

Teacher Groups

Groups for teachers

Teacher Effectiveness Training

Communication - skills training

Guidance Training..

Groups led by teachers

Values clarification groups

COMMUNITY WORK IN SCHOOL SOCIAL WORK PRACTICE i.e. linking school, home and community

Parent Teacher Associations

Open Days

Parent Evenings

Community Schools

Vocational Guidance

Role of Volunteers

Linking relevant community resources

Research methods in School Social Work practice and in School Social Work generally.

Course Reading

Prescribed and Recommended List to follow.

1. Prescribed books

- (a) Hancock, B L School Social Work, Prentice-Hall, Inc., New Jersey, 1982
- (b) Lieberman, F Social Work With Children, Human Sciences Press, New York, 1979.
- (c) Robinson, M Schools and Social Work, Routledge and Kegan Paul, London, 1978.

2. Recommended books

- (a) Abidin, R.R. Parenting Skills: Trainer's Manual, Human Sciences Press, New York, 1976.
- (b) Craft, M. Linking Home and School: A New Review, 3rd Ed., Raynor, J. and Cohen, L. (Eds.) Harper & Row, London, 1980.
- (c) De Lange Commission : Provision of Education in the RSA: Report of the Main Committee of the HSRC Investigation into Education. HSRC, Pretoria, 1981.
- (d) De Lange Commission : Education for Children with Special Needs, HSRC Pretoria, 1981.
- (e) Johnson, D. & Ransom, E. Family and School, Croom Helm Ltd., London, 1983.
- (f) Schaefer, C.E. & Millman, H.L. How to Help Children With Common Problems, van Nostrand, Reinhold Co., New York, 1981.

3. Additional reading

- Axline, V.M. Play Therapy. New York, Ballantine, 1968.
- Carkhuff, R.R. Skilled Teacher A Systems Approach to Teaching Skills. Amherst, Massachusetts Human Resource Development Press, 1981.
- Berenson, D.H.
- Coleman, J. Equality of Educational Opportunity : USOE. OE.58001 U.S. Govt. Printing Office, 1966.
- Dinkmeyer, D (Ed.) Guidance and Counseling in the Elementary School. Readings in Theory and Practice. New York. Holt Rinehard and Winston, Inc. 1968.
- Froehlich, P.C. Guidance Services in Schools. New York. McGraw Hill, Co. Inc. 1958.
- Havighurst, R.J. Developmental Tasks and Education. 2nd ed. or later. New York, Longmans Green, 1952.
- Rogers, C.R. Freedom to Learn, Columbus, Ohio, Charles Merrill and Co. 1969.

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURGSCHOOL OF SOCIAL WORKHonours in School Social WorkCourse : School Social WorkAssignment 1

According to Majorie Monkman the following are the most important models of school social work practice (1985).

The Traditional Clinical Model

The Institutional Change Model

The Community-School Model

Social Interaction Model

School-Community-Pupil Model

Discuss each model.

Outline the school social worker activities related to each.

Critically evaluate and compare the above models and say which is/are of relevance to disadvantaged communities.

The bibliography drawn up by the lecturer for the course is to be consulted. In addition all recent journal articles relating to school social work and those written during the past 5 years should be consulted and reflected.

Assignment 2

Select any one theory and formulate in as much detail as possible a plan for implementing a school social work service for the school in which you are currently placed.

Completed assignments must not exceed 15 typed pages or 30 handwritten (printed letters).

The mark awarded will be added to the year mark which constitutes 40% of the final examination mark for the course.

References must be correctly annotated in the text of the assignment.

Reading List

1. Alderson, J                    'A Response to "A Model for School Social Work Practice"', School Social Work Journal, Vol. 2, No. 1, Fall 1977, pp. 9-14.
2. Banks, O                    The Sociology of Education, 3rd Ed., B T Batsford Ltd, London; 1976.
3. Banks, O, and Finlayson, D                    Success and Failure in the Secondary School: An Interdisciplinary Approach to School Achievement, Methuen & Co., Ltd., London, 1973.
4. Belkin, G S                    Practical Counseling in the Schools, 2nd Ed., Wm. C Brown Company Publishers, Iowa, 1975.
5. Bigge, M L and Hunt, M P                    Psychological Foundations of Education: An Introduction to Human Motivation, Development and Learning. 3rd Edition, Harper and Row, 1980.
6. Bowley, A H                    The Natural Development of the Child, 4th Ed., Churchill Livingstone, London, 1966.
7. Brislin, R W                    Cross-Cultural Encounters: Face to Face Interaction, Pergamon Press, New York, 1981.
8. Brull, F                    'A Model for School Social Work Practice', School Social Work Journal, Vol. 2, No. 1, Fall 1977, pp. 3-8.
9. Burgess, T                    Home and School, Penguin Books, Great Britain, 1973.
10. Caswood, J and Gibbon, J                    Educational Leadership: Staff Development, NASOU Ltd, Bloemfontein, 1981.
11. Carver, B (Ed.)                    Child Abuse: A Study Text, The Open University Press, New York, 1978.
12. Carter, E.A. M. McGoldrick                    The Family Life Cycle. A Framework for Family Therapy. Gardner Press Inc., 1980.
13. Claiborn, W L and Cohen, R                    School Intervention, Behavioural Publications, New York, 1973.
14. Cortis, G                    The Social Context of Teaching. Open Books Publishing Ltd, 1977.
15. Cosin, B R, Dale I R, Esland, G M, Mackinnon D and Swift, D F                    School and Society: A Sociological Reader, 2nd Ed.. Routledge & Kegan Paul, London, 1977.

16. Costin, L B      'A Historical Review of School Social Work',  
Social Casework, Vol. 50, Oct 1969, pp. 439-453.
17. Costin, L B      'School Social Work Practice: A New Model',  
Social Work New York, Vol.20, 1975, pp.135-139.
18. Costin, L B      'School Social Work', Encyclopedia of Social Work  
Vol. 2, 17th Ed., NASW, 1977, pp. 1237-1242.
19. Craft, M, Raynor, J and Cohen L (Eds)      Linking Home and School: A New Review, 3rd Ed.  
Harper & Row, London, 1980.
20. Cruickshank, D R      Teaching is Tough, Prentice-Hall, Inc.,  
New Jersey, 1980.
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Social Work Today, Vol. 8, No. 8, 1976, pp. 9-11.
22. De Lange Commission      Provision of Education in the RSA : Report of the the  
Main Committee of the HSRC Investigation into Education.  
HSRC, Pretoria, 1981.
23. De Lange Commission      Education for Children with Special Needs,  
HSRC, Pretoria, 1981.
24. Duke, D L (Ed)      Classroom Management, University of Chicago Press,  
1979.
25. Fantini, M D      Alternative Education: A Source Book for Parents,  
Teachers, Students and Administrators, Doubleday and  
Co., Inc., New York.
26. Fine, M J (Ed)      Handbook on Parent Education, Academic Press, New York,  
1980.
27. Fink, A E, Anderson C W and Conover, M B      The Field of Social Work, 5th Ed., Holt, Rinehart  
& Winston, Inc., New York, 1968.
28. Franklin A W (Ed)      Concerning Child Abuse, Longman Group Ltd., New York,  
1975.
29. Galton, M, Simon, B and Croll, P      Inside the Primary Classroom, Routledge & Kegan Paul,  
London, 1980.
30. Garbarino, J (Ed)      Children and Families in the Social Environment.  
Aldine Publishing Co., New York, 1982.
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Social Work New York, Vol. 16, No. 4, 1971, pp. 12-21.
32. Grové, M C      Off to School - A Guide for Parents, HAUM Educational  
Publishers, Pretoria, 1982.
33. Grové, M C and Hauptfleisch, H M      Threshold - A School Readiness Programme, De Jager-HAUM,  
Pretoria, 1981.
34. Haigh, G      The School and the Parent, Pitman Publishing, London,  
1975.

35. Hallett, C and Stevenson, O Child Abuse: Aspects of Interprofessional Co-Operation, George Allen and Unwin, Ltd., London, 1980.
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37. Hammersley, M and Woods, P The Process of Schooling : A Sociological Reader Routledge & Kegan Paul, London, 1976.
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39. Harman, D and Brim, O G Learning To Be Parents: Principles, Programs, and Methods, Sage Publications, London, 1980.
40. Hawes, H Curriculum and Reality in African Primary Schools, Longmans, Great Britain, 1979.
41. Helfer, R E and Kempe, C H Child Abuse and Neglect: The Family and the Community, Ballinger Publishing Co., Mass., 1976.
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43. John, D Leadership in Schools, Heinemann Educational Books London, 1980.
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47. Kahn, A J, Kamerman, S B and McGowan, B G Child Advocacy : Report of a National Baseline Study, U.S. Department of Health, Education, and Welfare, 1973.
48. Lamb, J and Lamb, W Parent Education and Elementary Counselling, Human Sciences Press, New York, 1978.
49. Lawrence, M M The Mental Health Team in the Schools, Behavioural Publications, New York, 1971.
50. Lieberman, F Social Work with Children, Human Sciences Press, New York, 1979.
51. Lee, C M Child Abuse : A Reader and Sourcebook , Open University Press, London, 1978.
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54. Lynch, J                    Education for Community : A Cross-Cultural Study in Education, MacMillan, London, 1979.
55. MacMillan, K              Education Welfare: Strategy and Structure, Longman, London, 1977.
56. Mahler, C A                Group Counselling in the Schools, Houghton-Mifflin Co., Boston, 1969.
57. Marjoribanks, K           Families and their Learning Environments: An Empirical Analysis, Routledge & Kegan Paul, London, 1979.
58. Marjoribanks, K           Ethnic Families and Children's Achievements, George Allen & Unwin, Sydney, 1980.
59. McMaster, J M             Methods in Social and Educational Caring, Gower Publishing Co., Great Britain, 1982.
60. McMaster, J M             Skills in Social and Educational Caring, Gower Publishing Co., Great Britain, 1982.
61. Meyerowitz, S              'Dynamics of Incorporating A Social Work Service into a Private High School in Johannesburg', Unpublished MA(Social Work) Dissertation, University of the Witwatersrand, 1973.
62. Meyerson, S (Ed)         Adolescence and Breakdown, George Allen and Unwin, Ltd., Great Britain, 1975.
63. Murgatroyd, S (Ed)       Helping the Troubled Child: Interprofessional Case Studies, Harper & Row, London, 1980.
64. Pincus, L                   Death and the Family: The Importance of Mourning Faber & Faber, Ltd., Great Britain, 1976.
65. Polatinsky, M              'Preventive Social Work in Schools : A Social Group Work Approach' Unpublished MA (Social Work) Dissertation, University of the Witwatersrand, Johannesburg, 1978.
66. Pool, F                     'The School's Professional Responsibility for Casework to Parents', Child Welfare, Vol. 38, June, 1958, pp. 24-26.
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69. Pringle, M L K             Able Misfits: The Educational and Behavioural Difficulties of Intelligent Children, Longmans, Great Britain, 1970.
70. Pringle, M K (Ed)         A Fairer Future For Children: Towards Better Parental and Professional Care, MacMillan Press, London, 1980.

