DEPARTMENT OF SOCIAL WORK & Community Development

This General Information Guide is applicable to students registered for the Bachelor of Social Work.

Social Work 2nd, 3rd & 4th Year General Information Guide 2021

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HAVE AN ENRICHING 2021 ACADEMIC YEAR!

Contents

1. WELCOME

Welcome to the 2021 year of study in social work! Well done for making it this far! We trust that you will find this year's theory and internship classes as stimulating and that you will gain new knowledge and skills. We also trust that you will also grow as a person towards becoming a professional and a social scientist.

The Bachelor of Social Work (BSW) degree is a four-year program, and on completion, you can register as a social worker with the South African Council for Social Service Professions (SACSSP). In your 2nd year, you will have to register as a student social worker with the SACSSP in order to be able to do your field practice.

The rest of this guide will give you general information about the 2nd, 3rd and 4th year social work program offered at the Department of Social Work & Community Development at the University of Johannesburg. Please study this document carefully and speak to your lecturer if you are uncertain about what is expected of you. Keep this General Learning Guide and refer to it during the year. Included, as a reminder, is a summary of the SACSSP's Code of Ethics for social workers (Annexure 1).

It is our hope that this will be a fruitful and exciting year for you. It will be an interesting year and we have high expectations of all our students, including you.

Some of you may find the tasks and assignments challenging. Please identify your challenges and discuss these with your lecturer in a professional manner. By doing so, you will develop as a student and grow as a social worker. We hope that by the end of the year you will look back and say that it was all worth it and that you have become a better person because of it.

2. COVID-19 CHALLENGES

In 2020, the Covid-19 pandemic changed the way we teach and students learn. We experienced the challenges on online learning, tests and exams, difficulties with internships and disruptions to our lives as we know it. We will continue to offer our theory classes online in 2021, but our internship classes will be physical classes. We will continue to observe the safety protocol of wearing masks, sanitizing and social distancing. The department has consulted with Campus Health about the best way to manage this situation and they recommend the following:

- As a safety measure for students, and the clients at their agencies many of whom are vulnerable to exposure to CV-19 in different ways, Campus Health recommends that all students who are exposed to the virus isolate for a period of 10 days.
- Inform others (contacts) who you may have exposed, who must also isolate for 10 days. Campus Health can assist you with this.
- If you do not experience symptoms in this 10 day period, you are regarded as 'clear' of the virus
- Support from Campus Health is available: daily monitoring to determine level of health and if a referral is needed. This information is recorded and reported on the UJ Covid-19 webpage dashboard.
- Students diagnosed or exposed can also use the Self-Disclosure form found uLink.

The way forward:

- Please observe the CV-19 protocols, especially in respect of social distancing when waiting outside your class venues, hugging and shaking of hands
- Please ensure that you use the wipes provided and sanitize your seat and work surface when you enter the venue and again when you leave
- Please ensure you sanitize your hands as you enter and leave the venue
- Please wear your mask at all times, no exceptions will be made
- If you know you have been in contact with CV-19 or have tested positive, please inform your lecturer/supervisor/ facilitator, and provide a list of people with whom you have had contact
- When you return to your agency and internship class, please make an appointment with your facilitate to discuss your missed Internship hours and work
- You can find further information on UJ's U-Link about Covid-19

Covid is a reality in our lives, and will be for the foreseeable future. We must all take the necessary measures to protect ourselves and those around us

GLOBAL DEFINITION OF SOCIAL WORK

The UJ Department of Social Work endorses the Global Definition of Social Work, which was approved by the IFSW General Meeting and the IASSW General Assembly in July 2014, viz.

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing.

(http://ifsw.org/get-involved/gobal-definition-of-social-work/)

3. UJ DEPARTMENT OF SOCIAL WORK

3.1 Our vision statement

A centre of excellence in social work education, committed to social justice and human development in an African context.

3.2 Developmental Social Work

The UJ Department of Social Work is committed to a developmental approach to social work practice, which we define as follows:

1. Developmental social work is an approach to social work that is informed by the principles of social development, particularly as conceptualised in South Africa.
2. It gives priority attention to promoting social justice, social equality, human rights, empowerment, and the eradication of poverty.
3. Using generalist social work theories and practice methods, developmental social work emphasizes:
    3.1. the active and democratic participation of clients (as citizens) in the delivery of social welfare services;
    3.2. partnerships between a range of change agents;
    3.3. integrating social and economic development in service delivery;
    3.4. fostering local assets and resiliencies towards sustainable social change; and
    3.5. facilitating change in social structures that perpetuate social exclusion and injustice.

3.3 Approach to Social Work Education

The UJ Department of Social Work and Community Development's approach to social work education is expressed as seven statements of action, namely that it:

1. Aligns itself with the core purposes of social work in the Global Definition of Social Work, which emphasizes:
   1.1. Social change at both personal and structural levels;
   1.2. Empowerment and liberation;
   1.3. Human rights and social justice;
   1.4. Collective well-being and development; and
   1.5. Indigenous knowledge.
2. Aligns itself with the developmental social welfare approach as conceptualised in South Africa, with emphasis on:
   2.1. Mastery of developmental theory;
   2.2. Prioritisation of services to the poor and marginalised;
   2.3. Attention to meeting social needs and alleviating poverty, discrimination, and oppression; and
   2.4. Use of a holistic, integrated and generalist social work perspective.
3. Provides education that is appropriate to local and national needs in a changing global context, drawing on local and regional literature.
4. Provides students with a rounded professional education drawing on a broad knowledge base in social work and the social sciences.
5. Gives students opportunities to develop skills to:
   5.1. work with different client systems (individuals, families, groups, organisations and communities);
   5.2. integrate methods of intervention;
   5.3. integrate of theory and practice; and
   5.4. practise professionally and ethically.
6. Fosters cohorts of social work students who are team players, networkers, innovators, critical thinkers, problem solvers, diversity sensitive practitioners, ethically impeccable, unafraid to challenge the status quo and engaged in relevant practice.
7. Views social work clients as active participants in their own growth, with personal and collective strengths and resources.

3.4 Legal requirements to undertake your Internship programme?

Acceptance into the social work programme is conditional upon students providing in advance a **police clearance certificate** (at your own cost) which is subject to Departmental consideration, depending on the schedule of any offences that the student may have, amongst other factors. The student must furnish proof that they have not been convicted of any offence in terms of the Sexual Offences Act (Act 23 of 1957) and the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007.

In addition, the student must have submitted to the National Department of Social Development a **Form 30 (see Children's Act 38 of 2005)** and obtained successful clearance from the National Child Protection Register, that they are not an offender.

The above documents are a pre-requisite due to the fact that students practice with vulnerable groups (women, children, youth and the elderly). Should the student not have received the clearance certificate at the time of registration, they must provide written proof of having made such application well in advance. **Failure to provide these documents as required may result in the student being removed from the respective social work program.**

Details of the above requirements can be found at http://www.asaswei.org.za/students.

Registration as a **student social worker** with the **SA Council for Social Service Professions (SACSSP)** is compulsory at the start of the student's second year of study. Failure to register with the SACSSP will result in the student being deregistered from the internship programme. This is a professional registration requirement, and students have to remain registered with the SACSSP throughout their degree and comply with all rules and regulations of the profession. Further details on registration and statutory requirements is available on the SACSSP website on www.sacssp.co.za (click on social work, registration).

The cost of registration with the SACSSP as well as the cost of relevant clearance certificates is borne by the student.

3.5 Curriculum Statements

The social, cultural, economic, and political context, in which the social work profession in South Africa is practiced, has changed dramatically. Since the democratic elections in 1994, a new Constitution and a Bill of Rights were adopted, and the welfare system was completely overhauled to reflect the values and principles of our new democracy. Many successes have been achieved in redesigning the welfare system to be more equitable, non-discriminatory, participative, and empowering.

Twenty-seven years later, the country is still faced with many human development challenges, such as poverty, inequality, gender based violence and unemployment, HIV and IDS and increased vulnerability of the elderly, people with disabilities and children, women and families. South Africa has not been unaffected by worldwide economic, social changes and the COVID health crisis that have resulted in new needs and challenges in our society. Our country is part of the African continent where more than half of the world's poor live.

These realities require that the welfare system and the social service professionals respond appropriately to local needs in a changing national, regional, and global world. South Africa has adopted a social development approach to social welfare and the practice of social work. The Social Work program at the University of Johannesburg aims to equip learners with appropriate *knowledge, skills and values* to respond to the new needs and challenges in a developmental way.

The **second-year** curriculum statement:

> *The second-year curriculum lays a foundation of knowledge, skills, and values of professional practice, according to a planned change process at the three levels of generalist practice, with diverse population groups, with emphasis on basic micro (individual) and meso (group) skills.*

The **third-year** curriculum statement:

> *The third-year curriculum develops professional social work practitioners in specialised fields of social work practice, by facilitating critical analysis and self- reflection, with emphasis on macro and advanced microwork.*

The **fourth-year** curriculum statement:

> *Consolidation and integration of advanced competencies in preparation for professional practice.*

4. NQF ALIGNMENT

The Bachelor of Social Work degree is aligned with the **Council for Higher Education Qualification Standards,** National Qualifications Framework (NQF), which regulates all education and training in South Africa through the South African Qualifications Authority (SAQA).

