However, at SACAP we believe that to positively impact a single life is to change the whole world. Hence our person centered approach to teaching and learning. SACAP’s educational philosophy and pedagogy focuses on the development of our students at three levels:

- A robust academic knowledge base.
- Contextually relevant and practical skills.
- A deepened self-understanding in relation to others.

Every aspect of our offering – from small interactive classes with expert practitioner educators to our unique blend of theory and applied skills development – is thoughtfully embedded into our learning environment.

By walking a growth journey with each of our students from their very first module with the college until they graduate, SACAP therefore ensures that the personal transformation that takes place in the classroom ultimately translates into broader social impact. Working in concentric circles from the inside out.

The most explicit and profound example of this is SACAP’s Work Integrated Learning model where, before graduating, our students are required to conduct supervised fieldwork, applying their knowledge and skills across a broad spectrum of placement sites.

This report is a combination of social impact statistics and personal stories. The statistics bring a sharp quantitative focus to the effectiveness of our inside out social impact model. However, it is the personal accounts of these activities as told by the students themselves that so richly describes each student’s personal growth and development and the positive social impact that this has had on others.

Lance Katz
CEO SACAP
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message from the Managing Director</td>
<td>06</td>
</tr>
<tr>
<td>Message from the Academic Dean</td>
<td>07</td>
</tr>
<tr>
<td>About SACAP</td>
<td>08</td>
</tr>
<tr>
<td>Work Integrated Learning</td>
<td>10</td>
</tr>
<tr>
<td>Statistics</td>
<td>12</td>
</tr>
<tr>
<td>Cape Town Counselling Placements</td>
<td>14</td>
</tr>
<tr>
<td>Cape Town Coaching Placements</td>
<td>26</td>
</tr>
<tr>
<td>Johannesburg Counselling Placements</td>
<td>33</td>
</tr>
<tr>
<td>Matric Dance Dress Drive</td>
<td>50</td>
</tr>
<tr>
<td>Transnet Phelophepa Health Train</td>
<td>51</td>
</tr>
<tr>
<td>SACAP’s CEO SleepOut™</td>
<td>53</td>
</tr>
<tr>
<td>Partnership Sites</td>
<td>54</td>
</tr>
</tbody>
</table>
MESSAGE FROM THE MANAGING DIRECTOR

Transcending the walls of the classroom and moving beyond the borders of the institution, SACAP’s social impact continues its purpose of training knowledgeable, skilled and ethical practitioners empowered to make a positive difference in the world.

There is no better testimony to our commitment to social transformation than through our Work Integrated Learning model and the many training initiatives undertaken in this period.

Our training remains relevant, and context driven, providing our students with excellent knowledge and a unique experience that enables them to be grounded within the SA context and ready to address the many challenges facing our society at present.

The Social Impact Report for the year 2016 demonstrates the tireless and ground breaking initiatives our students have taken to contribute to SACAP’s inspiring vision of a healed and healthy society. It is a great honour to share their stories with you. Reading them has not only humbled me, connected with. We salute you and are immensely proud of you.

With respect and humility,
Zerina Royeppen
Managing Director
ABOUT SACAP

SACAP is inspired by a vision of an empowered society, knitted by confident, self-aware individuals who are in healthy relationships with the self, family and community. SACAP contributes significantly to the fulfilment of this vision by empowering our students to grow in themselves and to positively impact the lives of others. In this way SACAP plays a critical and positive role within South African communities and our society at large.

SACAP is at the forefront of higher education in Applied Psychology. Established in the Western Cape in 1997, SACAP now has campuses in Cape Town, Johannesburg and more recently – Pretoria. We also have an Online offering for learners within and beyond our South African borders. All of our qualifications have a distinctive blend of robust theory and skills training for practical application in a variety of contexts and settings.

Trained practitioners bring positive individual and communal transformation. They are, however, in short supply relative to the overwhelming need. SACAP is dedicated to the training and development of knowledgeable, skilled and ethical practitioners through the provision of leading, accredited, high quality educational programmes and qualifications.

Academically, our educators are acknowledged as leading professionals in their fields of expertise. Students gain from the wealth of experience and skill that our educators are able to bring to the teaching and learning environment.

SACAP’s educational philosophy places a strong emphasis on the application of skills. While our curriculum is founded on robust and established theory, we constantly seeks ways in which we can apply this theory in real world settings through skills training, case studies, role play, practical assignments and fieldwork. This is in contrast to the skills gap that exists in many traditional educational models in the field of psychology.

SACAP’s unique fieldwork model, which places students in supervised sites, ensures that our graduates gain the necessary practical experience while they study so that they graduate confident and work-ready. By partnering with over 100 fieldwork placement sites, SACAP’s programmes are enabling a meaningful and positive social impact in and of themselves.

Studying at SACAP is both an experience and a journey. Our interactive and intimate classroom environment ensures that personal growth and transformation is not only quantitative but also qualitative.
2016 was the year to take the Work Integrated Learning department above and beyond.

It was an extremely successful year with a total of 47 students on the Johannesburg campus having successfully completed their WIL over different programmes, namely: the Advanced Certificate in Counselling, Bachelor of Applied Social Science as well as the Diploma in Coaching. 2016 also saw SACAP’s first ever cohort of the Post Graduate Diploma in Coaching students enter into the field as Intern Coaches, as well as the first cohort of Bachelor of Psychology students embarking on the journey of their Practicum as registered Student Counsellors.

The past year also saw the launch of a new online WIL module that enabled even more students to engage with registered professionals on an interactive basis. Students were placed at various partner sites throughout the Gauteng region to provide psychosocial support to individuals, groups and organisations.

The class of 2016 has left footprints not in sand, but in the hearts and souls of our South African communities. They have changed lives and continue to do so each and every day.

At the start of 2016, SACAP had a total of 41 sites on their placement list. Since then the Johannesburg WIL department has signed on an additional 24 new sites (17 counselling sites and 7 coaching sites). One of the most well-known sites that SACAP has signed on this year was the Transnet Phelophepa Health Train (See page 51).

Kim Starkey
Head of Work Integrated Learning, Johannesburg

SACAP has been a big advocate for the registered counsellor role in South Africa and the impact this has on the community – and I feel that we are closer to achieving this goal of realising not only the significance but the importance of having Registered Counsellors out servicing the community.

I am excited to grow in the role and look forward to seeing the growth unfold not only in the department but through the impact we are making and continue to be making in the community at large.

Raydene Naidoo
Head of Work Integrated Learning, Cape Town

It has been an extremely humbling and challenging experience to be have been a part of the Work Integrated Learning portfolio.

I only joined SACAP as the Head of Work Integrated Learning in August 2016 and I have been overwhelmed by both the role SACAP plays in the community and the vast impact our students are making in the lives of community members.

It has been a busy time in the department with many students being placed in the field, completing their work at their sites and many more entering in the new year. We have also seen a number of new placement sites come on board in Cape Town, the wider South African community, and abroad. So not only are we advocating for change and mental health locally – but on an international scale too.

There are a number of significant moments that have stood out for me this far, but I feel that the one that outshines the rest, is having our first cohort of Bachelor of Psychology students enter into the field in 2017.
This study reviews the social impact of 69 Work Integrated Learning graduating students, of which 36 (52%) studied on the Cape Town campus, 26 (38%) studied on the Johannesburg campus and 7 (10%) studied online.

SACAP has a national footprint of over 100 placement sites of which 77 were utilised for this study. Students impacted over 2300 individuals through a variety of interventions, namely screening, counselling, coaching and referrals. These interventions were conducted via individual and group forums.

