

**UNIVERSITY OF SWAZILAND**



**FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT**

**FINAL EXAMINATIONS PAPER DECEMBER 2017**

**TITLE OF PAPER:** FOUNDATIONS OF GUIDANCE AND COUNSELING

**COURSE NUMBER:** EFM 607

**TIME ALLOWED:** THREE (3) HOURS

**INSTRUCTIONS:** THERE ARE THREE SECTIONS IN THIS PAPER –  
SECTIONS A, B, AND C.

SECTIONS A AND B ARE COMPULSORY. CHOOSE  
ONE QUESTION FROM SECTION C.

TOTAL MARK ALLOCATION: 100

THIS EXAMINATION PAPER CONTAINS 9 PAGES INCLUDING THE COVER  
PAGE.

**DO NOT OPEN THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO  
SO BY THE CHIEF INVIGILATOR**

## SECTION A: COMPULSORY

### Multiple Choice and True or False Questions

#### INSTRUCTIONS

You are to write all your answers in your exam booklet provided. Read the following instructions carefully and use the sample below as a guide.

1. This exam section contains 20 multiple choice and True or False questions, each worth 2 point (total 40 points).
2. On this Multiple-Choice and True or False exam each question or item is followed by a series of possible answers or choices.
3. Read each question and decide which answer or choice is best. [Make sure you read thoroughly any special instructions that may apply to a given portion of the exam.]
4. Write the letter of the **best** choice in your answer booklet with your PEN.
5. Write **LEGIBLY**.
6. Cross out any answers you wish to change and write afresh. **DO NOT USE CORRECTIONAL FLUID. Use of correctional fluid will result in a zero being awarded.**
7. Answer all questions. Your exam score will be based on the number of questions you answer correctly. There is no penalty for guessing.

Review the example below to see the right way to present your best answer or choice. This is a **SAMPLE** question. Do not answer this question in YOUR answer booklet. Choice "A" is the correct answer.

**QUESTION #1: The following are characteristics of a good leader but...**

- A. crowd pleaser
- B. confronts
- C. patient
- D. organized

#### RIGHT WAY!

1. A

#### WRONG WAY

1. ~~A~~ X

1. A person-centered Counsellor's role would best be described as a
  - A. coach
  - B. facilitator
  - C. expert
  - D. teacher
  
2. The difference between Western approaches to assessment and that of the traditional approaches is:
  - A. the traditional healer is well known to the client
  - B. the traditional healer does not make a distinction among mind, body, and spirit
  - C. the traditional healer does not use any assessment tool
  - D. the traditional healer does not have empirical evidence of originals of problems
  
3. Diagnosis is an essential treatment procedure for gathering of information about a client's health conditions and for arriving at a conclusion as to appropriate interventions based on the information gathered. In the diagnosis of a client's health conditions, all except which of the following is not a process employed by traditional healers?
  - A. dream interpretation
  - B. divination
  - C. physical examination of the client
  - D. interview
  
4. School guidance and counselling services in sub-Saharan Africa are more likely with further development and growth in the:
  - A. legal systems
  - B. tribal affiliations
  - C. education systems
  - D. government expenditure

5. Guidance and counselling services in Swaziland schools tend to focus on:
- A. life skills education
  - B. diagnostic assessment
  - C. career and HIV/AIDS aspects only
  - D. infusion and integration of guidance and counselling as an integral part of the curriculum
6. During an observation of a primary school student, a school counsellor records a high rate of off-task behavior that is interfering with the student's completion of classwork and causing a classroom distraction. To increase on-task behaviour, the school counsellor should initially recommend that teacher
- A. assign the student to an isolated area to gain control of behaviour
  - B. take steps to correct the student's behaviour as soon as it is observed
  - C. deprive the student of desired activities until behaviour improves
  - D. analyze antecedents and consequences of the student's behaviour
7. A grade seven student who is failing three subjects makes an appointment to see the school counsellor. After discussing the student's academic history, the best initial action for the school counsellor to take would be to
- A. advise the parents or guardians to contact a private tutor for the student
  - B. assist the student in developing a time management and study schedule and set up weekly progress checks
  - C. reschedule the student in less demanding classes and notify teachers of the changes
  - D. initiate procedure to refer the students for coaching lessons
8. Which of the following pairs of symptoms is associated with cannabis abuse
- A. euphoria and incessant talking
  - B. mood swings and heightened aggressiveness
  - C. paranoia and decreased appetite
  - D. sleepy appearance and reduced motivation