4.1 SAQA Credits

SAQA credits are based on 'notional hours'. Each credit is calculated as ten (10) notional hours. A notional hour is the amount of time the *average* learner will need to master the learning outcomes. Stronger learners may achieve competency in less time, while other learners may need more than ten hours. Year level theory and internship study guides may have their specific breakdown.

For example, each theory course and the internship carry the following SAQA credits:

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2nd year NQF Level:  6
3rd year NQF Level:  7
SAQA Credits:        16
NQF Field:           Health Sciences & Social Services
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1 credit = 10 notional hours. A notional hour is the expected time a student should spent on the learning activities of a course. In other words, if 8 credits are awarded for a course which means that you have to spend at least 80 hours to complete this course successfully. The learning activities of course are divided as follows:

EXAMPLE OF CALCULATION OF CREDITS [8 credits = 80 notional hours] identified	
Activity	*Hours*
Preparation before contact	10
Contact time with training provider / agency	12
Contact time with tutor / supervisor	5 [Ind]
Reading during programme	15
Preparation and writing of assignments	15
Preparing for assessment = tests & exams	15
Doing the assessment = tests & exams	5
Other	3
Grand Total (Notional Hours)	80
Total credits (divide total number of notional hours by 10)	8

4.2 Bachelor of Social Work Standards

The Bachelor of Social Work (BSW) degree works towards developing 9 learning outcomes or core areas of competence. These outcomes are the things that you should be able to do by the time you **complete and** exit the BSW. Each year level theory module and internship course study guide will have more details specific to that module and year. It is important that you are familiar with the overall BSW standards as articulated in the table below:

Applied competence and skills required of a graduate are described in nine core areas. The central threads that permeate the social work professional identity that a graduate needs to master are:

Core areas of competence	Descriptors
1. *The development and consolidation of a professional identity as a social worker*	- Understanding the power of process and building sound relationships; - Demonstrated ability in advancing human rights, and working with and for the most disadvantaged groups in society; - Commitment to work toward social justice and egalitarian societies; - Understanding the Self as an important instrument of intervention; - Commitment to caring, building humane societies and mutual inter-dependence; - Use of validation as one of the core empowerment strategies in working with individuals, families, groups and communities; - Willingness to *be for the Other*, and ability for empathic entry into the life worlds of people; - Demonstrated skills in critical thinking and scholarly attitudes of reasoning, and openness to new experiences and paradigms; - Commitment to professional ethics and to on-going professional development; - Ability to deal with complexity and ambiguity and to think on one's feet; - Understanding of social work as a context-embedded, proactive and responsive profession; - Ability to use supervision effectively in practice - Demonstrated ability to understand the links between the personal and the professional dimensions of life and the relationship between the micro- and the macro-aspects of students' lives and the lives of people whom they engage with.
2. *Application of core values and principles of social work*	- Demonstrated ability to respect the inherent worth and dignity of all human beings; - Demonstrated understanding that every person has the ability to solve his/her problem; - Demonstrated ability to separate acceptance of the person while challenging and changing conditions and behaviours that are self-destructive or harmful to others; - Upholding the value of doing no harm and practising beneficence; - Understanding the mutual inter-dependence among human beings and between human beings and other living entities, and a commitment to inter-generational equity and continuity (third generation rights) as advocated by 'green' social work; - Respecting the rights of people to inclusion in decision-making and in the planning and use of services; - Respecting rights to self-determination (with due consideration to potential structural constraints); - Respecting rights to confidentiality within legislative constraints.
3. *Holistic assessment and intervention with individuals, families, groups and communities*	- Recognising humans as bio-psycho-social (BPS) beings, as the biological, psychological and social (including the spiritual) dimensions of life are inter-connected and mutually reinforcing; - Undertaking holistic BPS assessments to facilitate holistic intervention directly and/or through referrals to appropriate professionals and resources; - Understanding of the Person-in-Environment gestalt, appreciating that the environment consists of the natural, geographic environment and the various social systems, both proximate and distal, that surround and impact individual and family functioning; - Understanding of how historical and contemporary BPS approaches impact on human functioning and capabilities development;

Core areas of competence	Descriptors
	• Ability to undertake appropriate interventions ranging from direct protective/ therapeutic/ educational interventions with individuals, families and groups to broader community interventions, including education, social activism and/or advocacy at local, regional and/or international levels; • Ability to use a range of strategies to monitor and evaluate interventions.
4. *Demonstrated competence in the use of codes of ethics vis-à-vis the moral impulse*	• Awareness of international, regional and national statements of ethical principles and codes of ethics; • Critical engagement with codes of ethics; • Recognising the inter-relatedness between the moral impulse and codes of ethics; • Awareness of the boundaries of professional practice and what constitutes unprofessional conduct; • Understanding of principled ethics and feminist relational ethics, and skills of negotiating ethical decision-making through discourse ethics and dialogue, and through peer consultation and supervision.
5. *Working with a range of diversities*	• Demonstrate self-awareness regarding personal and cultural values, beliefs, traditions and biases and how these might influence the ability to develop relationships with people, and to work with diverse population groups; • Awareness of self as individual and as member of collective socio-cultural groups in terms of strengths and areas for further development; • Competence in non-discrimination on the basis of culture, nationality, ethnicity, religion, language, race, gender, language, physical status, and sexual orientation; • Ability to minimize group stereotypes and prejudices and to ensure that racist, sexist, homophobic and xenophobic behaviour, policies and structures are not reproduced through social work practice; • Ability to form relationships with, and treat all persons with respect and dignity irrespective of such persons' cultural and ethnic beliefs, gender, nationality, language, religion, disability and sexual orientation; • Ability to serve as cultural mediators through the use of constructive confrontation, conflict- mediation, discourse ethics and dialogue where local cultural values, traditions and practices might violate universally-accepted human rights, as entrenched in national, regional and international human rights instruments; • Awareness of the importance of inter-sectoral collaboration, and teamwork across disciplines and among social service professionals.
6. *Ability to undertake research*	• Demonstrate appropriate skills in the use of qualitative and/or quantitative research methods; • Ability to recognise and apply the ethical requisites of social work research; • Ability to use research to inform practice and vice-versa; • Appreciate the value of practice-based research, of practice as research, and of research as practice; • Ability to document and communicate research findings to professional and non-professional audiences.
7. *Knowledge, practice skills and theories*	• Ability to make judicious selection from the wide range of available knowledge and theories to facilitate conceptualization at higher levels of abstraction; • Ability to select from a range of theoretical perspectives and practice skills to facilitate effective interventions at the level of the individual, family, group, organization and community; • Demonstrate an understanding of the structural determinants of people's lives and how criteria such as race, class, gender, language, religion, geographic

Core areas of competence	Descriptors
	location, disability and sexual orientation might constitute sources of privilege and/or oppression; • Demonstrate an understanding of the complex relationship between the power of structural determinants and the power of human agency, and the relationship between freedom and responsibility; • Show awareness of strategies to facilitate praxis and consciousness-raising to enable people to understand and challenge structural determinants of normalization, and of oppression and/or privilege; • Demonstrate critical understanding of how socio-structural inequalities, discrimination, oppression, and social, political, economic and environmental injustices impact on human functioning and development at all levels.
8. Policy and legislation	• Demonstrate an understanding of how social welfare policy and legislation influence the conception of issues as social problems, interventions and resource allocation; • Ability to analyse, formulate, evaluate and advocate for policies that enhance human wellbeing and environmental sustainability; • Demonstrate an understanding of the relationship between the law and social work; • Applying knowledge of global, regional and national declarations, policies and legislation relevant to social welfare and social work; • Applying knowledge of national, provincial and local governance structures, and the general laws and charters governing social welfare policy and social work services in South Africa; • Identifying understanding the historical, political and economic dimensions of welfare policies.
9. Writing and communication of professional knowledge	• Ability to write coherent, logical, grammatically correct and well considered reports/memos whether for internal or external use; • Awareness of the ethical and legal aspects of report-writing; • Awareness of the targeted audience of any particular communication; the central messages to be communicated and how these are to be communicated, for example, probation reports; reports for children's court enquiries, divorce settlements, referrals for medical/psychiatric assessment and treatment; support for a social action campaign; • Demonstrate clear, coherent and engaging oral communication skills; • Ability to apply interviewing skills; • Ability to record and disseminate social work research findings and knowledge; • Ability to function in a multilingual context and to use oral and/or written translation and interpretation when necessary.

Source: CHE (2015). Qualifications standards for the Bachelor of Social Work. Council on Higher Education, Pretoria.

