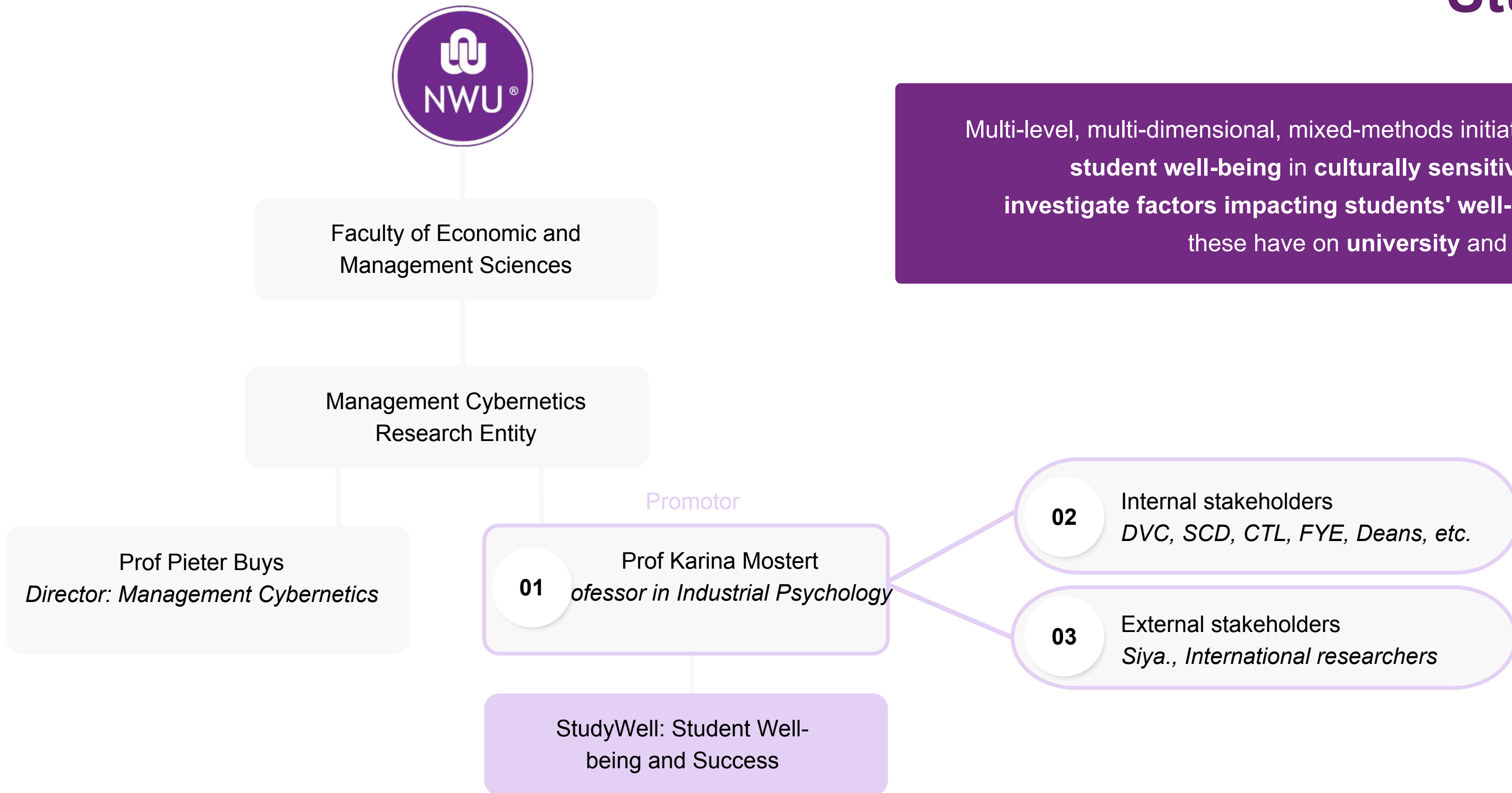
Presenter: Charlize du Toit
Industrial Psychologist & Researcher



Introduction

StudyWell: Student Well-being Initiative





Multi-level, multi-dimensional, mixed-methods initiative that **researches student well-being in culturally sensitive ways** and aims to **investigate factors impacting students' well-being** and the effect these have on **university and student outcomes**.

Our Approach



SD-R ●

Investigating student well-being through the **Study Demands–Resources (SD–R)** perspective

Live tracking ●

Proactive approach to develop a monitoring system to monitor and enhance student well-being

*Evidence-based approach to answer key questions for **student governance** and **business intelligence***

Importance of a scientific model

01

Research on student well-being is **fragmented** with a **focus on isolated aspects** of well-being

(adoption of **negative** or **positive**)

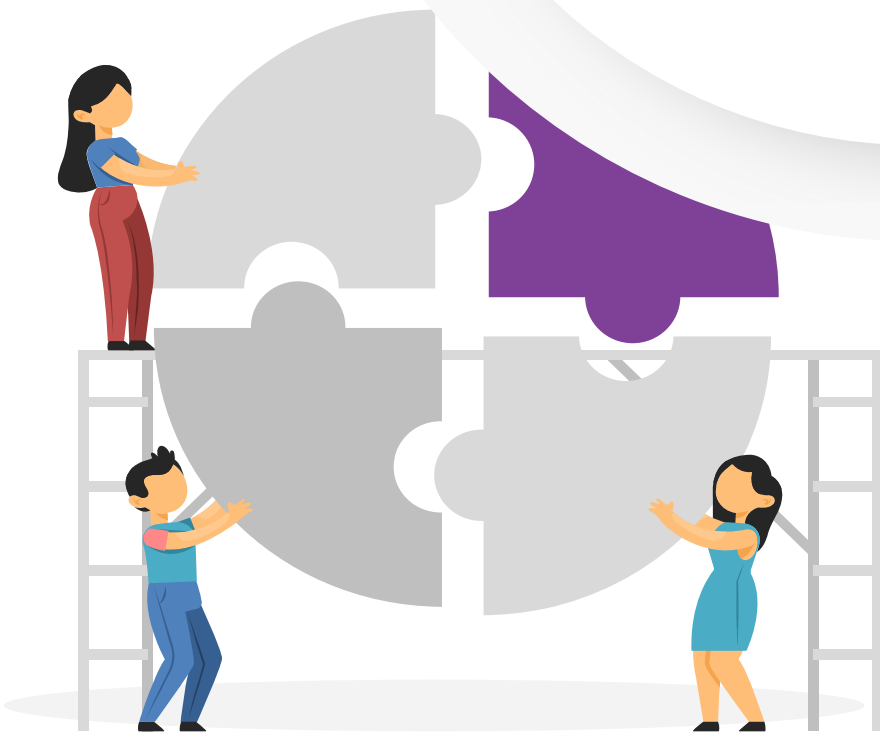
02

Many approaches lacks a **rigorous scientific** and **theoretical** foundation based on the **South African context** & needs of new generation students

03

Research is often descriptive, lacks **empirical testing**, not methodologically robust and rigorous

Need for **South African benchmarks** and **norms**, and **standardised risk assessment instruments**



