

**FINAL EXTERNAL INTEGRATED SUMMATIVE ASSESSMENT**

**MEMORANDUM PAPER 1**

**OCCUPATIONAL CERTIFICATE: SOCIAL COUNSELLING WORKER NQF LEVEL 5**

**SAQA ID: 111142**

**CREDITS: 143**

**Date:**

**Total Marks: 180**

**Pass Mark: 108 (60%)**

**Time: 09h00-12h00**

**Duration: 3 hours**

**This External Integrated Summative Assessment (EISA) consists of **TWENTY SIX (26)** pages**

**Instructions**

- This is a closed book assessment.
- Use the answering book provided.
- All questions must be answered in the answer book provided.
- Read the instructions for each question before answering.
- Structure all written answers logically. Use the mark allocation for each written question to guide the length of your answer.
- For **ALL** multiple-choice questions answer from the choices provided, unless stated otherwise.
- Candidates are not allowed any form of assistance and must always adhere to the invigilator's instructions.
- No cell phones are allowed.
- SCSW in the question paper refers to "Social Counselling Support Worker".
- SCW in the question paper refers to "Social Counselling Worker"
- **Submit both the question-and-answer booklet together**

**Mark Allocation**

**SECTION A**

- **Question 1.1 – 1.6**
- **Total SECTION A: (90 Marks)**

**SECTION B**

- **Question 2.1 – 2.6**
- **Total SECTION B: (90 Marks)**
- **Total Marks Paper 01 (180 Marks)**

**CANDIDATE DETAILS**

Surname																				
Name																				
ID Number																				

Province	
Name of Skills Development Provider (SDP)	
Name of Centre	

## Question 1.1

### 1.1.1. (a) Define rapport

### (b) Discuss how you establish rapport with clients (1 Mark)

#### 1.1.1 Model Answer

- ✓ Egan (1990:56) defines rapport as values in action. The values inherent in the relationship include competence, respect; genuineness, client self-responsibility – assuming that people are capable of making choices and assuming responsibility; ethics- maintaining self-awareness and implementing professional ethics to protect both the helper and the client. It is the client's general sense of getting along well with the worker
- ✓ **How to establish rapport with clients**
  - Welcoming clients relieve or lessens fears and anxiety.
  - Assuring them and giving them a chair in a conducive office space.
  - Shaking hands is another method of welcoming clients but the SCW should be culture sensitive as shaking hands might be intimidatory to some clients.
  - Creating a climate where the interviewee can begin to gain confidence in SCW's personal and professional integrity
  - Ensuring that the interaction between the client and the SCW is genuine and meaningful.

### 1.1.2 (a) What do you understand by active listening (2 Marks)

### (b) Explain characteristics of active listening. (1 Mark)

#### 1.1.2 Model Answer

(a) The person (SCW) to be present psychologically, socially and emotionally. The SCW will be practicing S-O-L-E-R to the client.

### (b) Characteristics of active listening

- ✓ 1.1.2.1. Body posture that convey non-verbal behaviour, such as eye contact.
- ✓ 1.1.2.2. The person (SCW) to be present psychologically, socially and emotionally.
- ✓ 1.1.2.3. Demonstration of verbal behaviour, that convey empathy, respect, warmth, trust, genuineness, and honesty.
- ✓ 1.1.2.4. Creation of a climate of acceptance to individuals, families and cohesiveness among group members.
- ✚ Demonstration of commitment and care, toward the client, if done with respect and generosity.

🚦 Sitting in silence, that gives the client control of the content, pace and objectives.

**1.1.3 (a) What do you understand by a screening process (2)**

**(b) What are the tools and techniques used by a SCW to build a client profile? (3 X 1 Mark)**

**1.1.3 Model Answer**

**(a) Screening is a brief process to identify potential risks or issues in supportive counselling services (1 Mark).**

Building the client's profile requires completing the screening form.

Completing a questionnaire or observation

**1.1.4. (a) Discuss the old man's level of distress (2 Marks).**

**(b) What makes the elderly man vulnerable? (1 Mark)**

**1.1.4 Model Answer**

1.1.4.1. The elderly man indicated that he stays without food for days and feels lonely and unsafe due to young people who attack elderly people in the village. His environment is also not conducive for his age. **(2 Marks)**

1.1.4.2. His age and environment he finds himself in makes him vulnerable. **(1 Mark).**

**1.1.5 (a) Discuss and develop an action plan in collaboration with the elderly man to address his immediate needs. (2 Marks).**

**(b) What was the elderly man's immediate needs (1 Mark)**

**1.1.5 Model Answer**

**(a)**

The SCW conducted a home visit to check the conditions of the elderly man and the environment was not conducive for his age to stay alone. The SCW in collaboration with the elderly man compiled a report to recommend for his admission at old age home as per his agreement. **(2 Marks)**

**(b)**

Removal of an elderly man from the environment to an old age home was his immediate need. **(1 Mark)**

**1.2.1 (a) Mention and define two types of questionnaires (2 Marks).**

**(b) Explain the development of questionnaires (1 Mark)**










**1.2.1 Model Answer**

**(a)**

Two types of questionnaires are as follows: the exploratory or participatory and the formal standardised or non-participatory questionnaires. The exploratory type collects qualitative information and formal type attends to testing and quantifying the hypotheses or the

suggestion and analysing the information (Wyers 2011:173). It also depends on the type of information required. **(2 Marks)**

**(b)**

-  Decide on the information required which will guide in the scope of work.
-  Define the target respondents.
-  Choose the method(s) of reaching your target respondents.
-  Decide on question content.
-  Develop the question wording.
-  Put questions into a meaningful order and format.
-  Check the length of the questionnaire.
-  Pre-test the questionnaire.
-  Develop the final survey form.