5. GENERAL ORIENTATION

5.1 Second Year

The second-year social work **theory** program is structured towards equipping you with knowledge and skills suitable for working at the different levels of society, with specific attention to the micro and meso levels **of practice**:

> In the second term, you will do a module on generalist social work practice with **individuals** (micro practice). This module will help you with implementing the basic helping process of engagement, assessment, planning, intervention, evaluation and termination at the individual/micro level.

> In the second term, you will also do a module on generalist social work practice with **groups** (meso practice). This module will help you to recognise and facilitate group dynamics to bring about people's growth and learning.

> In term three, you will do a module on generalist social work practice with **diverse populations**. South Africa, like many countries, is characterised by diversity – not only culture, but also age, class, gender, disability, national origin, religion, marital status and sexual orientation. This course will provide you with tools to work with diverse clients.

> The last term focuses on generalist social work practice with **communities** (macro practice). Here you will explore different approaches and theories about communities and how to implement the community development intervention process.

Social Work 2 Theory (**Generalist Social Work Practice**): Tuesday 14:40-17:05 D Les 201							
MAW SCW	**#**	**Term**	**Module Title**	**Lecturer**	**011559**	**C Ring**	**@uj.ac.za**
2A11 2AA2	2A(1)	1	…with **Individuals**	Prof Adrian van Breda	2804	618A	avanbreda
	2A(2)	2	… with **Groups**	Ms J Hlungwani	3729	621	joyceh
2BB2 2DB2	2D(1)	3	… wth **Diverse Populations**	Ms N Latakgomo	2802	622	clatakgomo
	2D(2)	4	…with **Communities**	Ms N Maphosa	2799	617A	ntandom

The Second-year **internship** module runs for the whole year. You will gain beginning competence in establishing helping relationships with individuals and groups (you will start to work with communities only in the third year). You will learn the importance of critical self-reflection and ways in which to integrate your theoretical knowledge with practice. Social Work II, compared with first-year social work, is therefore very practice-oriented. You will learn the basic theory, skills, values and attitudes to be able to help individuals and groups grow and develop. By the end of this year, you should start to feel like a real practitioner – not just having learned a bunch of theories, but really starting to feel like you can make this world a better place. Because of this, the second year can be a bit daunting. You may sometimes feel afraid that your clients will ask you questions you cannot answer or have expectations of you that you cannot fulfil. You may find the move from being just a student to being a student-practitioner challenging. You may even wonder why you decided to study social work at all! Be assured, though, that we understand and appreciate these challenges. We are here to support you. Your internship classes, in particular, will help you in developing as a young social work practitioner. See this year as an exciting opportunity to develop and to become a powerful force **to serve humanity** for good in South Africa.

The Internship 2 team for this year is indicated below:

Internship 2:						
Tuesdays 8:00-10:25 D 1 Lab 403/4/5 and 10:30-12:55 D1 Lab 403/4						
2002	Term	Lecturer		011559	C Ring	Email address
	1-4	Dr M Sobantu (Coordinator/Facilitator)		2414	617	msobantu@uj.ac.za
		Dr S Naidoo (Coordinator/Facilitator)		4547	623	snaidoo@uj.ac.za
		Ms N Maphosa (Facilitator		2799	617A	ntandom@uj.ac.za
		Ms KPT Mogokonyane Facilitator)		2414	617	koko.mogokonyane@gmail.com
		Ms. PN Dube (Facilitator)		2799	617A	pri12v.uj@gmail.com

5.2 Third Year

The third-year theory programme is structured towards laying a foundation of knowledge about contemporary social issues within a South African context in which we practice and an introductory orientation to social work:

Social Work 3 Theory: Monday in C Les 201 from 14:40 – 17:05 & Tuesday from 8:00 to 9.40							
SCW	#	Term	Module title	Lecturer	011559	C Ring	Email: @uj.ac.za
3A11 3AA3	3A	1	Community Development Practice	Dr Y. Turton	3593	619	jessiet
3A11 3AA3	3A	1	Statutory Services for Children & Families	Ms C Latakgomo	2802	622	clatakgomo
3E11 3EA3	3E	2	Assessment & intervention with various client systems	Dr V Nadesan	3459	620	vnadesan
3E11 3EA3	3E	2	Social Work with Families & Children	Dr S Bond	4923	623A	sbond
3HB3	3H	3	Advanced Group Work Practice	Dr M Sobantu	2414	617	msobantu
3HB3	3B	3	Ethical Social Work Practice	Dr. Y.Turton	3593	619	jessiet
3FB3	3J	4	Health, Illness & Psycho Social Support	Dr S Naidoo	4547	623	snaidoo
3JB3	3J	4	Contemporary Social Development Issues	Dr M Sobantu	2414	617	msobantu

The Internship 3003 module runs for the whole year and will provide you with a 'feel' for the context in which social work is practiced and introduce you to some of the important helping skills that we use in practice.

The Internship 3003 team for this year is indicated below:

Internship 3: Wednesday 10:30-13.45 in D Lab 412/13					
3003	*Term*	*Lecturer*	*011 559*	*C Ring*	*Email address*
	1&2	C. Latakgomo (Coordinator)	*2802*	*622*	*clatakgomo*
		Dr Y Turton (Facilitator)	*3593*	*619*	*jessiet*
		Zinzi Ramatseba (Facilitator)	*3593*	*619*	*201326625@student.uj.ac.za*
		Sally Ledwaba (Facilitator)	*2802*	*622*	*ledwabaconsulting4@gmail.com*

5.3 Fourth Year

This 4th-year programme will prepare you academically for professional practice and service rendering to individuals, families, groups and communities from a social development perspective. The programme is structured into a range of theory courses and an internship course.

The main aim of the 4th year programme is to ensure thorough integration of theory with practice and to prepare you for entering practice in the following year. It is also geared toward refining existing skills and developing and fine-tuning advanced social work skills. To this end, you will be provided with specialized knowledge on theory**, policy** and practice of social development in the social work context. You will gain an overall understanding of the nature and scope of the social service professions and some of the advanced skills, knowledge and values in working with individuals, groups and communities to practice as a social worker. In addition, a core competency of the 4th year is to develop the ability to conduct social work research.

The course includes lectures complemented by internship and is designed to promote personal growth and development, critical thinking skills and linking theory, **social policy** and practice. The focus of the course is on developmental social welfare and social work in a changing national and global context.

Overall learning outcomes for 4th year

At the end of the fourth-year course, you should be able to:

1. Apply assessment and intervention strategies and theoretical perspectives in selected specialized fields of violence and trauma; well-being; and substance abuse in the helping process.
2. Demonstrate knowledge of research theory and the research process in order to conduct both qualitative and quantitative research.
3. Apply knowledge of research methods by conducting a mini research project.
4. Produce a research report that meets the scientific requirements of a research report.
5. Demonstrate the ability to apply participatory people-centered development theoretical frameworks, linking social and economic development to change conditions that affect people in a multi-cultural community context.
6. To develop knowledge and **analytical** skills of social policy and planning and to critically analyze and evaluate social policies in the SA context.
7. Identify your own values and how they impact on your social work practice and be able to resolve ethical dilemmas with the clients "best interests" in mind.
8. Demonstrate the ability to define and apply the process, tasks and functions of management, including project management, in human service organizations within social

welfare and social development.

9. Demonstrate knowledge and application of supervision and consultation within social welfare and social development.
10. Apply, demonstrate and integrate social work knowledge in the engagement, assessment, planning, implementation, evaluation and termination of the planned change process involving social work practice at the micro, mezzo and macro levels.
11. Integrate theory critically into your practice at the micro, mezzo and macro levels.

Critical cross-field outcomes

At the end of the fourth year program, you should be able to:

1. Demonstrate knowledge, skills and values of generalist practice in Social Work in South Africa across a range of practice contexts, namely micro- mezzo and macro practice.
2. Reflect critically on and integrate social work theory and practice in all modules.
3. Work effectively in a team using critical and creative thinking: working competently with other relevant parties.
4. Demonstrate professional and ethical practice.
5. Communicate effectively.
6. Organize and manage social work activities such as preparing, conducting and recording.
7. Apply concepts of anti-discriminatory (race, gender, culture, disability, etc.) practice across a range of social contexts.

