# A blue background with white text Description automatically generated

# Faculty of Health Sciences

*Caring for tomorrow*

**School of Behavioural Sciences**

**Department Social Development Professions**

***South Campus***

## **SHORT LEARNING PROGRAMME CLINICAL SW INTERVENTION: FAMILY COUNSELLING**

**SMNV 502**

Lecturers: Mr Werner Van der Westhuizen & Melany Van Rooyen

[werner@changeworks.co.za](mailto:werner@changeworks.co.za); [vanrooyenmelany1@gmail.com](mailto:vanrooyenmelany1@gmail.com)

SDP coordinator: Prof Veonna Goliath 0415042197

Email [Veonna.goliath@mandela.ac.za](mailto:Veonna.goliath@mandela.ac.za)

|  |  |  |  |
| --- | --- | --- | --- |
| Lecture blocks | Lecturer | Lecture venues | Content |
| 14 & 15 August 2024 | M Van Rooyen | Msteams | Family Mediation |
| 16 August 2024  17 & 18 October 2024 | W Van der Westhuizen | MsTeams | Structural therapy for different family structures  Substance Use Disorder & Trauma |

***This module is offered as an accredited Short Learning Programme for Candidates who meet the admission requirements***

1. **INTRODUCTION**

The SMNV 502 module is a 20-credit module at NQF level 9 and is part of an MSW CLINICAL qualification. You have enrolled to do the module as a credit-bearing Short learning programme. To situate the SLP in context, the broader qualification details are provided below.

1. **RATIONALE FOR THE MSW CLINICAL QUALIFICATION**

The generic qualification in Social Work enables social work practitioners to promote social change, problem-solving in human relationships and the empowerment and liberation of people to enhance well-being, as articulated in the International Definition of Social Work. To address the rapidly evolving changes at socio-political, technological and economic level in South African society and the world at large, it is important to equip Social Workers with specialist knowledge and skills to both prevent and treat the impact such changes have on individual, couple and family functioning.

1. **PURPOSE OF THE MSW CLINICAL SW QUALIFICATION**

The Master of Social Work in Clinical Social Work degree programme aims to equip qualified social workers with advanced in-depth knowledge and skills to promote the mental health and optimal functioning of individuals, couple and family systems as well as identify and treat psycho-social problems at individual, couple and family systems level. This purpose resonates with the University’s mission and goals, as well as the revised vision of the Health Sciences Faculty to promote multi-disciplinary engagements and collaboration between mental health practitioners. The programme has a theoretical, research and practical component which will equip the graduates with culturally sensitive knowledge and contemporary therapeutic skills, to promote processes that enhance mental health and optimal functioning.

1. **PURPOSE OF THE MODULE**

The purpose of the module is to equip participants with specialized knowledge and skills to contextualize family challenges and functioning, assess and intervene appropriately with families who are experiencing particular challenges that impact negatively on the family system and the individuals concerned. More particularly, it will prepares students for clinical assessment and interventions that are relevant across different cultural contexts and different types of family systems. The promise is also held that to be able to work with other families, the student will have insight into their own family of origin.

1. **ADMISSION CRITERIA**

The SLP is open to applicants with a Bachelor Degree in Social Work, Registered Counsellors with a BPsych qualification and Registered psychologists who wish to enhance their knowledge and skill in critical intervention with families. There is no practice experience required. There are 5 key themes inherent in this SLP. These are Structural and Narrative therapy; working with blended families and families who are dealing with addiction. The fifth theme is Divorce mediation and parenting plans.

|  |
| --- |
| Since this module is at an NQF level 9, it is assumed that the enrolled students already mastered the following learning:   1. Generic knowledge of the family as a dynamic human system; the nature of family dynamics and how multiple ecologies impact on the family system 2. Knowledge of factors contributing to challenges in families; how these manifest and their effects, 3. At least one theoretical approach to guide intervention with families in distress. |

1. **DURATION**

The SLP will be presented over five days (split up over 2 months, with 3 days presented in the 1st month (August 2024), and the last two days two months later (October 2024). This will enable participants to complete the two assessments.

1. **THE GENERAL OUTCOMES OF THE MODULE ARE:**
2. To equip the students with systemic and social-constructivist approaches to Social Work assessment and intervention with families. *The key focus in 2024 will be on the narrative and structural therapy approaches*
3. To facilitate the expansion of the students’ knowledge, strategies, and skills that can be employed in the intervention process and aid-rendering to different types of challenges presented in family systems. *The key focus in 2024 will be on working with families affected by substance use disorders and behavioural addictions; blended families; divorce mediation and parenting plans*
4. To facilitate the students’ exploration and intervention of selected clinical populations and challenges presented in the local context.

|  |
| --- |
| 1. **OVERALL EXIT LEVEL OUTCOMES** |

|  |
| --- |
| 1. Demonstrate advanced application of concepts, methods, ethics, theories   and analytical processes about a chosen focus area of social work  and social welfare.   1. Access, analyze, transform and critically evaluate existing knowledge. 2. Demonstrate an in-depth understanding of own position about major   debates related to family therapy within social work.   1. Demonstrate specialist forefront knowledge and expertise in family therapy.   and the competency to apply these creatively within the chosen field.   1. Critically analyze and evaluate the outcomes of social work interventions,   techniques, strategies, or processes in the chosen field.   1. Demonstrate advanced understanding of social work values, principles of human rights and social justice and competency in their application in the chosen focus field. |