71. Radin, N                    'A Personal Perspective on School Social Work',  
Social Casework, Vol. 56, No. 10, 1975, pp. 605-613.
72. Raven, J                   Parents, Teachers and Children: A Study of an  
Educational Home Visiting Scheme. SCORE Publication,  
Scotland, 1980.
73. Robinson, M               Schools and Social Work, Routledge & Kegan Paul,  
London, 1978.
74. Rose, B and               Documents in South African Education, A D Donker  
Turner, R (Eds.)             Publisher, Johannesburg, 1975.
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London, 1972.
76. Rutter, M                  Helping Troubled Children, Penguin Books,  
Great Britain, 1975 (Library has 2 copies)
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Mortimore, P and             Effects on Children, Open Books, London, 1979  
Ouston, J                       (Library has 2 copies).
78. Schaefer, C E and       How to Help Children With Common Problems, van  
Millman, H L                  Nostrand Reinhold Co., New York, 1981.
79. Shertzer, B and           Fundamentals of Guidance, 3rd Edition, Houghton-  
Stone, S C                      Mifflin Co., Boston, 1976.
80. Shipman, M D              The Sociology of the School, 2nd Edition, Longmans,  
London, 1975.
81. Simon, B and              Research and Practice in the Primary Classroom,  
Willcocks, J                   Routledge and Kegan Paul, London, 1981.
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and at School, Bantam Books, U.S.A., 1979.
83. Stanford, G               Developing Effective Classroom Groups: A Practical  
Guide for Teachers, Hart Publishing Company,  
New York, 1977.
84. Stevens, A                Clever Children in Comprehensive Schools, Penguin  
Books, England, 1980.
85. Swift, D F                 Basic Readings in the Sociology of Education,  
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Kegan Paul, London, 1982.
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Approach', Social Work New York, Vol. 8, Oct. 1963,  
pp. 76-80.

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90. Wittman, M 'Preventive Social Work', Encyclopedia of Social Work, Vol. 2, No.17, NASW, Washington, 1977, pp. 1049-1054.
91. White, R Absent With a Cause : Lessons of Truancy, Routledge and Kegan Paul, London, 1980.
92. White, R and Brockington, D In and Out of School, Routledge and Kegan Paul, London, 1978.
93. Woods, P (Ed.) Pupil Strategies: Explorations in the Sociology of the School, Croom Helm, London, 1980.
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APPENDIX M - INSTITUTIONAL FRAMEWORK AND EDUCATIONAL PRACTICE  
OF SCHOOLS

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF SOCIAL WORK

HONOURS AND HIGHER DIPLOMA

Course: Institutional Framework and Educational Practice of Schools

Course Objectives

To examine and understand the philosophical and historical background of education in South Africa;

To gain an understanding of present-day educational framework as it relates to Black, White, Coloured and Asian education in South Africa. Three levels i.e. pre-primary, primary and secondary. Formal and informal education;

To describe the nature and process of schooling and the relationship between learning and motivation theory;

To provide knowledge and understanding of teaching profession, roles, functions, problems;

To gain insight into the sociology of specialised education;

To learn of appraisal techniques in regard to personality, achievement and aptitude testing;

To understand guidance principles, the role of guidance and provision for guidance in Black, White, Coloured, Asian schools.

Course Structure (as in School Social Work specialization). The course will comprise 26 seminars of two hours each.

Course Content

A. Philosophical and historical background of education in South Africa.

Education systems and the role of schools in society

Relevant social theories. Sociological Paradigms

Theories of social action

Functionalist paradigm

Interpretive paradigm

Humanist paradigm

Structuralist paradigm

Educational change: Conceptual frameworks

Application to School Social Work

- B. Historical overview. Education in South Africa.
  - Contemporary education structures
  - Interrelationship between social, economic and education systems
  
- C. Psychological Foundations of Education
  - Theories of motivation
  - The nature and importance of motivation and achievement
  - Types of motivation
  - Learning theory
  - S-R theory
  - Field cognition. Ethical questions
  - Insight theory
  - Motivation and family influence
  
- D. The teaching profession: Role theory: Pedagogy and culture and professionalism
  - Traditional roles/functions
  - Training - White, Black, Coloured. Indian
  - Humanistic approaches to teaching
  - Differences between humanistic and traditional education
  
- E Legislation related to education
  - (a) The De Lange Commission, 1981 Recommendation: Responses
  - (b) The Murray Commission, 1969. Report of Committee of Inquiry into the Education of Children with Minimal Brain Dysfunction
  - (c) The Government White Paper on the De Lange Commission. Provision of Education in the Republic of South Africa. 1983

F. Educational management in South Africa

Administration and legislation

Advisory structures

South African Council for Education

Current

Provisions of education

Pre-primary

Primary

Secondary

Financing educational structures - different types

Technical

Vocational

Supportive education services

Teacher training

Schools in South Africa 1984

Black : age limits; compulsory education

statistics : pre-primary

primary

secondary

illiteracy and drop-out rate

teacher training

Coloured : The Theron Commission. Recommendations

statistics : pre-primary

primary and secondary

teachers

Indian : statistics: 3 levels

enrolment

teacher training

White : school statistics. 3 levels

enrolment

teacher training

Technical education and industrial training

African technical and industrial training

Coloured technical education

White technical education

G. Sociology of specialised education

Learning disability - aetiology

Assessment procedures

Diagnosis and remediation

Contributing disciplines

Mental retardation

H. Introducing social workers to:

Appraisal techniques

Tests: what uses tests

safeguards

Types of test. Self reports

Procedure for test administration

Tests of ability

Aptitude tests

Interest inventories

Taking a test

Personality measurement

Non-formal structures

Adult education

Introduction

Principles

Definitions. Needs in South Africa

Psychology of illiteracy

Adult learning

Education obstacles to

Role of

Guidance Counsellor - teacher in relation to social worker

Guidance functions

Guidance syllabi

Guidance practice/training

Bibliography as follows:

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- Ashton-Warner, S. Teacher. New York: Simon and Shuster, 1963.
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- Sharp, Rachel (1980) Knowledge Ideology and the Politics of Schooling, Routledge-Kegan Paul, London.
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APPENDIX N - MEDICAL SOCIAL WORK PRACTICE - FIRST SEQUENCE -  
INTRODUCTION TO MEDICAL AND PSYCHIATRIC SOCIAL WORK PRACTICE

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF SOCIAL WORK

BACHELOR OF ARTS IN SOCIAL WORK WITH HONOURS, 1985

HIGHER DIPLOMA IN ADVANCED SOCIAL WORK PRACTICE, 1985

MEDICAL SOCIAL WORK SPECIALIZATION

COURSE: Medical Social Work Practice

First Sequence: Introduction to Medical and Psychiatric Social Work Practice

Course Objectives:

1. To briefly examine the origin and present status of medical and psychiatric social work.
2. To gain an initial understanding of the role of the social worker in different health care settings.
3. To examine the knowledge base and social work skills required for practice in direct services in health care.
4. To evaluate, and develop skills in, the use of teamwork and collaboration in health care.
5. To develop skills in the use of the psycho-social history.
6. To provide an introduction to basic medical terminology.

Course Structure:

The course will comprise the first eight three-hour seminars of the Medical Social Work Practice course.

Course Content:

1. Introduction
  - 1.1 Origin of medical and psychiatric social work.
  - 1.2 Present status of medical and psychiatric social work.
  - 1.3 Collaboration between medicine and social work.
    - 1.3.1 Aims of medicine and social work.
    - 1.3.2 Frames of reference of doctors and social workers
2. Social Work Practice in the Health Field
  - 2.1 The scope of the health field.
    - 2.1.1 Medicine.
    - 2.1.2 Public Health.
  - 2.2 Social work practice and health care settings.
    - 2.2.1 Primary health care and general practice.
    - 2.2.2 The general hospital.

- 2.2.3 The psychiatric hospital.
- 2.2.4 The therapeutic community.
- 2.2.5 Partial hospitalization.
- 3. Knowledge Base for Social Work Practice in Direct Services in Health Care.
  - 3.1 Values and principles of social work practice in health care.
  - 3.2 Frames of reference for understanding the ill person.
  - 3.3 Psychological reactions to illness and hospitalization in children and adults.
  - 3.4 Theoretical base.
    - 3.4.1 Stress, crisis and crisis intervention.
    - 3.4.2 The psycho-dynamic model.
      - 3.4.2.1 Psycho-somatic medicine.
      - 3.4.2.2 Transactional analysis and the practitioner - patient relationship.
    - 3.4.3 Social learning theory and behaviourism.
    - 3.4.4 Developmental theories of the family.
  - 3.5 The family and illness.
- 4. Social Work Skills for Direct Services to Patients and their Families in the Hospital Setting.
  - 4.1 Entry and assessment skills.
  - 4.2 Collaborative skills.
  - 4.3 Contracting skills.
  - 4.4 Intervention skills.
  - 4.5 Evaluation skills.
  - 4.6 Recording skills.
- 5. Social Work Skills in Mental Health Services
  - 5.1 The impact of mental disorder.
  - 5.2 The role of the social worker in the psychiatric hospital.
  - 5.3 The role of the social worker in the psychiatric emergency.
- 6. Interdisciplinary Teamwork, Collaboration and Consultation.
  - 6.1 Definitions.
  - 6.2 Different kinds of teams.
  - 6.3 Rationale for and against interdisciplinary teamwork.
  - 6.4 Professionalism and teamwork.
  - 6.5 Interdisciplinary team functioning.
  - 6.6 Collaboration and social work practice.
  - 6.7 Constraints on collaborative practice.
  - 6.8 Yardstick for team analysis.
  - 6.9 Strategies for promoting interdisciplinary teamwork.
    - 6.9.1 Consultation.
    - 6.9.2 Collaborative training.
    - 6.9.3 Collaborative research.
- 7. The Psycho-Social History and the Mental Status Examination
  - 7.1 The psycho-social history.
    - 7.1.1 Rationale for history taking.
    - 7.1.2 The process of history taking.
    - 7.1.3 Content of the psycho-social history.
  - 7.2 The mental status examination.
    - 7.2.1 Use of skills.
    - 7.2.2 Mental status examination.
- 8. Introduction to Medical Terminology