**1.2.2 List the advantages of using interviews as an assessment tool by providing contextual examples when assisting a client. (2 X 2 Marks).**

#### **1.2.2 Model Answer**

1. Interviews assist the SCW to build rapport: for example, greeting and making the client comfortable.(2 Marks)
2. It is effective when considering time and cost implications. Example interviews takes an hour either face to face or telephonically.(2 Marks)
3. One can use structured and unstructured interviews, thus it is flexible (2 Marks).
4. It exposes the SCW to gather client's perspectives and feelings regarding his/her problem - an example is that the cultural background of the client is considered.(2 Marks)
5. It is highly objective and does not focus on judgement: for example, The SCW takes into account the issues of the client with empathy not sympathy (2 Marks).

#### **1.2.3 Discuss Andre's behaviour (2 X 2 Marks)**

##### **1.2.3 Model Answer**

1. Andre did not show any remorse to his stealing behavior nor any accountability whatsoever (2 Marks).
2. He was abusing alcohol during working hours, disrespected authorities and colleagues. (2 Marks)
3. He demonstrated strange and questionable behaviour and was caught twice-stealing copper (2 Marks)

**1.2.4 What would you do to assist Andre with his behavior? (2 X 2 Marks)**

##### **1.2.4 Model Answer**

1. The SCW should try to reduce positive reinforcement of undesirable behavior in this case stealing and disrespect due to the fact that Andre was just cautioned and moved to another office as he preferred (2 Marks)
2. The SCW should encourage prosocial behaviours that will teach Andre some techniques such as empathy (2 Marks)
3. Family members should also be involved to assist in managing these kinds of behaviors.(2 Marks)

4. One can also capitalize on the family's strength to reinforce the positive behaviours. (2 Marks)
5. The SCW can also use the Cognitive Behaviour Therapy by focusing on the goal-oriented psychotherapy (talk therapy). (2 Marks)
6. Another important therapy is the Task oriented theory, which will assist in focusing on achieving small tasks (2 Marks).
7. There is also a non-reactive, which will ideally focus on understanding the motivating factors and addressing them.

**1.3.1 (a) What are the critical tasks of the second step of counselling – assessment? (2 Marks)**

**(b) Explain why Prudence and Joyce did lack self-confidence? 1 Mark)**

#### **1.3.1 Model Answer**

**(a)**

1. This step is about making tentative judgment about how the information derived from the first step affects the client's behaviour and the meaning into that particular behaviour. (2 Marks)
2. This step further identifies various factors that have led to the client's current presented situation like history of the client or family in this case. This identification facilitates the process of clarifying the actual problem (real problem) (2 Marks).
3. Assessment process facilitates the understanding of diversity issues and the client's cultural background, as this understanding is critical to understand the client's situation. (2 Marks)
4. Comprehensive assessment enabled the SCW to use the basic skills of counselling i.e. empathy, listening, and observing the client's verbal and nonverbal communications are important in the assessment process. (2 Marks)

**(b)**

Prudence and Joyce were lacking self-confidence because of their sexual abuse by their father (1 Marks)

Or

All other applicable responses based on the scenario are acceptable.

**1.3.2 (a) According to your assessment, what are the presenting problems of the family in the scenario? (2 Marks).**

**(b) How did the children perceive their mother? (1 Mark)**

#### **1.3.2 Model Answer**

**(a)**

1. All children were very angry and disappointed by the situation and were easily pressured by their friends and ended up abusing drugs. (2 Marks)
2. Prudence and Joyce's father sexually abused them. (2 Marks)
3. They (children) felt abandoned by their parents, including their father, who was in prison due to the sexual abuse of Prudence and Joyce.(2 Marks)





4. The family was a single-parent household, which led to circumstantial neglect and lower income levels. **(2 Marks)**
5. The mother's mental health remains neglected, which leaves her prone to risk of a breakdown **(2 Marks)**.
6. All children lacked self-confidence due to abandonment of their father and the sexual abuse of two children **(2 Marks)**

**(b)** The children were angry towards their mother and started blaming her that she is the cause of everything, because she neglected them for abuse to take place. **(1 Mark)**

**1.3.3 (a) Discuss the family's social functioning, by examining their relationship and support networks (2 Marks) (b) Identify a resource that made the family to carry on with their daily activities (1 Mark)**

#### **1.3.3 Model Answer**

**(a)**

-  The absence of the father through imprisonment created a vacuum for the family. **(2 Marks)**
-  The sexual abuse of the two girls – Prudence and Joyce - also made the entire family to be dysfunctional with a lot of anger **(2 Marks)**.
-  The unavailable relationship and support from the family regardless of what the mother did suggested for professional help **(1 Mark)**.
-  Children ended using drugs and disregarded their values due to the influence by peers **(1 Mark)**.