9. What are the three domains addressed in the developmental model for school counselling programmes according to the prescribed text Gibson and Mitchell
- A. small-group, large-group, and classroom guidance
  - B. leadership, advocacy, and collaboration
  - C. career, academic, and personal-social development
  - D. career, educational, social and personal management
10. A school counsellor tells the parents of a grade 5 learner that their child's scores reflect the child's performance relative to that of other grade 5 learners across Swaziland. This type of score is referred to as a
- A. norm-referenced score
  - B. raw score
  - C. criterion-referenced score
  - D. standard score
11. Which group work specialist would be most concerned with helping members remediate their in-depth psychological problems?
- A. Counselling
  - B. Psychotherapy
  - C. Psychoeducational
  - D. Task facilitation
12. Zodwa seems unable to define herself separately from her husband and children. In family systems terminology, Zowda needs to examine her process of
- A. internalizing conflicts
  - B. acculturation
  - C. differentiation
  - D. assimilation

13. Personal therapy for the counsellors can be instrumental in assisting them:
- A. to heal their own psychological wounds
  - B. to gain an experiential sense of what it is like to be a client
  - C. to understand their own needs and motives for choosing to become professional helpers
  - D. all of the above
14. With respect to the role of the values of the counselling process, it is most accurate to state that:
- A. counselling can best be considered as teaching and persuading clients to act the right way
  - B. counsellors would do well to maintain an indifferent, neutral, and passive role by simply listening to everything the client reports.
  - C. counsellors should avoid challenging the values of their clients.
  - D. counsellors avoid imposing their values, but they are likely to expose their values to clients
15. When choosing career development materials for use at high school level, a school counsellor should focus on materials that facilitate students
- A. selection of specific career options
  - B. acquisition of particular skills
  - C. exploration of career clusters
  - D. formulation of career goals
16. Needs of diverse population should be considered first by school counsellors as a factor needed to create culturally sensitive school counselling programmes .
- A. true
  - B. false

17. Evaluation in school counselling programme serves the purposes of generating valid measures of how a programme meets goals and objectives, helping others understand the role of the counsellor or guidance and counselling teacher and gathering data for research purposes. It is used to plan and develop procedures when the programme is unable to change.
- A. true
  - B. false
18. A Guidance Advisory committee (GAC) is commonly charged with the task of reviewing programme data and making recommendations based on their evaluations. GACs typically do not evaluate counsellors' professional activities, report directly to administrators, or disclose counselling work to the media.
- A. true
  - B. false
19. Education is a key feature of the cognitive- behavioural therapy
- A. true
  - B. false
20. The best predictor of the outcome of counselling is the skills of the counsellor.
- A. true
  - B. false

## SECTION B: COMPULSORY

### Question 1(marks 40)

- I. Individuals are best understood within the context of relationships and through assessing the various interactions within an entire family. Position this statement in relation to your knowledge of the family systems therapy (4 marks)
  
- II. Discuss the family systems therapy's key concepts regarding: the major theorist, view of human nature, key tenets/concepts , goal of therapy, therapists role and function, techniques, strengths and weaknesses of the therapy (36 marks). The allocation of marks are as follows:
  - major theorist (2 marks)
  - view of human nature ( 6 marks)
  - key tenets/concepts (6 marks)
  - goal of therapy (4 marks)
  - therapists role and function (6 marks)
  - techniques (6 marks)
  - strengths and weaknesses of the therapy (6 marks)



## SECTION C

Answer ONE (1) question from this section.

### Question 1 (20 marks)

You have been assigned by the Director of Guidance and Counselling from the Ministry of Education and Training to make a presentation to guidance and counselling teachers on effective approaches to teaching guidance at an in-service workshop. What five (5) approaches to effective teaching of guidance and counselling would you include in your presentation giving concrete examples? **Note. You will not get any credit for using my examples from class lectures as that is my intellectual property.** (20 marks)

### Question 2 (20 marks)

Using Donald Super's life Span approach to career development, explain how the self-concept plays a very important role in an individual's life span career development. (20 marks)

### Question 3 (20 marks)

Reflect on your prescribed texts, lectures and assigned readings in this course. What if anything, have you learnt regarding Foundations of Guidance and Counselling in Swaziland school context that you did not know about before? Point out what you wished you learned but did not. How beneficial will the knowledge from this course impact the way you will deal with clients in your respective work contexts. (20 marks)