Occupational Health and Psychological Well-Being Perspective

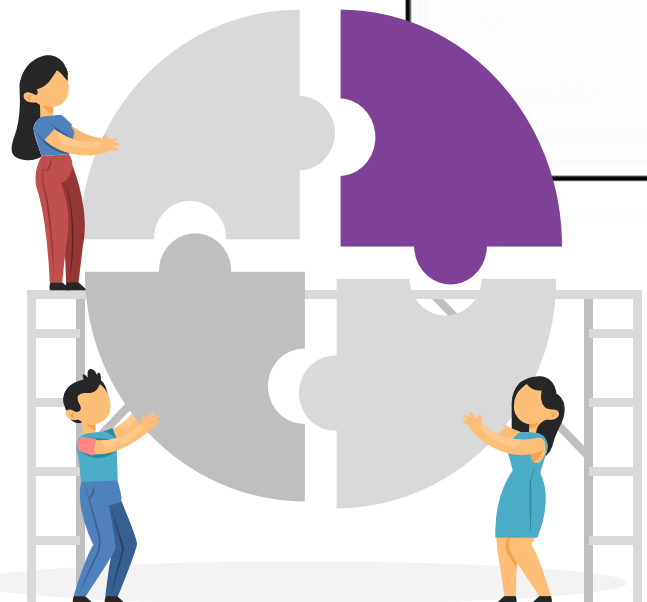
JOB DEMANDS-RESOURCES

FRAMEWORK

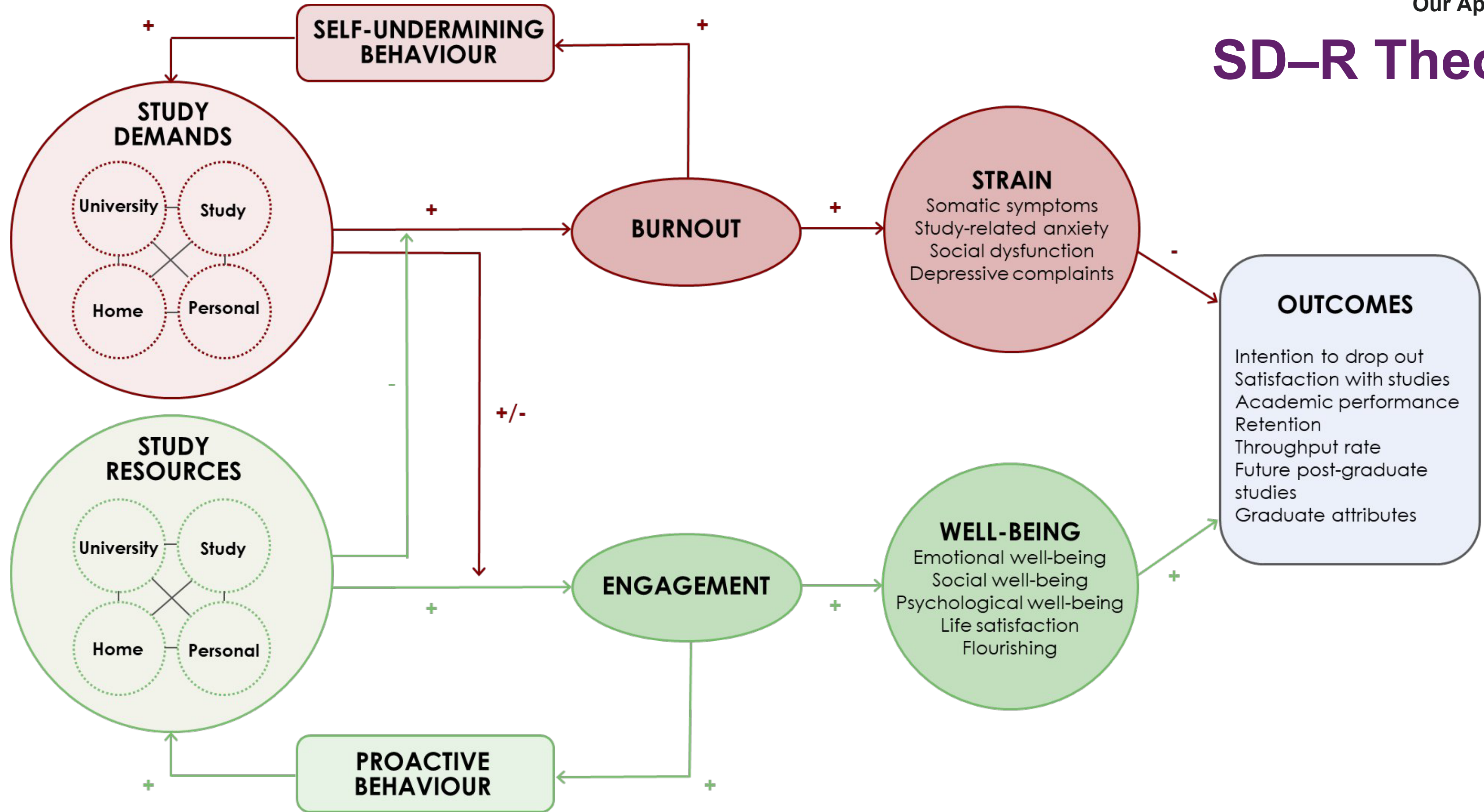
Burnout

Engagement

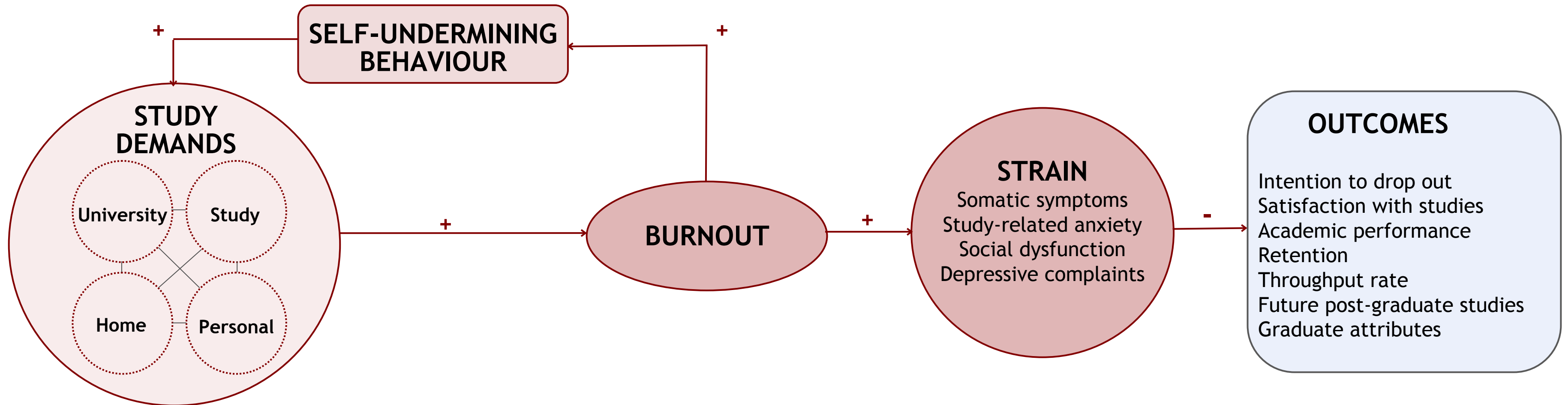
To better understand
work-related well-being



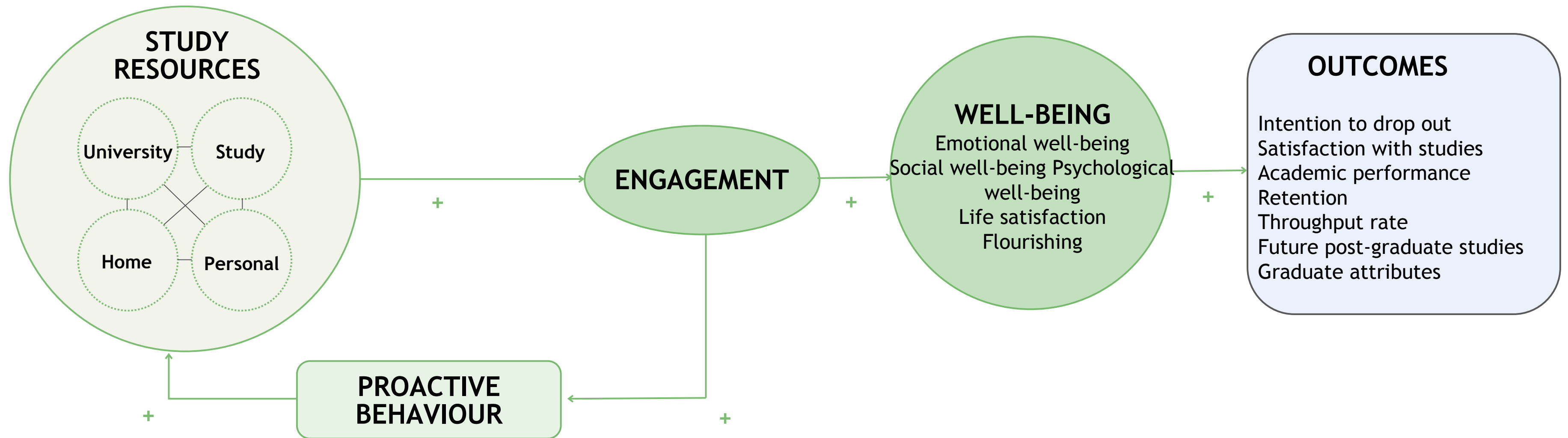
SD-R Theory



Health-Impairment Process



Motivational Process





Live Monitoring

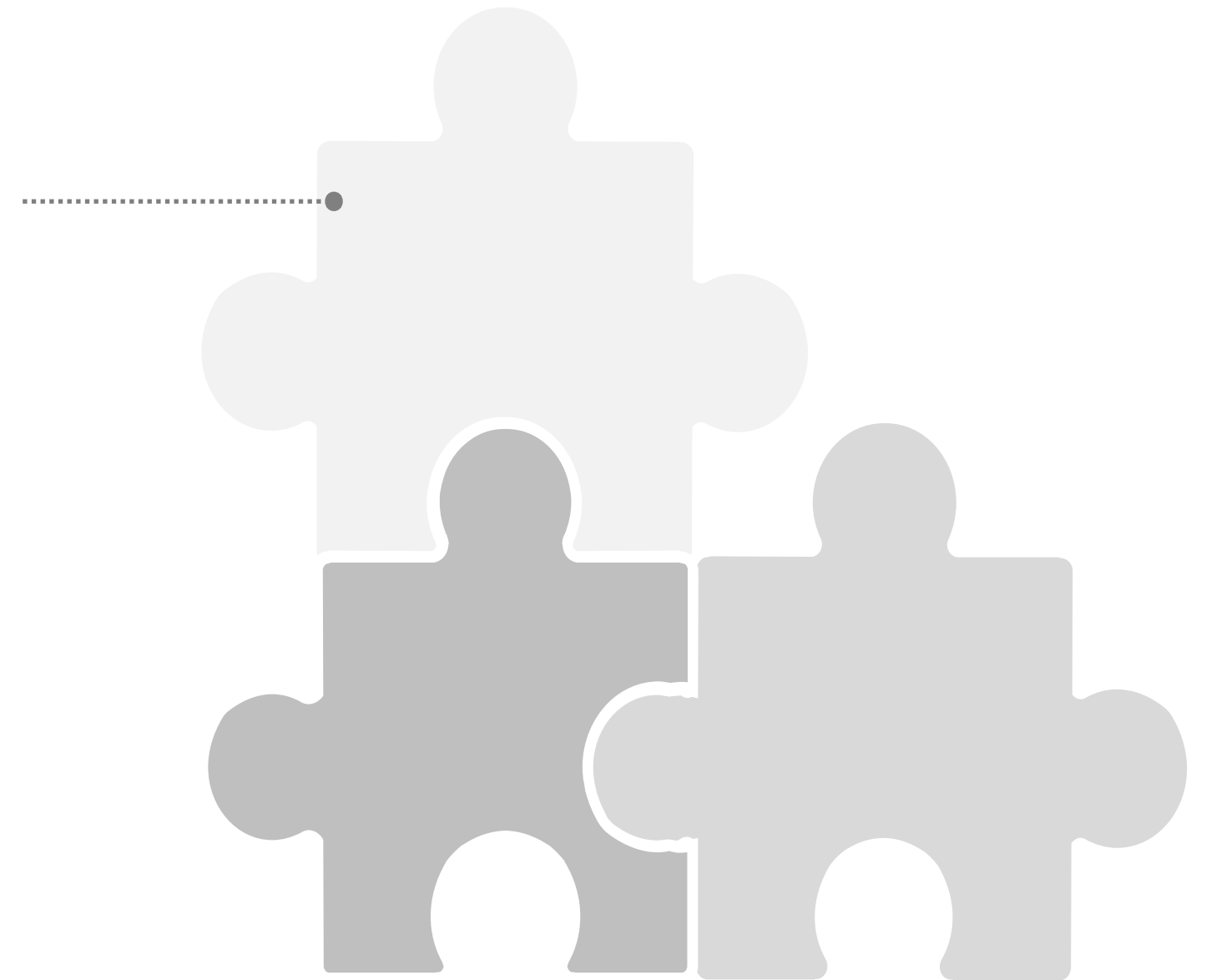
Business Intelligence and Targeted Interventions