4th year in Social Work comprises of four theory modules per semester:

Social Work 4 Theory: Tuesday 09:40-12:05 in D Less 105* & Thursday 09:40-12:05 in C Les 202**							
MAW/ SCW	**#**	***Term***	***Module Title***	***Lecturer***	**011559**	***C Ring***	***Email: @uj.ac.za***
4A11 4AA4	4A	1*	Assessment & Intervention in Selected Specialized Fields	Dr S Bond	4923	623A	sbond
4G11 4GA4	4G	1**	The Research Process- Quantitative and Qualitative	Dr V Nadesan	3459	620	vnadesan
4C11 4CA4	4C	2*	Community Development Management	Prof H Nel	2803	619A	hannan
4E21 4EA4	4E	2**	Research Project	Dr V Nadesan	3459	620	vnadesan
4F21 4FB4	4F	3**	Research Report	Dr V Nadesan	3459	620	vnadesan
4J04	4J		Social Work Research	Dr V Nadesan	3459	620	vnadesan
4D21 4DB4	4D	3*	Social Development Policy & Planning	Prof T Raniga	4119	618	traniga
4I21 4IA4	4I	4**	Supervision in Social Work	Dr M Ncube	5096	Soweto	mncube
4HB4 4H11	4H	4	Management & Administration	Prof H Nel	2803	619A	hannan

Research modules:
There are currently students registered under the old module codes for research, namely

SCW4GA4, SCW4EA4 and SCW4FB4. As of 2019, the three modules for research have been merged into SCW4J04 as a year module. However, students who are still registered under the old module codes will still be permitted to complete the outstanding modules for research. Social work research introduces the student to the main concepts of research and effectively teaches students how to follow the structured research process. This knowledge is then applied in the form of a small-scale research project that each student has to conduct by him or herself under the guidance of the lecturer. Students are required to produce substantive research reports for various assessment opportunities. These are collated in a portfolio of evidence that is moderated by an external examiner. Details of this module are provided in the research study guide.

Field Instruction: Students report to a specific agency placement every Monday, Wednesday and Friday from February to September.

The Internship 4004 team for this year is indicated below:

Internship 4: Tuesday 13:00-15:25 D1 Lab 403/4 & Thursday 13:00-15:2 5 D1 Lab 404/5					
4004	*Term*	*Lecturer*	*011 559*	*C Ring*	*Email address*
	1&2	Dr. S. Bond (Coordinator)	*4923*	*623A*	sbond@uj.ac.za
		Prof. T. Raniga	*4119*	*618*	*traniga@uj.ac.za*
		Ms. Palesa Nkwadi			palesankwadi@yahoo.com
		Ms M Black			mblack@global.co.za

* Students across all the years are required to travel to placement agencies at own cost. Students must budget for transport costs for all internship programmes. As a guide, in the second and third year, students are at the placement agency one day per week and three days per week in the fourth year of the internship module.

6. LEARNING SUPPORT SYSTEMS

6.1 *Learning Guides*

You will be provided with a Learning Guide for each module. The Learning Guide has been designed to guide you through the content of the module and to support you in your learning. Please work through the information carefully. Some of the most commonly asked questions would be answered in the Learning Guides. The Learning Guides are divided into units with themes and subsections. Prepare systematically and purposefully for lectures, assignments, semester tests and examinations by:

➢ Making sure that you know exactly what the learning objectives are for each lecture unit.
➢ Working out assignments/making summaries with the learning objectives as a guideline. Also, ensure that you do the prescribed readings and books.
➢ Forming study groups with a view to sharing perspectives.
➢ Attending lectures fully prepared for each learning unit.

The Learning Guides are divided into components:

❖ **General information** – where the organizational aspects are explained.
❖ **Study component** – where the module content is divided into units and themes with sub- sections where applicable. You will receive a learning guide for each section of a module from your lecturers.

The Learning Guides do not usually duplicate information that is included in this General Information pamphlet. Therefore, you should review the material here every term. The Learning Guides use a standard set of headings, which are briefly explained in the table below:

Introduction	An introduction is provided for each unit, which should enable you to place the content in broader context.
Specific Outcomes	These are outcomes to be achieved in each section.
Learning Outcomes	The learning outcomes are the result of the learning process. They help you assess whether learning has occurred during lectures, while reading group discussions both formally and informally. Learning outcomes consists of three components, namely: 1. the performance to be attained. 2. performance indicators that can be regarded as indicative of the quality or standard which should be achieved. 3. context/range provides the 'framework' within which the skill is attained or implemented. This means that the learning outcomes are not achieved by merely studying this module alone, but requires utilising learning opportunities such as those contained in the internship.
Learning Activities	The activities that the lecturer will create to facilitate your learning are described. Most of these learning activities will take place in the classroom, but others may involve self-directed or syndicate exercises.
Self-Assessment	An opportunity is provided for questions to be answered or certain activities to be undertaken. You are strongly recommended to complete the self-assessment exercises since this will provide a sound contribution towards achieving the learning outcomes.
Reading	The reading indicated for each theme represents the minimum amount of literature that must be studied. It is important to note that additional sources *must* also be utilised when writing essays.
Formal Assessment	This refers to the outputs that you are expected to submit for formal assessment such as assignments, semester tests and examinations.

6.2 Literature & Reading

For all year levels, you may also access some of the literature in the library where some of the books have been placed on the _reserve shelf_. Some books will also be placed on the _study collection_ shelf for you to consult.

Each Learning Guide will contain a detailed list of reference material that you should read for that course. Reading lays a foundation that will carry you through the rest of your studies in social work and into the field after you graduate. Thus, it is critically important that you read as much as you can during this year.

6.3 Blackboard

The Department of Social Work makes extensive use of Blackboard to facilitate your learning. Blackboard is, however, NOT a substitute for attending class. Much learning takes place in class that cannot be captured on Blackboard. Nevertheless, you will find valuable information and support on Blackboard that cannot be obtained anywhere else:

- ➢ You will find all the general administrative information for each course (contact details, assessment, sick tests, etc.) on Blackboard
- ➢ We also communicate important information to you via Blackboard, such as lecture dates, times, venues, tutor sessions.
- ➢ Lecturers may post prescribed readings on Blackboard, saving you time in the library.
- ➢ Lecturers require you to submit your assignments through Blackboard as the Turnitin links are there too.
- ➢ Some lecturers post assignment and test marks and feedback on Blackboard.
- ➢ Blackboard is often a quick way to ask your lecturer or classmates a question.

Before you can work on Blackboard, you must _activate_ your course in the student website to access Blackboard. You can ask the assistant in the computer laboratory to help you should you experience any problems. Follow these steps to activate your course on Blackboard:

Step	Action
1	Go to http://student.uj.ac.za
2	Log into the student portal with your student number and password
3	Click on the Blackboard button
4	Click on the name of a module under the heading Courses currently available for you on Blackboard
5	If you need to activate another module, click on _My Courses_ in the top right corner, just below the address bar and then click on the name of the next module you want to activate.
Note	You will **only** get access to modules on Blackboard if you are officially **registered** for them on the student database. If you cannot access your modules, you should check with faculty that you are registered for the course.

6.4 Email

Your lecturers will correspond regularly with you via email. Blackboard announcements will be forwarded to your student email address.

The only email address that we will use is the student email – the one that starts with your student number, then @student.uj.ac.za We will not use other emails (such as gmail or yahoo addresses).

You can, however, forward your student emails to your personal email or to your smartphone. Here is how:

1. Log into your student email through the student portal, then click on the settings button near to the top right of the screen.

2. In your email settings, click on 'Forwarding and POP/IMAP'.

3. Click 'Add a forwarding address'.

4. Type in your other email address.

5. You will get an email from your student asking you to confirm this forwarding address. Follow the instructions and all your student email will be automatically forwarded to your smartphone or other personal address.

6.5 Consultation with lecturers

Sometimes you may struggle with your studies – you may not understand a concept, you may be unsure about something, you may have read something and want to find out what this means for practice. Your lecturer is there to support you in your learning. So, do not be shy. Go to your lecturer **during her or his consultation times** (as given in the Learning Guide) or make an appointment to meet with her/him. Do not sit for weeks being unsure about something – rather just go ask the person who should know the answer.

6.6 Consultation with year coordinators

Consult directly with your lecturer, regarding your questions concerning a specific course, assignment marks, lecture times or preparation for the exam.
Only contact the Course Coordinator for general queries (e.g. problems with your registration) or if you have been unsuccessful in resolving a matter with your lecturer.

6.7 Academically Vulnerable Students

According to University policy, the department has put a system in place to identify vulnerable students from semester and exam mark sheets, and class attendance. Identified students are to be referred to relevant campus resources e.g. developing of academic competencies such as reading and writing - to be referred to the writing centre.

6.8 Class Representatives

The purpose of class representatives in the social work department is to:

➤ Strengthen and improve the Department's relationship with students.

➤ Ascertain that the Department deals with students' issues and concerns promptly.

➤ Develop relationships among students through shared activities conducted by class representatives.

➤ Deal with student issues encountered in class before taking them to either coordinator or HOD.

Class representatives will, amongst other aspects, mainly be responsible for:

➤ Assisting the Department in being student friendly.

➤ Maintaining two-way communications between the students and the Department.

➤ Initiating student activities from time to time.

Your class will elect a student representative in the first term of the year. The dates on which the representatives will meet with members of the Department Social Work will be announced to the class representatives, during class and put up on Blackboard. Ms Ntando Maphosa is

the coordinator of the social work class representatives.

Meetings between class representatives and students will be convened by class representatives themselves.

Please see Annex 2 for the detailed Class Rep policy.