**(b)** The family identified the SCW as a resource to assist them to carry on with their lives **(1 Mark)**.

**1.3.4 (a) What are the areas of concern in relation to the family? (2 Marks)**

**(b) What is the potential diagnosis of the family? (1 Mark)**

#### **1.3.4 Model Answer**

**1.3.4.1** The issue of sexual abuse and or sodomy is an area of concern within the family **(2 Marks)**

**1.3.4.2** The absence of the father when children were growing up is equally an issue of concern **(2 Marks)**.

**1.3.4.3** The disrespect of children and their anger towards their mother is another area of concern **(2 Marks)**

**1.3.4.4** Another area of concern is the inability of children to stand by their values and abused drugs due to the influenced by friends. **(2 Marks)**

**1.3.4.5** The lack of togetherness and good relationship within the family is a concern. **(2 Marks)**

**(b)** The family lacks togetherness regardless of what the mother did to bring it together. **(1 Mark)**

**1.3.5 (a) What would the SCW do to welcome the two girls for counselling? (2 Marks)**

**(b) What is empathy? (1 Mark)**

### 1.3.5 Model Answer

1.3.5.1 During the first step of counselling, the following activities take place, which are very important to allow the second step of comprehensive assessment:

- ✓ The SCW establishes a helping relationship with the client, by assisting the client to relax and share their problem **(2 Marks)**.
- ✓ The two children were helped due to the skills, techniques, theories, values as well as cultural sensitivity of the SCW. **(2 Marks)**
- ✓ The SCW communicated warmth, empathy, unconditional acceptance, a non-judgmental attitude, and cultural sensitivity through verbal and non-verbal cues to the two girls **(2 Marks)**.
- ✓ The SCW displayed a willingness to listen and assist the client to enhance the clients' ability to feel free to open about her situation **(2 Marks)**.

(b) Empathy is the ability to step out of one's own comfort zones or frame of reference into the experiential world of the client, no matter what it may be. Schenk, et al (2017: 20). It is the capacity to enter into the feelings and experiences of another person and to know what the other feels and experiences without losing oneself in the process (Rogers, 1966, 1975) **(1 Mark)**

**1.4.1 Discuss the most important values that the SCW was supposed to uphold when helping the clients (3 X 1 Mark).**

#### 1.4.1 Model Answer (from Brammer and Shostrom 1977 and Edwards and Louw 2005)

1.4.1.1 **Individualisation:** Each client should be treated as a unique individual and not be compared with other clients even when they are having a similar problem.

1.4.1.2 **Self-determination:** This is about opportunities for people to make their own decisions during counselling sessions and not take any advice that does not resonate with them.

1.4.1.3 **Respect:** Social Counselling Workers should treat each client with respect and dignity and refrain from judging them from their appearance or background.

1.4.1.4 **Confidentiality:** The client should be reassured that whatever they share during their counselling sessions remains confidential and should not be shared with anyone else without the client's informed consent

**1.4.2 (a) Discuss how the non-judgemental attitude towards the clients was applied by the SCW (2 Marks and**

**(b) How was the empathetic attitude applied when validating clients experiences (1 Mark)**

#### 1.4.2 Model Answer

(a)

- ✚ The SCW apologised to the clients, requested the other two to go outside to enable them to enter her office individually and respected confidentiality (2 Marks).

(b)

- ✚ The fact that the SCW apologized showed some form of empathetic attitude towards them (1 Mark).

- ✚ The fact that the SCW further listened to each client individually is a form of empathetic and non-judgmental attitude (1 Mark). The SCW empathised with the clients by inviting them individually and attended to their problems as such.

**1.4.3. How does collaboratively signing a contract with your client assist in diffusing possible power imbalances between the SCW and the client? (2 Marks) (b) How did the client feel respected? (1 Mark)**

#### 1.4.3 Model Answer

(a)

The SCW introduced himself and explained the vision, mission and services rendered by the organization to the client for the client's choices (2 Marks).

Once the client realized that, his/her problem requires such services she/he agrees to sign the contract with the SCW (2 Marks).

Signing the contract is a form of self-determination of the client, which will make him/her, empowered ultimately (2 Marks).

Agreeing to the services outlined by the SCW above will empower the client to an informed consent (2 Marks)

(b) The fact that clients were ultimately helped individually made them to feel respected (1 Mark)

**1.4.4. (a) How did the SCW navigate the ethical dilemmas when confronted with issues of countertransference? (2 Marks) (b) What is countertransference? (1 Mark)**

#### 1.4.4 Model Answer

(a)

- ✚ The SCW consulted with the supervisor about the case and informed him/her that he referred the case to another colleague (2 Marks).