Business Intelligence and Targeted Interventions

Gap in research

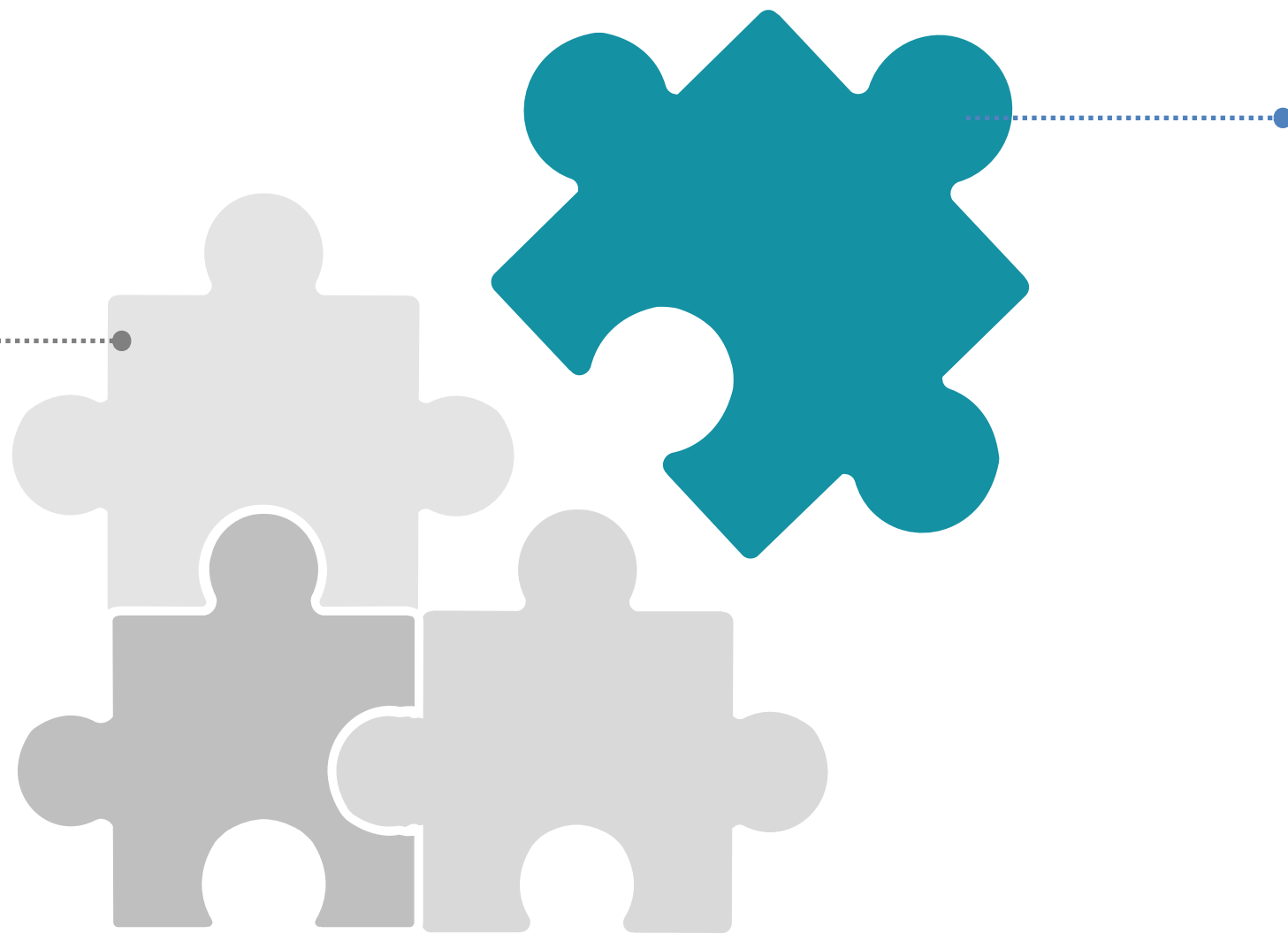
- **Sophisticated information systems** are needed to **identify success areas and risk factors** for student well-being and success
- **No existing monitoring system** addresses essential questions for **student governance** and **due diligence** in creating effective **business intelligence**



Development of a Monitoring System for Student Well-Being

Objectives of StudyWell Research

- Develop a **valid, reliable, and culturally fair** monitoring system for **diverse student groups** to create business intelligence
- **Utilise machine learning** techniques for a monitoring system with **deep learning model functionality** and interpretability
- Predict **outcomes, performance and risks**, linking them to costs with **real-time reporting** and **scenario analysis**



To which end?

To answer *key questions* for student governance and business intelligence:

- Assess if students are **functioning optimally**
- Evaluate if the **study environment** supports student well-being and outcomes
- Determine **levels** of student well-being and **drivers** of risk and performance
- Categorise areas **needing support**
- Assess **risks** and **costs**
- Learn from **successful areas**



Developmental Progress

Where are we at?



Phase 1

Conceptualisation & Buy-in

Internal & External Stakeholders



Phase 2

Questionnaire development & validation

Ongoing



Phase 3

Prototype Development & Pilot

Australian based organisation

Thank You

Questions & Comments?

Feel free to contact me at
charlize.dutoit@nwu.ac.za.



WITS MENTAL WELLNESS STRATEGY FOR STUDENTS:AN OVERVIEW

**Siyaphumelela Mental Health Workstream
Webinar**

6 February 2025

1

Anne Lunsky

Head of Department

Counselling and Careers Development Unit

Background to the first Mental Wellness Strategy 2019 Overview

2

- **Escalations of psychological and psychiatric issues**
- Increased demand for therapy
- **Serious Psycho-social challenges**
- **An inclusive multi-disciplinary campus wide strategy was co-developed**
- **Mental wellness strategy for students was endorsed and approved by Senior Executive Team in February 2019 - 2022**

Key Advancements

3

Implementation of the strategy to enhance services commenced in 2019, the most prominent being:

- **Additional resources for mental health professionals**
- **The 24 hour Wits Student Crisis Line and texting App operated by ICAS**
- **Capacity building and Advocacy:**
- **The outdoor gyms**
- **De-stress zones on campus including Jumping Castles**
- **The new protective balustrades on the Amic-deck bridge**

Key mental health trends-post Covid

4

- **COVID-19 pandemic triggered a global mental health crisis .**
- **The global rise in anxiety and depressive disorders**
- **Increased suicide globally**
- **Increased suicide in SA amongst the youth**
- **Prevention critical focus**

Post Covid-

CCDU and other Wits departments offering counselling -indicated sharp escalations in the numbers of students who requested therapy services for increasingly severe presenting issues

...The need for an updated Mental Wellness Strategy at Wits was an imperative

The Review of the Mental Wellness Strategy Overview

6

MW Strategy (2019-2022)- Review was due for completion by end of 2022

Included extensive feedback and inputs from :

- Students
- Staff key stakeholders
- Benchmarking

7

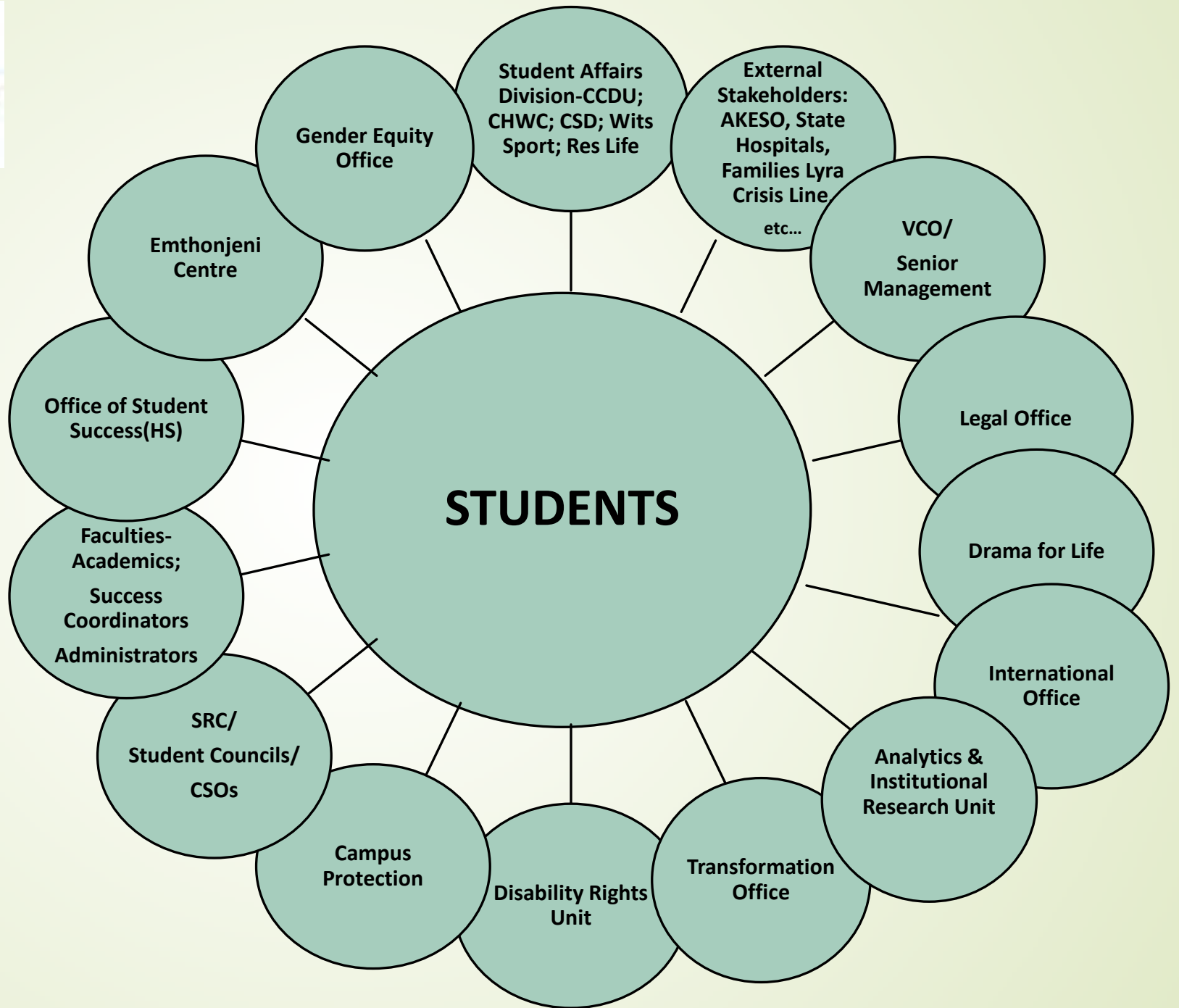
Highlighted areas from the Review process for inclusion in new strategy