WIL activity is steadily increasing year on year and we are likely to see further growth in the years ahead, particularly with the opening of the Pretoria Campus and with the first BPsych and PGDC student cohort entering the field.

Placement sites include a variety of government and non-government organisations (NGOs) and a range of application areas. Of the sites covered in this study, 17 (22%) were NGOs and 14 (18%) were various schools (including various special needs schools). Other placement sites included community mental health facilities, children’s facilities, corporates, and addictions counselling centres.

It is important to note that the above statistics only measure the direct impact of WIL. In reality, the broader effects of counselling, coaching and group psycho-social interventions are far greater. Entire families and communities are often positively impacted from these interventions – beyond the confines of the individual and group sessions that take place in WIL. Furthermore, the experience is transformative for the students themselves, as reflected in the rich personal accounts that fill the pages of this report.

WIL activity is steadily increasing year on year and we are likely to see further growth in the years ahead, particularly with the opening of the Pretoria Campus and with the first BPsych and PGDC student cohort entering the field.

Placement sites include a variety of government and non-government organisations (NGOs) and a range of application areas. Of the sites covered in this study, 17 (22%) were NGOs and 14 (18%) were various schools (including various special needs schools). Other placement sites included community mental health facilities, children’s facilities, corporates, and addictions counselling centres.

It is important to note that the above statistics only measure the direct impact of WIL. In reality, the broader effects of counselling, coaching and group psycho-social interventions are far greater. Entire families and communities are often positively impacted from these interventions – beyond the confines of the individual and group sessions that take place in WIL. Furthermore, the experience is transformative for the students themselves, as reflected in the rich personal accounts that fill the pages of this report.
STUDENT
Name: Nicci Thompson-Evans
Category: Counselling

“In the course of my studies I realised that Crisis and Trauma was an area that I would like to work in. I had previously worked in Trauma/Accident Units within the medical field, so I was very eager to be able to use my background to understand and experience the role that counselling could play in the life of someone who had been traumatised.

My fieldwork placement was at the Victim Support Unit (VSU) within the precincts of the Kirstenhof Police Station. Working in a victim-friendly Trauma Room, we assisted and counselled the victims of assault, burglary, hijacking, abuse and trauma.

The unit also forms part of the Victim Empowerment Programme (VEP), which aims to support, protect and empower the victims of crime and violence. The VEP is focused on the needs and rights of the victims who have suffered the consequences of criminal acts, especially around sexual and domestic abuse. This meant that we could be called to the scene of accidents, home invasions and robberies, as well as incidents of sexual assault and child abuse. Or we may be asked to take steps to protect the victims by sourcing safe places, shelters or havens, referral to psychiatric units or other any other service providers or the appropriate government department. Often, we were called to a scene of a suicide, murder or any other sudden death, when the police felt that trauma support was needed for the family and friends of the victim, or members of the general public who may have witnessed the event.

As part of the VEP, several outreach programmes had been initiated, and one such programme is the Schools Project. The aim of this initiative is to try and reduce the incidence of crime in target schools by preventing criminal behaviour from reaching the police station, the legal courts, and ultimately, the prisons.

After meeting the headmasters of these various schools, it was also discovered that there is a desperate need for counsellors for the learners. This formed the other part of my placement at the VSU. Posted at the Cape Academy of Science, Maths and Technology, I counselled learners with a variety of issues – ranging from sexual abuse to suicide and behavioural problems. Frequently dysfunctional home environments were the cause of emotional distress and confusion in these adolescents, and having someone to...
I spent 6 months working at the Kirstenhof Police Station and the Cape Academy School. The trauma room speaks for itself in that I worked with victims of rape (including a child as young as 4 years old) as well as victims of physical and verbal abuse. When you tell these people that time will heal, you often wonder if this is really true, and one learns to be mindful of what gets said in the first session, as you cannot take the pain and trauma away.

Cape Academy was another experience in itself. The Academy is a boarding school and I worked with adolescents who were not only far from home but who were also dealing with often very traumatic things. I realised in the last few months how valuable these experiences have been for me and how grateful I am that I have been empowered by my knowledge and qualification so that I can go out and help those in need.”

STUDENT
Name: Leora Rubenstein
Category: Counselling

"Even though I am one of the older students at SACAP with lots of life experience – including being a teacher and a mom to three children – nothing could have prepared me for what I was exposed to in my fieldwork practice.

This placement has been an eye-opening experience, allowing me to witness the resilience, fortitude and courage demonstrated by the both the learners and the ordinary people we see at the VSU in the face of frightening and often overwhelming traumatic experiences.”

STUDENT
Name: Imeraan Isaacs
Category: Counselling

“I was based at the Kirstenhof Police Station Victims Support Unit where I helped individuals affected by trauma. Working within a team of multi-skilled professionals, this unit also offers their services to an array of schools. As such, I offered my skills to Zwaanswyk High. By providing a supportive platform for adolescents to be heard, I encountered a range of areas in which help was needed, and with every client I worked with, I was faced with a new experience.

While studying at SACAP I felt that I could best apply myself in a trauma setting, and working at Kirstenhoef Police Station with this large team of warm-hearted counsellors, only fuelled my passion. I also learned that I should open myself up to helping everyone in need as far as my boundaries will allow me. Therefore, turning my attention to Zwaanswyk High was a unique and humbling experience, in which I was able to sit down with adolescents and help them with anything ranging from self-mutilation to anger management.”
In my time at St Anne’s, I noticed that although the educators show compassion and empathy for their students, they do not fully understand certain psychological issues regarding their students. As such, I decided to organise a workshop for the educators to provide them with relevant information (pertaining to children) to equip them to better manage and understand difficult situations that may arise in the future.

That said, this school has a wonderful support structure for the students as well as for anyone who works there. They do not deprive their students of counselling and it gave me the opportunity to offer my support and guidance for the children who had none. Working with children has changed my way of thinking. I learned how important it is to lay a good foundation for them to prevent future mishaps from happening. Therefore, I am strongly considering working with children in the future.”

GIRLS AND BOYS TOWN

STUDENT
Name: Debbie Mouton
Category: Counselling

“My fieldwork experience at Girls and Boys Town (GBT), has been an incredible learning curve. I have learned so much about adolescents, particularly adolescents who have experienced exceptionally difficult life lessons so early in life.

It was great to be part of an organisation that gives adolescents a home where they are supported and encouraged, they are also able to learn valuable skills from the caring people that look after them. There are some serious challenges, youth come with a variety of issues that need to be addressed. Although the organisation aims to empower biological parents and care-givers, one is aware that often these adolescents are going home to face enormous challenges. I am grateful that I did my fieldwork there, as it has inspired me to work with adolescents in the future.”

ST ANNE’S PRIMARY SCHOOL

STUDENT
Name: Tasman Cupido
Category: Counselling

“In my time counselling at St Anne’s Primary School, I saw seven children ranging between the ages of 7 and 12 years old. I initially wanted to work with adolescents as I felt I could connect and relate better to ages 14 and upward. However, circumstances led me to St Anne’s and I am utterly grateful that I ended up here as I have learnt so much about myself and children. I feel that it was the perfect placement for me.

St Anne’s is a small school with one class per grade. The educators are very aware of their students and genuinely care about their well-being. It was very evident when I attended the Education Support Team meetings where the teachers discussed students that they were concerned about and looked to the school counsellor and student counsellor (me) for guidance. And while I knew that children have certain issues that they cannot cope with, I never realised just how bad it could be.