Recommended Reading :

- BANDLER, B  
Interprofessional Collaboration in Training in Mental Health.  
American Journal of Orthopsychiatry, 1973, 31, pp 99 - 107.
- BANTA, H D  
FOX, R C  
Role Strains of a Health Care Team in a Poverty Community  
Social Science and Medicine, 1972, 6 pp 697 - 722.
- BARRY, M  
Administration and Teamwork in a Child and Family Hospital Unit.  
Unpublished BA (SW) dissertation, University of the Witwatersrand, 1972.
- BARTLETT, H M  
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REHR, H  
Anticipated Consequences of the Case-finding System in Hospital Social Service  
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The Sick Role Cycle and the Timing of Social Work Intervention.  
Social Service Review, 1972, 46(4) pp 567-80.
- BERKMAN, B  
REHR, H  
Early Social Service Carefinding for Hospitalized Patients : An Experiment.  
Social Service Review, 1973, 47(2) pp 256-65.
- BRESGI, I  
The After Care of Persons Discharged from Tara: the H Moross Centre.  
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- BRIELAND, D  
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The Team Model of Social Work Practice  
New York, Syracuse University, School of Social Work, 1973.  
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- BROCK, M  
Social Work in the Hospital Organisation.  
Toronto, University of Toronto Press. 1969.
- BUTLER, A  
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Course: Medical Social Work Practice

Second Sequence: Health in Relation to Age

Course Objectives:

1. To trace the normal social and emotional growth of the individual through the life cycle.
2. To provide basic medical information with regard to specific health issues and preventive measures with regards to each age group.
3. To develop skills in working with individuals and families under stress due to specific medical and/or psychiatric disorders.
4. To increase knowledge with regard to the impact of different disabilities, their causes and relevant preventive measures.
5. To develop skills in working alongside parents of children with a physical and/or mental disability.
6. To examine critically, pertinent issues presented by the physically and/or mentally disabled adult in present society.

Course Structure:

The course will comprise 18 three hour seminars starting on Tuesday 7th May.

Course Outline:

1. Pregnancy, Childbirth and the Puerperium
  - 1.1 Medical information (Prof. J Kriel, Department of Continuing Medical Education.
  - 1.2 Psychological changes during pregnancy
  - 1.3 Advantages and disadvantages of antenatal preparation
  - 1.4 Spontaneous abortion and stillbirth
  - 1.5 The postpartum period
    - 1.5.1 Breast feeding and bonding
    - 1.5.2 Prematurity
    - 1.5.3 Psychiatric disturbances
  - 1.6 The illegitimate pregnancy
  - 1.7 Therapeutic abortion counselling
  - 1.8 Genetic counselling (Mrs J Kromberg, Social Worker, Department of Human Genetics, S.A. Institute for Medical Research

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## 2. Infants, Children and Adolescents

- 2.1 Medical information with regard to infants and young children, 0 - 5 years. (Prof. P Bundred, Department of Family Medicine, 21/5/85).
  - 2.1.1 The neonatal month (eg. prematurity and low birth weight, birth injury, infections).
  - 2.1.2 The first year (eg. failure to thrive, "cot death" syndrome, food refusal and failure to sleep).
  - 2.1.3 One to five years (eg. common childhood infections, nutritional disorders).
  - 2.1.4 Preventive measures and health screening procedures for the under 5's (eg focus of routine medical examinations, immunization and vaccination procedures).
- 2.2 Medical information with regard to older children 6 - 11 years (Prof. P Bundred, Department of Family Medicine, 28/5/85).
  - 2.2.1 Common accidents presented by this age group.
  - 2.2.2 Sight and hearing defects.
  - 2.2.3 Behavioural difficulties presented to the general practitioner (eg. enuresis and encopresis, visual problems, school refusal).
  - 2.2.4 Preventive measures and health screening procedures for the 6 - 11 year old.
- 2.3 Medical information with regard to the adolescent, 12 - 20 years. (Prof. P Bundred, Department of Family Medicine, 4/6/85).
  - 2.3.1 Emotional problems presented to the general practitioner (eg. depression and suicide, Anorexia Nervosa and obesity, alcohol and drug dependency).
  - 2.3.2 Sexual problems presented to the general practitioner (eg. use of contraception, school girl pregnancy, homosexuality, venereal disease).
  - 2.3.3 Preventive measures and health screening procedures for the adolescent.
- 2.4 Social work intervention with regard to infants and young children (0 - 11 years).
  - 2.4.1 Death in infancy.
  - 2.4.2 Speech and language problems.
  - 2.4.3 Child abuse and child neglect.
  - 2.4.4 Sexual abuse of children.
  - 2.4.5 Hospitalization of children.
  - 2.4.6 Children in bereavement.
  - 2.4.7 Children of the psychiatric patient.
- 2.5 Social work intervention with regard to adolescents (12 - 20 years)
  - 2.5.1 Working with families of adolescents with emotional problems such as eating disturbances and depression.
  - 2.5.2 Individual work with adolescents.
    - 2.5.2.1 Drug dependency.
    - 2.5.2.2 Anti-social behaviour
  - 2.5.3 Sexual problems.

3. The Child and Adolescent with a Life Threatening Condition
  - 3.1 Relating to the child/adolescent with a life threatening condition.
  - 3.2 Working with the parents of a child/adolescent with a life threatening condition.
  - 3.3 Working with the siblings of a child/adolescent with a life threatening condition.
  - 3.4 Children and death.
  - 3.5 Bereaved parents.
4. The Disabled Child and Adolescent
  - 4.1 Adjustment to the birth of a disabled child.
  - 4.2 Working with the family of a disabled child/adolescent.
  - 4.3 Normalization of family life.
  - 4.4 Disruptions in the socialization of the disabled child/adolescent.
  - 4.5 Education of the disabled child/adolescent.
5. Adults (21 - 64 years)
  - 5.1 Medical information (Prof. J Kriel, Department of Continuing Medical Education, 20/8/85).
  - 5.2 Social and emotional needs of the young adult and middle aged adult.
  - 5.3 Marital problems.
  - 5.4 Alcohol dependence.
  - 5.5 Depression.
  - 5.6 Working with patients with incapacitating illness eg. heart disease, cancer.
  - 5.7 Care of the dying.
  - 5.8 Bereavement counselling.
6. The Aged (65 years +)
  - 6.1 Medical information (Prof. D Glajchen, Department of Geriatrics, 17/9/85).
  - 6.2 The social and emotional needs of the aged.
  - 6.3 Working with the aged - isolation, loss, bereavement.
  - 6.4 Care of the aged - community care versus institutionalization.
7. The Disabled Adult (21 years +)
  - 7.1 The physically disabled.
    - 7.1.1 Attitudes towards the physically disabled.
    - 7.1.2 Rehabilitation of the physically disabled.
    - 7.1.3 Sexuality and disability.
    - 7.1.4 The handicapped and employment.
    - 7.1.5 The disabled elderly.
    - 7.1.6 The Independent Living Movement.
  - 7.2 The mentally disabled.
    - 7.2.1 Employment.
    - 7.2.2 Married couples.
    - 7.2.3 Independent living.
    - 7.2.4 Self-advocacy.

(Miss K Jagoe, Honorary Lecturer and Visiting Research Associate in Physical Disability will assist in the above sequence (point 7) on 15/10/85 and 22/10/85).

RECOMMENDED READING

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APPENDIX P - LEGAL, INSTITUTIONAL AND CULTURAL FRAMEWORK OF  
MEDICAL SOCIAL WORK  
FIRST SEQUENCE - MEDICAL SOCIOLOGY

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF SOCIAL WORK

BACHELOR OF ARTS IN SOCIAL WORK WITH HONOURS, 1985

HIGHER DIPLOMA IN ADVANCED SOCIAL WORK PRACTICE, 1985

MEDICAL SOCIAL WORK SPECIALIZATION

COURSE: Legal, Institutional and Cultural Framework of Medical  
Social Work.

First Sequence: Medical Sociology

Course Objectives:

1. To provide students with an understanding of the various factors influencing health status, referring particularly to the South African context.
2. To examine different health care delivery systems and their impact on the consumer.
3. To develop an understanding of health-related behaviour and its effects on the utilization of health services.
4. To gain a greater insight into the roles of various health care providers.

Course Structure: The course will comprise the first eleven two-hour seminars of the Legal Institutional and Cultural Framework of Medical Social Work course.

Course Content:

1. Medicine, Sociology and Medical Sociology
  - 1.1 Definitions
  - 1.2 Sociology of medicine versus sociology in medicine
  - 1.3 Relevant sociological theories
    - 1.3.1 Functionalism
      - 1.3.1.1 Social systems theory
    - 1.3.2 Dialectic conflict theories
    - 1.3.3 Interactionalism
      - 1.3.3.1 Role theory
      - 1.3.3.2 Labeling theory
    - 1.3.4 Application to medical sociology
2. Definitions and Concepts
  - 2.1 Definitions of health and ill health
    - 2.1.1 Definition of ill health
      - 2.1.1.1 The disease model
    - 2.1.1.2 Disease, illness and sickness
  - 2.1.2 Definition of health
  - 2.2 Indices of health
    - 2.2.1 Mortality rate
    - 2.2.2 Morbidity rate
    - 2.2.3 Life expectancy

3. Sociological Correlates of Disease
  - 3.1 Contemporary industrial versus pre-industrial societies.
    - 3.1.1 Interrelationship between economic development, environment and health.
    - 3.1.2 Direct causes of high mortality rates.
      - 3.1.2.1 Epidemics
      - 3.1.2.2 Famine
      - 3.1.2.3 Infant mortality
    - 3.1.3 Sociological interpretations
  - 3.2 Rural and urban communities
    - 3.2.1 Health status in rural and urban communities
    - 3.2.2 Types of disease
      - 3.2.2.1 Communicable
      - 3.2.2.2 Chronic
      - 3.2.2.3 Mental
    - 3.2.3 Sociological interpretations
  - 3.3 Family influences on health status
    - 3.3.1 Biological versus sociological inheritance of disease
    - 3.3.2 Types of disease
      - 3.3.2.1 Chronic
      - 3.3.2.2 Mental
      - 3.3.3 Sociological interpretations
  - 3.4 Health and status of the individual
    - 3.4.1 Race, ethnic and religious group
    - 3.4.2 Age status
    - 3.4.3 Gender status
    - 3.4.4 Marital status
    - 3.4.5 Socio-economic status
    - 3.4.6 Types of diseases
    - 3.4.7 Sociological interpretations
4. Socio-Cultural Processes and Health Status
  - 4.1 Cultural change
  - 4.2 Mobility and Migration
  - 4.3 Population density and health
    - 4.3.1 Internal density
    - 4.3.2 External density
  - 4.4 Health and the cycle of disadvantage
    - 4.4.1 Childhood health and adult health
  - 4.5 Malnutrition - a problem with social, political and cultural dimensions
    - 4.5.1 Definitions
    - 4.5.2 Types of nutritional deficiencies
    - 4.5.3 Extent of nutritional disorders in South Africa
    - 4.5.4 Causes of malnutrition
    - 4.5.5 Measures to combat malnutrition
5. Health Care Providers
  - 5.1 The medical profession
  - 5.2 Limited professions
  - 5.3 Ancillary professions
  - 5.4 Marginal professions
  - 5.5 Folk medicine
  - 5.6 Traditional African medicine