7. ASSESSMENTS

7.1 Assessment Opportunities

Each module will provide you with at least one assessment opportunity during the term. These assessments contribute towards your semester mark. Assessment opportunities are custom designed for each module, according to the approach of the lecturer and the subject of the module. In most modules, you will be required to write an assignment and a semester test. Some modules may also have short quizzes, completed either in class or on Blackboard, presentations, practical tasks, portfolios, etc. Each lecturer makes her or his own decisions about this, based on the course content. The details for all of these will be provided in the Learning Guides for each module. Lecturers are required to provide you with clear and detailed marking criteria, which explain how your assessment will be marked. Follow these criteria carefully in preparing your assessment task. You will have had some experience of this in first year.

7.2 Examinations

You must obtain at least 40% for your semester mark to gain access to the exam. Remember that your semester mark is the average of the marks for the two modules – so your semester mark for the first term is based on marks you get from all first term course assessments. In practice, this means that if you pass two courses and fail the other two, but fail overall and get less than 40%, you will not be allowed to write the exam for any of the courses.

Note that you must obtain at least 40% in the exam to pass. Therefore, if you got 60% for your semester mark, but only 30% for your exam you would be called back for a supplementary exam, even though your final mark is 50%. If the same thing happened in the supplementary exam, you would fail the course entirely and would have to repeat it the next year.

So, to summarise:
- You must obtain an average semester mark of at least 40% to write the exam for each course (e.g. SCW3EA3).
- You must obtain an average exam mark of at least 40%, AND
- You must obtain a final mark of at least 50% to pass the course.

7.3 Test and Examination Rules

You will violate the regulations governing tests and examinations if:

- You are found in possession of any book, memorandum, note or piece of paper, electronic device (however small and insignificant) other than those examination books or books provided by the invigilator.

- You are caught in the act of rendering assistance to or attempting to render assistance to another student, or attempting to solicit or receive assistance from another student, or of attempting in any way whatsoever to make contact with another student.

The Students' Disciplinary Committee of the University shall, after having found you guilty of any of the above-mentioned violations and after having banned you from the test or examination concerned, use its sole discretion further to deal with you.

7.4 Sick Tests

If you miss a test because of illness, you must arrange for someone to inform your lecturer of

this before or on the day of the test. Within one week of the test, you must supply the lecturer with a medical certificate [obtainable from the secretary]

➢ the nature of the illness;
➢ the doctor's judgment that you are unable to write the test due to the illness, as well as the number of days rest recommended by the doctor; and
➢ the precise date on which the doctor examined you.

Subsequently, you must address a letter to the Head of the Department to request permission to write a special test. You must supply the reasons why such a request should be granted. This letter must reach the chairperson within 5 days after the test date, or the request will not be considered.

7.5 Format of Assignments

Your assignments must, unless indicated otherwise in the course Learning Guide, conform to the following requirements:

➢ Place a student cover page on the front of your assignment. The prescribed cover page is included in Annex 3. This will also be available on Blackboard in MS Word.
➢ Your assignments must be typed.
➢ Use 1.5 line spacing.
➢ Use font 12, Times New Roman.
➢ Number your pages.
➢ Keep to the required length of the assignment.
➢ Submit the assignment via TURN-IT-IN and attach a copy of the report to your assignment.

7.6 Submission of Assignments

Lecturers at the University of Johannesburg are increasingly making use of Blackboard submission of assignments, in order to facilitate screening for plagiarism and to save paper. Attend carefully to the instructions in your learning guide for each module about how your assignments should be submitted and the submission dates / rules.

7.7 Plagiarism

By now you should be quite familiar with the risks involved in committing plagiarism.

Plagiarism is the unacknowledged use of the words or ideas of others. It is tantamount to academic theft, and is therefore a very serious offence. To plagiarise means to use the words or ideas of another to create the false impression that these words and ideas are your own. In order to avoid committing plagiarism, you must at all times acknowledge the source from which you have borrowed certain words or ideas.

Due to the ease with which one can directly copy material from the internet, it is important to repeat the main issues regarding the use of someone else's written, printed or electronic data.

- Any information that exists on a web site, in a book, in a newspaper or in a journal article belongs to someone else. This material belongs to the author who has written that article or piece of information.
- Nobody else is allowed to 'directly' use such information. 'Directly' means you may not copy and paste into your work any such material without modification. Modification does NOT mean you are allowed to alter a word here and there and present it as your own work. The only way you may directly use such material is to place it in inverted commas as a quote in which case a clear reference according to APA standards is required. In this way you are covered by copyright laws. If you don't follow this rule you expose yourself to prosecution by law. This is called plagiarism. Direct quotations – if used – should be used sparingly; a short paragraph is about the most you should directly quote. It is MUCH better to use indirect quotation.
- 'Indirect' use of printed or electronic material means that you read someone else's material and then use your understanding of what that person has said as an idea that

you re-formulate into your own words within your own document. Even in such cases it is better to separate your understanding of that author's words from your own idea by referencing to that author. The benefits of such indirect use is that your own ideas are much clearer; you interpret another author's words and therefore process it and integrate it with your own.

- What makes a student likely to plagiarise?
  - o When they are under pressure to complete an assignment in a very short time.
  - o When they are not interested in reading about a topic or do not have enough time to read.
  - o When they struggle with formulating their own ideas.
  - o When they do not know how to write properly.
  - o When they do not focus on writing scientifically.

There are various options available to students who struggle with writing. Consult your general guide in this regard.

- How do lecturers know students plagiarise?
  - o They identify pieces of text that stand out from the rest of the text.
  - o This text reads differently from the student's normal writing style.
  - o They identify inconsistencies in paragraphs, ideas and sentences that clearly indicate work that is not the student's own.

NB: Lecturers also read avidly, are researchers and writers, and so are familiar with articles on the subject.

How do lecturers deal with plagiarized material?

This differs between lecturers, but in this course, which is at professional level, violations of copyright are dealt with quite severely.

- The lecturer will check if a student has made use of a trial "Turnitin" submission on Blackboard.
- The lecturer will submit to "Turnitin" in cases where plagiarism is suspected or randomly.
- "Turnitin" provides a report with clear indication of percentage plagiarism committed. Low percentages (5 – 10%) are accepted as properly quoted text is also identified as plagiarised text by "Turnitin".
- The percentage of plagiarism will be subtracted from the student's assignment mark. For example, 60% plagiarism count means assignment mark – 50% (10% 'normal' plagiarism allowed). This means that progressive plagiarism is progressively penalised!
- Sections that are plagiarised will NOT be marked.
- You are required to complete and submit a plagiarism declaration with each assignment.

NB: All assignments and internship reports must be submitted to Turn-It-In to check for plagiarism percentage.
Remember to attach your Plagiarism Report to your assignment.

If after reading this warning about plagiarism you are still uncertain about how to avoid committing plagiarism, you should speak to your lecturer about it before your assignment is submitted. Students who submit assignments in which plagiarism can be demonstrated will be referred to the Dean of Humanities for disciplinary action. At the beginning of the year you will be required to sign a declaration on plagiarism that will be valid for the duration of 2016. In addition, you must include the following text in EVERY assignment that you submit for Social Work II:

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

7.8 Referencing

There are many different styles of referencing the sources that you have used in the preparation of your assignment. Within the University of Johannesburg there is no single style, because referencing styles are often based on discipline (subject). The Department of Social Work has adopted the APA referencing style of the American Psychological Association. This style is used by many journals in the disciplines of social work and psychology. You will be provided with a separate APA guide printed on bright yellow paper, which you should use carefully in preparing all of your assignments.

7.9 Key Assignment Terms

Assignments often ask you to 'define' something or 'critically discuss' an idea. The table below explains some key examples of these verbs:

Term	E
Name	To name means that the required information should be provided in the form of single words or short sentences, preferably numbered.
Define	This requires giving the precise meaning of a concept; very often definitions have to be memorized verbatim (word for word).
Explain	An explanation requires that a certain outcome be made clear, often with the use of a diagram. Clarify or give reasons for something, usually in the
Describe	To describe is to say exactly what something is like; to give an account of the characteristics or nature of something; to explain how something works. No opinion or argument is normally needed.
Discuss	To discuss is to comment on something in the learners own words. This often requires debating two viewpoints or two separate possibilities.
Compare /contrast	In this case point out the similarities and differences between objects, ideas or points of views. When the learner compares two or more objects the learner should do so systematically – completing one aspect at a time.
Demonstrate	To demonstrate means to include and discuss examples. The learner has to prove that the learner understands how a process works or how a concept is applied by giving examples of real-life situations.
Analyze	Analyzing means to identify parts or elements of a concept and describing them one by one.
Criticize	This means that the learner should indicate whether the learner agrees or disagrees with a particular statement or view. The learner should then describe what the learner agrees/disagrees with and give reasons for the
Critical thinking questions	Refers to the questioning of opinions, ideas, perspectives or conclusions that is stated as the truth or what appears to be true. It involves the questioning of what is taken for granted.