- An institutional collaborative approach to prevention work
- Institutional Culture - Workshops
- An intersectional approach
- Strengthening systemic wellness

- Increased support programmes for food insecurity
- Enhance Academic support
- Collaborative Mental Health Advocacy
- Capacity Building-
- Mental Health Resources:

ECOSYSTEM FOR A CARING ENVIRONMENT

Mental Wellness
Strategy
Key
stakeholders



WITS MENTAL WELLNESS STRATEGY FOR STUDENTS

2023-2028

**PROMOTION OF
PSYCHOLOGICAL
AND EMOTIONAL
WELLBEING AND
DE-STIGMATIZATION**

**ENHANCEMENT OF
ACCESS
TO PROFESSIONAL
MENTAL HEALTH
COUNSELLING
SERVICES/INTER-
VENTIONS**

**PROMOTION OF A
CULTURE OF SUPPORT
AND BELONGING**

**ALIGNMENT TO
WITS
2033
VISION AND STRATEGY**

Mental Wellness Strategy Implementation ,Review and Planning

- Championed by the Dean of Students and driven by the Counselling and Careers Development Unit ,in collaboration with stakeholders
- The monitoring and updating of the rollout of the strategy includes e.g. Quarterly review and planning workshops of- the key stakeholders (student representatives and staff) - the mental wellness forum
- The interactive presentations and discussions at the workshops cover the implementation of each of the strategic pillars
- In this current version of the strategy there is a stronger focus on enhancing prevention initiatives
- Update reports are presented at University committees and meetings through the academic year
- *The Mental Wellness Strategy to be reviewed in 2028*

*THANK
You*



UNIVERSITY OF TM
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

Tracking Student Mental Health Trends

How an Online Booking System Informs Counselling Interventions at UKZN



Ms Shelley Barnsley

Manager & Counselling Psychologist
Student Student Support Services



Presented by:

Mr. Sanele Zuma

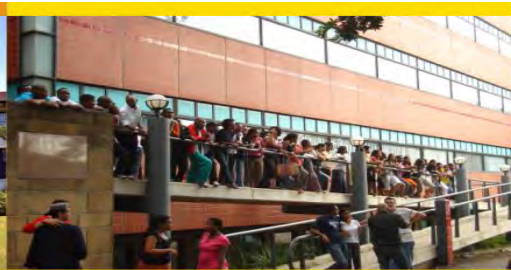
Student Development Officer
Student Support Services



EDGEWOOD CAMPUS



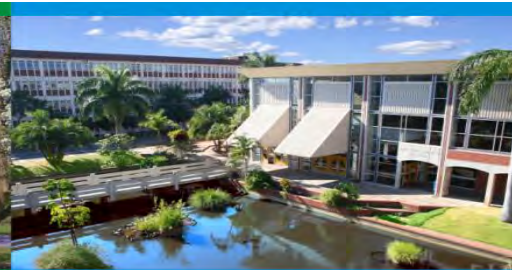
HOWARD COLLEGE CAMPUS



NELSON R MANDELA SCHOOL OF MEDICINE



PIETERMARITZBURG CAMPUS



WESTVILLE CAMPUS

INSPIRING GREATNESS

MENTAL HEALTH SUPPORT PROGRAMMES IN SSS

**Academic
Counselling**

LECR

**Career
Counselling &
Assessments**

**Personal
Counselling**

**Support
Groups**

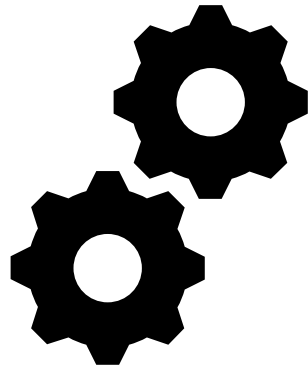
**Student Dev.
Workshops**
In residences, for mainstream
students & access program

**Intellectual and
Educational
Assessments**

**Advocacy and
referrals**
To relevant stakeholders

**Social media
engagements**
infographics and educational
videos

Blended Approach



- SSS exists in all 4 Colleges
 - College based model
- Hybrid model of counselling for business continuity
 - post Covid-19
- Blended model of learning at UKZN
- Face to face and online counselling

Students' Access to Counselling

- Bookem for booking *individual* counselling and psychotherapy appointments
 - Also used by ADOs for AMS appointments - as well as curriculum advice sessions
- A toll-free line (0800 800 017) for students from all colleges exists
- Students may email their respective college SSS office using the college's SSS generic email.
- In some colleges, students who already have an established history with SSS may email their respective counsellors directly to book an appointment.

Students' Access to Counselling

- Students may visit the respective college SSS offices to book **in person**.
- Telephonic, email or **walk-in referrals** from 3rd parties (lecturers, ADOs, RAs, clinic, other PS staff) with student's informed consent
- CAES automated online **client satisfaction survey** sent to students after each session and results monitored by SSS Manager

ABOUT BOOKEM



- Owned by a private company - outsourced
- ICS; MS Office; Google Forms; Finance – role players
- Address: <https://caes-ukzn.bookem.com>
- An official booking system for SSS-AES since April 2020
- Current costs up to R48 700 p/a for 12 calendars
 - About R4000 per calendar, p/a
 - Administrators have access to calendars

BOOKEM APPOINTMENTS

College of Agriculture,
Engineering and Surveying



CAES UKZN Student Support

Contact us



Student Support
Services

All locations



First Appointment (Online)

Choose this if you HAVE NEVER been to see any of our student counsellors before, and if you wish to have your session online via Zoom.

30 minutes

1 hour



Standard Appointment (Online)

Choose this appointment type if you HAVE been to see any of our student counsellors before, and if you wish to have your session online via Zoom.

30 minutes

1 hour




First Appointment (Face to face)

Choose this if you HAVE NEVER been to see any of our student counsellors before, and if you want to see the counsellor in

INSPIRING GREATNESS

BOOKEM APPOINTMENTS



CAES UKZN Student Support

Contact us

← Select "Counsellor"

Nkosinathi Mncwango

About

Ronelle Msomi

About


Sanele Zuma

About

Shelley Barnsley

About

No preference



CAES UKZN Student Support

Contact us

← Standard Appointment (Online)

Westville Campus ^

Sanele Zuma ^

30 minutes ^

Africa/Johannesburg ^

Select an available slot below

< 10 - 16 February >

Mon 10	Tue 11	Wed 12	Thu 13	Fri 14	Sat 15	Sun 16
		9:00 AM	9:00 AM	9:00 AM		
		9:30 AM	9:30 AM	9:30 AM		
		10:00 AM	10:00 AM	10:00 AM		
		10:30 AM	10:30 AM	10:30 AM		
		11:00 AM	11:00 AM	11:00 AM		
		11:30 AM	11:30 AM	11:30 AM		
		12:00 PM	12:00 PM	12:00 PM		

BOOKEM APPOINTMENTS

app.bookem.com/app

Bookem
Westville Campus

Calendar
Westville Campus

+ New booking Resources Today

27 Jan - 2 Feb

Mon 27	Tue 28	Wed 29	Thu 30	Fri 31
9:00 AM No show Zibuyile Mkhomo 9:00 AM	Interviews 9:00 AM - 4:30 PM	No show Vuyiso Gazu 9:00 AM	Parents Day & Orientation Prep 9:00 AM - 12:00 PM	Luvuyo Mkhomo 9:00 AM First Appointment (Online)
No show Owetho Mkhomo 9:30 AM		Zibuyile Premlal 9:30 AM Standard Appointment		Sekwanele Mkhomo 9:30 AM
10:00 AM Mkhomo Ntuli 10:00 AM Standard Appointment		No show Anelise Mkhomo 10:00 AM		Emails Admin 10:00 AM - 11:00 AM
No show Mkhomo Mkhwanazi 10:30 AM		Mkhomo Machika 10:30 AM		
11:00 AM No show Mkhomo Ngubane 11:00 AM		Mkhomo Nyawo 11:00 AM First Appointment (Online)		Aphelele Mkhomo 11:00 AM
No show Mkhomo Ngwane 11:30 AM		Mkhomo Ngidi 11:30 AM Standard Appointment		
12:00 PM LECR FEEDBACK SESSION 12:00 PM N/A Comments: 86 Attendees		LECR FEEDBACK SESSION 12:00 PM N/A		Ziyanda Mkhomo 12:00 PM
1:00 PM Lunch 1:00 PM - 2:00 PM	Lunch 1:00 PM - 2:00 PM	Lunch 1:00 PM - 2:00 PM	Lunch 1:00 PM - 2:00 PM	Lunch 1:00 PM - 2:00 PM
			Mkhomo Madondo 12:30 PM First Appointment (Online)	Mkhomo Ngidi 12:30 PM

BOOKEM APPOINTMENTS

Learning Difficulties

Legal Issues

Monitoring

Neuropsychological Assessment

Neuropsychological Difficulties

Other

Personal Development

Personality Disorder

Pregnancy

Psychological Assessment

Psychosis

Rape

Relationship Problems

Sexual Harassment

Select one

Appointment notes

Hi there I hope you are well. would you please help me with my risk status

[Add service](#)

Abuse

Academic Risk

Accommodation

Addiction

Adjustment

Advocacy

Anxiety

Appeal

Attention Deficit Disorder

Bereavement

Bi-Polar Disorder

Bursary information

Cancelled

Career Assessment

Select one

Appointment notes

Hi there I hope you are well. would you please help me with my risk status

[Add service](#)

Benefits of using Bookem

- 24/7 Accessibility
 - bookings can happen at anytime, any day
- Reduced administrative burden
- Automated reminders & notifications
- Confidentiality & Privacy
- Integration with University Systems
- Easy Appointment Management
- Data Insights & Reporting
- Customization & Multiple Service Options
- Client Satisfaction Surveys
- Online & Remote Session Capabilities
- Improved Student Experience



Limitations of Bookem

- Limited Customization
- Integration Challenges
- User Experience Issues
- Limited Support & Updates
- Hidden Costs
- Dependency on Internet & System Downtime
- Security & Data Privacy Risks
- Lack of Advanced Features
- Resistance to Change

Reporting using Bookem Data



- A dedicated SSS member for stats and reports
- Use of Data Analysts Interns with postgrad qualification in Statistics
 - Helps with quality assurance
- Raw data for all SSS members combined
- Three reports generated monthly
 - Individual Stats Report (SSS-AES based)
 - Group Stats Reports (SSS-AES based)
 - Student Services Report (SSS-UKZN based)
- **See examples**

Reporting – Client Satisfaction Surveys

- Automated survey link to students post their sessions
- Aimed at measuring the level of satisfaction with service
- A 5-point Likert Scale (Strongly Agree – Strongly Disagree)
- Subjective data (**comments**) and overall rating (out of 10)
- Items include:
 - I find it easy to talk to my counsellor in the session
 - The session helped me to understand my challenges
 - The session helped me to understand my strengths
 - The counselling provided met my needs
- **See examples**

BOOKEM FOR RESEARCH-BASED INTERVENTIONS

Now, let us see how Bookem was used usefully to inform interventions and understanding of the evolution of psychosocial changes in students over time...