- ✚ The SCW referred the case to another colleague for further assistance (2 Marks).

- ✚ The SCW from the onset outlined his role when assisting the client before the signing of contract (2 Marks).

(b)

According to psychoanalytic theory, countertransference consists of a therapist's unconscious emotional responses to a client, resulting in a distorted perception of the client's behaviour (Corey 2012:133). The counsellor's responses could come from own unresolved past experiences, thus transferred to the client during counselling, and affect the counselling intervention (1 Mark).

**1.4.5. (a) Discuss the importance of belonging to the professional bodies as a practising SCW. (2 Marks)**

**(b) Discuss why professionals should belong to a professional body 1 Mark).**

#### 1.4.5 Model Answer

1. Professional bodies protect the service users/clients against the unprofessional behaviour of the registrants/professionals.(2 Marks)
2. They promote the interests of its registrants and or the qualified professionals. (2 Marks)



3. They guide, direct and determine the authoritative structure of such professionals.(2 Marks)

(b)

- Belong to a professional body is an obligation by the law governing that body. (1 Mark)
- Belonging to a professional body gives one authority to practice within that professional body's scope of practice. (1 Mark)
- It also gives one credibility to study, register and uphold professional conduct within the scope of practice.(1 Mark)

### Question 1.5

**1.5.1. (a) Define a counselling rapport building? (2 Marks)**

**(b) Discuss the importance of establishing the rapport for counselling as a SCW (1 Mark)**

#### 1.5.1 Model Answer

(a)

Rapport building is referred to the capability to relate to others in a manner that generates a level of belief and understanding. It is the course of approachability at the unconscious level. It is important to build rapport with a client as it gets their unconscious mind to receive and begin to practice the recommendations (Kapur 2025) **(2 Marks)**

(b)

- ✚ Establishing rapport for counselling promotes trust, genuineness and honesty between the SCW and the client, Mr De Bruin (1 Mark).
- ✚ It further promotes the client to feel respected and thus empowered to relate their experiences (1 Mark).
- ✚ It further demonstrates client self-responsibility towards their feelings and self-determination (1 Mark).
- ✚ Building a good rapport is an important instrument to prevent, avoid or manage a conflict.

**1.5.2. (a) Identify the open-ended question in the scenario and explain more on the benefits thereof (2 Marks).**

**(b) What do you understand by reflecting as a skill? (1 Mark)**

#### 1.5.2. Model Answer

(a)

"Tell me more about this child and her family, because, I need to gather information about them before any intervention". This question assisted Mr De Bruin, the Politician, to elaborate more on the family as well as the sexual abuse of the child. It is most effective when used in the form of a statement. The SCW did not restrict the politician by close-ended questions that would require yes or no answer.

(b) Engelbrecht (1999:115) explains reflecting as giving 'feedback to clients with regard to their feelings and attitudes, through the selective repetition or reformulation of their words and the interpretation of their sensations'. (1 Mark)

**1.5.3. (a) Identify the version of summarising in the scenario (1 Mark) (b) and furthermore, define summarising (2 Marks)**

#### 1.5.3 Model Answer

(a)

The SCW said, "Would I be expressing what you said if I put it this way".... "That the child was sexually abused by the step-father who married her mother immediately after the death of her father, and the sexual abuse has been going on for approximately one year"? (1 Mark)

(b)

Summarising is about capturing and crystallising the selective summing up of meaningful information, which highlights the major affective and cognitive themes. It is important both at the beginning and at the end of a session. Engelbrecht (1999) describes summarising as the selective summing up of meaningful information so that the client can experience a sense of progress. (2 Marks)

**1.5.4. (a) Explain how the SCW was culture sensitive towards De Bruin, the politician to express himself (2 Marks). (b) What are barriers of communication? (1 Mark)**

#### 1.5.4 Model Answer

(a) The SCW allowed the politician to express himself in Afrikaans, even though the language policy of the organisation is English. That showed how the SCW could adapt communication style and language to meet the needs of diverse clients, including those with cultural or linguistic differences.

(b)

- ✚ **Physical barriers**— doors that are closed, and the distance between people.
- ✚ **Perceptual barriers**-. Negative thoughts about people may end up subconsciously sabotaging communication efforts. It could lead to use of sarcastic, dismissive, or even obtuse language, which may distance the conversational partner.
- ✚ **Emotional barriers**-Lack of full confidence in what someone says arms listeners to notice insecurity, which blocks communication.
- ✚ **Cultural barriers**- Different cultures, be it societal, racial or work culture of an organisation, can hinder communication.





**1.5.5. (a) Discuss the importance of observing the non-verbal cues by a SCW when assisting the client in the above scenario (2 Marks) (b) List the non-verbal negative language cues that you know. (1 Mark)**

#### 1.5.5 Model Answer

(a) Non-verbal communication such as making eye contact, conveyance of empathy, respect, warmth, trust, genuineness, and honesty through body posture and attitude of the SCW during counselling session is important to facilitate communication.

