



UNIVERSITY OF JOHANNESBURG

JUNE ONLINE SUPPLEMENTARY EXAMINATION 2020

Qualification	Bachelor of Social Work
Subject Title	Social Work 2A
Subject Code	SCW2AA2
Marks	100
Lecturer Name	Section A: Prof A van Breda – Section B: Ms J Hlungwani
Paper Title	SECTION A: GENERALIST PRACTICE WITH INDIVIDUALS SECTION B: GENERALIST PRACTICE WITH GROUPS
Lecturer Email	Section A: avanbreda@uj.ac.za – Section B: joyceh@uj.ac.za
Due Date	8 June 2020

Student Number	
Surname (optional)	
First Names (optional)	

I, (your student number)

declare that this exam assignment is my own original work. Where secondary material has been used (either from a printed source or from the internet), this has been carefully acknowledged and referenced in accordance with departmental requirements. I understand what plagiarism is and am aware of the Department's policy in this regard.

INSTRUCTIONS FOR THE SUBMISSION OF YOUR EXAM PAPER

This subject is a joint module comprising two papers, namely:

1. Generalist social work practice with individuals
2. Generalist social work practice with groups

Complete a separate exam answer for each paper and submit these papers separately to the lecturer concerned:

1. Exam papers must be submitted by **midnight** on the **due date** indicated above.
2. Make every effort to type your exam answer in **MS Word** and upload the paper to **Blackboard**. You will find a link on the menu (on the left of your screen) called "EXAM" which has a Turnitin submission link.
3. If you are unable to access Blackboard, please **email** the exam answer to your lecturer using the email address provided above (even though it is not your lecturer's usual email address).
4. If you do not have a device on which to type your assignment, we will accept a neatly **handwritten** exam paper. Please use the attached guidelines: "How to scan and submit handwritten assignments". Please email such submissions to the email address provided above.



UNIVERSITY OF JOHANNESBURG

JUNE SUPPLEMENTARY EXAM 2020

COURSE: SOCIAL WORK 2A TIME: 3 HOURS
PAPER: SECTION A & B MARKS: 100

SECTION A: GENERALIST PRACTICE WITH INDIVIDUALS
SECTION B: GENERALIST PRACTICE WITH GROUPS

SUBJECT CODE: SCW2AA2

EXAMINERS: PROF A VAN BREDA
MS J HLUNGWANI

THIS EXAM CONSISTS OF TWO (2) SECTIONS AND FOUR (4) PAGES.

SECTION A: GENERALIST PRACTICE WITH INDIVIDUALS

ANSWER BOTH OF THE TWO QUESTIONS BELOW

Note: Your answer to each question should be at least 1500 words.

QUESTION 1: ASSESSMENT (COMPULSORY)

To answer this question, you need to watch or listen to the lecture on assessment and read the article by Van Breda (2011) titled "Assessment of individuals in social work practice". If you attended class on 4 February, this will be to your advantage. The slides and recordings are all available on Blackboard (under Unit 1) and an email with links was emailed to your student email address and the email address you registered on uLink on 27 April 2020. The PowerPoint slides and audio recording have also been shared with you via WhatsApp by your class reps.

Read the case study below.

Simangele is a 10-year-old girl who presents with aggressive bullying behaviour at school. She lives with her mother, Thembile who is 30 years old and her father, Bonginkosi who is 62. During the assessment interview you notice a lot of tension and sarcastic comments between Thembile and Bonginkosi. Simangele has an older brother, Sibusiso, who is 12. He seems to be the favoured child of her parents. In addition, she has a younger brother who is 1 year old, named Siyanda. Siyanda has severe health problems, requiring frequent hospitalisation. It seems he is taking up a lot of his parents' time and attention.

Thembile's mother, Nomasonto, who is 60, is living with the family. While taking the family history, you learn that Bonginkosi was previously married to Thabisile, who is 54 years old. They had a daughter who died in 2004. Thabisile is now in a relationship with another woman. Towards the end of the interview, Thembile informs you that she is pregnant.