UNIVERSITY OF
KWAZULU-NATAL™
INYUVESI
YAKWAZULU-NATALI

Analyzing Psychosocial Changes in South African University Students Pre, During, and Post-COVID-19

International Congress of Psychology, 25 July 2024

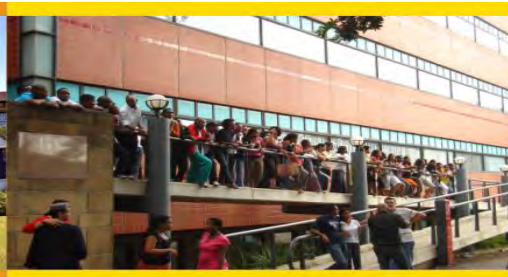
Shelley Barnsley; Wandile Kunene; Prashna Singh; Thulile Xulu
Student Support Services
College of Agriculture, Engineering and Science
Contact: barnsley@ukzn.ac.za



EDGEWOOD CAMPUS



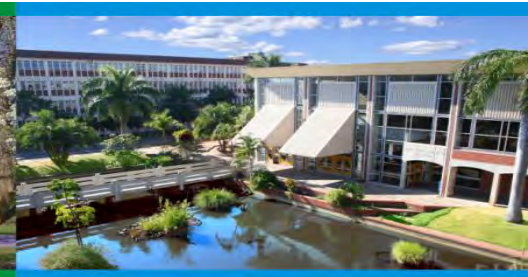
HOWARD COLLEGE CAMPUS



NELSON R MANDELA SCHOOL OF MEDICINE



PIETERMARITZBURG CAMPUS



WESTVILLE CAMPUS

INSPIRING GREATNESS

Study Focus



- Explore psychosocial presentations of students in higher education seeking counselling services
- Comparative analysis before, during, and after the COVID-19 pandemic

Purpose

- Understand *nature of student presentations* in *different periods*: pre-Covid -19, during-Covid-19, and post-Covid-19 at Student Support Services (SSS) at the University of KwaZulu-Natal (UKZN), South Africa (SA)
- Explore variations in types and frequencies of psychosocial presentations and determine if they are significant
- Provide valuable information on dynamics of student presentations

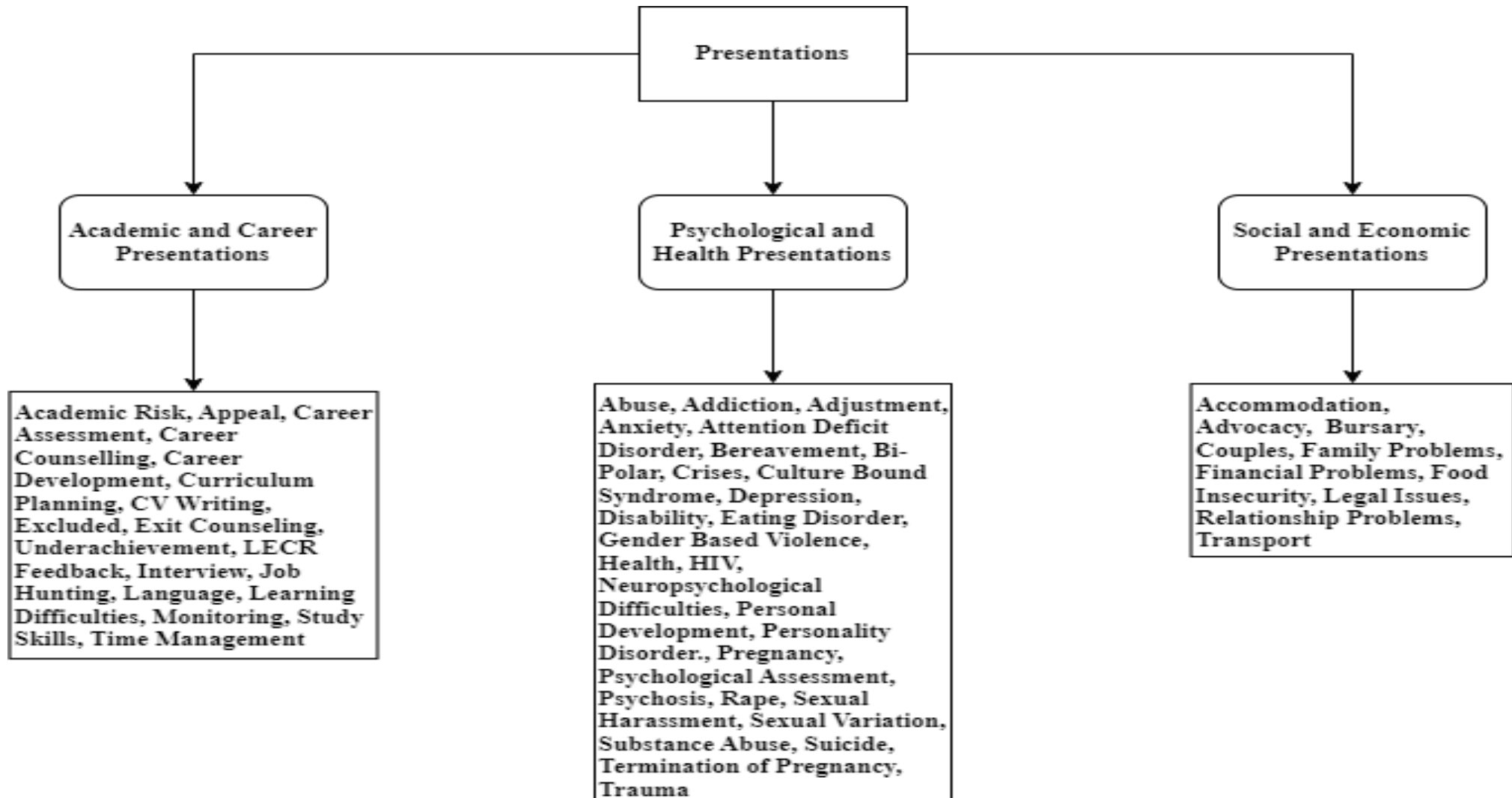
Data

- The study used a secondary dataset from the retrospective records of clients at Student Support Services (SSS) under the University of KwaZulu-Natal (UKZN), College of Agriculture, Engineering and Science (CAES).
- CAES registered students at 4 geographically separate campuses of UKZN were considered.
- The convenience sampling framework was all the students who sought counselling at Student Support Services from **01 January 2018 to 31 July 2023** and yielded a sample size of **24267 primary presentations** from counselling consultations.

Methodology

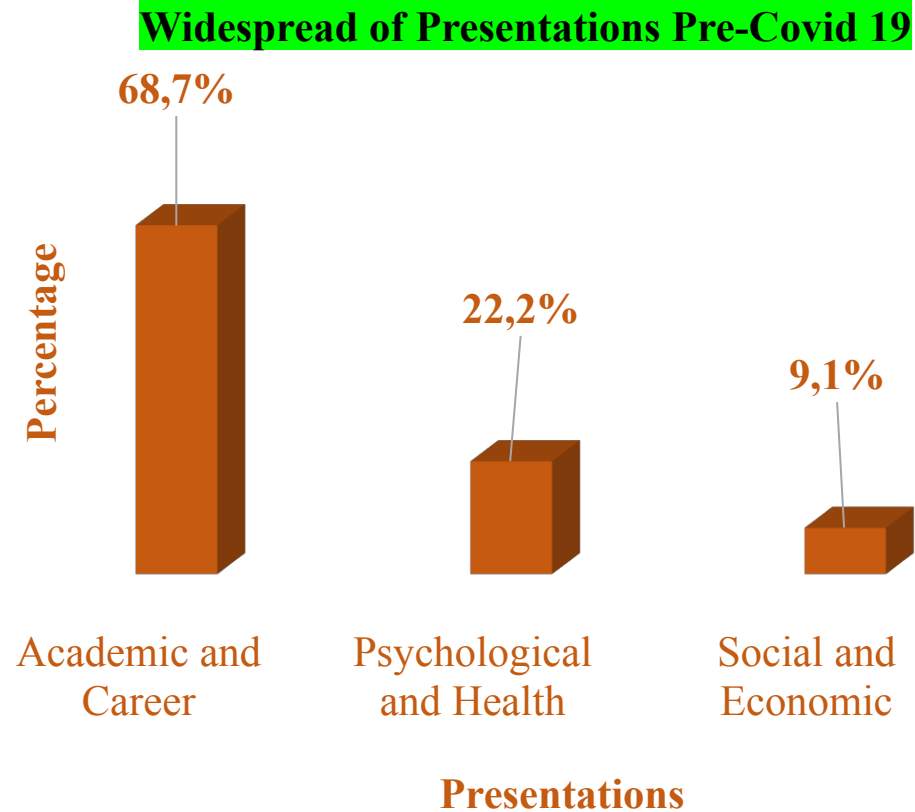
- Comparative analysis for pre-, during-, and post-COVID-19 was conducted.
- The study made use of the Analysis of Variance (ANOVA) based on the study focus.
- It is assumed that students consulting may differ due to the time-period they were in for their consultation and the kind of presentation they presented with. Thus, under ANOVA the study makes use of the Randomized Block Design (RBD).
- Use of three grouped psychosocial presentations : **Academic and Career, Psychological and Health, Social and Economic.**