This enabled the SCW to observe the non-verbal behaviour of discomfort/distress expressed by the politician, De Bruin, when relating the story; hence, the permission of Afrikaans.

(b)



-  **Avoiding eye contact:** this can show nervousness towards a person.
-  **Crossed arms:** someone who feels under attack may adopt crossed arms, which shows defensiveness.
-  **Frowning:** these expresses discontent and sometimes anger towards a person and/or situation.
-  **Position:** people may stand or face away from others to show their discontent.

### Question 1.6




**1.6.1 (a) What are the patterns, themes and areas of concern on the scenario (2 Marks), (b) what was the consequences of these issues which affected the well-being of children? (1 Mark)**

#### 1.6.1 Model Answer

(a)

-  The abuse, abandonment, neglect, sodomy and trauma are patterns and themes in the scenario (2 Marks).
-  Children from zero (0) to fifteen (15) years knew their perpetrators which is also another theme and pattern. (2 Marks)

(b)

-  The abuse affected both boys and girls. They were left traumatised.(1 Mark)
-  Most children were not doing well at school due to abuse and behaviour problems.(1 Mark)
-  All these challenges affected children's well-being and they needed the service of SCW.(1 Mark)

**1.6.2. (a) Discuss how to leverage resources to assist children. (2 Marks)**

**(b) Identify children's strength.**

#### Model Answer

(a)

**1.6.1.1** Institutionalisation of children and keeping them away from the perpetrators assisted them with services (2 Marks).

**1.6.1.2** Other professionals are involved to assist the children. (2 Marks)

**1.6.1.3** Admission of children to schools for their educational development is provisioning of service. (2 Marks)

(b)

All children are admitted to an institution, attending school and protected by the Children Act 2005, (Act No 38 of 2005) (1 Mark).

**1.6.3. (a) Discuss the primary issues that may influence the well-being of the children. (2 Marks)**

**(b) Discuss the secondary factors that may also impact on the children's well-being. (1 Mark)**

### 1.6.3 Model Answer

**(a)**

1.6.3.1 The primary issue on the scenario is the impact of the abuse to children which is traumatic and affecting their behaviour and well-being. (2 Marks)

1.6.3.2 Institutionalisation of children separate them from their families and this is a primary issue because children are removed from the exposure of perpetrators (1 Mark)

1.6.3.3. The perpetrators known to children broke the relationship irreparably and this is also a primary issue (1 Mark).

**(b)**

- The unacceptable behaviour and non-performance at school of children was a secondary factor. (1 Mark)
- Institutionalisation of children can also be a secondary factor because it came about after the abuse of children. (1 Mark)

**1.6.4 (a) Discuss the children's realistic, achievable and client-centered intervention goals (2 Marks)**

**(b) what were the children's needs. (1 Mark)**

### 1.6.4 Model Answer

(a) The children's realistic, achievable and client-centered intervention are as follows:

- ✓ Counselling for their traumatic experiences of the sexual, physical, sodomy, neglect and abandonment by SCW within the organisation (2 Marks)
- ✓ Justice in the form of criminal charges towards all perpetrators (2 Marks).

**(b)**

- ✓ Medical attention for those who were physically, sexually and sodomised (1 Mark).
- ✓ Referral to other professionals like Social Workers for statutory rape because SCWs at this level cannot present reports to court (1 Mark).

**1.6.5 Based on the scenario above discuss an intervention plan that addresses the children's challenges by focussing on their strength and align it with their goals (3 X 1 Mark).**

Nature of service to be provided	Method of intervention	Activities	Date (when)	Responsibility

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### 1.6.5 Model Answer

Nature of service to be provided	Method of intervention	Activities	Date (when)	Responsibility
Trauma Counselling within the organisation	A number of sessions within the organisation	Behaviour modification and restoration of well-being	n/a	SCW and the Children
Follow-up with police service concerning the perpetrators	Letter or telephonic discussion with police	Compile comprehensive report a	n/a	SCW, Children and the police
Follow-up with the school after counselling	Letter or telephonic discussion with the teachers	Compile comprehensive report a	n/a	SCW, teachers and the children
Follow-up with Medical practitioners for their medical attention	Letter or telephonic discussions with the medical practitioner	Compile comprehensive report a	n/a	SCW, Children and the medical practitioners
Follow-up with Social Workers for Statutory rape	Referral and telephonic discussions with Social Workers	Compile comprehensive report a	n/a	SCW, Children and Social Workers
Family reintegration to promote well-being	Home visits	Compile comprehensive report a	N/a	SCW, Children and their families

**Sub- total**

**90 Marks**

## SECTION B

### Question 2.1

**2.1.1 Indicate if the process followed by SCW to gather the unique background relating to client's challenges, strength and goals is true or false as according to the following stages. (3 X 1 Mark)**

- 1. Orientation:** The first step during orientation is for the counsellor to welcome and introduce himself or herself and explain the services provided by that organisation.
- 2. Problem Clarification:** At this second stage, the client spells out problem situation in detail whilst upholding confidentiality. Julius presented his own story.
- 3. Action Planning:** Development of strategies assisted Julius to achieve his goals. Julius signed the contract and attended social counselling services as planned until referral for further interventions.