1. **OUTCOMES OF SECTION A: MEDIATION**
2. Demonstrate knowledge of the purpose and process of conducting divorce mediation
3. Critique the cultural relevance of the South African divorce mediation process
4. Develop a parenting plan, guided by the presentation of a case scenario
5. **CORE CONTENT**

* Mediation process between divorced/separated parties
* Culturally relevant mediation practice
* Developing a parent plan through mediation

1. **Table outlining alignment with assessment outcome**

|  |  |  |
| --- | --- | --- |
| **MODULE OUTCOME** | **ASSESSMENT OUTCOME** | **ASSESSMENT CRITERIA** |
| Demonstrate culturally relevant knowledge of the family mediation process and skills in developing parenting plans as set out in the legal framework provided by the Children’s Act 38/2005. | 1. Demonstrate knowledge of the purpose and process of conducting family mediations in disputes between holders of parental responsibilities and rights.  2. Demonstrate cultural competence & sensitivity to the specific diverse nature of the South African family system and how to address this in the mediation process.  3. Develop a parenting plan, guided by the presentation of a case scenario and the requirements of the Children’s Act. | 1. Case assessment of the suitability of family mediation in relation to different case scenarios.  2. The facilitation of culturally relevant family mediation & constructing of a parenting plan which serves the best interests of the child. |

1. **ROLES AND RESPONSIBILITES**

**Of the students**

* Attend both block lectures for the module **(14; 15 and 16 August 2024 and 17 & 18 October 2024)** and be punctual and fully present on the online platform. Late coming disrupts the flow of the online class. Make sure you have a stable internet connection and able to keep your camera on especially during a class activity.
* Preparation for every lecture is essential. Please prepare by reading the recommended material and writing summaries, highlighting main points and questions for discussion in lectures. (This may contribute to the class assessment, if necessary, in the form of participation).
* Regular and thoughtful contributions to the course are essential and encouraged.
* Record reflections after each lecture, which will assist you and the lecturer during the evaluation of the learning process and the module.
* Submit **ALL** required work on or before the due date. No late submissions will be marked.
* Be computer literate and be able to access internet/intranet learning sites.

**Of the Lecturer**

* Ensure that all scheduled lectures are taken and alternative arrangements are made and communicated whenever necessary.
* Ensure access to a stable internet connection for the duration of the SLP
* Be well prepared and punctual and fully present for lectures.
* Provide timely feedback following assessment activities.
* Provide times for consultation which would incorporate guidance and support to learners.
* Facilitate critical thinking where learners’ views are integrated into the teaching/learning process.
* Learn with and from the students.

1. **PROGRAMME OUTLINE**

**Day 1: Learning outcome**

* Critique the cultural relevance of the South African divorce mediation process

|  |  |
| --- | --- |
| 08h30-09h00 | Day 1: 14 August 2024  Welcome and overview of program/module guide |
| 09h00-11h00 | Functions of mediator  Framework for cooperative decision making  Promoting constructive communication  Facilitating negotiation/problem-solving |
| 11h00-11h15 | **TEA** |
| 11h15-13h15 | Overview of mediation models  Culturally relevant approaches to mediation  Empowering parties in mediation  Skills of the mediator  Termination mediation |
| 13h15-14h00 | **LUNCH** |
| 14h00-15h30 | Case discussions  Practice opportunities |

**Day 2: Learning outcomes**

* Develop a parenting plan, guided by the presentation of a case scenario

|  |  |
| --- | --- |
| 08h30-09h00 | Reflections  Unfinished business |
| 09h00-11h00 | Overview of parenting plan according to Children’s Act 38 of 2005  Forms to be completed for a parenting plan  What to include in a parenting plan?  Example of parenting plan |
| 11h00-11h30 | **TEA** |
| 11h30-13h30 | Mediating a parenting plan between parties  Considerations for mediating the parenting plan  Do’s and don’ts when mediating the parenting plan |
| 13h30-14h00 | **Lunch** |
| 14h00-15h00 | Case discussions  Practice opportunities |
| 15h15-16h30 | Feedback  Evaluations  Closure |