Psychosocial presentation categories



Results: Pre-COVID-19

No online platform utilization of counselling

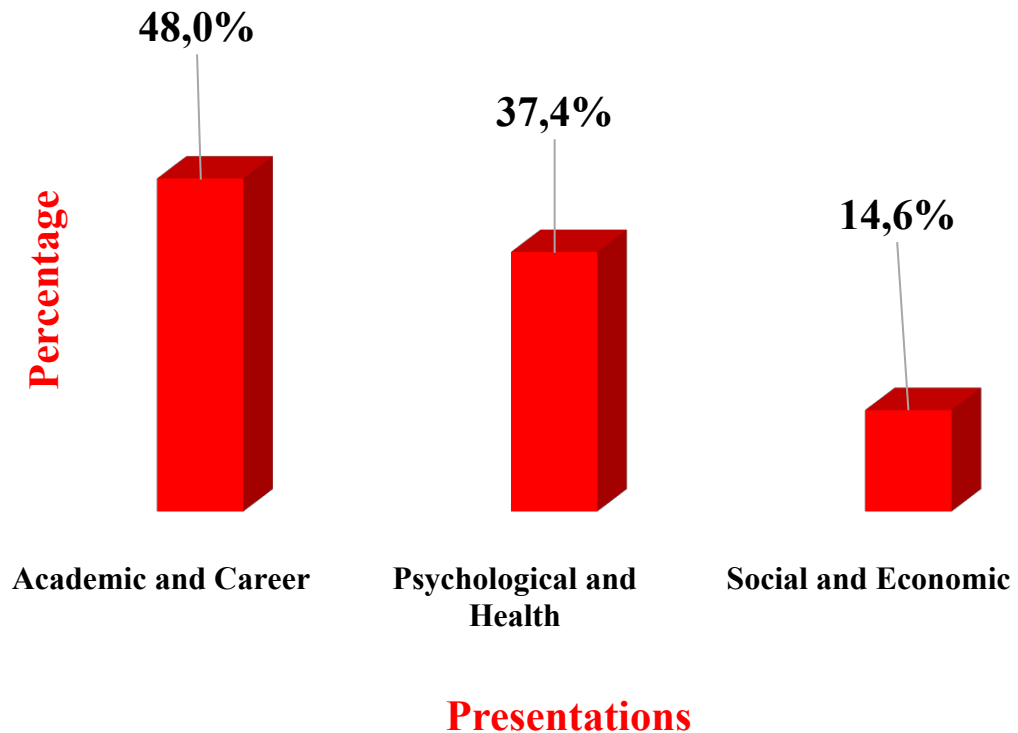


- Dominance of Academic and Career presentations as it accounted for over two-thirds of the presentations (68.7%)
- Psychological and Health at 22.2% and Social and Economic accounting for 9.1% of the presentations

Results: During-COVID-19

Exclusively online counselling/teletherapy

Widespread of Presentations During Covid-19

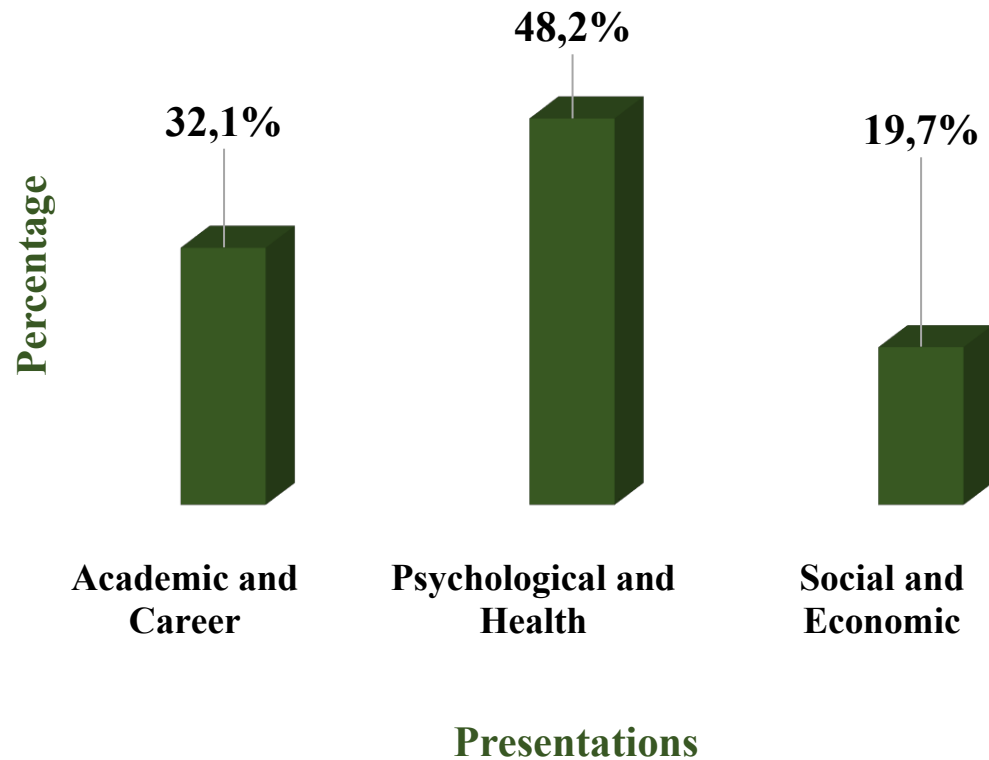


- Academic and Career presentations (48.0%)
- Psychological and Health (37.4%) and
- Social and Economic (14.6%) presentations

Results: Post-COVID-19

Hybrid model of counselling: online and in person

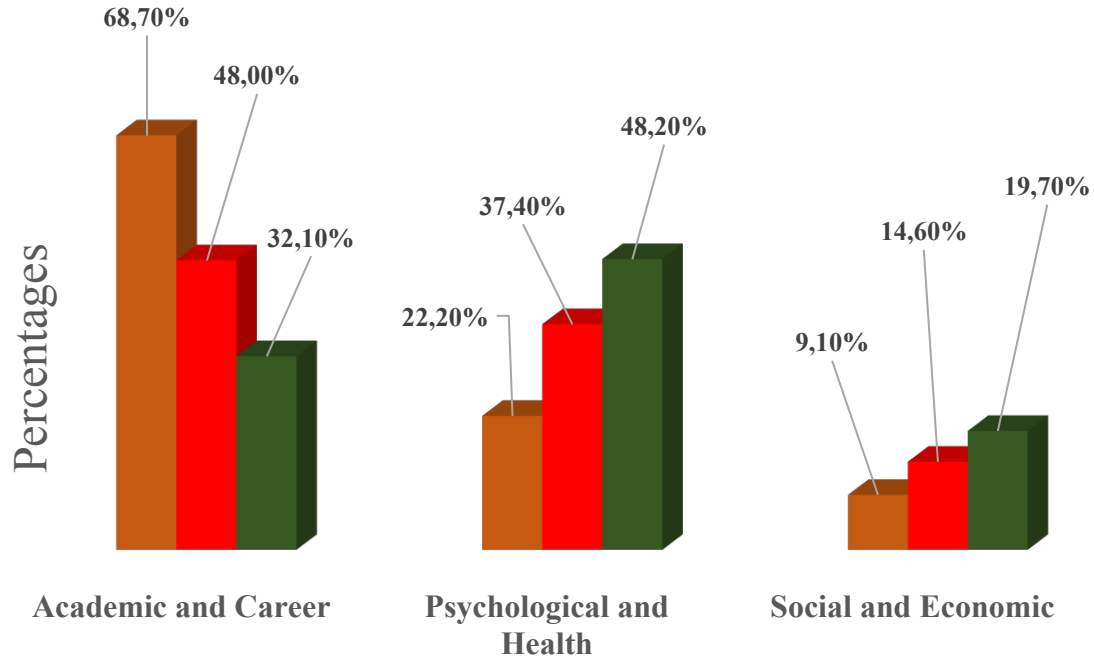
Widespread of Presentations Post-COVID-19



- Academic and Career presentations decrease (32.1%)
- Psychological and Health presentations increase (48.2%)
- Stable Social and Economic presentations (19.7%)

Comparative Results

Comparing Widespread Data



Presentations

■ Pre-Covid 19 ■ During-Covid 19 ■ Post-Covid 19

Trends across time:

- Academic and Career concerns decrease over time
- Psychological and Health issues increase
- Social and Economic factors show a 10.60% increase post-COVID

Top 5 Frequencies under Presentation Categories

Presentations	Pre-Covid 19 N (%)	During-Covid 19 N (%)	Post-Covid 19 N (%)
Academic and Career			
Academic Risk	3704 (51,1%)	2936 (57,5%)	323 (32,9%)
Monitoring	1520 (21,0%)	792 (15,5%)	230 (23,4%)
Time Management	408 (5,6%)	343 (6,7%)	81 (8,3%)
LECR Feedback	294 (4,1%)	238 (4,7%)	
Career Counselling	281 (3,9%)		75 (7,6%)
Appeal		186 (3,6%)	
Failure/Underachievement			86 (8,8%)
Psychological and Health			
Depression	642 (27,4%)	618 (15,6%)	178 (12,1%)
Anxiety	478 (20,4%)	916 (23,1%)	334 (22,6%)
Personal Development	266 (11,4%)	880 (22,2%)	396 (26,8%)
Bereavement	219 (9,3%)	307 (7,7%)	143 (9,7%)
Trauma	142 (6,1%)		
Adjustment		335 (8,4%)	111 (7,5%)
Social and Economic			
Relationship Problems	408 (42,6%)	585 (37,9%)	275 (45,6%)
Family Problems	276 (28,8%)	575 (37,2%)	214 (35,5%)
Financial Problems	79 (8,2%)	138 (8,9%)	52 (8,6%)
Food Insecurity	75 (7,8%)		
Advocacy	73 (7,6%)	60 (3,9%)	21 (3,5%)
Accommodation		104 (6,7%)	20 (3,3%)

Top 5 Frequencies under Presentation Categories

- **Pre** – Prevalent issues: Academic Risk, Relationship Problems and Depression
- **During** - Shifts in dominant themes: increased focus on Academic Risk, Anxiety, Relationship Problems; new category - Accommodation difficulties
- **Post** - Notable shifts in dominant categories: Academic Risk, Personal Development and Relationship Problems
- **NB ****
 - Post-Covid-19 the highest frequency (*relationship problems*) was found under **social and economic** presentation category, however overall, **psychological and health** was the highest presentation category

ANOVA Results - Test of Significant Differences

Source of Variation	df	Sum of Squares	Mean Sum of Squares	V.R	P-value
Presentations					
Stratum	2	3021174	1510587	3,59	
Presentation *unit* Stratum					
Time-Period	2	4502864	2251432	5,36	0.024
Residual	40	16812798	420320		
TOTAL	44	24336836			

- Statistically significant differences in frequencies observed
- Challenges and concerns evolved over time
- Effectiveness of grouping presentations into 3 categories supported

Practical Strategies for SSS Post-Covid-19

Adapting support services:

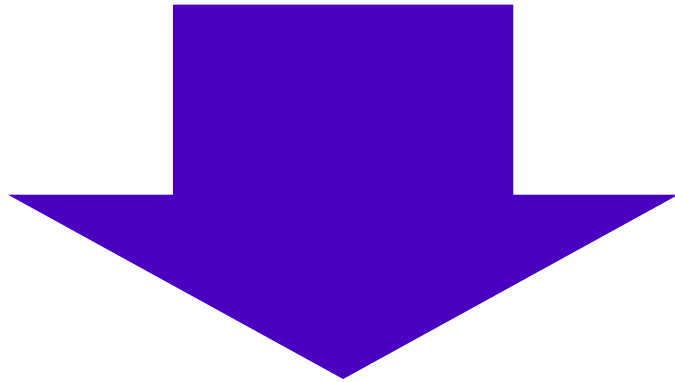
- Assessing student needs and addressing shifting concerns
- Understanding preferences and priorities of students
- Enhancing online resources: psychology for the future (e.g., social media (TikTok, other virtual resources etc.)
- Expanding mental health support/accessibility through use of technology (e.g. mental health apps, digital therapeutics such as SilverCloud etc.)
- Providing digital solutions for mental health care (e.g. such as internet based CBT, personalised pathways, mood monitors etc.) due to resource constraints or circumstances



Practical Strategies for SSS Post-Covid-19 contin.