I also learned that even though children are younger and might not be able to express their emotions or issues as easily as an adolescent can, they need just as much support as any teenager or adult. This is what I provided throughout my counselling sessions. It was hard for me to know that I couldn’t “fix” any of their situations, but through supervision I realised that all they needed was support.”
Being at Cafda made me aware of how much of an impact external factors can influence an individual, especially the youth. Most of the learners I dealt with were referred for their disruptive behaviour in class or were battling to cope with the loss in the family or some other localised traumatic incident. Other challenges students faced were hygiene problems (because they couldn’t afford basic products and were too embarrassed to ask the Cafda school counsellor to provide them) or they were distracted by hunger (the school implemented a feeding scheme that provides two meals each day). Things that many of us take for granted, yet they are often a big contributing factor that hinders performance at school.

The most important lesson I learned while at Cafda is that no two people will experience living in the same area in the same way. Some are more resilient than others. Some have a better support structure, a more secure family structure, interests and hobbies to keep them motivated or distracted from the perils that exist in the area. I am grateful for the experience I had at Cafda as I now look at “my” people and the learners at the school with greater understanding and empathy.”

“Living in a place like Lavender Hill a person is highly likely to encounter abuse, poverty, gangsterism, prostitution and teenage pregnancy, amongst others. And although I come from the same area as many of the learners at Cafda, I was fortunate to have had a supportive mother who was there to push me when I need to be pushed.

The first lesson I learned is that confidentiality is the most important ethic, because many of people at the hospital are ashamed to visit a psychologist or to admit that they have psychological issues. I also started to learn how to encourage the client to go back to their earlier experiences and explore how these experiences effect their current “problem” and to help them to become conscious of experiences which they were previously unaware of. I also greatly improved my communication skills including: active listening, reflection, effective questioning skills and how to be empathetic by seeing things from the client’s point of view, rather than being sympathetic by feeling sorry for the client.”

“Schools in general are impersonal and place too much emphasis on the acquisition of cognitive skill and not enough on the development of affective skills. My clients were at that stage in life when they are battling with identity versus role confusion. They were becoming conscious of their uniqueness and direction and at the same time battling with who they are and what they will become. The one-on-one counselling helped the client realise their current picture, preferred picture and what action makes sense for them. I journeyed with them to choose among meaningful alternatives as they shaped their own destiny.

Counselling also helped these students become better at helping themselves in their everyday lives and the group work played a pivotal role in helping students develop an action oriented prevention mentality. I believe that counselling helped and will continue to help the school achieve its motto: Esse Quam Videri, which translated into English means Be what you are. May the school fulfill its motto and may these young people grow into good world citizens.”
HOPE HOUSE COUNSELLING CENTRE

STUDENT
Name: Simone Steyn
Category: Counselling

“My time at Hope House has had a huge impact on my personal and professional development. I have seen myself grow into a competent counsellor where I am blessed to have learnt my various strengths and weaknesses along the way.”

STUDENT
Name: Carla Dunlop
Category: Counselling

“Whenever I felt overwhelmed or unsure of where I was going, my colleagues and supervisor were always readily available to lend a listening ear.”

SUPERVISORS SITE REPORT
Site Report: Mandy Denoon-Stevens

“Hope House Counselling Centre has been a placement site for SACAP students for many years. We have found that SACAP students are well grounded in relevant academic theory. The excellent quality of their practical counselling training is evident in how quickly students are able to effectively counsel. Looking at one student’s journey, he was involved with both individual counselling and a group programme. The fieldwork experience was both a training experience and a self discovery journey. He, as many other students do, asked the questions; “Can I counsel?” “Is counselling what I want to focus my career around?” Through supervision, informal discussions and practical experience this student found answers. Today the student is a school counsellor.”

STUDENT
Name: Catherine Rackstraw
Category: Counselling

“Community counselling definitely has specific characteristics that one would not encounter in a quiet, professional office environment. It is these human challenges that have been of particular value in my growth as a counsellor.”

STUDENT
Name: Elmarie Al Solaiman
Category: Counselling

“Working with the children of Vrede Academy has inspired me to learn more, to research more and to get up to speed with every possible way of optimising the future for children who are faced with any form of challenge as every child has the right and potential to thrive in a sometimes unfair world.”
STUDENT
Name: Soneni Dube
Category: Coaching

“In my Coaching fieldwork module for 2016, I did a total of 103 hours with Coached to Excellence (Pty) Ltd. This is a private organisation that is focused on assisting young people from previously disadvantaged backgrounds by offering coaching, mentoring, profiling, incubating and placements with firms and organisations.

I was truly challenged, motivated and changed during my time at Coached to Excellence. I faced immense challenges from the very beginning, but I believe that this gave me courage to step out and remember why I began studying this Diploma in the first place. It gave me a real and practical experience of what it takes to step out, identify your goals and work towards achieving them – something that I was then able to share with and encourage my clients to do.

I had the privilege of seeing how my studies over the years actually translated into a practical experience. I was able to pick up on my shortcomings as a coach, and as hard as that was, it gave me great awareness of the need to develop myself as a coach and how to do that so as to offer the best service to my clients. More than anything, this time confirmed the belief that coaching is all about the client. I had to let go of my own expectations, fears and anxieties so that I could put my clients’ needs first to ensure that they would experience a more fulfilled and hopeful life.

Most of my clients were young women of colour and this group of people have always been who I am most passionate about helping. Being able to practically do that during my placement re-emphasised my desire to pour back into the lives of hurting and hopeless young women of all backgrounds. SACAP, I thoroughly enjoyed my placement from a learning and growth perspective and I would do it again. Thank you!”

Coachee: Bridget
Thank you Sonia. The coaching sessions that I had over the past few weeks have been of great benefit in my life. You were very professional throughout and the sessions helped me to conquer my fears and be able to step out of my comfort zone. You are good at inspiring people and gently pushing someone to be able to take the steps they need to be better. Very well spoken, and very ethical and compassionate in everything you do.”

Coachee: Moshadi
“Sonia is passionate about coaching and really, that makes being her trainee even easier. She possesses qualities of a patient, relaxed and understanding individual. Through the sessions I got to understand the importance of setting goals, taking action and making them a reality. We went through the importance of planning and preparing. Sonia helped me move from feeling trapped, to taking action. I learnt how to be aware of situations around me, how to analyse and react, and when to react. She let me take the lead on what topics I want to assess, meaning I took decisions on my own. She was just there to escort during my plans and actions not to control them. And she did exactly that.”

Coachee: Sithabile
“Hi Sonia, I just wanted to say thank you so much for taking the time to coach me. As I said, I would do it all over again if I had to. I really appreciate you taking the time to do this with me and bring some perspective back into my life.”
"Coaching by Praveen took me from a low to flying very high in my professional and personal life. The coaching helped me to differentiate between emotions and facts. I became so confident in all I do. In my workplace I delegated work that I would previously have done on my own. I am also working better with my finances and overall feeling great. This has been a lifetime change, I am humble and grateful."

OOBA co-ordinator: Linda Roos

"oooba’s partnership with SACAP and Parveen has been meaningful and transformative. From the outset, Parveen was completely aligned to our culture, purpose and values and has skilfully and open-handedly aided us on our journey to move from a ‘telling’ to a ‘coaching’ leadership culture.”

Coachee: Anonymous

"The empathetic way in which Parveen challenged me to believe in myself is something I value and I will keep this close to my heart.