- 6. Health Care Delivery Settings
  - 6.1 Types of hospitals
  - 6.2 The hospital as a bureaucracy
  - 6.3 The general hospital
    - 6.3.1 Formal organization and authority
    - 6.3.2 Formal roles and interpersonal relations
    - 6.3.3 The professional in the hospital setting
    - 6.3.4 Informal organization
    - 6.3.5 Tenure and turnover
  - 6.4 The mental hospital
    - 6.4.1 The general hospital versus the mental hospital
    - 6.4.2 Goffman's "total institution"
    - 6.4.3 Historical development
      - 6.4.3.1 Prior to moral treatment
      - 6.4.3.2 Moral treatment
      - 6.4.3.3 The state mental hospital
      - 6.4.3.4 Milieu therapy and community mental health
  - 6.5 Primary health care
    - 6.5.1 Developed communities
    - 6.5.2 Developing communities
  - 6.6 Mutual aid/self-help groups in health care
  - 6.7 Consumers and consumerism
- 7. Health-Related Behaviour
  - 7.1 Psycho-social models of health behaviour
    - 7.1.1 The Health Belief Model
    - 7.1.2 Sick role behaviour
  - 7.2 Practitioner - patient relationships
  - 7.3 Determinants of health care utilization
  - 7.4 Removing constraints to health care utilization

Recommended Reading:

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APPENDIX Q - LEGAL, INSTITUTIONAL AND CULTURAL FRAMEWORK OF MEDICAL SOCIAL WORK  
SECOND SEQUENCE - COMMUNITY HEALTH

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF SOCIAL WORK

BACHELOR OF ARTS IN SOCIAL WORK WITH HONOURS, 1985

HIGHER DIPLOMA IN ADVANCED SOCIAL WORK PRACTICE, 1985

MEDICAL SOCIAL WORK SPECIALIZATION

Course: Legal, Institutional and Cultural Framework of Medical Social Work.

Second Sequence: Community Health.

Course Objectives:

1. To assist students in their understanding of the concept of community health.
2. To provide students with a brief historical overview of the public health movement in South Africa.
3. To examine the present health care system in South Africa and relevant health related legislation.
4. To briefly describe common environmental health hazards.
5. To highlight the importance of health education in the prevention of disease.

Course Structure:

This course will comprise ten two-hour seminars of the Legal, Institutional and Cultural Framework of Medical Social Work course, commencing on Wednesday 29th May 1985 and concluding on Wednesday 18th September 1985.

Course Content:

1. Introduction to Community Health
  - 1.1 Defining terms.
  - 1.2 Factors affecting health.
  - 1.3 Health as a human right.
2. The Public Health Movement
  - 2.1 Historical perspectives.
  - 2.2 The World Health Organization
    - 2.2.1 Structure
    - 2.2.2 Functions
    - 2.2.3 Activities
  - 2.3 The public health movement in South Africa
    - 2.3.1 Situation prior to 1919
    - 2.3.2 The Public Health Act No 36 of 1919
    - 2.3.3 Development of health services after the 1919 Act.

3. Health Care Delivery Systems Abroad.
  - 3.1 Developed countries.
  - 3.2 Developing and underdeveloped countries.
4. Health Care Delivery Systems in South Africa.
  - 4.1 The Health Act No 63 of 1977.
  - 4.2 The National Health Services Facilities Plan of 1980.
  - 4.3 Private health care services in South Africa.
  - 4.4 Health care in the independent Black states.
5. Community Health Science
  - 5.1 Epidemiology
  - 5.2 Surveying community health needs...
  - 5.3 Community involvement in health care.
6. Environmental Health Hazards.
  - 6.1 Water and air pollution.
  - 6.2 Housing.
  - 6.3 Health hazards in the home.
  - 6.4 Public health aspects of nutrition.
  - 6.5 Relevant legislation.
7. Occupational Health.
  - 7.1 Health and work.
  - 7.2 Health and social services at the work site.
  - 7.3 The nature and extent of occupational in South Africa.
  - 7.3.1 Protection and compensation in South Africa.
  - 7.4 Women, work and health.
8. Community Psychiatry.
  - 8.1 Development of community psychiatry.
  - 8.2 Rehabilitation and community care.
  - 8.3 General practice and psychiatric care.
9. Prevention of Disease and Health Education.
  - 9.1 Types of prevention.
  - 9.2 The promotion of child health.
  - 9.3 Prevention in adult life.
  - 9.4 Methods of prevention.
  - 9.5 Obstacles to prevention.
  - 9.6 Health education in rural and urban communities in South Africa.

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- |                                 |                                                                                                                                                     |
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APPENDIX R - LEGAL, INSTITUTIONAL AND CULTURAL FRAMEWORK OF MEDICAL  
SOCIAL WORK  
THIRD SEQUENCE - ETHICAL ISSUES

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF SOCIAL WORK

BACHELOR OF ARTS IN SOCIAL WORK WITH HONOURS

HIGHER DIPLOMA IN ADVANCED SOCIAL WORK PRACTICE

MEDICAL SOCIAL WORK SPECIALIZATION

Course : Legal, Institutional and Cultural Framework of Medical Social Work

Second Sequence: Ethical Issues

Course Objectives:

1. To assist students to reflect on ethical concerns with which they may be confronted in practice.
2. To identify ways in which the individual social worker may respond when she finds that her own position with regard to specific ethical issues is in conflict with those of others (clients and colleagues).

Course Structure:

This sequence will comprise seven two-hour seminars of the Legal, Institutional and Cultural Framework of the Medical Social Work course. commencing on Wednesday 27th April, and concluding on Wednesday

This sequence will be run on a seminar basis with students presenting individual papers focusing on either one of the ethical concerns listed below or an ethical concern relating to a health issue of particular interest to the individual student.

With regard to the content and format of presentations, students should take careful note of the following:

1. Students should show evidence of in-depth independent exploration of the chosen topic including use of relevant literature and contact with appropriate resource persons.
2. Papers are not to be read verbatim in class.
3. Papers are to be distributed to each member of the class at least one week prior to presentation. It is the responsibility of the students presenting a particular seminar to see that it is photocopied and distributed.
4. It is the responsibility of students who are not presenting to study papers prior to the presentations so that they are prepared for participation in classroom discussion.
5. Students may make use of various methods to illustrate arguments in their presentations, e.g. overhead projectors etc. Arrangements for the use of teaching equipment is the responsibility of the student who is presenting the seminar.

6. All bibliographic data should be clearly acknowledged both in the text of written papers and in the list of references concluding written papers. Bibliographic data includes past papers of students of the School of Social Work.
7. Each seminar presentation will be 50 minutes in length.

#### Seminar Topics

Suggested topics for presentation are as follows:

1. Human experimentation
2. Preventive medicine in genetic disorders
3. Artificial insemination
4. Therapeutic abortion
5. The right to live/the right to die
6. Compulsory measures for health protection
7. The distribution of scarce health resources
8. The rights of the patient
9. Professionalism and advocacy in health services
10. 'Whistle blowing'
11. Health care of victims of family violence
12. Alternative medicine
13. Acquired Immune Deficiency Syndrome
14. Codes of conduct for health care social workers
15. Contraception and family planning

Students are reminded that in studying any of the above topics attention should be paid to:

1. Societal values
2. Professional values
3. Cultural values
4. Religious values
5. Legal values
6. Client values
7. Individual conscience

Please note:

The central focus of all seminars should be the implications and relevance of issues raised for social work practice within the South African context. This aspect of written papers will be carefully noted in the allocation of marks.

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## APPENDIX S - COURSES IN THE SPECIALIZATION INDUSTRIAL SOCIAL WORK

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURGSCHOOL OF SOCIAL WORKBACHELOR OF ARTS IN SOCIAL WORK WITH HONOURSHIGHER DIPLOMA IN ADVANCED SOCIAL WORK PRACTICESpecialisation: Industrial Social Work PracticeCourse: Industrial Social Work Practice1. Preamble

Industrial social work represents the most recent specialisation to which social workers have addressed their skills. Although social workers have been practising in a handful of large industrial organisations in South Africa since the 1950's and 1960's the specialisation course offered by the School of Social Work was the first effort aimed at formally training practitioners.

Social Work has had a long history in the industrial arena. However, in America, for example, it lost ground after the Second World War and remained dormant until the mid 1960's. There has been a steady development since then with a boost in the mid 1970's. In Europe, the subject has been developing since after World War I. In South Africa we can note the beginnings of a concerted effort in the field around the mid-to late 1970's and early 1980's. By the end of 1985 over 200 practitioners in industrial and related settings were identified.

Although there are at least three models for practice, the one most prevalent in South Africa presently is the "Management Model". Here social workers are employed by companies to deliver services to employees. However, the course aims to study all the models (the industry-agency contract and union based social services are the other two models) and to encourage alternatives in the field. Although the

literature reflects the Employee Assistance Programme (helping troubled employees) as one of the main vehicles for practice, the course will take a broader view and develop in students a wide range of skills for application in the field. The theoretical model underpinning the course is the Ecological Model of social work practice.

Students will be introduced to the growing body of theory pertaining to Industrial Social Work. A developmental paradigm will be offered which seeks to study the evolution of social work at the workplace. The orientation is towards moving from traditional social work practice (a focus on the "employee-as-person") to a less traditional approach which focuses on the "person-as-employee".

## 2. Course Objectives

- 2.1 To develop in the student an understanding of the rationale for Industrial Social Work in the context of the social work profession as well as Industrial Relations, Labour and Economic developments and sociopolitical change in South Africa.
- 2.2 To create an understanding of the ethical issues which arise when the social worker enters the industrial arena.
- 2.3 To explore the theoretical base for industrial social work practice.
- 2.4 To provide students with an insight into the "culture" of industrial and labour organisations.
- 2.5 To develop in the student an ability to translate an understanding of industrial social work into marketing expertise, including an ability to speak the "language" of industrial and labour organisations.
- 2.6 To explore the process of developing social work programmes in the industrial context.