Students should know exactly what is expected of them in the outcomes and assessment when certain verbs are used in questions. The required response to each verb can be classified according to its level of difficulty, but often differs only in degree. A table of action verbs, requiring a response varying from least difficult (knowledge) to most difficult (evaluation), is provided:

COMPETENCY	ACTION VERB
a) Knowledge	Name, list, identify, define, state
b) Insight/comprehension	Explain, discuss, interpret, classify, indicate, describe, specify
c) Application	Determine, demonstrate, illustrate, calculate, draw
d) Analysis	Differentiate, distinguish, analyze, compare, contrast
e) Synthesis	Construct, formulate, recommend, integrate, agree/disagree, develop, criticise
f) Evaluation	Indicate choice and motivate, debate, assess, contest

7.10 Appeals

If you are not satisfied with the results of an assessment, the outcome of the assessment can be discussed with the lecturer. If you are still not satisfied, you can (in consultation with the Departmental Chairperson and on payment of a prescribed fee) appeal to the Dean.

8. COURSE RULES

We have some rules for how students should behave during this course. These rules are there to help us all behave appropriately with each other so that we can learn and grow.

8.1 Compulsory Class Attendance

Attendance of all theory lectures, internship classes and agency placement days are vital to achieving a successful result. No lectures will be repeated.

Lectures are not simply a duplication of the content of the set books. The lecturer will explain concepts, theories and content and will guide you to focus on the most important aspects of the course.

The internship is the heart of your social work degree, it is here that you put everything that you have learned in lectures and tutorials into practice with real people who have real needs and strengths. Lectures and tutorials may give you knowledge, but the internship will help you grow and use your social work skills.

Attendance of lectures, internship and agency days are therefore **compulsory**. Students who fail to attend the required classes will be in danger of failing social work. Do not take this as an idle threat. In previous years we have failed students in the second, third and fourth year for failure to attend their respective classes faithfully, as it points to a lack of professionalism and accountability, which is intolerable in our profession.

If you get into any kind of trouble affecting your attendance and performance in this course, inform your lecturer *immediately*. No late excuses will be considered or accepted. Any request or excuse presented two weeks after an event will not be considered.

Please not the new Academic Regulations (since 2014):
5.11.1 Attendance at classes, tutorials and practical classes (where applicable) are compulsory for undergraduate students.

10.1.6 For admission to a final summative assessment opportunity, a minimum of 80% attendance in all lectures, tutorials and practicals are required. A legitimate reason, and where appropriate the necessary evidence thereof (a medical certificate or similar), is required to substantiate any non-attendance.

10.2.6 When a summative assessment opportunity is used as a last (comprehensive) summative assessment opportunity, a minimum module mark of 40% and attendance of

80% in all lectures, tutorials and practicals, where applicable, are required for admission to the summative assessment opportunity concerned.

8.2 You must hand in your assignments on time

➢ You assume personal responsibility for the handing in of your assignment.

➢ Assignments that are received late will not be marked unless you have made a satisfactory arrangement with your lecturer either before or on the due date.

➢ Hand in your assignments in the specified format and with the correct cover page (Annex 3).

➢ The due date is the last date on which an assignment may be handed in. In cases where an assignment is late due to special circumstances, a written request to be permitted to hand in late must be addressed to the lecturer.

➢ Always keep a copy of the completed assignment.

8.3 All tests must be written on the announced dates

➢ If you miss a test because of illness, you must arrange for someone to inform your lecturer of this before or on the day of the test.

➢ Within one week of the test, you must supply the lecturer with a medical certificate containing the following:
  o the nature of the illness;
  o the doctor's judgment that you are unable to write the test due to the illness, as well as the number of days rest recommended by the doctor; and
  o the precise date on which the doctor examined you.
  o Full names (registered one at UJ), if different then the onus is on you to prove its your own medical certificate.

➢ Subsequently, you must address a letter to the lecturer at the department to request permission to write a special test. You must supply the reasons why such a request should be granted. This letter must reach the lecturer within one week after the test date, or your request will not be considered.

➢ Tests and assignments will be made available at the department, unless they are online tests, in which case, feedback will be provided to you online

➢ You must check your marks for an assignment or test on the class list which will be made available. If there is a mistake, the necessary corrections will be made after you have provided proof to your lecturer. This must be done within 1 week after the marks have been made available.

8.4 Listening

➢ Only one person must talk at a time during a lecture. No person will be allowed to interrupt somebody else, or to talk (or whisper) to a friend or colleague during a lecture while somebody else is talking. Besides being good manners, this is a precondition for meaningful academic dialogue and debate.

➢ All cell phones must be switched off during lectures, tests, and exams.

8.5 All students will be treated equally

➢ All students will get exactly the same time to hand in assignments, the same time to prepare for tests and exams, will be measured against the same standards when exams, tests and assignments are marked, and will be held to the same course rules.

➢ Justification: Every student has the same right to equal treatment as every other student, which is in line with the Bill of Rights in our country's constitution. **Students with disabilities may apply for special considerations.**

8.6 Do sign the attendance registers

➢ Lecturers and tutors make use of attendance registers. It is your responsibility to sign these registers. They are the only acceptable evidence that you did attend the class. If you did not sign the register, on paper you were not present.

➢ Do NOT be tempted to sign on behalf of your classmates! This is totally unacceptable conduct, that demonstrates your willingness to lie and cheat and will be dealt with strictly. Sign for yourself and yourself only. Do not sign for your friends.

9. STUDENT RESOURCES

9.1 Learning Development Unit

The Learning Development Unit assists students with study skills and life skills to help you adapt to life as a student. Workshops are conducted regularly to help you improve your study methods by helping you to use your time wisely and effectively, prepare for the writing of examinations using various strategies, mind-map and summarise memorize and retrieve information. As a result, you will have enough time to study from well-written notes that are in summarized form to make memorization and recall easier. They also present exam writing strategies workshops at exam time when you need them most! The unit also provides reading development workshops. This series of workshops take the form of guided computer-based learning, which helps you to read faster, read with improved comprehension and sharpen your thinking skills. Finally, one on one academic counselling offers you the benefits of speaking to a learning specialist and getting advice on how to maximise your learning. You are therefore welcome to make an appointment with one of our specialists.

☐ D Ring 3 or 011 559 2568.

9.2 Writing Centre

For assistance with writing skills, you may contact the Writing Centre. They will help you with understanding the focus of an assignment, structuring an essay, expressing ideas clearly and coherently, developing self-monitoring skills, avoiding plagiarism and referencing correctly.

☐ D Ring 3 or 011 559 2568.

9.3 Counselling Services

Sophiatown Psychological Counselling Services is a private centre that offers free counselling. It is not part of UJ, but is located right next to UJ, so is easily accessible. Many of our students have gone there and had very positive experiences.

☐ 011 482 8530 or 011 482 2117 or admin@rocs.co.za

☐ 4 Lancaster St, Westdene
(just off Perth Road, opposite UJ, next to the Back-to-Basix nightclub)

PsyCaD is a psychological counselling service at UJ (PsyCaD stands for Psychological Services and Career Development). It is also free. They offer a range of personal and academic counselling.

☐ C Ring 1 or 011 559 3324

We also have social workers at Student Services at E Ring 3. They are available to all UJ students who have psychosocial concerns.

9.4 Student Health Services

Campus Health Services are available for free. They offer primary health care, family planning and HIV counselling and testing.

   Core Basement, opposite the E Ring toilets or 011 559 3837

9.5 Students with Disabilities

The University of Johannesburg is committed to equal opportunities and providing high quality university education to all students. For this reason support, guidance and assistance are offered to students with special needs.

The Student Service Bureau serves as a starting point for students with disabilities. Staff of the Bureau will conduct a personal interview with you; assess your needs and work out a programme in consultation with you on how best to address the needs of students on an individual basis. The staff of the Department of Social Work are there to provide appropriate support and assistance. Please feel free to speak with your lecturers.

Services rendered by the Student Service Bureau include:

- ❖ Letters to deans and lecturers about the special needs of students
- ❖ Braille/audio recordings of study material
- ❖ Special tests end examination arrangements
- ❖ Arranging physical access and parking

Office: C Ring

Tel: 011 559 3324 / 98

9.6   Student Representative Council

The Student Representative Council (SRC) is committed to maintaining academic excellence and seeks to provide students with relevant information and assistance regarding their studies. If you have any queries or concerns, feel free to contact the Academic Officer. Alternatively, you can collect a complaint form at the down stairs SRC office.

Office: E Ring 317 Telephone: 011 559 3370

Various other health services and clinics are available on the UJ Doornfontein Campus (e.g. Optometry, Homeopathy, Chiropractics, Biokenetics, and Radiography at much reduced fees).