I thought I had great listening skills, and what I learnt from Parveen is the way in which she would repeat the words during our discussion. She would ask if this is what she understood I meant, allow me to speak further and then wrap things up with clarity and clear communication. It taught me a great lesson not to assume that what we hear the first time is what the person actually meant. I felt comfortable in her presence as she speaks with such respect, and it made me re-discover my suppressed potential and confidence that Parveen helped me reignite. I honestly know that Parveen has a gift for coaching as this does not come with practice but it is the Leader within her.”

COACHING

"My internship at oooba has been a huge learning curve and development for me as a coach. Looking back at my internship, I grew both personally and professionally. This was done in a contained environment with the support of SACAP and my client (oooba).

The co-ordinator and staff have been instrumental in making us feel welcome and have taken the coaching opportunities made available to them with excitement and enthusiasm. The culture at oooba has been very much pro-coaching.

During this time, I was faced with challenges and difficulties that would typically arise in any work environment. This has given me insight into what working as a coach in the real world would look like and now, how to deal with situations and pre-empt scenarios to avoid any unnecessary issues from arising. I also got to see aspects of myself that I was not aware of and/or was able to act in a certain way and demonstrate qualities that I did not know that I possessed. In these challenging moments, where I was stretched, I was pleasantly surprised on how I was able address matters in a professional and constructive manner whilst being true to my own value base and authenticity.

This internship has been extremely enriching and a rewarding experience for me. That feeling has been magnified, when receiving feedback from my clients on having a positively changing impact on them and their future outlook.”

OOBA co-ordinator: Linda Roos

"oooba’s partnership with SACAP and Parveen has been meaningful and transformative. From the outset, Parveen was completely aligned to our culture, purpose and values and has skilfully and open-handedly aided us on our journey to move from a ‘telling’ to a ‘coaching’ leadership culture.”

Coachee: Cheryl

"Coaching by Praveen took me from a low to flying very high in my professional and personal life. The coaching helped me to differentiate between emotions and facts. I became so confident in all I do. In my workplace I delegated work that I would previously have done on my own. I am also working better with my finances and overall feeling great. This has been a lifetime change, I am humble and grateful.”
STUDENT Name: Patrick Niland Category: Coaching

“"My placement allowed me to experience a varied range of coaching topics, personalities, cultural backgrounds and levels of seniority. It allowed me to ‘let go’ of my initial concerns regarding my coaching performance and to trust in myself as a coach based on the numerous positive experiences and input from my clients.”

STUDENT Name: Anita Maggott Category: Coaching

“I experienced the programme, and my clients, as open, trusting, receptive and fully engaged in the process which gave me the opportunity to explore, challenge, grow and build trust and confidence in my way of being as a coach.”

Coachee: Wendy

“The thing I have valued most about you, Anita, is your non-judgemental ability to really listen, to offer insights and challenges that have helped me find truths about my world that I wasn’t seeing and to really give me the sense that you were there with me. You have encouraged me to re-discover my authentic self, to find quiet joy again and an anticipation for how the days will unfold. Where previously, changing my life seemed like an insurmountable mountain, which I was hopelessly unfit to conquer, I now feel empowered to embrace the journey, at my own pace, choosing my own path. I have started, one step at a time. The rewards are surprising and are an encouragement in themselves. I look up at clouds more often, I smile more often, I have more genuine interactions and I am playing the piano, a forty-year ambition!”

Coachee: Anonymous

“When I started my journey with Anita I was a person that could not make decisions as each one I made was made with guilt and I felt it my duty to be responsible for everyone around me.

I have learned on this journey that we are all responsible for the choices we make and that I don’t have to allow people to guilt me into making decisions.

I have come so far over this period where I can now make decisions for me that makes me happy without the guilt. Understanding where I fit in the family dynamic has also changed how I do things. When my parents are upset with me because I don’t want to look after my 50 year old brother, then I repeat the “you are my father, I am your daughter, you are my mother, I am your daughter” and it was easy to let go and hand back my brother’s responsibility for his own life. I have started living my life for myself. It feels good to be in control of my life without guilt.”

Coachee: Anthea

“Hi Anita, I have certainly benefitted from the programme with you as my coach. The coaching assisted me in the following areas:

• In instances where I have to do a presentation and I’m stressed out about any questions that I may be asked of me - I learnt that it is okay for me to say that I don’t have the answer and that I will get back to them once I’ve found out the answer to their query.
• You also assisted me with understanding my Enneagram type which told me so many truths about myself and how I can take a little good from every number –

I thoroughly enjoyed the coaching and it helps me daily in every aspect of my work and home life.”

Coachee: Anonymous

“Coaching is a great way of having someone on your side to listen, provide context and guidance on issues that you may encounter in your life. Tracey Lee Thomas is friendly, caring, very considerate and thoughtful. She is going to make a big difference to the lives that she touches.”

Coachee: Anonymous

“Coaching is a great way of having someone on your side to listen, provide context and guidance on issues that you may encounter in your life. Tracey Lee Thomas is friendly, caring, very considerate and thoughtful. She is going to make a big difference to the lives that she touches.”
I conducted the six months internship at the Vineyard Hotel, which is a 207-bedroomed hotel and Health Spa situated in the heart of Newlands, Cape Town. The Vineyard, together with its sister hotels, is driven by the vision to be a successful family owned hotel group leading sustainable transformation in the hospitality, community and the environment. The hotel creates a people focused culture and the values the business adheres to include integrity, empowerment, social transformation and new thinking. One of the initiatives to align staff to the promoted values is through the leadership programme “Learn to lead” which I supported with my coaching. As a part of my internship I have been coaching 10 staff members from the hotel’s kitchen, restaurant, reception and house-keeping department.

Our coaching sessions helped the coachees to translate the theoretical content of the leadership training into practical solutions and action steps they could directly apply to their professional context and share with their teams. Some of the addressed coaching goals included: conflict management and resolution strategies, building trust, improving communication skills, developing Emotional Intelligence and positivity. In my coaching process I guided the clients towards finding the most effective solutions for their departments aimed at improving all the aspects of their functioning and supported the implementation of the developed leadership strategies. I also introduced the clients to the useful self-development tools designed to promote personal growth, build confidence, self-efficacy and raise clients awareness.

It has been a true privilege and an incredibly rewarding experience to be a part of creating an authentic social impact. My biggest satisfaction however, is that apart from realizing multiple organisational objectives, the coaching process inspired and empowered the clients to reach for their dreams, be it: buying a dream house, starting a part-time business, writing a book, fulfilling career aspirations (2 of the clients were offered a promotion as a direct result of coaching) or even overcoming a lifelong pattern of stuttering.

**Group Learning & Development Manager: Carey Frost**

“People are the heart of our business. With the help of SACAP and Monika, we are able to provide additional support to 10 employees who are completing a Leadership Development programme. With one-on-one coaching, areas such as self-awareness & confidence have greatly improved, as well as making it easier for the individuals to action small changes that make a big impact. It really has been a pleasure working with Monika and I thank her for the positive impact she has made in their lives.”

**Coachee: Phumeza**

“I just wanted to say thank you a million times for the kind, loving, confident, patient etc., all the good words I can think of that can describe a good person like Monika. I was happy every time I knew that I was going to have a session with her, because she taught me to be passionate, confident and to be able to stand on my own and to say No when necessary. She also taught me how to solve problems in my team and how to speak up and maintain a peaceful environment at a work place. All I can say is that I’m grateful if it wasn’t for Monika I wouldn’t be the person that I am today I look at myself and I am so proud and happy to say that if there is a problem that needed to be solved either at home or work I will be able to solve it using all the skills and tactics that she taught me.”