### 2.1.1 Model Answer

#### 2.1.1.1 True

2.1.1.2 True

2.1.1.3 False

**2.1.2 The family and the SCW considered the client's self-determination and preferences. Indicate if the following is true or false. (3 X 1 Mark)**

1. The family went to consult with the SCW without asking Julius as to whether he needs help of the SCW or not.
2. The SCW listened to the family and requested them to ask Julius to come and present his own story.
3. Julius ultimately acknowledged that he is indeed abusing substance.

**2.1.2 Model Answer**

2.1.2.1 True

2.1.2.2 True

2.1.2.3 True

**2.1.3 (a) Discuss the Cognitive Behavioural Therapy (CBT) suggested by the SCW to assist Julius. (2 Marks)**

**(b) List CBT characteristics relevant for behaviour change (1 Mark)**

**1. Model Answer**

**1. CBT has the following assumptions:**

1. New learning can modify the most problematic behaviours, cognitions, and emotions. (2 Marks)
2. That the behaviours that clients express are the problem (not merely symptoms of the problem) (2 Marks)

**(b) CBT also has some unique characteristics relevant for behaviour change: (1 Mark)**

- Conducting a behavioural assessment,
- Precisely spelling out collaborative treatment goals,
- Formulating a specific treatment procedure appropriate to a problem
- Objectively evaluating the outcomes of therapy.

**2.1.4 Evaluate as to whether the SCW followed the prescripts of counselling when assisting the client. (3 X 1 Mark)**

**2.1.4 Model Answer**

1. The SCW assisted the client following all the necessary steps of counselling, as his /her attitude was positive towards the family. (1 Mark)
2. The SCW listened to them and suggested that the client be the one coming to the office (1 Mark)
3. The SCW did not judge the family for reporting the case but rather gave them a suggestion.(1 Mark)

**2.1.5 Discuss the changes observed from the beginning to the end (3 X 1 Mark)**

**2.1.5 Model Answer**

2.1.5.1 The client initially disputed the fact that he was abusing substance.

2.1.5.2 The client acknowledged his problem and visited the SCW.

2.1.5.3 The client signed the contract and drew the plan with the SCW.

2.1.5.4 The client attended the six sessions arranged by the SCW.

**Question 2.2**

**2.2.1. Indicate as to whether the brief summaries of the following theories are true or false (3 X 1 Mark).**

2.2.1.1 Cognitive-behavioural therapy (CBT) - The perspective of CBT is that modification and replacement of problematic behaviours, cognition, and emotions is possible.

2.2.1.2 Psychodynamic therapy - The approach assume that human beings tend to move toward wholeness and self-actualization. A man never is, but always becoming, searching for meaning in life.

2.2.1.3 Humanistic approaches –. The goal is to make the unconscious conflicts conscious and examine them by focussing on the person and the significant others

**2.2.1 Model Answer**

2.2.1.1 True

2.2.1.2 False

2.2.1.3 False

**2.2.2 Indicate as to whether the following techniques applied in the scenario are true or false (3 X 1 Mark)**

2.2.2.1 Mindfulness,

2.2.2.2 Relaxation techniques,

2.2.2.3 Role-playing.

**2.2.2 Model Answer**

2.2.2.1 True

2.2.2.2 True

2.2.2.3 True

**2.2.3 (a) Discuss why you would use Cognitive Behavioral therapy (CBT), approach and its techniques to assist Caroline and her family (2 Marks)**

**(b) What is the goal of the psychodynamic approach?. (1 Mark)**

**2.2.3 Model Answer**

(a)

Caroline will unlearn (CBT) the anxiety brought by abuse, which left her traumatised and the whole family distraught. Mindfulness technique will teach her and the whole family some relaxation techniques. She will have to focus on the whole situation thus involve her family members to receive therapy through role-playing to deal with her trauma.

(b)

The goal of the psychodynamic approach is a restructuring process of the client's character and personality system. This goal is achieved by making unconscious conflicts conscious and examining them (Corey 2012:126). Reference to a system suggests that the focus is on not only the person assisted but also the significant others.(1 Mark)

**2.2.4 Describe processes and sources to stay updated with the latest research and developments (3 X 1 Mark)**

**2.2.4 Model Answer**

2.2.4.1 Be a member of Counselling Association to continue with research on topical issues (1 Mark)

2.2.4.2 Belonging to a Professional Body and renewing registration annually (1 Mark)

2.2.4.3 Keeping abreast with Continuing Professional Development (CPD) standards (1 Mark)

**2.2.5. Discuss the importance of supervision as a SCW (3 X 1 Mark)**

**2.2.5 Model Answer**

2.2.5.1 It assists supervisees (SCW) to identify their training needs and develop a plan for implementation

2.2.5.2 It clarifies the lines of communication within the organisation that service users may have access to the supervisors of SCWs.