10. FREQUENTLY ASKED QUESTIONS

How can I be successful in the course?
✓ Attend lectures
✓ Do readings in preparation for lectures
✓ Review your class notes after each lectures
✓ Make summaries of your class notes and prescribed readings as you go along
✓ Try to make links between your theory classes and your internship experiences
✓ Use the materials provided on Blackboard
✓ Prepare well for your semester tests
✓ Do your assignments to the best of your abilities
✓ Prepare for formal assessments
✓ Develop an understanding of the content of the work
✓ Apply the knowledge that you have learnt by using relevant examples
✓ Apply critical thinking by formulating your own opinions on the content and by questioning assumptions, reasoning, statements or opinions
✓ Make sure that you know what is expected of you as a student
✓ Speak with your lecturer if you unsure about something

Must I do both theory and the internship?
Yes, to earn credits for the courses, both theory and practical must be successfully completed. You cannot register for theory and internship separately.

Can I register for example for SW2B without having passed SW2A yet?
Yes. However, this is not applicable across all years. For instance in Fourth year, you must complete your theory modules in previous years, and then proceed to fourth year theory. Should you wish to split the modules over 2 years in fourth year, then you must complete your theory modules first before you register for Int4004.

Must I attend all lectures and internship classes?
Attendance of all classes – both lectures and internship classes – is compulsory. You will jeopardise your chances of passing if you skip classes. Please note the new Academic Regulations provided on p.17 re. A minimum of 80% attendance.

WHAT DO I DO IF I DO NOT KNOW HOW TO WRITE ACADEMIC ESSAYS, OR HOW TO STUDY, OR IF I FIND THAT I CANNOT COPE WITH ALL THE READING, OR IF I WANT TO IMPROVE MY EXAMINATION WRITING SKILLS?

There are many expectations of students at university and students find this overwhelming. Lecturers expect of you to be able to: read a lot of material in a short time span; essays need to be written scientifically and should be referenced fully in accordance with the APA guidelines that you will receive separately. Essay content should also be well structured and organized and build an argument when you answer a question. Lecturers also assume that students can organize their personal lives in such a way to study regularly and plan their workload in advance in order to meet deadlines of semester tests, assignments and formal examinations. Many students lack time management skills in these areas.

The **Student Advisory Services** on campus has the necessary resources to assist you with a variety of study related problems and you are welcome to make use of their professional service. The Telephone for the Student Advisory Service is 559-3324 and it is located at C Ring 1 Ground Floor.

For assistance with writing skills, you may contact the **Writing Centre** at 559-2568 (D Ring 3). Other services offered are: personal counselling and study field counselling.

The Department of Social Work also employs a tutor to assist you with subject-related issues and problems. You will be informed about the times that the tutor will be available. You are strongly urged to consult with the tutor. For first year social work students, we have initiated Writing labs in Term 3 to help students understand academic writing standards accepted at this Department. Consult the first year learning guide (Term 3) for details.

ANNEXURE 1: SACSSP CODE OF ETHICS

General Approach

The general approach in this code of ethics (course of conduct) is based on the ethics that every human being has a unique value and potential, irrespective of origin, ethnicity, sex, age, beliefs, socio-economic and legal status. Each individual has the right to the fulfilment of his/her innate and acquired skills.

The social service practitioner has a responsibility to devote his/her professional knowledge and skills scientifically for the benefit of each individual, group, community and humankind.

The social service practitioner has a primary obligation to render a quality service professionally in a professional and ethically correct manner.

The social worker shall recognise and take into account his/her personal and professional limitations, and not let such limitations impact on a principled service.

Conduct that concerns the profession

Conduct that concerns the social service professions shall mean, inter alia, for a practitioner to

(a) Scientifically evaluate and support the profession in order to enhance and raise the dignity and integrity of the profession.

(b) Challenge unacceptable practices and uphold those that are acceptable; protect the profession from unfounded criticism which could bring it into disrepute;

(c) Remain actively involved with the formulation, development, determination and implementation of professional policy.

Conduct that concerns a client

Conduct that concerns a client shall mean, inter alia, for a social service practitioner to:

(a) Recognise the uniqueness of each client;

(b) Maintain a professional relationship with the client;

(c) Acknowledge the right to self-determination of the client;

(d) Take into account the client's rights, preferences and objectives when structuring service-rendering, even in the absence of the client; strive towards the client's optimal use of his/her abilities;

(e) Respect the client's right to decide whether or not to co-operate with the social service practitioner and maintain the client's right to confidentiality;

(f) Not refuse service-rendering to a client irrespective of whether or not the client is in a position to pay the fees for such services; inform the client of and prepare him/her of any decision regarding the termination of service-rendering.

Conduct that concerns a colleague or another professional person

Conduct that concerns a colleague or another professional person shall mean, inter alia, for a social service practitioner to:

(a) Respect and honour the training and service-rendering of colleagues and other professional persons;

(b) Respect the trust that exists between colleagues;

(c) Resolve criticism of and differences between colleagues in terms of the authority structure of the employer(s);

(d) Protect and defend colleagues against unfair criticism;

(e) Promote opportunities for the exchange of knowledge and experience between colleagues and other professional persons.

Conduct that concerns an employer

Conduct that concerns an employer shall mean, inter alia, for a social service practitioner to acknowledge and honour his/her employer's authority as far as it is compatible with this course of conduct.

Conduct that concerns a social service institution

Conduct that concerns a social service institution shall mean, inter alia, for a social service practitioner to co-operate with those social work institutions whose policies, procedures and operations are directed towards adequate service-rendering and encouragement of professional practices consistent with this course of conduct.

Conduct that concerns the community

Conduct that concerns the community shall mean, inter alia, for a social service practitioner to enhance and promote service-rendering to the community under all circumstances by utilising and developing resources in the community; have the responsibility to be aware of, initiate, develop and change social policy consistent with professional practices.

ANNEXURE 2: STUDENT REPRESENTATIVE POLICY

UJ Social Work Department (SWD) Student Theory Year Level (TYL) & Internships Groups (IG) Representatives Policy Guide for Students and Staff

Why Student Theory Year Level & Internship Groups Reps?

Student Theory Year Level (TYL) & Internship Groups (IGs) Reps are the first point of contact for students. Student TYL & IGs Reps take class matters to the staff for resolution and can act as a liaison between their class and the Department. Student TYL & IGs Reps play a vital role in ensuring students' academic, teaching and learning experiences and concerns are raised, communicated and resolved. The UJ SWD Student TYL & IGs Rep system allows the SWD to receive feedback, suggestions and constructive criticism[1] from UJ SW students about courses, teaching and resources provided with a view to enhancing UJ SW students' academic experience, development and successes in UJ Social Work modules. This Student TYL & IGs Reps policy guide provides a framework for the Student TYL & IGs Reps process and system in order to support a teaching-learning partnership culture between UJ SWD staff and students.

Who is a TYL & IG Rep?

A TYL & IG Rep is a student enrolled at UJ SWD (e.g. BSW; CLD; MA Community Development; MA Clinical) for **all** the year level modules and who **volunteers** and is **s/elected** or **nominated** by students in that year Level.

Main Roles and Responsibilities of the TYL & IGs Reps

TYL & IGs Reps provide an important communication facilitation link between students and staff, and represents the academic interest and concerns of UJ SWD students in classes per year level. TYL & IGs Reps provide feedback to the UJ SWD on the good and bad aspects of students experiences of UJ SWD modules/courses, as well as any UJ SW academic teaching and learning matters communicated by SW students in their year level classes.

[1] Constructive Criticism - How to give negative feedback to your Lecturer / Year Level Rep Coordinator

If there is a problem, you have to talk to your lecturer or year coordinator. It is best you do not email negative feedback; you will need to deliver the feedback in the best way possible. Do not go into a meeting making demands. Think about how you would like constructive criticism delivered to you. Firstly, you need to be solution focused. You are not having a meeting to vent; you are trying to find a joint solution to a problem your classmates have raised. Secondly, be specific.