**Coachee: Masego**

“My experience with Monika was very fruitful. I learned a lot from our sessions. Conflict management, boosting my self-esteem and dealing with challenges at work. I believe Monika was heaven sent because she came at the right time when I was experiencing challenges at work. There were times when I needed a shoulder and she was there to help me see things in a positive way. By always allowing myself to be a part of the solution. Overall, I would say thank you Monika, you were like a sister to me. You made me believe that I’m able.”

**Coachee: VuVu**

“Monika, I learnt from her positivity and that it’s all in the mind. I had a problem with stuttering all my life never ever thought that I had imitated my older siblings since they were stuttering. But now I can handle that. I also learnt confidence, to always go for growth and how to tackle my hidden potential. You coached me about life and my life changed for better.”
“Towards the end of the 3rd year of my Bachelor of Applied Social Science Degree I was placed at the Johannesburg Institute of Social Services (JISS), which focuses on working towards uplifting, protecting and sustaining the holistic wellbeing of children, adolescents, adults and families by working with the communities and individuals. In the 10 weeks that I spent at the centre I assisted a number of clients in complex situations. My clients ranged from ages 4 to 65 and had experienced rape, abuse, behavioural concerns or trauma. Albeit being pushed into the deep end, I was able to appreciate that I was in the field to help my clients, and could remain steadfast by not breaking down after what had been shared with me. I believe that the guidance I received from the supervisors made it possible for me to see myself grow as I worked with clients. I was also able to recognise the power that I carried, simply by engaging with my clients and giving them a safe space to come to, which is something I had worked on right from the beginning of my fieldwork.

My experience at JISS has given me immense satisfaction as I saw my clients grow towards living a healthier, positive lifestyle as well as being able to encourage and drive them towards believing that there is undoubtedly light at the end of the tunnel. Towards the end of my fieldwork, one client said, “Thank you for believing in me and I understand that we need to terminate, because you have been a part of my life for a while in order to nurture me and guide me. Now it’s time I go out there and do things on my own, because I can do it.”

STUDENT
Name: Tayyaba Rasool
Category: Counselling

“Bramley Victim Empowerment Programme (VEP) seeks to help victims of contact crime such as rape, hijacking, assault and robberies. The initiative offers counselling with the aim of alleviating trauma symptoms and assisting the return to normal daily functioning.

My responsibility was to phone victims of contact crime and set up counselling sessions for those who needed it. The VEP provided an opportunity for me to train in the Wits Trauma Model which I used to counsel victims of crime. Reports on these sessions were also required so that crime statistics could be ascertained and recorded.

I found this work to be difficult and overwhelming at times as the extent of the trauma that people in our country are experiencing on a daily basis is horrific. However, I found immense satisfaction in being able to help victims knowing that they were able to return to some form of normal functioning as a result of my counselling. I worked with many people of differing cultural backgrounds and socio-economic circumstances. Crime – and the resultant trauma – transcends culture, class and race and puts all people on the same level.

Learning how to use the Wits Trauma Model to effectively help a victim of crime in just one session was very powerful for me. Being able to give back to my community made me feel that I was doing something worthwhile and could make a difference in a space which often looks bleak and negative.”

STUDENT
Name: Sara-Jane Asman
Category: Counselling

JOHANNESBURG INSTITUTE OF SOCIAL SERVICES (JISS)

BRAMLEY POLICE STATION
STUDENT Name: Yolanda Pereira Category: Counselling

“Fight with Insight is a non-profit organisation that helps youth at risk develop better coping skills. Most of the youth I encountered were males but the organisation accommodates females too.

The youth do boxing and attend lifestyle classes to help them deal with trauma and violence that they may face at home. I recall being scared that “…what if these kids are learning skills to go back and revenge to those that hurt them?” I was so scared that maybe these might not be the right skills we should be engaging them in.

Listening was a much required skill I had to use mainly because mostly because the site uses narrative therapy. The youth get to express their feelings while they box.

I have, more than anything, improved on my listening skills and am more empathetic than I was. I guess learning about what other families are going through on a day to day basis is a humbling factor. The youth come to the site looking for both mother and father figures. You can see there is a void in their lives they are trying to fill up. I am glad that I have, on many levels, managed to be both to the kids. I have been a change facilitator, advisor and mentor through the skills acquired through SACAP learning style and environment. I have also been changed and matured.

I was able to be attentive to body language and facial expressions, and I learned how to know some kids through feelings and emotions.

One of my take home achievements was that I was able to assist in getting a wheelchair for one of my clients who needed it for his sibling. I was able to facilitate change and saw some of the results even before we finished our sessions with some of the clients. The impact was contagious because I could get feedback from client about their home environment having become a better place. My clients were not only looking forward to come to FWI but also looked forward to getting back home too.

I am grateful to both my supervisors Kim and Luke who have been my coaches. They provided me with a way forward wherever I was feeling stuck and were also available to offer support to my emotional needs. Thank you once more, Kim and Luke. You have been a great part of this journey.”
Kim Starkey: SACAP Head of Work
Integrated Learning, Johannesburg

“SACAP is currently affiliated with Fight with Insight and it is known as one of our most popular sites within the Gauteng region. Our students are always keen to provide their time and skills set to the children and adolescents that are part of the programme. Often our students walk away at the end of their placement having matured both personally and professionally as they do not only learn a great deal from their placement supervisor Luke Lamprecht, but from the children and adolescents themselves.

In 2016, a SACAP student, Yolanda Pereira went above and beyond what was expected from her as she felt that she needed to give more to the community at large. During her placement she was working with a young boy who had mentioned that he had a sibling who is living with cerebral palsy. At the time, the family had no means to purchase an assistive aid, so this young boy and his family had to carry his sibling around wherever they needed to go.

Yolanda observed the various challenges the family faced and made it her mission to source a wheelchair. Yolanda spent days and nights contacting various organisations who could possibly donate a wheelchair to assist the family and most importantly to empower the individual with cerebral palsy. It was with great delight that Yolanda ended her journey at Fight with Insight with the handover of a wheelchair donated by the Selby Rotary Club.

Yolanda had not only empowered her clients, but had given this individual independence. She definitely made a social impact, not only for an individual, but for a community. In my student Yolanda’s words upon reflection she stated that The impact was contagious.”
"Headway is a charity organisation that provides many different therapies for those living with acquired brain injury. These therapies include occupational and speech therapy, psycho-education as well as counselling. My responsibility was to facilitate an open group that counselled members about relationship issues and to provide individual counsel to 2 attendees.

I am passionate about this organisation and have worked with them in the past. The people who attend Headway are caring, resilient, positive people who are relentless in their pursuit to lead an independent life despite the challenges they experience on a daily basis as a result of their brain injury. I feel I made an impact on the group as many members struggle with friends, family and members of the public when they feel rejected by ignorant views on what brain injury entails. Attendees of Headway regularly feel that others see them as low-functioning individuals who are unintelligent and have little to offer, when in fact the opposite is usually true. Making connections with others to maintain relationships, be it friends or family is an important part of the healing process for most brain injury people and so working on all issues of relationships was a valuable process.

I was privileged to have the opportunity to impact people from various cultural backgrounds as well as socio-economic circumstances. The Headway members of my group, as well as my individual clients, have touched me and allowed me space to grow personally and become more self-aware of my own judgements. My experience at this organisation has been a journey of self-discovery and hopefully one of healing and acceptance for my clients.

