

Course Code: IDE-BAE 307-1 &2 (M) 2011

UNIVERSITY OF SWAZILAND
INSTITUTE OF DISTANCE EDUCATION

BACHELOR OF EDUCATION (ADULT EDUCATION) YEAR IV

FINAL EXAMINATION PAPER, MAY 2011

TITLE OF PAPER : COUNSELLING AND GUIDANCE I&II

COURSE CODE : IDE-BAE 307- 1&2

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS : 1. ANSWER THREE QUESTIONS ONLY. ONE (1)
FROM EACH OF THE THREE SECTIONS

2. QUESTION ONE (1) (SECTION A) IS
COMPULSORY

3. ANSWERS SHOULD BE WRITTEN IN THE
ANSWER BOOKLETS PROVIDED.

4. DO NOT WRITE ON THE QUESTION PAPER.

THIS PAPER SHOULD NOT BE OPENED UNTIL PERMISSION HAS BEEN
GRANTED BY THE INVIGILATOR

QUESTION 1: (COMPULSORY) (40 MARKS)

INSTRUCTIONS: Read the following scenario and answer the questions below.

Mancoba, a successful insurance broker, visited PSI for counselling three weeks ago because he suspects that he might be HIV positive. He has been experiencing periodic bouts of sickness which have affected his work for the past six months.

Mancoba has three children from his previous marriage to a nurse, Evelyn; Betty (16), Vicky (13) and John (10). Evelyn was involved in a bus accident, and passed on in 2008. He married Phindile, a vendor, in 2010. Phindile is a widow, previously married to Muzi who died of an undisclosed illness in 2007. During her marriage to Muzi, Phindile had two miscarriages and has no surviving offspring.

Phindile underwent a HIV test at FLAS in 2008. Phindile tested positive, but she neither accepted these results nor disclosed her status to anyone. In 2009, she went to MEDSUN clinic for a further test which confirmed that she was, indeed, HIV positive. She has, however, not disclosed her status to anyone including her spouse.

Assuming that you know both Phindile and Mancoba and have been their counsellor before on a number of family issues:

- (a) Analyse the above case and recommend a counselling and guidance approach you could adopt in solving the problem(s) and reaching a sensible conclusion. [30 marks]
- (b) Explain why that would be the best approach in this particular context. [10 marks]

SECTION B

ANSWER ONE (1) QUESTION ONLY

QUESTION 2

- (a) Using relevant examples, examine the genesis of modern counselling and guidance. [15 marks]
- (b) Why should guidance and counselling services/activities be sensitive to, and complementary to the culture in which they are practiced /offered? [15 marks]

QUESTION 3

- (a) What are the major roles and functions of theory in counselling and guidance practice? [15 marks]
- (b) Choose a counselling and guidance theory and analyse its roles and functions in the counselling and guidance of adults. [15 marks]

QUESTION 4

Create a counselling and guidance scenario(s)/situation(s) and demonstrate how you could use either:

- (a) (i) behavioural techniques and (ii) Humanistic techniques with a given adult clientele in Swaziland; or
- (b) (i) Client-centred techniques and (ii) RET techniques with a given adult clientele in Swaziland. [30 marks]

SECTION C

ANSWER ONE (1) QUESTION ONLY

QUESTION 5

- (a) Why do adult learners in your current context need counselling and guidance services? [15 marks]
- (b) What major challenges could a counsellor encounter in her/his efforts to provide counselling and guidance services in your community or workplace? [15 marks]

QUESTION 6

- (a) Using a provider(s) of your own choice, critique the effectiveness of counselling and guidance services provided to adults in Swaziland. [15 marks]
- (b) What aspects of your culture do you feel may conflict with or complement counselling and guidance services in Swaziland. [15 marks]