

**UNIVERSITY OF SWAZILAND  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK  
FINAL EXAMINATION QUESTION PAPER, DECEMBER 2017**

**TITLE OF PAPER: SKILLS IN INTERVIEWING AND COUNSELING**

**COURSE CODE: SWK 225**

**TIME ALLOWED: TWO (2) HOURS**

**INSTRUCTIONS: 1. ANSWER ANY THREE (3) QUESTIONS  
2. ALL QUESTIONS CARRY EQUAL MARKS  
3. TOTAL MARKS 100**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION IS GRANTED  
BY THE INVIGILATOR**

## QUESTION ONE

“Direct social work practice is characterized by performance of multiple roles. Those roles are carried out at several system levels, depending on the level of the concerns addressed” (Hepworth et al., 2010:23).

Critically discuss the principles of direct practice in social work.

## QUESTION TWO

As part of an effort to enhance your understanding of self, prepare a genogram of three generations of your family. You may draw the genogram on one or more letter-size pieces of paper or use a software program to create the graphic. Several word-processing packages allow for the creation of squares, circles, triangles, and lines to link them. In creating the genogram, include your grandparents and parents, if possible, as well as your siblings and yourself. If you have children or grandchildren, you may include them as the fourth and fifth generations, respectively. For this exercise, rely on your own memory. Try to include the approximate dates and categories of significant family events such as births, deaths, marriages, divorces, separations, graduations, military service, hospitalizations, relocations, injuries, and traumatic experiences. Include pleasant as well as unpleasant events. If you do not remember details, enter question marks instead of facts.

- After completing the genogram, reflect on your childhood and family experiences by addressing the following questions:
- As a child, what role or roles (for example, family hero, scapegoat, peacemaker, rescuer, or parental child) did you play in your family?
- What role(s) do you currently tend to play in family or family-like relationships?
- When you were young, how did adults and children express affection in your family?
- How do you tend to express affection now?
- How did adults and children in your family express feelings such as anger, fear, and joy?
- At this point in your life, how do you express these feelings?
- How were people (especially children) educated, guided, and disciplined in your family?
- Who performed these socialization functions?
- Today, how do you attempt to educate, influence, or correct others?
- How did your family reflect its ethnic and cultural identity and heritage?
- What is your conception of the ideal family?
- How does it compare with your actual family experience?
- How has your family experience influenced your interest in becoming a social worker?

### **QUESTION THREE**

Teenage male [in a group session in a correctional setting] takes off his shoes and sprawls in his chair. His feet give off a foul odor; other members hold noses and make derisive comments. He responds [defensively] by saying hey, get off my back, you creeps. What's the big deal about taking off my shoes? After the group session the social worker requests the teenage male to attend a one on one session the following day.

Use a verbatim to showcase skills a social worker would utilize in working with this teenage male. Focus on problem exploration skills used during the assessment process that begins with the first contact with clients and continues throughout the helping relationship.

### **QUESTION FOUR**

You lead a social work group for people affected by substance misuse. Prior to and again at the first meeting, you indicated that as group members worked together to pursue their individual goals, personal information would probably be shared. You asked that each group member keep confidential whatever is said in the group. Each participant committed to do so and signed a confidentiality agreement. A few weeks later, you learn that one of the group members repeated something that was said in the group and, as a result, another group member was fired from his job.

- a) Identify the specific ethical principles from the NASW Code that might apply in this situation.
- b) Briefly discuss the foundations of active listening.

### **QUESTION FIVE**

You are forming a youth group in a state correctional facility. From past experience, you know that youths sometimes make references in the group to previous offenses that they have committed without being apprehended. You also know that they may talk about plans to escape from the institution or about indiscretions or misdemeanors they (or others) may have committed or plan to commit within the institution, such as smoking marijuana or stealing institutional supplies or property from peers or staff.

1. Are you required to share all of the information you learn in the group?
2. How can you encourage trust and sharing if there are limits to confidentiality?
3. What conflicting principles and feelings are at play in the case?
4. What are the pros and cons of the various courses of action?
5. What guidelines are applicable in resolving this dilemma?
6. What resources could you consult to help you decide on an ethical course of action?

## QUESTION SIX

- a) Examine the barriers to effective communication in social work practice. Use examples to support your views.
- b) Explain the key listening ingredients of successful therapy.
- c) Compare and contrast sympathy and empathy in social work practice. Illustrate with concrete examples.