My background as an artist, as well as my passion for using art as an expressive, non-threatening medium, helped my group and individual clients to access painful and intense emotions a little more easily than talking alone. One of my members commented, “Art has helped me to open the cupboard of my heart.”
“It was my pleasure to be an involved counsellor at the Rhema Hands of Compassion Child and Youth Care Centre. The centre strives for the recovery, restoration and reconciliation of traumatised and displaced children and youth. With each new client it became abundantly clear how each individual counsellor had a direct and significant impact on the children at the centre. Many of these children, if not treated or given a compassionate helping hand, will fall into the failing part of society. Their misery will continue and they will have a higher chance of future abuse, violence, drug use or become involved in crime. The children and youth were overjoyed to see someone who asked them about their lives, listened to them and gave them support. I believe the counselling that I provided helped exactly the way Rhema had envisioned it would. I helped in some ways to restore their smiles and confidence. The counselling provided helped them start, or carry on along the road to reconciliation.”

STUDENT Name: Moira Eichenberg Category: Counselling

“At first, I was intimidated by the children and the staff – everything looked so organised and all the children seemed to be happy. I felt that my services were not really needed due to the impressive structure of the organisation. However, after the first session with my very first client, that’s when I knew that I could touch the lives of many children just by listening. My first client said to me, ‘Thanks for listening, no one has ever been interested in knowing my story’. It was at this moment that I realised I was in the right field. The organisation is aimed at ensuring the best environment for children, part of healthy living is emotional well-being. I was honoured when my supervisor asked me if I could continue volunteering at the placement even after I had completed my hours. I did not speak to each and every child at the organisation but I know that for each child that I saw I made an impact. I am pleased to have been such great help to so many children, but most importantly, I’m grateful for the way in which the organisation impacted on me. I’ve now grown and I have become more self-aware, and most importantly I know that working with children is something I want to pursue.”

STUDENT Name: Nthabiseng Mokawane Category: Counselling

“I had an opportunity to do my fieldwork at City Year South Africa. I did not know what to expect, but what I did know was that I would be working with children, which falls outside of my comfort zone.

To my surprise, working with adolescents and young adults was not as terrifying as I had imagined. City Year’s programme alone has a great impact on my clients which assisted me a lot in my work at the placement. My clients needed guidance and support. I was able to contribute in my client’s self-awareness in a safe space. They were mostly very trusting which made the sessions worthwhile for them and myself. Some clients admitted to be passing on the skills and knowledge gained during the sessions to other friends. I personally have grown and I am more confident in working with different age groups.”

CITY YEAR STUDENT Name: Sibahle Sibisi Category: Counselling
As the Khuluma Family Counselling Centre seeks to facilitate and implement victim support and empowerment services within the Eldoreigne, Valhalla and Wierda Park, Lyttleton, Mamelodi, Mooiplaas and Olievenhoutbosch areas. This includes enhancing public and community awareness, understanding victim empowerment issues, and to have empowered and knowledgeable communities that understand the impact of crime and violence on victims, families and communities.

Apart from providing day to day counselling and empowering individuals, couples and families, I participated in one of Khuluma’s community awareness campaigns – the launch of the 16 Days of Activism for No Violence Against Women and Children – in Olievenhoutbosch. This launch was done in collaboration with the South African Police Services, Department of Community Safety, Department of Correctional Services, Department of Social Development, traditional healers and other social development NGOs. The launch was utilised as an awareness campaign on the scourge and impact of gender based violence in our country. While there I also raised awareness on the role families play in exacerbating and eliminating gender based violence, as well as the services provided by Khuluma in empowering and bringing hope to victims and families of gender based violence.”

**CLOTHING BANK**

**STUDENT**

**Name:** Jemille Hector

**Category:** Counselling

“The Clothing Bank is an organisation that specialises in empowering women through entrepreneurship. At the Clothing Bank I saw approximately 20 ladies who faced a number of issues, including HIV, AIDS, poverty, unemployment, rape and abuse. I gained experience from dealing with people from unique and diverse backgrounds. I had the opportunity to have easy and difficult clients.

My placement has taught me a lot regarding whom I am and where my talents are. I feel so happy to see ladies that walk into the session with so many issues and leave with a smile on their faces. The best thing is that I had the opportunity to meet amazing people with such different stories. I do believe that the WIL is a great module offered by SACAP and contributes enormously to a person’s counselling development. This experience was life changing and I can’t wait to do it again.”

**KHULUMA FAMILY COUNSELLING CENTRE**

**STUDENT**

**Name:** Nomsa Mlambo

**Category:** Counselling

“The Khuluma Family Counselling Centre seeks to facilitate and implement victim support and empowerment services within the Eldoreigne, Valhalla and Wierda Park, Lyttleton, Mamelodi, Mooiplaas and Olievenhoutbosch areas. This includes enhancing public and community awareness, understanding victim empowerment issues, and to have empowered and knowledgeable communities that understand the impact of crime and violence on victims, families and communities.

Apart from providing day to day counselling and empowering individuals, couples and families, I participated in one of Khuluma’s community awareness campaigns – the launch of the 16 Days of Activism for No Violence Against Women and Children – in Olievenhoutbosch. This launch was done in collaboration with the South African Police Services, Department of Community Safety, Department of Correctional Services, Department of Social Development, traditional healers and other social development NGOs. The launch was utilised as an awareness campaign on the scourge and impact of gender based violence in our country. While there I also raised awareness on the role families play in exacerbating and eliminating gender based violence, as well as the services provided by Khuluma in empowering and bringing hope to victims and families of gender based violence.”

**STUDENT**

**Name:** Jessica Hutchinson

**Category:** Counselling

“While at Khuluma Family Counselling, I took part in the first stages of psycho-educational workshops being implemented by fellow SACAP students in the Mooiplaas informal settlement. Whilst taking part in these groups, I helped by creating participation forms and handouts for group participants as well as covering the writing books that were going to be given to the group members for activities.

I was also placed at Olievenhoutbosch’s victim empowerment centre where I worked as a student counsellor. Over the course of my time there, I had client/counsellor interaction with 3 adolescents and 7 adults, including conducting 2 counselling sessions with 1 adult female at Khuluma’s main offices.”
"I carried out my fieldwork at The Foundation Clinic where I worked closely with a multi-disciplinary team that consisted of psychologists, an addictions counsellor, a social worker, recovery coaches and nurses. This gave me a very clear and well-rounded experience in working in the area of addiction. I understand now that addictions have no bias whatsoever and can affect anyone regardless of race, religion, creed or sect.

I was able to apply the theory and knowledge I’d learned at SACAP into practice. Concepts such as rapport building, active listening, empathy and getting to know and understand one’s client had to be cultivated in the field. The underlying causes of the addiction were also looked at, and it became prevalent that addiction cannot be looked at in isolation in therapy. Trauma, abuse, as well as history of addictions running through the family seemed to be a common theme with my clients. Hence, working with the family, spouse, partner and/or different parts of the system that the individual was part of played a crucial role in the client’s recovery process. I also had to come to terms with the harsh reality that relapse is part and parcel of recovery, and relapse preventative measures had to be extensively discussed in treatment.