1. **Recommended reading**

* Brown, H.J. & Marriott, A. 2011. ADR principles and practice. London: Sweet and Maxwell.
* Irving, H.H. & Benjamin, M. 2002. Therapeutic family mediation: Helping families resolve conflict. London: SAGE.
* Lagardien, R. 2019. Descriptive guidelines for mediation to enhance the parental involvement of unmarried fathers.
* Republic of South Africa. RSA. 2006. Children’s Act 35 of 2005. 2006. Government Gazette, 492(28944):1-217. Cape Town Government Printing Works. Retrieved from: http://www.refworld.org/docid/46b82aa62.htm
* Sourdin, T. 2012. Alternative dispute resolution. 4th ed. North America: Lawbook Co.
* Spencer, D. 2012. Principles of mediation. Legaldate, 24(2):2-5. Retrieved from: <http://search.ebscohost.com/login.aspx?direct=trueanddb=f5handAN=77927834andsite=ehost-liveandscope=site>
* Republic of South Africa (RSA). 2014. South African Draft Mediation Rules, 2014. South African Government Gazette No. 37448.
* Morris, M. & Halford, K. 2014. Family mediation: A guide for family therapists. Australian and New Zealand Journal of Family Therapy, 35(4):479-492. Retrieved from: <https://doi.org/10.1002/anzf.1078>
* Field, R.M. & Lynch, A. 2014. Hearing parties’ voices in coordinated family dispute resolution (CFDR): An Australian pilot of a family mediation model designed for matters involving a history of domestic violence. Journal of Societal Welfare and Family Law, 36(4):392-402. Retrieved from: https://doi.org/10.1080/09649069  
  .2014.967988

1. **ASSESSMENT METHOD**

Students have to:

Demonstrate their ability to conduct culturally relevant mediation between divorced/separated parents for the development of a parenting plan.

**Moderation is** External.

**ASSIGNMENT CASE STUDY**

**DUE DATE: 06 SEPTEMBER 2024 AT 23H00 VIA**

**EMAIL:** [vanrooyenmelany1@gmail.com](mailto:vanrooyenmelany1@gmail.com)

**Background:**

Thando (29) was in a relationship with Yandisa (28) and from their relationship Luvuyo (8, male) was born. The relationship ended four months ago and since then Thando has not had any contact with Luvuyo. The parents did not live together but Thando has been involved in Luvuyo’s life since birth and he used to visit him at Yandisa’s home and he also spent time at Thando’s parental home, including sleepover contact and has developed a relationship with the paternal family. Thando has not paid any damages to the maternal family.

Thando acknowledges that when his relationship ended with Yandisa there was an incident of domestic violence and Yandisa has applied for a Protection Order against him and according to the order he is not allowed to commit any acts of domestic violence against Yandisa or enter her home where she lives with her parents.

Thando approaches you to assist in terms of mediation as he wants to have contact withLuvuyo. You contact Yandisa and explain the mediation process to her and she is agreeable to attend.

**Information obtained during mediation:**

Yandisa expresses concern regarding Luvuyo spending time with his father in light of the incident where he became violent towards her. She is also not sure how contact will take place as Thando works shifts and sometimes over weekends as well she does not want Luvuyo to be left in the care of the paternal grandmother as she and the grandmother do not get along. Thando has also not contributed towards maintenance since their separation and Yandisa is of the view that he should first settle his financial obligations towards her and Luvuyo before contact will take place.

Thando and Yandisa are clearly angry with one another and they have not spoken directly to one another since ending their relationship.

**DETAILS OF THE ASSESSMENT**

1. Provide a brief description of how you would establish a mediation environment which will facilitate cooperative decision-making between the parties.

2. Briefly describe the mediation principles you would follow in your mediation with the parties.

3. Identify and describe 3 critical mediator skills that you will employ in your mediation with the parties in the case study and motivate why these skills are important for mediation.

4. Distinguish between Westernize models / approaches to mediation vs culturally relevant approaches and make is specific to the case study. How would you implement culturally relevant approaches in your mediation with the parties in the case study?

5. Formulate a parenting plan based on the mediation that you have conducted between the couple in the case study. The parenting plan must be evaluated against the best interests of the child and reflect that you have considered these factors. You can create the biographical information required for the parenting plan.

**ADDITIONAL INSTRUCTIONS:**

* Aerial 12 font, 1.5 line spacing
* Harvard referencing
* Minimum of 5 references

**RUBRIC FOR ASSIGNMENT**

|  |  |
| --- | --- |
| **CRITERIA** | **MARK ALLOCATED** |
| Illustrating knowledge and skills on how to create a positive mediation environment which will facilitate cooperative decision-making. | 10 |
| Describing at least five mediation principles and illustrating understanding of such principles and relevance to the case study. | 15 |
| Knowledge of mediation skills and how it applies to the case study and why these skills will be utilized in the specific situation. | 10 |
| Student has researched Westernize approaches to mediation vs culturally specific approaches in S.A. and show understanding of how this is specifically relevant in this case study.  Show understanding of how cultural competence and sensitivity plays a role in mediation its impact on the positive outcome in mediations. | 20 |
| Professionally drafted Parenting Plan including all relevant information and structuring of parents’ Parental Responsibilities and Rights.  PP illustrates consideration of section 7 and 10 of the Children’s Act. | 30 |
| Academic literature is used throughout section 1, 2, 3 and 4. | 10 |
| Student reflection on experiences and learning through this exercise – understanding illustrated of mediation as an alternative dispute resolution method. | 10 |
| **Technical Care :**  Font Arial 11  1.5 line space  Havard style referencing  Editorial care | 5 |
| **Total** | **100** |
| **Assessor comments & signature** |  |
| **Moderator comments & signature** |  |