- 2.7 To study the evolvement of industrial social work from micro to macro practice.
- 2.8 To develop in the student an appreciation of the importance of programme evaluation and an ability to design evaluative components to service delivery.
- 2.9 To explore the needs of "high risk" groups in the industrial setting and develop appropriate professional programmes.
- 2.10 To develop in the student an appreciation of the reality constraints which impinge on industrial social work practice and to encourage a problem-solving response to these constraints.
- 2.11 To develop in the student a working knowledge of pertinent law.

### 3. Course Structure

The Industrial Social Work Practice Course will consist mainly of 27 seminars to be presented on Tuesday mornings from 08h30 to 11h30 in Room 109, First Floor, Old Education Building. This course is introduced by means of a two day Orientation Programme

In addition to the above, occasional seminars will be scheduled for a small number of vacation days as part of the Special Programme which is designed to expose students to relevant areas of knowledge and practice that can not be incorporated into the conventional classroom programme.

### 4. Course Presentation

Although the lecturer responsible for coordinating the course will be chiefly responsible for presenting course material, guest lecturers will be invited to lead certain seminars and candidates will be expected to prepare course material when called upon to do so. Experiential work in the form of exercises and role plays will feature in seminars, as will discussion of case material from candidates' practice experience.

### 5. Course References

A general bibliography is attached for reference. Further reference lists will be issued attached to course sequence outlines, as seminars are presented. Students are expected to work through the bibliography and read all the compulsory material.

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURGSCHOOL OF OF SOCIAL WORKPOSTGRADUATE SPECIALISATION IN INDUSTRIAL SOCIAL WORKCourse Sequence: Industrial Social Work PracticeProgramme of "Core" Seminars : Quarters 1, 2 and 3,Quarter 1

| <u>Date</u> | <u>Topic</u>                                                   | <u>Presented By</u>         |
|-------------|----------------------------------------------------------------|-----------------------------|
| 12 Feb      | Introduction to Industrial Social Work                         | Mrs A du Plessis            |
| 20 Feb      | Entering a Non-Social Work Setting                             | Mrs A du Plessis            |
| 27 Feb      | Marketing the Social Work Service in a non-social work Setting | Mrs A du Plessis            |
| 6 March     | Towards an Evolving Industrial Social Work Practice            | Mrs A du Plessis            |
| 13 March    | Employee Assistance Programmes                                 | Mrs A du Plessis            |
| 20 March    | Employee Assistance Programmes                                 | Mrs A du Plessis            |
| 27 March    | Employee Assistance Programmes                                 | Outside Speaker             |
| 3 April     | Mental Health Care in the World of Work                        | Mrs A du Plessis & students |

Quarter 2

|          |                                                  |                    |
|----------|--------------------------------------------------|--------------------|
| 24 April | Research in the Workplace                        | Prof. B McKendrick |
| 1 May    | Groupwork in the Workplace - the Mediating Model | Prof. B McKendrick |
| 8 May    | Community Work in the Workplace                  | Prof. B McKendrick |
| 15 May   | Social Planning                                  | Prof. B McKendrick |
| 22 May   | Developing Cross Cultural Awareness              | Prof. B McKendrick |

29 May Social Services in the Workplace Mrs A du Plessis  
5 June "Macro" Practice in the Work- Mrs A du Plessis  
place

Quarter 3

24 July Corporate Social Responsibility Mrs A du Plessis  
31 July Ethical Issues at the Workplace Mrs A du Plessis  
7 Aug High Risk Groups Mrs A du Plessis

Please Note: The rest of the seminars for Quarters 3 and 4 will  
be arranged in conjunction with the students

APPENDIX T - FIELD INSTRUCTION MANUAL IN PROFESSIONAL SOCIAL WORK PRACTICE

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF SOCIAL WORK

BA DEGREE IN SOCIAL WORK WITH HONOURS

HIGHER DIPLOMA IN ADVANCED SOCIAL WORK PRACTICE

MANUAL

FIELD INSTRUCTION IN PROFESSIONAL SOCIAL WORK PRACTICE

SCHOOL OF SOCIAL WORK  
UNIVERSITY OF THE WITWATERSRAND  
JOHANNESBURG

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# 1. UNIVERSITY RULES FOR DEGREE/DIPLOMA

Rules for the BA Honours Degree /Higher Diploma appear in the Faculty of Arts Rules and Syllabuses : 1985 on pp. 11-12.

All candidates should familiarise themselves with these.

## 2. REGULATIONS PERTAINING TO DUE PERFORMANCE

- 2.1 Permission to enter for the final examinations at the end of the year is dependent upon the granting of a certificate of due performance (DP) in respect of each candidate. Standing orders on the granting and refusing of a certificate of due performance framed in terms of Rule G9 prescribe inter alia:
  - 2.1.1 No candidate shall be given a certificate of due performance unless she has signed a declaration on her examination entry form to the effect that she has attended University during the period in which she was required to attend as a candidate the courses mentioned in the examination entry form.
  - 2.1.2 To attend as a candidate implies presenting oneself for a course of study and instruction in such a manner that one directs one's mind and energies to one's studies. This implies not only physical presence, but active participation.
  - 2.1.3 The head of the department may refuse a DP certificate to a candidate who has failed to participate satisfactorily in the work of the course.
  - 2.1.4 In so deciding, the head of the department will take into account actual performance or participation in class tests, essays, seminars and tutorials and field instruction.
  - 2.1.5 Candidates are required to complete 100% of the requirements for field instruction in order to be granted a DP certificate. Such requirements include any written assignments which form part of the field instruction.
  - 2.1.6 At least 75% of the class assignments need to be completed. If candidates complete less than 100% of their class assignments, their year mark will suffer accordingly.
- 2.2 Candidates will not be considered as having met the requirements for a certificate of due performance (DP) if they have not completed in full the field instruction requirements prescribed. They are stipulated on pages 2 - 3 of this document.
- 2.3 If for some unavoidable reason, a candidate fails to complete the requirements at any stage during the year, she must consult the course convenor without delay.

## 3. COURSE STRUCTURE

- 3.1 Registration for both the BA Honours Degree and the Higher Diploma in Advanced Social Work Practice in any of the specialisations can be either full-time, i.e. over one academic year or part-time

over two successive academic years. Thus the requirements for the course Field Instruction in Professional Social Work Practice will be tailored accordingly.

- 3.2 No candidate registered in a full-time capacity will be permitted to engage in part-time employment during the academic year.

#### 4. TRAINING OBJECTIVE

- 4.1 Training for both the BA Honours Degree and the Higher Diploma in Advanced Social Work Practice is community-based in that field instruction placements will be arranged for each candidate in an appropriate organisation accredited by the School of Social Work as field instruction centre.
- 4.2 In order to develop specialised knowledge and skills related to each of the specialisations, training will be designed to build on the generic knowledge and skills necessary for beginning competence in professional social work practice acquired in undergraduate study.

#### 5. REQUIREMENTS

- 5.1 At the commencement of the field instruction course all candidates will be required to make a Declaration of Confidentiality. This will be binding and will not only constitute a personal and professional obligation upon the candidate, but will also serve to protect the field instruction centre which places information at the student's disposal.
- 5.2 Each candidate's field instruction programme will be individualized and will aim to take into account the needs of the candidate, objectives and structure of the field instruction centre and course requirements. It is envisaged that the tutor and the executive of the field instruction centre will work in close conjunction in structuring each candidate's field instruction programme.

Basic course requirements include the candidate's involvement in practice with individuals, families, groups and communities as well as the supervision of an undergraduate student.

Candidates registered for the BA Degree in Social Work with Honours in the specializations, in addition, are required, as part of the research component of the degree, to present a dissertation at the end of the January following their final examinations. It is envisaged that the chosen area of study will in most instances relate in some way to the needs, aims and objectives of the field instruction centre in which the candidates will have completed their placements. Responsibility for the supervision of such dissertations will remain, in every instance, with the School of Social Work.

- 5.3 In respect of candidates registered on a full-time basis, the requirements set out in Item 5.4 must be met in one academic year.

In respect of candidates registered on a part-time basis, practice with individuals/families should be incorporated into both years of study, while the social groupwork requirement might be completed in the first year of study, with the community work and supervision requirements being completed in the second year of study.

- 5.4 Thus the proposed minimum requirement for the field instruction programme of each candidate registered for the Medical Social Work specialisation may be summarised as follows:

5.4.1 Social Casework

Maintain professional responsibility for one client seen on a regular, individual, long-term basis, i.e. over the period March to the end of September, or maintain professional responsibility for two shorter-term cases during the same period.

This requirement does not negate the candidate's responsibility for or involvement in other short-term contacts with individual clients.

5.4.2 Family Therapy

If at all possible, the candidate should be given the opportunity to maintain professional responsibility for one family, engaging the members in at least eight family therapy sessions, or alternatively two families for at least four sessions each.

Supervision must occur under appropriate conditions structured for this purpose either at the field instruction centre or at the School of Social Work.

This requirement does not negate the candidate's responsibility for or involvement in other types of family contact.

5.4.3 Social Group Work

Candidates are required to make active use of the social group work method. Ideally each candidate should aim to maintain professional responsibility for one group for the duration of at least twenty independent sessions, or alternatively responsibility for two successive groups for a minimum of eight independent sessions each.

5.4.4 Community Work

Each candidate is required to plan and implement an exercise in community work.

5.4.5 Supervision

Each candidate is required to undertake formal supervision of an undergraduate student engaged in field instruction.

## 6. ATTENDANCE AT FIELD INSTRUCTION CENTRE

- 6.1 For candidates registered on a full-time basis attendance at the field instruction centre is not as rigidly circumscribed as for the undergraduate programmes, and should be determined in agreement by the field instruction centre, the tutor and the candidates.
- 6.2 However, each full-time candidate will be required to complete a one-week block placement at the field instruction centre during the April vacation. Attendance will be determined in agreement by the field instruction centre, the tutor and the candidate.
- 6.3 Appropriate and explicit arrangements should be made as to which staff member will deal with the candidate's clients if an emergency should arise on the days on which the student is not present at the Centre.
- 6.4 The candidate will be required to notify the field instruction centre and the tutor, if, for any reason, she will be unable to attend on an assigned date and time.
- 6.5 Wherever possible the candidate should attend case conferences and/or professional staff meetings held at the field instruction centre.
- 6.6 Candidates will be required to arrange and finance their own transport related to field instruction, unless the field instruction centre refunds transport costs, or alternatively makes its own vehicles available to the candidate.