Working with the eclectic mix of clients and staff was an absolute delight. I embrace my time spent at The Foundation Clinic, and am grateful for being so included, and made a part of a this wonderful organisation."
“During my placement at Hope School, I conducted multiple counselling sessions with 2 children and 9 adolescents. I worked in a counselling setting with kids who presented a wide range of issues, problems or events that they needed help to address, acknowledge and approach in a realistic and constructive manner. I also created, facilitated and took part in conducting 3 separate psycho-educational workshops. The first workshop focused on an anti-bullying discussion with the grade 9 students, the second was a workshop/educational talk that I had created and facilitated on my own and the third workshop was an anti-bullying workshop for grade 1 to 3 students.”

STUDENT
Name: Jessica Hutchinson
Category: Counselling

“During my time at Hope School, I provided basic counselling services as well as conducting bullying workshops to grade 9s, 1s, 2s and 3s. I counselled individual students to help them cope with factors such as study skills, self-esteem issues, anxiety and grief.”

STUDENT
Name: Zinhle Radebe
Category: Counselling

“During my time at Hope School I provided basic counselling services as well as conducting bullying workshops to grade 9s, 1s, 2s and 3s. I counselled individual students to help them cope with factors such as study skills, self-esteem issues, anxiety and grief.”

Hope Mathole

“Being on the Phelophepa train was such an amazing experience. Departing from SACAP, we were in the bus for about 6 hours to Jan Kempdorp in the Northern Cape with other selected students from different institutions. This is where we spent the first week, our second week was spent in Kimberley. In our time spent on the train, we did individual counselling and conducted workshops with different people. Our workshop topics were, but not limited to, conflict management, stress management, child abuse and rape, drug and alcohol abuse, and issues of self-esteem.

Being on the train added to my skills as a professional and provided me with the opportunity to put into practice what I have studied over the years. I am forever grateful for this amazing opportunity.”

Nabilah Davis

“For as long as I have known about the Phelophepa train, it has been one of my goals to be a part of the team onboard. I am absolutely grateful and thankful to have been granted the opportunity to do so in 2016. My learning extended way beyond professional development of working interdependently, effective time management, dealing with conflict and gaining counselling experience. It included personal development too. I feel that my confidence has grown in leaps and bounds as I allowed myself to step out of my comfort zone and really put myself out there to assist people on whatever level he or she may need it. Doing a puppet show and enjoying it in my second and perhaps my not so fluent language, is a perfect example.

I had the most amazing time in De Aar. The only thing I can think of that I would want differently was to spend more time on the train. I am sincerely thankful to every individual who has been one of my goals to be a part of the team onboard. For as long as I have known about the Phelophepa train, it has been one of my goals to be a part of the team onboard. I am absolutely grateful and thankful to have been granted the opportunity to do so in 2016. My learning extended way beyond professional development of working interdependently, effective time management, dealing with conflict and gaining counselling experience. It included personal development too. I feel that my confidence has grown in leaps and bounds as I allowed myself to step out of my comfort zone and really put myself out there to assist people on whatever level he or she may need it. Doing a puppet show and enjoying it in my second and perhaps my not so fluent language, is a perfect example.

I had the most amazing time in De Aar. The only thing I can think of that I would want differently was to spend more time on the train. I am sincerely thankful to every individual who made this dream come true for me.”

Chrizelle Visser

“My experience on the Transnet Phelophepa Health Train was incredible. This was an unforgettable opportunity whereby I learnt so much about the lives of people living in rural communities. Working on the train opened up a whole new world for me and showed me the reality of what is happening in South Africa which some people are blissfully unaware of.

Being on the train was such an amazing experience. Departing from SACAP, we were in the bus for about 6 hours to Jan Kempdorp in the Northern Cape with other selected students from different institutions. This is where we spent the first week, our second week was spent in Kimberley. In our time spent on the train, we did individual counselling and conducted workshops with different people. Our workshop topics were, but not limited to, conflict management, stress management, child abuse and rape, drug and alcohol abuse, and issues of self-esteem.

Being on the train added to my skills as a professional and provided me with the opportunity to put into practice what I have studied over the years. I am forever grateful for this amazing opportunity.”

HOPE SCHOOL

Nthabiseng Mokawane

“During my placement at the Rhema’s Children Village, I realised that many of the grade 12 pupils were looking forward to their matric dance. However, they did not have the finances or resources to get dresses, shoes, hair, make up and all the things needed for the night. I took it upon myself, in conjunction with my placement and SACAP supervisor, to collect dresses and accessories. I went out to people, got donations and all necessities to make their night special. I managed to get an outfit for all four of the girls. It was a lot of work but it was worth it in the end to see the look on their faces when they were trying on the dresses – and I realised how much of an impact this had. The dresses were not new but the girls couldn’t have been happier.”

MATRIC DANCE DRESS DRIVE

Nthabiseng Mokawane

“This was an unforgettable opportunity whereby I learnt so much about the lives of people living in rural communities. Working on the train opened up a whole new world for me and showed me the reality of what is happening in South Africa which some people are blissfully unaware of.

Being on the train was such an amazing experience. Departing from SACAP, we were in the bus for about 6 hours to Jan Kempdorp in the Northern Cape with other selected students from different institutions. This is where we spent the first week, our second week was spent in Kimberley. In our time spent on the train, we did individual counselling and conducted workshops with different people. Our workshop topics were, but not limited to, conflict management, stress management, child abuse and rape, drug and alcohol abuse, and issues of self-esteem.

Being on the train added to my skills as a professional and provided me with the opportunity to put into practice what I have studied over the years. I am forever grateful for this amazing opportunity.”

TRANSNET PHELOPEPA HEALTH TRAIN

Nabilah Davis

Introduction

Phelophepa are two unique trains that operate as mobile healthcare hospitals, bringing much needed medical and educational services to impoverished rural areas of South Africa. With over 40 permanent members of staff and numerous volunteers, the train is more than a mobile hospital, it provides out-reach and educational programmes that have reached 23.5 million people since it rolled out in 1994, making it the biggest mobile clinic in the world.

In term 2 and 3 of 2016, WIL sent 8 honours students on the train to assist in the various communities of the Northern Cape. Our students went for a total of 3 weeks to De Aar, Kimberley and Jan Kempdorp where they were involved in various community engagement activities facilitated in schools, NGOs and correctional service centres.

Chrizelle Visser

“My experience on the Transnet Phelophepa Health Train was incredible. This was an unforgettable opportunity whereby I learnt so much about the lives of people living in rural communities. Working on the train opened up a whole new world for me and showed me the reality of what is happening in South Africa which some people are blissfully unaware of.

Being on the train was such an amazing experience. Departing from SACAP, we were in the bus for about 6 hours to Jan Kempdorp in the Northern Cape with other selected students from different institutions. This is where we spent the first week, our second week was spent in Kimberley. In our time spent on the train, we did individual counselling and conducted workshops with different people. Our workshop topics were, but not limited to, conflict management, stress management, child abuse and rape, drug and alcohol abuse, and issues of self-esteem.

Being on the train added to my skills as a professional and provided me with the opportunity to put into practice what I have studied over the years. I am forever grateful for this amazing opportunity.”
Introduction
The CEO SleepOut™, in partnership with Sun International, is part of a global movement of social innovation. Heralding a new era in philanthropy, c-suite members from business organisations are challenged to spend one night on the streets, raising funds and, importantly, gaining empathy for the homeless. The South African arm has its own unique additions, namely: The School, Sympathy and South Africa SleepOut™. These satellite events see schools, businesses and all South African citizens also spend a night outdoors at their office parks, school grounds and preferred location of choice, in solidarity, collecting items for a beneficiary in need.