2.2.5.3 It assists SCW with knowledge and skills that will benefit them when rendering services and remain ethical.

**Question 2.3**

**2.3.1. Indicate as to whether the following phrases are true or false (3 X 1 Mark)**

2.3.1.1 The client was more interested in himself

2.3.1.2 The client did not get parole.

2.3.1.3 The prisoner went into detail elaborating his deeds

**2.3.1 Model Answer**

2.3.1.1 True

2.3.1.2 True

2.3.1.3 True

**2.3.2 Indicate as to whether the following are true or false which relate to empathy (3 Marks 1 Mark per answer)**

2.3.2.1 The positive attitude of Alice

2.3.2.2 The welcoming office accommodation



2.3.2.3 Minimal encouragers such as please tell me more whilst nodding her head....

### 2.3.2 Model Answer

2.3.2.1 True

2.3.2.2 True

2.3.2.3 True

**2.3.3. (a) Critically discuss the application of active listening in the presented scenario (2 Marks) (b) Discuss how empathy was demonstrated (1 Mark)**

### 2.3.3 Model Answer

(a)

The SCW had a **positive attitude** towards the prisoner, which assisted her to establish rapport, develop trust, and caring, which facilitated the extent to which the prisoner was able to relate her emotions and relating the whole story of how he committed the crime. The SCW further used **minimal encouragers** whilst **maintaining eye contact, nodding her head and**, which further facilitated the deeper discussions. (2 Marks)

4. Alice practised other skills as mentioned above to demonstrate empathy and did not want to judge the client, but she realised that the prisoner was not ready for parole (1 Mark).

**2.3.4 Discuss the application of non-judgemental attitude on the scenario (3 X 1 Mark).**

### 2.3.4 Model Answer

2.3.4.1 The SCW did not judge the prisoner incarcerated already.

2.3.4.2 The SCW created a conducive environment for the prisoner to express himself.

2.3.4.3 The SCW used some minimal encouragers to assist the client to elaborate his story more.

**2.3.5 Discuss the process followed by Alice when working with the prisoner to understand his case (3 X 1 Mark)**

### 2.3.5 Model Answer

1. The SCW followed the whole process of counselling, starting from orientation to assessment and compiled the profile of the client.

2. The client was able to tell the story with all the emotion due to the attitude that the SCW portrayed.

3. The SCW used some of the skills such as minimal encouragers to gather more information; she used listening skills to be there for the client.

4. She discussed the case with the supervisor based on the overwhelming evidence that the SCW felt needed an in-depth counselling.

## Question 2.4

**2.4.1 Indicate as to whether the following issues are true or false:**

2.4.1.1 The mother's alcohol abuse during pregnancy resulted in the condition of the child.

2.4.1.2 That the child was coming from a poverty-stricken family.

2.4.1.3 That the father was absent and never bothered to pay for the maintenance of the child.

#### **2.4.1 Model Answer**

2.4.1.1 True

2.4.1.2 True

2.4.1.3 True

#### **2.4.2 Indicate as to whether the prioritised goals for the well-being of the learner are true or false (3 Marks)**

2.4.2.1 The learners 'conditions should be clearly assessed and have a better diagnosis of his challenges.

2.4.2.2 To provide intervention to the learner based on the correct diagnosis.

2.4.2.3 To refer the learner for treatment should there be a need during the intervention process.

#### **2.4.2 Model Answer**

2.4.2.1 True

2.4.2.2 True

2.4.2.3 True

#### **2.4.3 (a) Discuss one overarching goal of the learner in the scenario (2 Marks)**

**(b) List smaller manageable objectives to reach that goal (1 Mark).**

#### **2.4.3 Model Answer**

**(a)**

The overarching goal will be to assess the learner's cognitive development and find out what might be delaying him to understand certain concepts (2 Marks)

**(b)**

1. To assist the learner to understand certain concept relevant for his age group. (1 Mark)
2. To engage the learner to understand whom he is as well as his family (1 Mark).
3. To find out what might be the possible factors that might have affected the learner through family engagement (1 Mark).

#### **2.4.4. Discuss the Action Plan in collaboration with the client. (3 X 1 Mark)**

#### **2.4.4 Model Answer**

2.4.4.1..Development of strategies for proper diagnosis is part of the plan.

2.4.4.2 Potential strategies are reviewed and strategies are chosen i.e. assist the learner to achieve the goals of understanding the concepts according to the plan.