- Using machine learning and AI to personalise psychological health care
- Using big data to track therapeutic outcomes, improvement and impact
- Providing flexible counselling options and improving awareness of services
- Providing greater access to psychoeducation resources (e.g. guided self-help bibliotherapy)
- Delivering optimal pathways and programmes (e.g. guided meditation, mindfulness etc.)
- Scaling services to improve access to care (reduce wait times, need for fewer sessions)
- Using virtual services as an adjunct to face to face counselling while noting CAES SSS
UKZN student preference for in person counselling

Conclusion



CAES SSS offers services via 2 platforms - SSS has and will continue to utilise AI/tech for enhancement and transformation of services rendered



Psychosocial presentations in student support in higher education institutions in South Africa evolves over time and context



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UNIVERSITY of the
WESTERN CAPE

UWC Student Mental Health and Wellness Policy and Implementation Plan: A whole university approach

2025

Presenter: Rone Gerber

Manager: Therapeutic Services at CSSS

University of the Western Cape

Student Mental Health and Wellness



❑ Integrated Student Mental Health and Wellness Policy is approved in 2021 after university wide research and consultation processes.



- ❑ Establishing a new task team to drive the Implementation Plan writing process in 2022
- ❑ Ongoing process of research, evaluation and implementation within Faculties and SDS Division.

Student Mental Health and Wellness Policy



DIVISION of
STUDENT DEVELOPMENT
AND SUPPORT
**CENTRE FOR STUDENT
SUPPORT SERVICES**
learn. become. thrive



DIVISION of
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The Integrated Student Mental Health and Wellness Policy: In a nutshell



Consideration and Equality

We heard you and created a policy that has the goal of growing a wellness environment where the physical, social, psychological well-being of everybody matters. Welcome to the 'Whole University' policy approach!



Rights and Responsibilities

Students are empowered to:

- co-create a wellness environment with staff
- enact a duty to self-care
- expect the University to recognise a commitment to care
- obtain medical evidence in mitigation during disciplinary processes
- apply for academic concessions on mental illness grounds.



Confidentiality

If you need help, ask for help. Please do not be afraid that confidential information will be disclosed. The policy states we can only share what is going on with you, if you give permission AND if you need extra help via a referral.



Academic Success

Academic success gives us a common purpose at UWC. Support from available specialist Learning and Teaching staff members within faculties, together with First Year Transition Officers, Tutors and Teaching Assistants.



Sensitivity Training

Sometimes life challenges our friends, classmates and room mates. We all need to learn how to talk to someone who is in distress. The policy states that all staff and students can develop needed skills via sensitivity training.

THE MENTAL HEALTH CONTINUUM

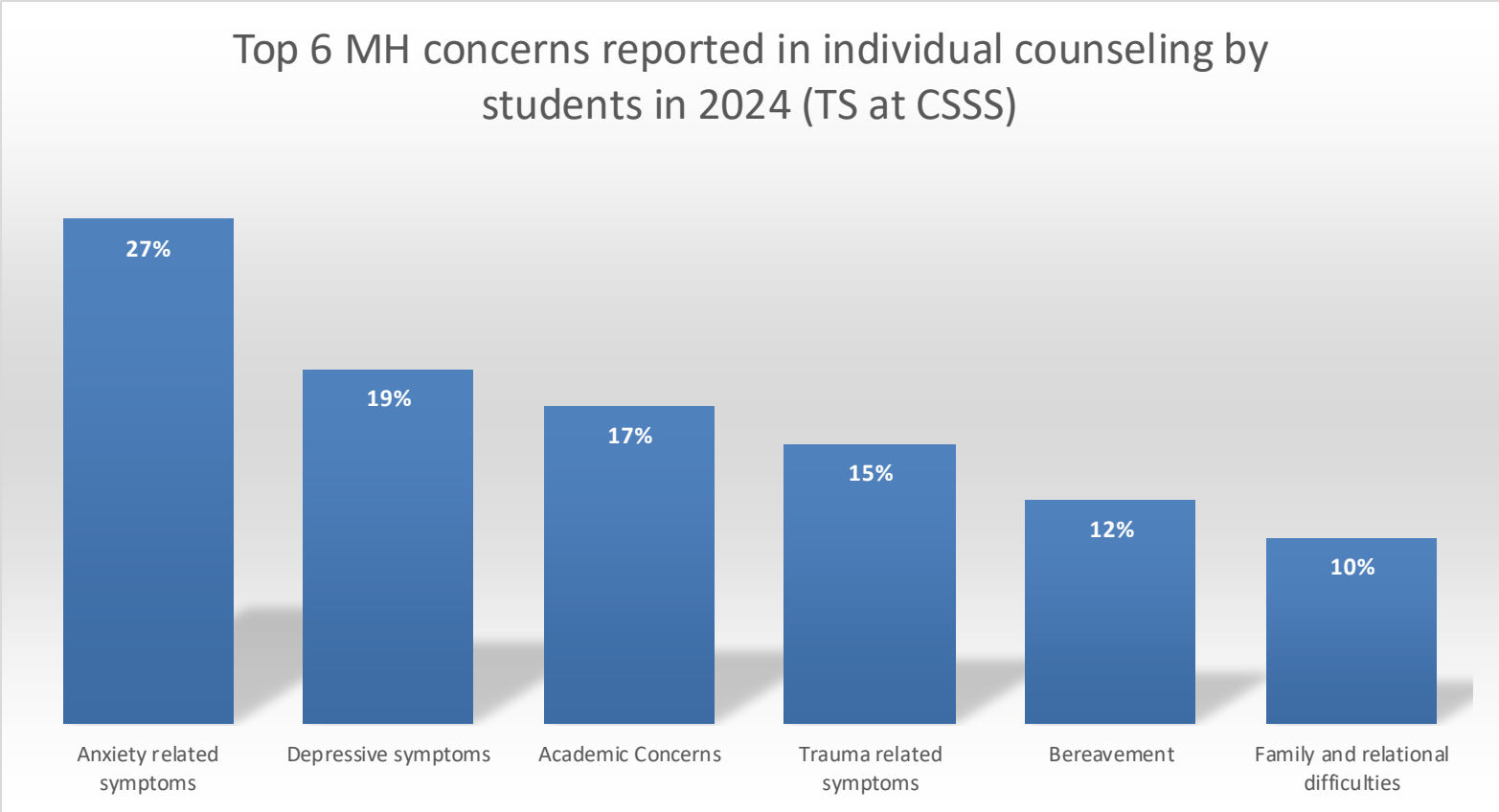


UWC Student Mental Health and Wellness



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Top 6 MH concerns reported in individual counseling by students in 2024 (TS at CSSS)



UWC Student Mental Health and Wellness



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Some of the main **wellness** areas of concern mentioned by UWC students to TS at CSSS in 2024

- Loneliness
- Financial Concerns (NSFAS, Family etc)
- Food Security
- Suitable accommodation
- Safety (Physical, Sexual, Emotional, GBV)
- Unhelpful coping mechanisms such as drug and alcohol abuse, relationships with “benefits”, unsafe sexual practices
- Relational Difficulties (Making friends, intimate partner relational concerns, family relational concerns, interactions with staff members)

UWC Student Mental Health and Wellness



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Continued...

- Academic concerns such as: academic reading and writing, large classes, feeling unable to speak in class, lacking the confidence to engage in class or with lecturers, working independently, pressure and academic demands that students feel unprepared for.
- Adjustment to University from different schools and levels of preparation
- Being a “First Generation” student and the type of pressure it brings
- “Homesickness” and adjusting to living away from home
- Time management
- Adjusting from adolescent to young adult
- Making good choices on your own
- Managing many different influences, perceptions, worldviews etc
- Managing diversity such as cultural differences (both where you grew up and the new university culture), language, spirituality, political views, values, ethics, etc.)

Wellness Wheel



ISMHWP Implementation Plan: CPR Framework



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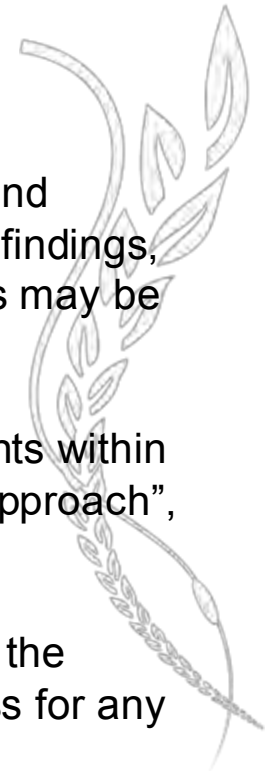
CPR Framework:

Given the guiding principles of the ISMHW Policy as well as the SDS and Faculty-specific *Student Mental Health and Wellness Project* research findings, the aims in the Faculty and SDS Division specific implementation plans may be summed up as **CPR** – that is:

Create: To co-create a wellness environment amongst staff and students within the University of the Western Cape, employing the “Whole University approach”, where each stakeholder is empowered.