Using the five steps of the assessment process as covered in class and set out in van Breda (2011), answer the following questions:

1. Write a dialogue between you and the members of the family in which you **explore the presenting problem**. Add additional information to the family's story that is not included in the case study above.

There should be at least 15 lines of text – the example below has three. The format of the dialogue should look like the following example:

1. Social worker: Tell me about what brings you here today.
2. Thembile: We are concerned about Simangele's bullying at school.
3. Social worker: Simangele's bullying. Okay. Is there anything else concerning you?

2. Based on the information provided in the case study above, draw and annotate the family's **genogram**, using the building blocks in van Breda (2011). You should hand draw the genogram, with a pen on a piece of A4 paper. (It is fine if the paper is lined.) Take a photo of the genogram (ensuring that it is clear and legible) and paste the photo into your assignment.

3. Draw an **ecomap** of the family, using the building blocks in van Breda (2011). Draw on the information provided, but feel free to add additional information if you wish. Hand draw the genogram, with a pen on a piece of A4 paper. Paste a photo of the genogram into your assignment.

4. Finally, **pull the assessment together into a narrative** that explains Simangele's bullying, drawing on the case study and all the information you have presented in the previous three sections.

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QUESTION 2: TRAUMA (COMPULSORY)

To answer this question, you need to watch or listen to the lecture on trauma. If you attended class on 10 March, this will be to your advantage. The slides and recordings are all available on Blackboard (under Unit 6) and an email with links was emailed to your student email address and the email address you registered on uLink on 27 April 2020. The PowerPoint slides and audio recording have also been shared with you via WhatsApp by your class reps.

1. Discuss trauma as it presents in the South African context, giving attention to:
 - a) Common traumatic events likely to impact individuals in South Africa.
 - b) Differentiating between discrete versus continuous trauma.
 - c) Considering how different demographic groups may be more or less likely to experience different traumatic events.

2. Imagine that you are a social worker based in a remote community. You are on your own and the phones are not working – you cannot rely on anyone else for help. A teenage girl walks into your office and says she was gang raped last night. She becomes hysterical – crying, shouting, storming around your office. Describe in detail how you will use Briere and Scott's (2006) principles or practice approaches for effective work with trauma (as covered in class) to assist this client.

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SECTION B: GENERALIST PRACTICE WITH GROUPS

QUESTION 1 (COMPULSARY)

According to Toseland and Rivas (2012), one of the social worker's most important tasks is to help groups develop dynamics that promote the satisfaction of members' socio-emotional needs. Imagine that you are facilitating an educational group with grade 8 learners in a multiracial school. The purpose of your group is to educate learners about safe sex practices. Your group has 12 participants who are all new to the school. Three of the participants are females who come from a nearby informal settlement, who were awarded scholarships to get into the school, five participants are white (3 females and 2 males) who come from a nearby suburb, and four participants (2 males and 2 females) come from a nearby township. Discuss how you would facilitate the development of healthy group dynamics within this multi-cultural group environment. In your discussion, provide practical examples of how you would facilitate the development of healthy group dynamics with the reference to the following four dimensions of group dynamics:

- a) Communication and interaction
- b) Social integration and influence
- c) Cohesion
- d) Group culture

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QUESTION 2: (COMPULSARY)

Critically describe and discuss the characteristics of the phases of group development as they would play out in a support group with teenage mothers. In addition, describe the group leader's main tasks at each stage of group development.

Your discussion should include not only the general characteristics of the various phases, but you must provide practical examples of how it would like in practice, e.g., instead of saying 'participants will be anxious and exercise caution', be specific and say 'the young mothers are not comfortable sharing about their experiences and feeling as they do not yet trust the other group members'. Please structure your answer like this:

- a). Beginning phase
characteristics....
leader's main roles...
- b). Middle phase
characteristics....
leader's main roles...
- c). End phase
characteristics....
leader's main roles...

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