## 7. THE SUPERVISOR/TUTOR

- 7.1 Patterns to be adopted for the appointment of a supervisor to a student will be the following, either:
  - 7.1.1 A university-based supervisor i.e. a part-time or full-time tutor who is a staff member of the School of Social Work; or
  - 7.1.2 A field instruction centre-based supervisor, i.e. a part-time or full-time staff member of the field instruction centre.
  - 7.1.3 In the event of 7.1.2, a candidate will also have regular consultations with an appointed tutor who is a part-time or full-time member of the School of Social Work. These consultations will take place at three weekly intervals and extend over at least half-an-hour.

## 8. SUPERVISION

- 8.1 The success of each placement will depend to a great extent on close co-operation between the candidate, the supervisor and the tutor.
- 8.2 To this end regular, structured supervision will take place on a weekly basis extending over at least one hour. Such supervision will not negate either the need for or the applicability of ad hoc supervision, particularly in the initial stage of the placement.

- 8.3 The venue for supervision will be either the School of Social Work or the field instruction centre.
- 8.4 Verbatim/process records will be used to form the basis for every formal supervisory session.
- 8.5 Records must be submitted by the candidate for study by the supervisor in good time before each supervisory session to enable the supervisor to prepare for the session.
- 8.6 If the field instruction centre so wishes, the candidate may be requested to complete verbatim/process records in duplicate, with the copy intended for the field instruction centre.

## 9. REPORTS AND RECORDS

### 9.1 Practice Reports

- 9.1.1 Candidates are to keep a timesheet of the time spent on field instruction. This is to be signed regularly by the supervisor (see Appendix A).
- 9.1.2 Candidates are to write process or verbatim records on all client work i.e. casework, group work, and community work. Towards the latter part of the placement, at the discretion of the supervisor, reports may be condensed. However, process/verbatim records should still be written for work that is to be submitted to the field tutor for examination purposes (see Appendices A, B and C for a guide to recording in community work, social group work and social casework respectively, for purposes of supervision).
- 9.1.3 In examining records of candidates, the following will be taken into account by the course co-ordinators, and candidates should attempt such comprehensiveness in all their recording:
  - (i) format/style of records, i.e. process, progress, verbatim, condensed;
  - (ii) presentation, including legibility; originals or clear carbon copies should be submitted;
  - (iii) completeness, e.g. no gaps in recording nor records missing;
  - (iv) inclusion of supporting data, e.g. copies of letters;
  - (v) appropriate selectivity;
  - (vi) significant information;
  - (vii) clarity and evidence of aims, goals, planning and evaluation;
  - (viii) workers' role reflected in interaction with the client/target system;
  - (ix) dynamic interaction and understanding;
  - (x) evidence of conscious integration of theory in practice.

- 9.1.4 In addition to verbatim/process records, required for supervision purposes, candidates will be expected to meet the recording procedures of the field instruction centre. Summary or progress reports may also be requested of the candidate for persons external to the field instruction centre.
- 9.1.5 The requirements for submission of reports for examination purposes serves as a guide to the type of reports candidates should maintain (see 9.2).

## 9.2 Reports for Examination Purposes

- 9.2.1 Whilst the course co-ordinator reserves the right to examine any material relating to the field instruction placement, candidates may initially select, within certain parameters the work upon which they wish to be examined. The following requirements apply to work for submission for examination at mid-year (interim assessment), and at the end of the year (final assessment) depending on the duration and nature of a candidate's registration, i.e. full or part-time (see 5.3).

### 9.2.2 Interim Assessment

#### Social Casework and Family Therapy

- (1) Complete sets of recordings whether process/verbatim or condensed style reflecting all client contacts.
- (2) All other written reports and relevant documents pertaining to these.
- (3) A progress/summary report of each case at the end of May 1985.

#### Social Group Work

- (1) A complete set of recordings whether process/verbatim or condensed style reflecting group work intervention.
- (2) All other written reports and relevant documents pertaining to these and/or individual group members.
- (3) A progress/summary report of the group(s) at end of May 1985.

#### Community Work

- (1) The complete set of recordings whether process/verbatim or condensed style on a community work project.
- (2) All other written reports and relevant documents pertaining to the project, including an approved outline of the project.
- (3) A progress/summary report of the community work project at the end of May 1985.

In the event of a full-time candidate not having commenced work in a particular method, a statement of the reasons for this, as well as plans for commencing such work, is to be given.

#### Time Sheet

The time sheet should indicate the dates and brief description of the nature of specific activities. The accumulated hours should be totalled (see Annexure A).

### 9.2.3 Final Assessment

#### Social Casework

- (1) The complete set of recordings whether process/verbatim or condensed style reflecting all client contact with any ONE specific case.
- (2) All other written reports and relevant documents pertaining to this case.
- (3) A progress/summary report of the case at termination.
- (4) A statement giving the motivation for the selection of this case in the event of there being a number of cases from which to choose.

#### Social Group Work

- (1) A complete set of recordings whether process/verbatim or condensed style reflecting any ONE group series.
- (2) All other written reports and relevant documents pertaining to the group as a whole and/or individual members.
- (3) A progress/summary report of the group at termination.
- (4) A statement giving the motivation for the selection of this group in the event of there being a choice.

#### Community Work

- (1) The complete set of recordings whether process/verbatim or condensed style for any ONE community work project.
- (2) All other written reports and relevant documents pertaining to the project, including an approved outline.
- (3) A progress/summary report of the community work project at termination.
- (4) A statement giving the motivation for the selection of this project in the event of there being a choice.

Time Sheet: The time sheet should indicate the dates and brief description of the nature of specific activities. The accumulated hours should be totalled (see Annexure A).

## 10. EXAMINATION PROCEDURES

### 10.1 Rules and Regulations and Procedures

- 10.1.1 At the School of Social Work, University of the Witwatersrand, the course, Field Instruction in Social Work Practice is examined by the assessment of field instruction practice, by means of a formalised assessment schedule which will be adhered to in both the interim and final assessments (see Appendix E).

25x100

- 10.1.2 Field practice is assessed at mid-year (interim assessment) and at the end of the year (final assessment).
- 10.1.3 The course co-ordinator will fulfil the role of internal examiner, and will participate in the assessment of the field practice of a student supervised by a community-based supervisor. The mark awarded by the internal examiner, mindful of the mark recommended by the supervisor, is subject to approval by a staff committee of the School of Social Work and its external examiner.
- 10.1.4 At the discretion of the course co-ordinator, some field instruction assessments will be tape-recorded to afford the external examiner entrè to the examination.
- 10.1.5 At both the interim and final assessments, the candidate is not present when the supervisor, together with the course co-ordinator, if applicable, assigns a recommended mark for his performance.
- 10.1.6 Marks (even if tentative) should therefore not be given to the candidate by the supervisor at any stage, should the supervisor be field-instruction centre based.
- 10.2 Interim Assessment
  - 10.2.1 Interim assessment will commence during the second week of June 1985.
  - 10.2.2 Candidates' reports will be examined at mid-year (see 10.1.2). By 9.00 hours Wednesday 5 June 1985, all students should have ready their field instruction files to submit to the course co-ordinator concerned. These files should contain only the material specified in item 9.2.2.
  - 10.2.3 After the interim assessment each candidate will receive a qualitative statement as to whether his performance is assessed as 'satisfactory' or 'unsatisfactory' (see Appendix E), and will be published on the noticeboard of the School of Social Work.
  - 10.2.4 Should a candidate's field practice performance be deemed 'unsatisfactory' at the mid-year assessment the work of such a candidate will be monitored by the course convenor in order to help the candidate reach a satisfactory level of performance.
- 10.3 Final Assessment
  - 10.3.1 Final assessments will take place on the candidate's completion of the placement.
  - 10.3.2 Candidates are required to submit to the course co-ordinator their field instruction files for examining at least a week prior to the date set for each final assessment. These files should contain only the material specified in item 9.2.3.
  - 10.3.3 The course co-ordinator awards the final mark for field practice performance based on:

the reports submitted by the candidate on his practice (see 9.2.3)

the assessment (see 10.3)

the evaluation report written by the supervisor on the practice performance of the candidate (see Appendix F)

11. PROGRESS REPORTS

Six-monthly progress reports on a candidate will be submitted in writing in the case of university-based tutors to employers/field instruction centres.

12. SUPERVISOR/TUTOR MEETINGS

Monthly meetings attended by all supervisors and tutors of candidates registered for the postgraduate specialisation courses will be arranged by the School of Social Work in order to co-ordinate the programme and to discuss common concerns.

SCHOOL OF SOCIAL WORK

### POSTGRADUATE SPECIALISATION COURSES

Time Sheet of Field Instruction - Centre Attendance and Nature of Activities

FIELD INSTRUCTION CENTRE: \_\_\_\_\_

NAME OF SUPERVISOR: \_\_\_\_\_

[illegible]

Signed \_\_\_\_\_

Countersigned \_\_\_\_\_

Supervisor

## TIME SHEET (CONTINUATION)

[illegible]

Signed \_\_\_\_\_  
Student

Countersigned \_\_\_\_\_  
Supervisor

APPENDIX BUNIVERSITY OF THE WITWATERSRAND, JOHANNESBURGSCHOOL OF SOCIAL WORKPOSTGRADUATE SPECIALISATION COURSESSOCIAL WORK METHOD : COMMUNITY WORKSUGGESTED FORMAT FOR REPORT-WRITING FOR PURPOSES OF SUPERVISION1. Process and Verbatim Records

- Records should reflect the process of encounters and taken together these should form a chronological account of the progress of the community work project. In all records the candidate's interaction with that of community members should be clearly accentuated. Candidates should record their aims and motivations for intervention, the content and outcome of the intervention and an evaluation of this. Appropriate theory should be integrated.

Records of formal meetings or encounters should include inter alia:

- (1) date of recording
- (2) date, time and duration of encounter
- (3) venue
- (4) names of persons absent or present
- (5) initiator of encounter
- (6) nature and purpose of encounter (for example formal meeting to allocate catering and transport duties; confrontation regarding poor attendance)
- (7) content and process of the encounter (verbatim or process style) roles of participants and interaction
- (8) summary of outcome, stressing ideas and suggestions made and problems that arose or are anticipated, and action to be taken
- (9) nature of termination for example, friendly, antagonistic
- (10) follow-up arrangements
- (11) group and/or organizational dynamics
- (12) other relevant points
- (13) general evaluation, comments
- (14) planning
- (15) integration of appropriate theory

2. Condensed/Diarized Records

It may be necessary to record activities and incidents that take place in between formal meetings and encounters. These records may be in condensed or diary format, and should be interspersed among the required process and verbatim records.

