

**UNIVERSITY OF SWAZILAND  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK  
FINAL EXAMINATION QUESTION PAPER, MAY 2018**

**TITLE OF PAPER: SOCIAL WORK IN SCHOOLS**

**COURSE CODE: SWK 230**

**TIME ALLOWED: TWO (2) HOURS**

**INSTRUCTIONS: 1. ANSWER ANY THREE (3) QUESTIONS  
2. ALL QUESTIONS CARRY EQUAL MARKS  
3. TOTAL MARKS 100**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION IS GRANTED  
BY THE INVIGILATOR**

## **QUESTION ONE**

- 1. Discuss the effects on children of exposure to intimate partner violence.**
- 2. Highlight the roles of a school social worker in assisting children who come from troubled or unstable backgrounds.**

## **QUESTION TWO**

**Amanda is a first-grade pupil referred to Mmabatho, the school social worker, by her teacher. The reason for the referral was “poor hygiene.” Amanda enters the school social worker’s office crying. Amanda says that the other kids have been teasing her for wearing the same clothes day after day. Amanda’s clothes look wrinkled and dirty. Mmabatho knows that Amanda’s family has limited resources but that Amanda has, until recently, had a neat and clean appearance. Mmabatho asks Amanda how her family has been doing. Amanda tells her that her mom’s boyfriend left and that she and her mom and her two brothers have been living in their van. Amanda says that she and her mom sleep in sleeping bags in the van and that her brothers usually sleep at their friends’ houses. At the end of the session, Amanda begins to sob, stating that she does not want to return to class.**

- 1. What role should the school social worker play to help this family obtain needed resources?**
- 2. How might the school social worker handle Amanda’s refusal to return to class?**
- 3. How might the school social worker help Amanda improve her peer relationships?**

## **QUESTION THREE**

**Brutus is a fourth-grade pupil. She was referred to Lorain, the school social worker, because of an increase in absences and falling grades over the past several months. While interviewing Brutus, Lorain discovers that she appears to be very anxious about taking tests and has been having stomachaches on those days when she has to take a test. Lorain also discovered that Brutus is avoiding homework**

assignments out of fear of not doing them “well enough.” Lorain infers that Brutus’s perfectionism has become so crippling that she is now avoiding school altogether. Lorain also discovers that Brutus’s teachers interpret her behavior as apathy and have adopted a punitive attitude toward her when she is at school. During their latest session, Lorain finds out that Brutus’s mother is an alcoholic who refuses to seek any help. Brutus begs Lorain not to contact her mother.

- a) Examine how the school social worker can address Brutus’s problems at home without breaching confidentiality.
- b) Highlight steps the social worker can take to help Brutus deal with his need to be perfect.

#### **QUESTION FOUR**

**Critically discuss the need to integrate the grief process into the school setting.**

#### **QUESTION FIVE**

Mia, a social worker for the Kwaluseni Central School received a referral for John. John, age 10, was diagnosed as having attention deficit disorder with hyperactivity (ADHD) and an emotional disturbance. According to John’s teacher, he consistently refused to do his work, cried often, and began to fall asleep in school. His teacher described him as a “manipulator” and “chronic liar” and produced her grade book, pointing at a string of almost straight zeros for the last four-week period. In addition, John’s classmates began to ostracize him. The multidisciplinary team decided to add “weekly individual counseling with the school social worker” to John’s individualized educational program (IEP). Mia began to see John individually on a weekly basis.

1. How might the school social worker approach John’s teacher in an effort to improve John’s relationship with his teacher?
2. What should the school social worker do to improve John’s relationship with his peers? Why is this important?
3. Who should be involved in John’s IEP meetings?

## **QUESTION SIX**

**Lindani, a school social worker at Salesian High School, received a referral on a 16-year-old student, Musa, whose excessive absenteeism and fighting resulted in a series of out-of-school suspensions. During several sessions with Musa, Lindani learned that Musa had been diagnosed with depression, lived with an alcoholic out-of-control mother, and was sexually abused by his father, who was currently serving time in prison for the offense. Musa identified his mother as his only support system and often stayed home from school to catch up on sleep after transporting and caring for his intoxicated mother the night before. Musa's deep sense of distrust in others had alienated him from peers at school. This distrust also led to frequent fighting when provoked. As Musa's advocate, Lindani adopted several roles in the next few weeks to increase Musa's support system and improve his school attendance. With Musa's and his mother's consent, Lindani initiated several meetings with both Musa and his mother to improve basic communication skills. Lindani also provided the mother with literature and phone numbers of area treatment centers and AA meetings. In addition, Lindani worked individually with Musa once a week on anger management skills. Lindani also inquired from headteacher about starting a support group in Musa's high school.**

**Critically discuss the different roles played by the social worker in the case above.**