

UNIVERSITY OF SWAZILAND
INSTITUTE OF POST-GRADUATE STUDIES

MASTER OF EDUCATION IN ADULT EDUCATION

MAIN EXAMINATION PAPER, DECEMBER, 2015

TITLE OF PAPER : COUNSELLING AND GUIDANCE IN ADULT
EDUCATION

COURSE CODE : AE 607/AED 607

TIME ALLOWED : THREE (3) HOURS

- INSTRUCTIONS :**
1. ANSWER THREE(3) QUESTIONS ONLY. ONE (1) FROM EACH OF THE THREE SECTIONS (A, B AND C)
 2. ANSWERS SHOULD BE WRITTEN IN THE ANSWER BOOKLETS PROVIDED.
 3. DO NOT WRITE ON THE QUESTION PAPER.

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

SECTION A

Instruction: Answer one (1) question

QUESTION 1 [40 marks]

- (a) Critique the provision of (i) professional/institutional-based (ii) open-based and (iii) situation-based counselling and guidance practices for adults.
[15 marks]
- (b) Use relevant examples to examine the role of the community in the counselling and guidance of adults. [15 marks]
- (c) Critique the status of current interventions by providers of counselling and guidance services in Swaziland to address the problems of (i) suicide and bereavement.
[10 marks]

QUESTION 2 [40 marks]

- (a) Describe a scenario that could demand the use of cross-cultural counselling and guidance of adults. [20 marks]
- (b) The Diagnostic Framework of Career Services (Savickas' Model, 1994) indicates that the purpose of career interventions is to facilitate *career competency* and *career adjustment* of the individual, leading to *career self-efficacy*, *career maturity* and *resilience*. Such interventions typically draw from more than one service at a time: **career counselling, career guidance, career placement, career therapy, career education and career coaching**.
Create a scenario to examine how you could use the above services as interventions for: (i) the career-self, (ii) vocational-self and (iii) environmental outcome (life roles) of a client or clients of your choice. [20 marks]

SECTION B

Instruction: Answer one (1) question

QUESTION 3 [30 marks]

- (d) What is the role of counselling and guidance theories?
[10 marks]
- (e) Critique cognitive-behavioural theories and their use in the counselling and guidance of adults.
[20 marks]

QUESTION 4 [30 marks]

- (a) What is the role of counselling and guidance theories?
[10 marks]
- (b) Critique psychoanalytic theories and their use in the counselling and guidance of adults.
[20 marks]

QUESTION 5 [30 marks]

- (a) What is the role of counselling and guidance theories?
[10 marks]
- (b) Critique the use of Adlerian theory in the counselling and guidance of adults.
[20 marks]

SECTION C

Instruction: Answer one (1) question

QUESTION 6 [30 MARKS]

- (a) What is the function of codes of ethics for counselling and guidance services?
[10 marks]
- (b) Create a scenario to demonstrate how you could use the existential-humanistic theories to assist either (i) a client who is insecure about getting older or (ii) a client who lacks assertion and confidence. [20 marks]

QUESTION 7 [30 marks]

- (a) What are the main assumptions of systemic/family counselling and guidance theory?
[10 marks]
- (b) Create a scenario to demonstrate how you could use the systemic/family counselling and guidance approach. [20 marks]

QUESTION 8 [30 marks]

- (a) Who is a counselor? [10 marks]
- (c) Create a scenario to demonstrate how you could use Rational-Emotive therapy (RET) to assist a client with interpersonal conflicts.
[20 marks]