3. Summary/Progress/Evaluation Reports

Evaluation reports should be written against the initial aims of the project, and should reflect the extent to which these initial aims were met.

The effectiveness of the interview should be considered in terms of changes that were brought about especially with regard to community members' development as individuals (process goals), community and group relationships (relationship goals), leadership, feelings and attitudes of individuals, groups and organizations directly or indirectly associated with the project, and changes in physical aspects of the community.

Comments should be given on how the initial outline was executed, modifications that were made, and how the project was terminated, as well as a retrospective evaluation of how the project with hindsight, should have been conducted, and plans for the future, such as: whether the project will be terminated or ongoing; transfer to agency staff; situations that need to be anticipated. Theory should be incorporated.

In writing an evaluation report it could be structured according to the following headings where relevant (see Swil for details pp. 36-37):

- description of the community
- how the project came about
- aims of the project
- features of the project
- process
- visual inclusions
- evaluation
- future plans

4. A Final Note

In community work, as in other social work methods, the process of practice, is of utmost importance. Hence in assessing a candidate's work, the ultimate realization of a task goal is viewed in relation to the appropriate pace and process adopted and hence students should consciously reflect in reports their application of community work, knowledge, attitudes and skills.

5. Points for Supervision

A candidate may record specific issues for discussion in supervision.

APPENDIX CSCHOOL OF SOCIAL WORK, UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURGPOSTGRADUATE SPECIALISATION COURSESSOCIAL WORK METHOD : SOCIAL GROUP WORKSUGGESTED FORMAT FOR REPORT-WRITING FOR PURPOSES OF SUPERVISION1. Identifying Information

Name of Field Instruction Centre

Name of Worker/Candidate

Name of Supervisor

Name of Group

Date of 1st Meeting

Date of Present Meeting

Session Number

Venue

Time

Members present (indicate new members)

Members absent (reasons for absence)

2. Aims for Session3. Programme Activity

Reasons for choice

4. Group Dynamics/ProcessEither : Record verbatim with worker/candidate's feelings placed in bracketsOr : Record process with worker/candidate's feelings placed in brackets5. Evaluation of Group-as-a-Whole (includes worker's role)6. Evaluation of Individual Group Members7. Plans for the Future

Short-term for the next session

Long-term for the life of the group

8. Points for Supervision

A candidate may record specific issues for discussion in supervision

January 1985

APPENDIX DUNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG - SCHOOL OF SOCIAL WORKPOSTGRADUATE SPECIALISATION COURSESSOCIAL WORK METHOD : SOCIAL CASEWORKSUGGESTED FORMAT FOR RECORDING FOR PURPOSES OF SUPERVISION1. Identifying Information

Name of field instruction centre  
Name of worker/candidate  
Name of supervisor  
Name of index client, date of birth and age of index client  
Date of client's first contact with agency  
Date of client's first contact with candidate  
Number of interviews with index client  
Name(s) of person(s) at present interview  
Number of present interview in the series  
Date of interview  
Venue  
Duration of interview

2. Description of Problem - includes inter alia:

Presenting problem  
Client's perception of situation  
Candidate's perception of situation

3. Aim of Present Interview - given in specific terms i.e. based on specified goals.4. Process/Verbatim Account of the Interview

The candidate may record in brackets e.g. her own feelings/opinions/reactions, and theory usage. Candidate's activities/role in interaction with client(s) should be clearly recorded.

5. Evaluation of Client and His Situation6. Evaluation of the Interview - the interaction, both verbal and non-verbal; including the candidate's feelings, opinions, assessment of her role, use of theory and any other relevant data.7. Planning

Indicate both short-term/immediate plans and long-term plans; the reason(s) for such plans and the means for executing them.

8. Points for Supervision

A candidate may record specific issues for discussion in supervision.

SCHOOL OF SOCIAL WORK

## APPENDIX E

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURGPOSTGRADUATE SPECIALISATION COURSES - BA SOCIAL WORK HONOURS  
HIGHER DIPLOMA IN ADVANCED SOCIAL WORK PRACTICEASSESSMENT DOCUMENTS FOR FIELD PRACTICE PERFORMANCE IN SOCIAL WORK

NAME OF CANDIDATE: \_\_\_\_\_ NAME OF FIELD INSTRUCTION CENTRE : \_\_\_\_\_

PART/FULL TIME: \_\_\_\_\_ NAME OF TUTOR/SUPERVISOR : \_\_\_\_\_

DATES OF ASSESSMENT AND PRACTICE AREAS ASSESSED: \_\_\_\_\_ DURATION OF FIELD INSTRUCTION PRACTICE ASSIGNMENTS:

Interim : Date \_\_\_\_\_ Sections \_\_\_\_\_ A. SOCIAL CASEWORK \_\_\_\_\_ TO \_\_\_\_\_

\_\_\_\_\_ B. SOCIAL GROUP WORK \_\_\_\_\_ TO \_\_\_\_\_

Final : Date \_\_\_\_\_ Sections \_\_\_\_\_ C. COMMUNITY WORK \_\_\_\_\_ TO \_\_\_\_\_

\_\_\_\_\_ D. FIELD INSTRUCTION OF UNDERGRADUATE STUDENT: \_\_\_\_\_ TO \_\_\_\_\_

In the assessment of the performance of candidates the following dimensions are important.

1. The courses are offered at postgraduate level.
2. It follows that candidates are required to demonstrate skill in practice.
3. Adequate proof is required of the candidates understanding of the theory underlying the practice, i.e. that the candidate is drawing upon both experience AND knowledge.
4. Tutors/Supervisors are requested to assess the candidate's field practice performance at the final assessment according to the given categories on the following page. For this purpose, a rating scale with intervals ranging from 1 - 10 is the instrument of measurement. Intermediate intervals, i.e. decimal points may also be used (See Schedule I).  
The ten point rating scale corresponds with the University Examination Scale, in terms of percentage and class pass awarded as follows:

| Rating Scale | 10           | 9 | 8 | 7                  | 6            | 5           | 4         | 3 | 2 | 1 |
|--------------|--------------|---|---|--------------------|--------------|-------------|-----------|---|---|---|
| Percentage   | 75% and over |   |   | 70%-74%            | 60%-69%      | 50%-59%     | below 50% |   |   |   |
| Class Pass   | first class  |   |   | upper second class | second class | third class | fail      |   |   |   |

5. At the Interim assessment performance on an item is rated 'satisfactory/unsatisfactory' (see Schedule II).

6. Sections of the assessment schedule are usually weighted as follows :

|            |                                                                                        |                    |
|------------|----------------------------------------------------------------------------------------|--------------------|
| I          | Setting                                                                                | = 5 per cent       |
| II         | (A), (B) and (C) i.e. Practice in Social Casework, Social Groupwork and Community Work | = 20 per cent each |
|            |                                                                                        | = 60 per cent      |
| II         | (D) Field Instruction of Undergraduate Student                                         | = 15 per cent      |
| III and IV | Professional Self and Supervision                                                      | = 10 per cent each |
|            |                                                                                        | = 20 per cent      |
| Total      |                                                                                        | = 100 per cent     |

7. In respect of candidates registered on a part-time basis for the course, Sections II(A) and (B) are for completion in the first year of study and Sections II(C) and (D) in the second year of study.

8. At no time must students be told ratings (marks) awarded.

9. The formal feedback to students on performance after completion of the interim assessments must comprise a written statement of learning goals for incorporation into the remainder of a practice assignment. Schedule II may be used for this purpose.

10. Any further comments regarding the candidate's field instruction may be recorded below:

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## UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

RATING SCALE (Please indicate with an 'x')

[illegible]

1. Demonstrates knowledge and understanding of the policies and administrative procedures of the setting.
2. Demonstrates appropriate identification with the setting and its objectives.
3. Demonstrates knowledge of the setting and available community resources.
4. Demonstrates co-operation with professionals and non-professionals.
5. Demonstrates organisation and planning of time and work.
6. Demonstrates preparation of records according to requirements of the setting.

Sub-Total  
= \_\_\_\_\_ + 6  
= \_\_\_\_\_ @ 5%

[illegible]

Sub-Total  
= \_\_\_\_\_ + 5  
= \_\_\_\_\_ @ 20%  
= \_\_\_\_\_

### A. SOCIAL CASEWORK

1. Establishes and maintains constructive relationships which facilitate the helping process
2. Demonstrates knowledge and understanding of theoretical concepts in social work practice.
3. Demonstrates knowledge and understanding of psychological and sociological factors, including cultural factors which influence human behaviour.
4. Demonstrates knowledge and understanding of the components of the helping process, as well as an ability to apply these in effective practice.
5. Demonstrates an ability to record in a meaningful manner, reflecting client-worker interaction, process and development of understanding, knowledge and skill.

[illegible]

S. 10  
 @ 20%

1. Demonstrates an ability to evaluate the needs of group members, and to set goals for them.
2. Demonstrates an ability to plan and use programme to meet group members' needs.
3. Establishes and maintains constructive helping relationships with individual group members.
4. Demonstrates an ability to stimulate helpful and co-operative relationships between group members.
5. Demonstrates acceptance of each group member.
6. Demonstrates an understanding of the functioning of groups and individuals.
7. Demonstrates skill in enabling group members to experience increasingly satisfactory social relationships through involving themselves in the solution of their own problems.
8. Demonstrates an ability to use limitations judiciously, i.e. limitations of setting, programme, group members and the candidate.
9. Demonstrates skill in evaluating individual and group progress.
10. Demonstrates an ability to record in a meaningful manner, reflecting group interaction, process and development of understanding, knowledge and skill.



| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|---|---|---|
|    |   |   |   |   |   |   |   |   |   |
|    |   |   |   |   |   |   |   |   |   |
|    |   |   |   |   |   |   |   |   |   |

III. PROFESSIONAL SELF

1. Demonstrates a conscious, disciplined ability to use self in helping clients.
2. Demonstrates appropriate identification with the ethics, values and conduct of the social work profession.
3. Demonstrates an ability to work independently in areas where the student is competent.

Sub-Total

= \_\_\_\_ + 3  
 = \_\_\_\_ @ 10%  
 = \_\_\_\_

IV. SUPERVISION

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|---|---|---|
|    |   |   |   |   |   |   |   |   |   |
|    |   |   |   |   |   |   |   |   |   |
|    |   |   |   |   |   |   |   |   |   |

1. Demonstrates the role of learner at this stage of learning.
2. Demonstrates use of help in transferring learning from one experience to another.
3. Demonstrates use of supervisory help in evaluating practice.
4. Demonstrates regular submission of records for supervision.