Prevent: To prevent mental health and other well-being crises through the creation of a wellness environment and flexible, but clear, preparedness for any eventuality.

Respond: To handle any challenges that arise regarding mental health difficulties, through effective and streamlined referrals processes and access to care or remedial action, as needed.



UWC Student Mental Health and Wellness



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Create...

- Facilitation of Faculty specific implementation plans (Task Teams consisting of equal members of staff and students).
- Use of existing structures/committees/student organisations to get dedicated buy-in, such as existing Student Affairs Committees within Faculties.
- IP's are designed within the unique context of each Faculty to address specific student mental health and wellness needs.
- IP's allow for collaboration and effective referral processes across campus
- Ongoing training and capacity building for staff members and students to understand what is expected and how to manage and refer effectively.
- Implementation of the “faculty based sessional mental health professional model”
- Monitoring, evaluation as well as ongoing research essential to keep the IP's relevant and adjust where needed on an annual basis.

UWC Student Mental Health and Wellness



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Prevent...

- Clear and well known referral processes with easy and effective access to all staff and students.
- Prevention of academic fallout by using the Student Success Thermometer (UWC developed online self-help studiousness alert instrument equipped with enablers)
- Ongoing mental health and wellness events/activities initiated by CSSS, but also by students and staff members as part of their IP's.
- Implementation of WYSA online mental health and wellness chatbot.
- Ongoing staff and student training in “psychological first aid and effective referral”
- The UWC/SADAG 24/7 counselling helpline on 0800 222 333
- Using SADAG triaging function to alert and escalate urgent referrals to prevent long waiting times and possible increase of MH&W crisis that could have been prevented with earlier intervention.
- Referral to CSSS offices: Office for Academic Success, Office for Students with Disabilities, Student Leadership Academy

UWC Student Mental Health and Wellness



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Respond...

- Effective and streamlined referral processes across campus, especially relevant internal and external stakeholders.
- Clearly documented and communicated academic concessions for mental health and wellness crises, including cultural and spiritual needs (each faculty has different concessions based on the programmes).
- Multiple counselling modalities and interventions to ensure optimal use of mental health professionals and prevent staff burnout
- Use of innovative and effective short-term interventions such as BWRT
- Daily open support group offered to students on the waiting list for individual counselling
- Partnerships with relevant internal and external stakeholders such as Rape Crisis and the Thuthuzela Centre, SAPS CFS officers, local clinics and hospitals, ambulance services, campus paramedic and doctors, campus protection services, African spiritual counselling, student leadership structures and many more, forming a “community of care”.

UWC STUDENT MENTAL HEALTH AND WELLNESS



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The infographic is titled 'STUDENT SUCCESS THERMOMETER' and is presented as a collection of six notepad-style cards on a dark blue background. At the top left is the University of the Western Cape logo and the text 'DIVISION of STUDENT DEVELOPMENT AND SUPPORT CENTRE FOR STUDENT SUPPORT SERVICES'. To the right is the slogan 'EMPOWER YOUR JOURNEY MASTER YOUR SUCCESS' and a circular logo with the text 'EMPOWER YOUR JOURNEY MASTER YOUR SUCCESS'. The main title 'STUDENT SUCCESS THERMOMETER' is in large yellow letters. Below it is a paragraph: 'The Student Success Thermometer© is a self-administered and self-help studiousness alert instrument equipped with Enablers to assist you in your academic success at UWC.' The six cards are: 1. 'Thinking Skills' (light blue) with a lightbulb icon, listing 'Critical thinking' and 'Creative thinking'. 2. 'Planning for your Studies' (white) with a 'PLAN' notepad icon, listing 'Time management', 'Financial management', 'Personal purpose', and 'Future and career planning'. 3. 'Academic Resource Management' (white) with a lightbulb icon, listing 'Campus resources', 'Connectivity', and 'Student community inclusion'. 4. 'Study Skills' (yellow) with a lightbulb icon, listing 'Learning styles', 'Memory', and 'Study method'. 5. 'Leading self' (purple) with a graduation cap icon, listing 'Self-discipline', 'Self-esteem', 'Personal relationships', 'Conflict resolution', and 'Personal health'. 6. 'Academic Communication Skills' (white) with a bar chart icon, listing 'Reading', 'Writing', 'Speaking', 'Listening', and 'Digital skills'. A QR code is located in the bottom right corner. The website 'www.studentsuccessthermometer.com/uwc' is at the bottom.

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EMPOWER YOUR JOURNEY
MASTER YOUR SUCCESS

EMPOWER YOUR JOURNEY
MASTER YOUR SUCCESS

STUDENT SUCCESS THERMOMETER

The Student Success Thermometer© is a self-administered and self-help studiousness alert instrument equipped with Enablers to assist you in your academic success at UWC.

Thinking Skills

- Critical thinking
- Creative thinking

Planning for your Studies

- Time management
- Financial management
- Personal purpose
- Future and career planning

Academic Resource Management

- Campus resources
- Connectivity
- Student community inclusion

Study Skills

- Learning styles
- Memory
- Study method

Leading self

- Self-discipline
- Self-esteem
- Personal relationships
- Conflict resolution
- Personal health

Academic Communication Skills

- Reading
- Writing
- Speaking
- Listening
- Digital skills

www.studentsuccessthermometer.com/uwc

WYSA Mental Health and Wellness AI driven chat-bot at UWC



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No stigma. Completely anonymous.

Meet WYSA - your personal wellbeing AI coach to help you take charge of your mental health and build resilience via a clinically validated structured program. It's non-judgmental, private and available FREE for you!

What will you get with WYSA?

24\7 access to an empathetic AI chatbot

- **Library of 150+ science backed self-care tools**
- **Daily check-ins** to help build a routine
- **Roadmap** with your wellbeing goals



wysa



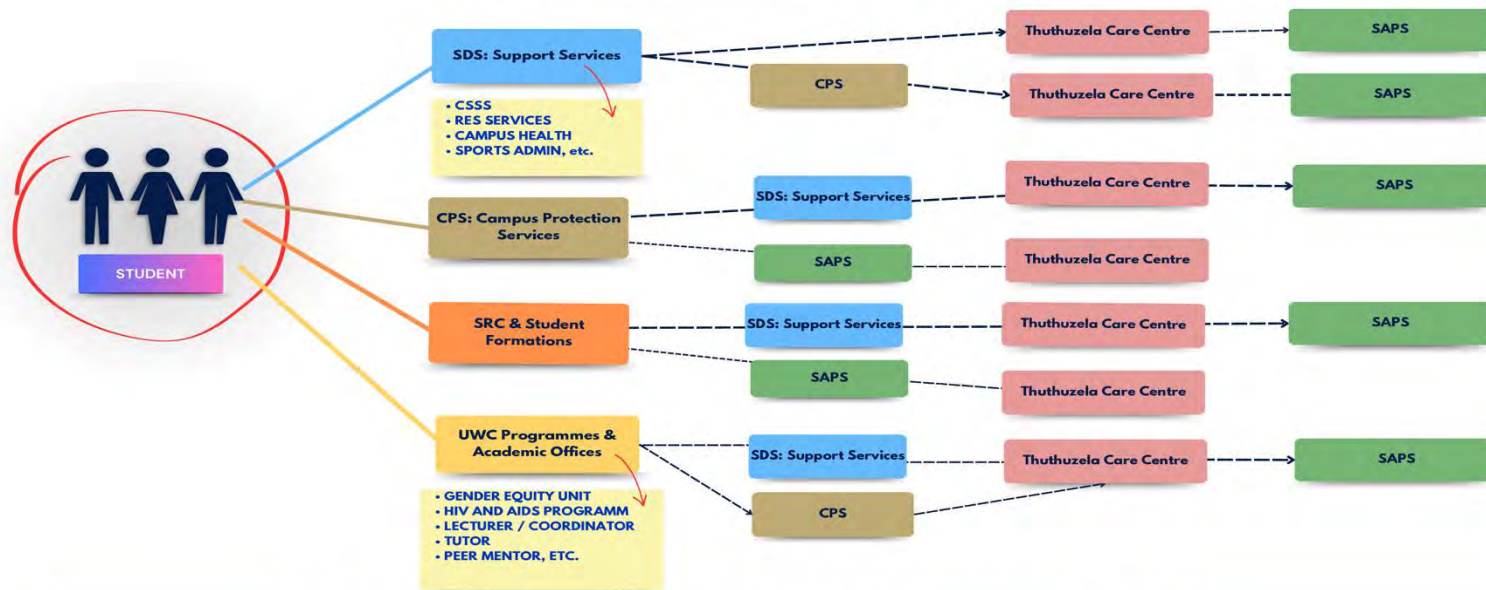
UWC Student Mental Health and Wellness



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**Criminal Law (Sexual Offences and Related Matters) Amendment Act 13 of 2021
UNIVERSITY OF THE WESTERN CAPE**

REPORTING OF SEXUAL OFFENCES BY UWC STUDENTS - FLOWCHART



***CPS can refer cases to the UWC Proctor's Office if the alleged perpetrator is a UWC student
*In special circumstances the DVC: SDS can call a Special Tribunal**

CONTACT:
Campus Protection Services (CPS)
021 959 2100

(Can activate all emergency services such as campus paramedic, security officers, fire, ambulance etc.)

CONTACT:
ResLife
(Counseling services for Residence students)
reslife@uwc.ac.za

CONTACT:
SAPS
(Family, Children and Sexual offences (FCS) specialized units)
Captain Taylor
bishoplavis.fcs@saps.gov.za
021 592 7092

CONTACT:
CSSS
(Therapeutic Services for Student Counseling, Student Academic Services, Office for Students with Disabilities, Student Leadership Academy)
csss@uwc.ac.za

CONTACT:
Thuthuzela Care Centre
Karl Bremer hospital
021 918 1321/ 1983
(open 24/7)

Referral processes to TS at CSSS



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- In case of any substance or other addiction related counseling, please email csss@uwc.ac.za and request an appointment with the addiction specialist social worker assigned to UWC students at TS, CSSS
- All referrals for individual counseling at TS is done via e-mail, UNLESS it is an emergency (csss@uwc.ac.za)
- **In an emergency refer the student to CPS (021 959 2100) or the nearest hospital emergency ward, or the appropriate emergency service in their area.**
- Do not make appointments on behalf of students – they need to take agency and make their own appointments where possible.
- UWC toll free student crisis telephonic helpline (24/7)
0800 222 333



THANK YOU