Avoid saying things like "this could be better", think about how "it" can be better and offer improvements.
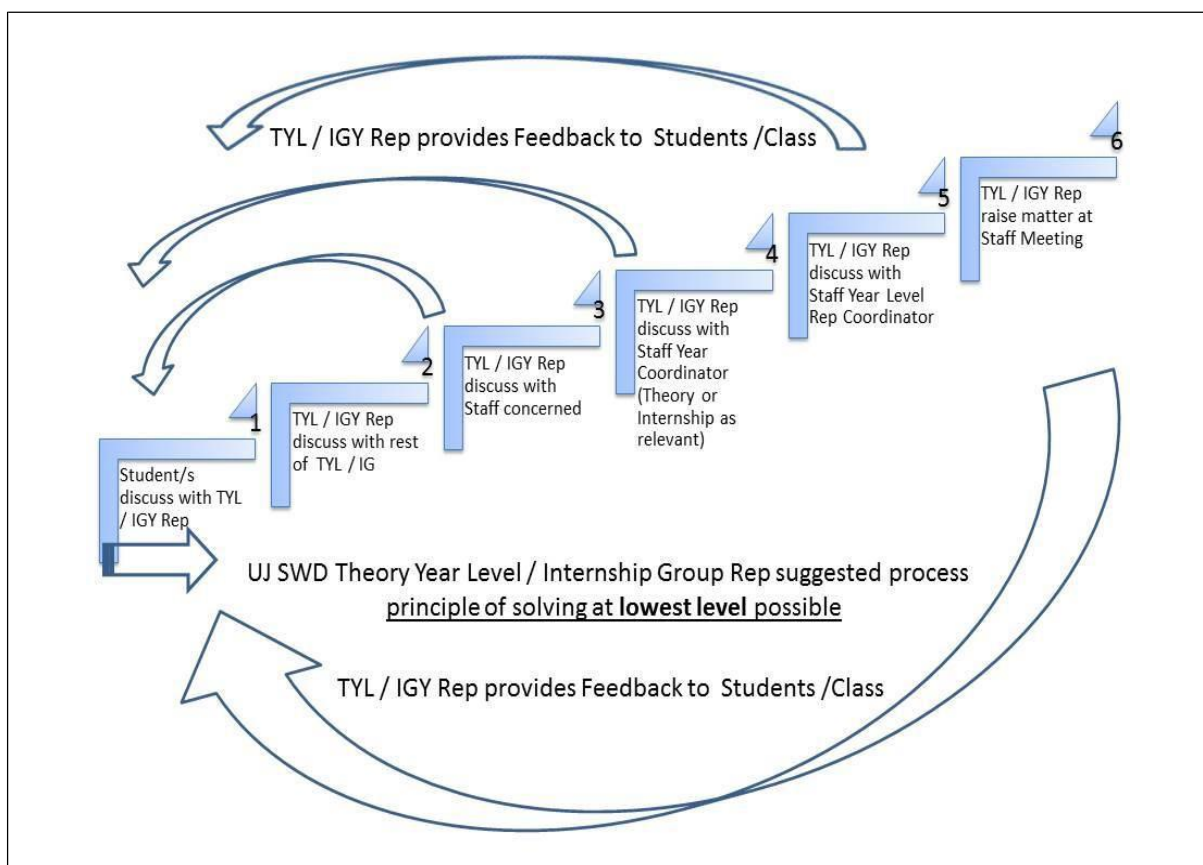
You can always deliver the negative feedback in a "feedback sandwich" which places the negative in between two positive comments. This can take away some of the awkwardness of delivering the negative feedback however, you do risk the positive pieces sounding contrived in this situation.

Here is a link to an article that may help http://personalexcellence.co/blog/constructive-criticism/ You can also just Google "how to give constructive criticism". Although most of the articles refer to employer-employee relationships, you can apply the suggestions to your scenario.

TYL & IGs Reps needs to -

10.1. Provide your contact details to student after being s/elected or nominated and have an online presence (e.g. email; WhatsApp; Facebook year level group; UJSSWA) and be available for consultation with students (e.g. before, during, after class).

10.2. Be available to students and actively address any matter raised by students following the possible steps process below.

10.3. Attend any UJ SWD Staff meeting[2] to report any matters, concerns, positive or negative feedback as requested by students you represent.

10.4. Contact the UJ SWD Staff Student TYL & IGs Rep Coordinator (ntandom@uj.ac.za) if any support is needed or in doubt of anything regarding the TYL & IGs Rep system and procedure.

TYL & IGs Reps only deals with collective class year level issues and do not deal with personal matters / issues of a personal nature, harassment / bullying, grievance against staff or any non- academic matters. If a student has personal issues, s/he needs to go to PsyCAD. If a student has an individual grievance with a staff member, s/he should discuss it directly with the staff member herself, without involving the TYL & IGs Rep. If the matter cannot be resolved, the student should report it to the HOD directly.

TYL / IGY Rep provides Feedback to Students /Class

1. Student/s discuss with TYL / IGY Rep
2. TYL / IGY Rep discuss with rest of TYL / IG
3. TYL / IGY Rep discuss with Staff concerned
4. TYL / IGY Rep discuss with Staff Year Coordinator (Theory or Internship as relevant)
5. TYL / IGY Rep discuss with Staff Year Level Rep Coordinator
6. TYL / IGY Rep raise matter at Staff Meeting

UJ SWD Theory Year Level / Internship Group Rep suggested process
principle of solving at **lowest level** possible

TYL / IGY Rep provides Feedback to Students /Class

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2 TYL / IG Reps don't stay for the whole meeting; they are given opportunity at the beginning of a staff meeting to report on a matter to be discussed and you leave afterwards.

General TYL & IGs Rep S/election Criteria and Procedure

All UJ SWD undergraduate and postgraduate courses / programmes shall have at least one TYL & IG Rep s/elected or nominated democratically, by agreement and in consultation of all concerned year level / enrolled students usually by show of majority hand (or paper vote if needed).

It is recommended that each TYL & IG s/elect or nominate **two** students in order to have a 'second in command' as backup.

Therefore make sure you s/elect or volunteer yourself on the basis that you /s/he are register for all that year level SW modules and will be able to represent that year level students' for the duration of the year.

Student TYL &/or IG Rep s/election by her/his class happens in the beginning of each year / start of Term 1 Theory Class & IG for 2nd year students onwards.

Between the elected or nominated IG Reps per year level, you need to nominate an IG Year Coordinator that can represent matters at staff meetings if/as needed.

1st year students elect their TYL & IGs Reps later in Term 1 Theory Class & IG when you know each other better to be able to make an informed decision on who to s/elect.

The lecturer in whose theory class or IG the relevant TYL &/or IG Reps was s/elected or nominated needs to email the details of that students to the Staff Year Level Rep Coordinator and copy the concerned student into the email.

In the event that the s/elected or nominated TYL &/or IG Rep cannot fulfill Year Rep Roles and Responsibilities, and if the s/elect or nominate 'second in command' cannot take over, this needs to be communicated to the year level students concerned. The class need to elect or nominate a new TYL &/or IG Rep for the remainder of the year and inform the Staff Student TYL & IGs Reps Coordinator immediately.

Process to be followed by TYL & IGs Rep
   (Refer back to diagram on previous page)

What to do if a student approach you with a matter to take up as TYL & IG Rep?

- Discuss the matter:
    - Listen to the student's story and clarify any details.
    - Consider if it is an isolated matter, or if it affects the majority of your class.
    - If the matter affects many students, ask for feedback from the whole class and agree on what and how to take matter up with the lecturer.
  - Report the matter:
    - Email or arrange a time to meet with the lecturer. Briefly state the information you have and advise the staff member of the students' views on the matter. Seek joint solutions and if possible agree on a course of action.
    - If no solution is found after discussion with the lecturer concerned, seek consultation with the relevant Staff Year Level Theory or Internship Coordinator.
    - If matter is still not resolved, raise this matter with the Staff Year Level Rep Coordinator, to be reported / presented by the Student TYL & IG Rep at the next UJ SWD Staff meeting.
    - As principle we encourage class concerns to be handled at the **lowest level** possible, i.e. ideally directly with the lecturer concerned, or then with the year coordinator, or then with the staff meeting.
  - Recount the matter:
    - Report back to your TYL & IG class about any feedback and developments regarding the matter.

Benefits of being a TYL & IG Rep

Student TYL & IG Reps develop leadership, communication, facilitation, dispute resolution, negotiation and empowerment skills. At the end of the year if you have fulfilled your roles and responsibilities you will receive a TYL or IG Rep Certificate and can add this to your CV.

Recourse

Any student that feels that a TYL & IG Rep do not respond to his/her request/concerns, s/he have the following course of possible action: report it to (1) the lecturer concerned; or (2) to the Year Theory or Internship Coordinator; or (3) Staff Year Level Rep Coordinator; or (4) UJ SWD HOD.

Approval and Review of TYL & IGs Reps Policy Guide

As there is no specific broader UJ institutional legislation directing this newly draft policy guide, the UJ SWD with Student TYL & IGs Reps feedback, will review it annually at a staff meeting and it will serve as a pilot for 2015.

Adopted on: 2 February 2015
Takes effect from: 2 February 2015
Updated: 28 February 2020

ANNEXURE 3: ASSIGNMENT COVER

Department of Social Work & Community Develeopment
Faculty of Humanities
University of Johannesburg

Student Surname	
Student Initials	
Student First Name	
Student Number	

Assignment Title	
Date of Submission	

Lecturer's Name	
Course Code	
Course Title	

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

List of Sources consulted, used and integrated:

CHE. (2015). *Qualification standard for Bachelor of Social Work* Pretoria: CHE.
South African Council of Social Service Professional (SACSSP) https://www.sacssp.co.za/
Learning and Teaching policy. University of Johannesburg, 2012
UJ Social Work Department (SWD) Student Theory Year Level (TYL) & Internships Groups
(IG) Representatives Policy Guide for Students and Staff (2015)
http://www2.ausa.auckland.ac.nz/representation/class-reps/class-rep-guide
http://www3.ausa.auckland.ac.nz/wp-content/uploads/2014/07/Class-Rep-Handbook-
2014.pdf