Sub-Total

= \_\_\_\_ + 4  
 = \_\_\_\_ @ 10%  
 = \_\_\_\_

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|---|---|---|
|    |   |   |   |   |   |   |   |   |   |

V. OVERALL ASSESSMENT

An overall assessment of the candidate's performance.

TOTAL : I. Setting

II. Practice

(A) Social Casework

(B) Social Groupwork

(C) Community Work

(D) Field Instruction of Undergraduate student

III. Professional Self

IV. Supervision

TOTAL

SIGNATURE OF TUTOR/SUPERVISOR : \_\_\_\_\_

DATE : \_\_\_\_\_

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHEDULE 11

SCHOOL OF SOCIAL WORK

POSTGRADUATE SPECIALIZATION COURSES - BA SOCIAL WORK HONOURS  
HIGHER DIPLOMA IN ADVANCED SOCIAL WORK PRACTICE

ASSESSMENT FORM FOR INTERIM ASSESSMENT OF FIELD PRACTICE PERFORMANCE

NAME OF CANDIDATE \_\_\_\_\_

PART/FULL-TIME \_\_\_\_\_

DATE OF INTERIM ASSESSMENT \_\_\_\_\_

SECTIONS OF ASSESSMENT SCHEDULE ASSESSED \_\_\_\_\_

NAME OF FIELD INSTRUCTION CENTRE \_\_\_\_\_

NAME OF TUTOR/SUPERVISOR \_\_\_\_\_

GENERAL COMMENTS REGARDING THE STUDENT'S FIELD PRACTICE - INCORPORATING LEARNING GOALS FOR THE REMAINDER OF THE  
PRACTICE ASSIGNMENT (P.t.o. for schedule items)

Tutor/Supervisor \_\_\_\_\_

Date \_\_\_\_\_

|                                                                                                                                                                  | ASSESSMENT<br>(Please indicate<br>with an 'x') |                     | ADDITIONAL COMMENTS (IF APPLICABLE) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------|-------------------------------------|
|                                                                                                                                                                  | Satis-<br>factory                              | Unsatis-<br>factory |                                     |
| I. <u>SETTING</u>                                                                                                                                                |                                                |                     |                                     |
| 1. Demonstrates knowledge and understanding of the policies and administrative procedures of the setting                                                         |                                                |                     |                                     |
| 2. Demonstrates appropriate identification with the setting and its objectives                                                                                   |                                                |                     |                                     |
| 3. Demonstrates knowledge of the setting and available community resources                                                                                       |                                                |                     |                                     |
| 4. Demonstrates co-operation with professionals and non-professionals                                                                                            |                                                |                     |                                     |
| 5. Demonstrates organisation and planning of time and work                                                                                                       |                                                |                     |                                     |
| 6. Demonstrates preparation of records according to requirements of the setting                                                                                  |                                                |                     |                                     |
| II. <u>PRACTICE IN</u>                                                                                                                                           |                                                |                     |                                     |
| A. <u>SOCIAL CASEWORK</u>                                                                                                                                        |                                                |                     |                                     |
| 1. Establishes and maintains constructive relationships which facilitate the helping process                                                                     |                                                |                     |                                     |
| 2. Demonstrates knowledge and understanding of theoretical concepts in social work practice                                                                      |                                                |                     |                                     |
| 3. Demonstrates knowledge and understanding of psychological and sociological factors, including cultural factors which influence human behaviour                |                                                |                     |                                     |
| 4. Demonstrates knowledge and understanding of the components of the helping process, as well as an ability to apply these in effective practice                 |                                                |                     |                                     |
| 5. Demonstrates an ability to record in a meaningful manner, reflecting client-worker interaction, process and development of understanding, knowledge and skill |                                                |                     |                                     |

|                                                                                                                                                                                 | ASSESSMENT<br>(Please indicate<br>with an 'x') |                     | ADDITIONAL COMMENTS (IF APPLICABLE) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------|-------------------------------------|
|                                                                                                                                                                                 | Satis-<br>factory                              | Unsatis-<br>factory |                                     |
| 1. <u>SOCIAL GROUP WORK</u>                                                                                                                                                     |                                                |                     |                                     |
| 1. Demonstrates an ability to evaluate the needs of group members, and to set goals for them                                                                                    |                                                |                     |                                     |
| 2. Demonstrates an ability to plan and use programme to meet group members' needs                                                                                               |                                                |                     |                                     |
| 3. Establishes and maintains constructive helping relationships with individual group members                                                                                   |                                                |                     |                                     |
| 4. Demonstrates an ability to create helpful and co-operative relationships with group members                                                                                  |                                                |                     |                                     |
| 5. Demonstrates acceptance of each group member                                                                                                                                 |                                                |                     |                                     |
| 6. Demonstrates an understanding of the functioning of groups and individuals                                                                                                   |                                                |                     |                                     |
| 7. Demonstrates skill in enabling group members to experience increasingly satisfactory social relationships through involving themselves in the solution of their own problems |                                                |                     |                                     |
| 8. Demonstrates an ability to use limitations judiciously, i.e. limitations of setting, programme, group members and the candidate                                              |                                                |                     |                                     |
| 9. Demonstrates skill in evaluating individual and group progress                                                                                                               |                                                |                     |                                     |
| 10. Demonstrates an ability to record in a meaningful manner, reflecting group interaction, process and development of understanding, knowledge and skill                       |                                                |                     |                                     |

|                                                                                                                                                                                                                                                           | ASSESSMENT<br>(Please indicate with an 'x') |                     | ADDITIONAL COMMENTS (IF APPLICABLE) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------|-------------------------------------|
|                                                                                                                                                                                                                                                           | Satis-<br>factory                           | Unsatis-<br>factory |                                     |
| <b>C. COMMUNITY WORK</b>                                                                                                                                                                                                                                  |                                             |                     |                                     |
| 1. Demonstrates knowledge and understanding of community organisations, structures and conditions in terms of culture, needs, resources and values                                                                                                        |                                             |                     |                                     |
| 2. Demonstrates an ability to understand, define and interpret to others a community issue, using an orderly, planned, self-disciplined approach                                                                                                          |                                             |                     |                                     |
| 3. Demonstrates knowledge and understanding of group dynamics in and between community groups                                                                                                                                                             |                                             |                     |                                     |
| 4. Demonstrates an ability to establish and use purposeful relationships with and between individuals and groups from different levels of the social and economic strata of the community in order to develop their ability to deal with community issues |                                             |                     |                                     |
| 5. Demonstrates an ability to locate and develop leadership potential in the community                                                                                                                                                                    |                                             |                     |                                     |
| 6. Demonstrates an ability to promote the organisation of effective problem-solving groups in the community and to help them function                                                                                                                     |                                             |                     |                                     |
| 7. Demonstrates an ability to help a community identify its own wants and needs through the process of collecting, analysing and evaluating data                                                                                                          |                                             |                     |                                     |
| 8. Demonstrates an ability to work co-operatively with a community towards satisfying their wants and needs through effective planning and action on an intra-organisational or inter-organisational level                                                |                                             |                     |                                     |
| 9. Demonstrates an ability to record in a selective and meaningful manner, reflecting interaction, process and development of understanding, knowledge and skill                                                                                          |                                             |                     |                                     |

|                                                                                                                                                                                                                     | ASSESSMENT<br>(Please indicate with an 'x') |                     | ADDITIONAL COMMENTS (IF APPLICABLE) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------|-------------------------------------|
|                                                                                                                                                                                                                     | Satis-<br>factory                           | Unsatis-<br>factory |                                     |
| <b>D. FIELD INSTRUCTION OF UNDERGRADUATE STUDENT</b>                                                                                                                                                                |                                             |                     |                                     |
| 1. Demonstrates an ability to plan and direct a field instruction programme compatible with the learning objectives specified by the university                                                                     |                                             |                     |                                     |
| 2. Demonstrates an ability to help student both to understand the organisational structure and function of the field instruction centre and to work within its policies and procedural framework                    |                                             |                     |                                     |
| 3. Demonstrates an ability to select and assign suitable work to the student in terms of the learning objectives of the designed field instruction programme                                                        |                                             |                     |                                     |
| 4. Demonstrates an ability to create a climate for learning through constructive use of the student-supervisor relationship                                                                                         |                                             |                     |                                     |
| 5. Demonstrates an ability to enable the student to develop and demonstrate increasing responsibility for his own work                                                                                              |                                             |                     |                                     |
| 6. Demonstrates an ability to help the student relate practice to an appropriate theory base                                                                                                                        |                                             |                     |                                     |
| 7. Demonstrates an ability to formulate and interpret a tentative educational diagnosis of the student, through the ongoing process of study and evaluation, and to set appropriate learning goals with the student |                                             |                     |                                     |
| 8. Demonstrates an ability to conduct regular, formal supervision with the student based on adequate planning and preparation                                                                                       |                                             |                     |                                     |
| 9. Demonstrates an ability to understand and maintain the identity of the supervisory function in terms of its administrative, helping and teaching function                                                        |                                             |                     |                                     |
| 10. Demonstrates an ability to record the supervisory process in a meaningful manner, reflecting interaction in terms of its administrative, educative and helping functions                                        |                                             |                     |                                     |

|                                                                                                              | ASSESSMENT<br>(Please indicate with an 'x') |                | ADDITIONAL COMMENTS (IF APPLICABLE) |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------|-------------------------------------|
|                                                                                                              | Satisfactory                                | Unsatisfactory |                                     |
| III. <u>PROFESSIONAL SELF</u>                                                                                |                                             |                |                                     |
| 1. Demonstrates a conscious, disciplined ability to use self in helping clients                              |                                             |                |                                     |
| 2. Demonstrates appropriate identification with the ethics, values and conduct of the social work profession |                                             |                |                                     |
| 3. Demonstrates an ability to work independently in areas where the student is competent                     |                                             |                |                                     |
| IV. <u>SUPERVISION</u>                                                                                       |                                             |                |                                     |
| 1. Demonstrates the role of learner at this stage of learning                                                |                                             |                |                                     |
| 2. Demonstrates use of supervisory help in transferring learning from one experience to another              |                                             |                |                                     |
| 3. Demonstrates use of supervisory help in evaluating practice                                               |                                             |                |                                     |
| 4. Demonstrates regular submission of records for supervision                                                |                                             |                |                                     |
| V. <u>OVERALL ASSESSMENT</u><br>An overall assessment of the candidate's performance                         |                                             |                |                                     |

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SIGNATURE OF TUTOR/SUPERVISOR \_\_\_\_\_

Date \_\_\_\_\_

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