SACAP SLEEPOUT CHALLENGE

Leleshya Nadesan
“When I initially heard about the sleep out I was a bit worried and scared about actually being able to sleep outside and on the floor. This was a concern as I came from a home where I always had a roof over my head and a warm and comfortable bed to sleep on. After placing my sleeping bag on the floor I honestly thought I would not be able to go the whole night sleeping on the floor. As I lay there on the floor it made me realise how hard life is for those who are unfortunate. This whole experience has made me appreciate my life a whole lot more and I am thankful for what I have. I am glad I was involved in this experience as it has opened my eyes to so much more.”

Oratile Oseile
“I participated in the sleep out programme which was from 6pm till 6am. At first it was hard to consider, thinking of sleeping outside in winter but I thought of people who are homeless, those that sleep outside and most of them they sleep in the streets and under the bridges winter after winter. I saw most of them using card boxes from the shops and they make beds out of them. I went to the mall also and looked for card boxes because I wanted to experience that and get out of my comfortable bed. I carried the boxes from the mall to school and made my bed from them. I played games with other students for a while and I ended up going to sleep. It was a bit uncomfortable because I have never slept on cardboard boxes, but it was good to know and understand how it feels for those who have no other form of bed. I attended my Friday morning class and it showed that I have commitment at what I do because I managed to do the sleep out and still make my 8:30am class. Thank you again for such an experience.”

Zinhle Radebe
“What a night! Taking part in this initiative was a first time experience for me that I ended up enjoying very much. Not just because of the fun I ended up having but because I knew that it was for a good cause. Giving back is what made the night more enjoyable for me. Giving up my comfy bed for a not so soft or warm floor was “wow”. It was indeed cold and hard – not just the floor but the weather too. It was one of those cold nights that I did not really plan for properly I guess. This experience made me really appreciate all that I have from knowing that when I get home there is no need to worry about where I am going to get food, or if I am going to get very cold because I do not have warm clothes to wear, or where I am going to sleep. I do hope that SACAP will take part in this initiative again and hopefully more students will join in and experience this for themselves and see that it is the little things that we take for granted that others appreciate more because it is not as easily accessible for them as it is for us.”
SACAP has partnered with over 100 placement sites throughout South Africa that host students during their fieldwork. Below are some of the sites that have shared their invaluable experience with our students.

### General
- Epilepsy SA
- Adult Autism SA
- Afrika Tikkun
- Cape Town Society for the Blind
- Cape Care
- City Year
- Community Cohesion
- Dr Erfan & Bagedo General Hospital
- Goodwill
- Home from Home
- Inner Circle
- Khulisa Social Solutions
- Nurture Wellness Centre
- Namqua Treatment Clinic
- Proud to Be
- Tableview Angels
- The Clothing Bank
- The Diverse Source
- Victoria Hospital
- Zululand Lifeline

### Addiction Treatment Centres
- Arm Foundation
- Harmony Addiction Clinic
- Hope House Addictions Centre
- Isandile House
- Lepai La Nke Addictions
- Living Hope Recovery
- Momentum Mental Health
- SANCA PE
- Momentum Mental Health
- Living Hope
- Life Matters
- Nokuphila Community Services
- The Goal
- The Johannesburg Hospital School
- The Teddy Bear Clinic

### Child and Family Centres
- Art Therapy Centre (Lufika)
- BADISA
- Bright Start
- Christian Family Church
- FAMSA SA
- Hope House Counselling Centre
- Jelly Bean
- Johannesburg Institute of Social Services
- Khuluma Family Counselling
- Life Matters
- Nokuphila Community Services
- The Goal
- The Johannesburg Hospital School
- The Teddy Bear Clinic

### Children’s Homes / Places of Safety
- Barnswallows Babybather
- Child Welfare SA
- Durban Children’s Home
- Durbanville Children’s Home
- Heatherdale Children’s Home
- Heavens Nest
- Huis Andrew Murray
- James House
- Nissal’s Women Development Initiative
- Makeba’s Centre for Girls
- Pride Shelter Trust
- Rainbow of Hope
- Rhema’s Children Village
- Syazagabis Children’s Home

### Colleges/Universities
- College SA
- Life College of Learning (nursing students)
- Loveable FET
- SACAP (South African College of Applied Psychology)
- Tertiary School in Business Administration (TSIBA) Life Health Care, Nursing College
- University of Cape Town (UCT)

### Corporate
- Anglo American
- Bargain Books
- Biotic Health
- Comair
- CPGR - Centre for protoenmic and Genomic research
- Gold Peer education

### Care of the Elderly
- Rusccd
- Highlands House
- Abbeyfield
- Alberinge Care Facility

### Correctional Services
- Bonnyton

### Counselling Centres
- Change Matters
- Life line / Childline, WC
- LOVElife
- Niscoa Family Counselling Centre
- Oasis Counselling Centre
- Plutt Aid
- The Johannesburg Parent and Child Counselling Centre (general)
- True North
- SADAG

### Crisis and Trauma Centres/Women’s Shelters
- Care Haven
- Coma Care
- Diepgroep Victim Support Unit
- Etaleni
- False Bay College
- Haven Night Shelter (Wynberg, Claremont)
- IRFSA: Islamic Resource Foundation of SA
- Plutt Aid
- The Johannesburg Parent and Child Counselling Centre (general)
- True North
- SADAG

### Death and Dying/Counselling in Loss and Bereavement
- Christian Family Church
- ComaCARE (attached to Groote Schuur Hospital)
- Helderkruin Hospice
- Nkhoza
- St. Luke’s Hospice

### Destitute
- Network
- U-Turn

### Disabilities
- Bethways Hud Bay APD
- Headway

### HIV
- Desmond Tutu HIV Foundation
- LOVElife
- Nazareth House
- PUSH
- Sex Workers Education and Advocacy Task Force (SWEAT) (they deal with HIV but that is not their primary focus)

### Mental Health Challenges
- Adult Autism
- Papillon
- Phelengpaysa
- SADAG (South African Depression and Anxiety Group)
- JHB
- The Talismen Foundation

### Schools
- Abbotts College (Milnerton)
- African Leadership Academy
- Bay Primary
- Bethمدارس
- Bishops High School
- Blouberg High
- Blouberg Ridge Primary
- Bishop Lefroy School
- Cañada School of Skills
- Cedar House
- Christel House South Africa
- Fish Hook Primary
- Glenmore
- Houtkansiland Hogeland
- Johannesburg Hospital School for Autism
- Khanyisa Waldorf School
- Kinziefinshef Primary
- Kutama College Zimbabwe
- Laerskool Akanisa
- Livingstone High School
- Mollenbeek Special Needs
- Ned Doman
- Norman Henschwood
- Oak tree Academy
- Olievenhoutbosch Secondary School
- Parkfield College - Christopher Robin Pre-primary
- Phoenix Secondary School
- Spine Road High
- St Anne’s Primary
- Sunlands Primary
- Tabwalwe Primary
- The Johannesburg Parent and Child Counselling Centre (base students in distinct linked schools)
- The Star Academy
- Wrome Academy
- Witsdale High

### Youth Empowerment
- Art Therapy Centre (Lufika)
- Bottomup Social Development
- Chrysalis Academy
- City News
- Ikageng
- Ikageng Youth Development Initiative
- Life Matters Foundation
- LOVElife
- Rhema Hands of Compassion
- Youth Unemployment Prevention Project

---

* While we do our best to keep this list up to date our database changes constantly. Please contact your campus for the most current list.
** Images don’t always correspond with the copy.