2.4.4.3 Plan get executed within the desired period that best fit the client's resources and situation.

2.4.4.4 Reviewing the plan continuously is necessary.

#### **2.4.5 Discuss and evaluate the final process of the client's alignment of goals and plans from the client's perspective. (3 X 1 Mark)**

### **2.4.5 Model Answer**

2.4.5.1 Goals are checked and found out after counselling sessions were summarized (1 Mark).

2.4.5.2 Termination of the case happens if the client is satisfied. (1 Mark)

2.4.5.3. Plans for the future include referral of the client to other services or continuation. (1 Mark)

### **Question 2.5**

**2.5.1 Indicate as to whether the following psychological concepts are true or false in relation to understanding the family dynamics in the scenario. (3 X 1 Mark)**

2.5.1.1 Culture, customs and tradition

2.5.1.2 Trauma

2.5.1.3 Antisocial

### **2.5.1 Model Answer**

2.5.1.1 True

2.5.1.2 True

2.5.1.3 True

**2.5.2 Indicate whether the following coping skills and problem-solving techniques applicable when assisting the couple by using true or false (3 X 1 Mark)**

2.5.2.1 Communication skills

2.5.2.2 Conflict resolution skills

2.5.2.3 Social interactions

### **2.5.2 Model Answer**

2.5.2.1 True

2.5.2.2 True

2.5.2.3 True

**2.5.3. (a) What resources were available for the couple to resolve their problem? (2 Marks)**

**(b) What other educational material are applicable to assist the clients? (2 Marks)**

### **2.5.3 Model Answer**

**(a)**

The couple had abundance of resources. They were both educated because they met at the university which prepared them for life. Their two different backgrounds is also another rich resource. They had significant others like children, family members, which is another resource (2 Marks)

**(b)**

1. Church services are other resources for the family.

2. The family referral to other professionals like the psychologists is another resource.

**2.5.4 Discuss the Strength as part of SWOT analysis of this scenario, which will assist the clients to develop their coping strategies (3 X 1 Mark)**

**2.5.4 Model Answer**

2.5.1.1 The couple is married

2.5.1.2 They have been together for 20 years

2.5.1.3 They have four children

**2.5.5 Explain the techniques and processes you would follow to assess the effectiveness of the psychoeducation that you would apply to assist the clients (3 Marks)**

**2.5.5 Model Answer**

2.5.5.1 Building a good relationship with the clients is critical (2 Marks)

2.5.5.2 Establishing good open communication lines with the clients is also important (1 Mark)

2.5.5.3 Assist clients to self-respect and have self- knowledge of who they are (1 Mark).

**Question 2.6**

**2.6.1 Indicate as to whether the following stages of Kübler-Ross are true or false when dealing with death and dying (3 X 1 Mark)**

**Denial** – This stage serves, as a buffer against a reality that individual cannot yet accept

**Acceptance** – By this stage, people's emotions are blunted because they have come to terms with death.

**Anger** – At this stage of anger, other people are blamed, like close relatives, the hospital staff and even God for the individual's condition.

**2.6.1 Model Answer (Edwards and Louw 2005)**

2.6.1.1 True

2.6.1.2 False

2.6.1.3 False

**2.6.2 Indicate as to whether the following stages of death and dying are in a chronological order and if not outline the correct ones. (1 Mark first answer and 2 Marks for chronological order)**

**Denial – Anger – Depression – Bargaining - Acceptance.**

**2.6.2 Model Answer**

2.6.2.1 They are not in a chronological order. (1 Mark)

2.6.2.2 and 2.6.2.3 Denial – Anger – Bargaining – Depression – Acceptance. (2 Marks)

**2.6.3 (a) Explain what happens at stage three, which will assist you to see if there is progress with the counselling sessions (2 Marks)**

**(b) Why are people responding differently to the process of death and dying (1 Mark)**

### **2.6.3 Model Answer**

#### **Bargaining**

**(a)**

At this stage, people start overthinking about things that happened. They start asking questions such as “what if I could have done things this way maybe this could not have happened”. They start blaming God for what happened or even questioning God for what happened. The wish is “what if” we changed things in the past. If this happens at this stage during counselling the SCW will know that, she is on the right track when counselling the client. (2 Marks)

**(b)**

Because of people’s uniqueness, some people might experience what one experiences in stage one at stage three. There is no linear way of the experiences. People are unique thus, they respond differently to death and dying process. (1 Mark)

**2.6.4 Explain what happens at Acceptance stage, which will assist you to evaluate the process of counselling to the client (3 X 1 Mark)**

### **2.6.4 Model Answer**

#### **Acceptance**

1. Although it is not easy to forget the loved ones, at this stage the client will be accepting and moving on with their lives. (1 Mark)
2. They listen to their needs, move, and change and grow and evolve. (1 Mark)
3. They may start to reach out to others and develop new relationships with themselves first before others. (1 Mark)
4. They should have developed coping mechanisms, which can allow the SCW to terminate or refer the case should it happen that the client, is still stuck at the other stages.(1 Mark)

**2.6.5 Discuss what you would do should the client not follow the stages of grief as suggested. (3 X 1 Mark)**

### **2.6.5 Model Answer**

1. The five stages of grief is a framework to assist SCW with the knowledge on how to handle death and dying.(1 Mark)
2. They are tools to help the SCW and the clients to frame and identify what clients may be feeling. (1 Mark)
3. Each individual is unique, and it is impossible for all of us to follow the same way of grieving. It is Kubler-Ross’s assertion that the stages are non-linear and therefore, sequential progression is hardly ever a reality.(1 Mark)
4. As a SCW, I would allow the client’s right to self-determine and be client centered. (1 Mark)

**Sub-total**

**90 Marks**

**TOTAL FOR PAPER 1**

**180 Marks**