

Tutorial Letter 101/0/2018

Marriage Guidance and Counselling MGG2601

Year Module

Department of Social Work

This tutorial letter contains important information
about your module.

BARCODE

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Dear Student

Welcome to the Marriage Guidance and Counselling (MGG2601) course. We trust that the course, as it unfolds, will help to broaden your understanding of couples' relationships and the role that helpers play in strengthening families. We hope that your studies in this module will be enjoyable and successful.

1 INTRODUCTION

Before you begin your study of the MGG2601 course, may I request that you stop and reflect on the following?

- Do you think that the institution of marriage is in crisis now?
- Should we be more active in preserving marriage as it was or should we be striving to shape committed couple relationships into a different form? Do the unique demands of modern living and the modern stressors families experience need to change?
- As you work through your study guide, reflect on what we as a society should retain from couples counselling practices and should add to strengthen modern families.
- Consider yourself to be a "couples' counsellor in the making" and this module "work in progress". Allow your personal perceptions of relationships influenced by some of the content gained from the course and at the same time make sure that your ideas influence the development of this course. In the long term, we want your opinions and feedback to shape this module.

It is important for you to compare your personal views with the views projected in this course. You must realise that we expect you to participate in developing and sharing thoughts and ideas to ensure that this course evolves into a meaningful learning opportunity for future students. Relationships are dynamic and influenced by multiple factors and a course such as this must incorporate the changes occurring in the world.

The purpose of this letter, Tutorial Letter 101, is to orientate you in terms of the requirements for this course, general administrative information, the scheme of work, resources and assignments. Tutorial letters are our way of communicating with you. We urge you to read Tutorial Letter 101 carefully and keep it at hand when you work through the study material, prepare your assignments and study for the examination. This tutorial letter contains useful information on how to resolve some of the practical problems you may encounter as an open distance learner at this institution. The assignments that have been set for this module, explain the instructions for preparing the assignments, the assessment criteria used for marking assignments and submission processes in detail in this tutorial letter.

During the year, you will receive other tutorial letters that provide you with feedback about the assignments as well as guidelines on how to prepare for your examination at the end of the year. Be sure to file them with this one.

We emphasise your responsibility to read all tutorial letters you receive immediately and carefully. They contain important information to enable you to achieve a successful outcome in this course.

We urge you to commence your studies early in the year and resolve to do your best when you undertake the assignments. This continuous learning module requires your active involvement in executing several learning tasks between March and July. Careful planning and time management are critical.

2 PURPOSE AND OUTCOMES

2.1 Purpose

Having worked as a marriage counsellor for many years and having been married longer than I have been single, makes me realise that, despite a person's incredible need for intimacy and closeness, the joining of two people to become a couple can generate much pain alongside the pleasures. Even though there are more people who marry than who choose to remain single, most enter into these unions ill prepared for the courage, commitment and patience needed to achieve a reasonably content state. While marriage remains a normal developmental task and the average person marries once or twice in his or her lifetime, few couples receive adequate preparation for this life-altering status. The institution of marriage has undergone many changes in the last two decades. The diversity of these unions is more widely acknowledged nowadays and respecting people's rights to make their own relationship choices are more than ever before. To illustrate what I mean, consider the following shifts: many couples choose to live together without solemnising their relationships; multicultural unions are common; some countries have legalised same sex unions; many married people live apart for long periods of time as they are geographically separated because of employment, sometimes by continents, and divorce is accepted more widely.

This course will enlighten students about the dynamic nature of couples counselling. The meaning is to create an overall perspective of the many factors for consideration when dealing with couples' relationships. The course will not make you an expert on couples, marriages and family life, but it should deepen your understanding of the complexities of relationships. The course considers the diverse couple's relationships prevalent in our society today, such as marriage, cohabitation (living together) and same-sex pairing. It does not focus on marital relationships and marital counselling specifically. The term "couples counselling" should replace the term "marital counselling" or "marriage counselling", because professional helpers render comprehensive services to all couples who require assistance for relationship issues.

2.2 Outcomes

I hope the course provides you an opportunity to be more analytical of your relationships, those "of the close, personal kind", as well as alert you to the interesting couples' relationships that surround you. In the helping professions, we realise that unless a person understands the self, personal motivations and close interpersonal relationships, he or she will struggle to understand couples presenting themselves for counselling.

Divided into five themes this course and each theme have expected outcomes.

THEME 1: Understanding couples

This theme assists students to understand couples' relationships. Love is discussed in terms of the passionate attraction between couples, mutual expectations of partners and individuals' intentions in their relationships. The course considers the impact that gender, ethnicity, culture and individual differences of individuals have on couple's relationships.

Objectives of Theme 1: Understanding couples

The specific objectives of this theme enable you to:

- explain the difference between love and affection
- list and describe the three elements of the relationship tripod: physical attraction; mutual expectations; personal intentions
- explain a cognitive behavioural construction of love
- identify and explain variables that potentially impact on a couple system
- reflect on the effects that individual differences have on the couple's relationship
- reflect on the effects of gender on a couple's relationship
- list the common characteristics of a happy couple's relationship

THEME 2: Changes that couples go through: psychological tasks and family life cycle developmental stages

The second theme provides an overview of several common psychological tasks that couples negotiate in their relationships and pinpoints the general family life cycle stages that their families tend to move through in time. A relationship requires the two parties involved to be able to accommodate the demands associated with the different developmental stages of their relationship. Couples may find it challenging when attempting to transcend these new demands, while simultaneously dealing with other unexpected stressors such as illness, immigration, retrenchment and violent crime. The forces of culture and ethnicity, industrialisation and globalisation influence families and trap people between traditionalism and modernism.

Objectives of Theme 2: Changes that couples go through: psychological tasks and family life cycle developmental stages

The specific objectives are intending of this theme to enable you to:

- describe the seven psychological tasks of committed relationships (Wallerstein 1995)
- identify and describe the six stages of the family life cycle (Carter & McGoldrick 1999) and the developmental tasks associated with each stage
- be conversant with the impact of culture and socioeconomic factors on the life stages of families
- understand the helper's role in assisting families to transcend unique developmental tasks
- explain the significance of rituals in couple and family life

THEME 3: Popular theories used in couples counselling

The third theme reviews a selection of contemporary theoretical approaches commonly used in couples counselling. This will include discussions of the psychodynamic approaches, cognitive behavioural approach, person-centred approach, structural and strategic systemic approaches and the Afrocentric perspective in terms of assumptions, basic concepts and characteristic techniques. Each approach makes valuable contributions in the field of couples counselling. Using one approach alone may be restrictive. The merits of helpers integrating salient and compatible assumptions of different approaches into an orderly, eclectic approach based on empirically validated principles unfolds.

Objectives of Theme 3: Popular theories used in couples counselling

Specific objectives are to enable you to

- identify and describe theoretical overviews of different therapeutic approaches developed for

working with couples

- identify and explain therapeutic skills based on different theoretical approaches
- compare and contrast an Afrocentric perspective of counselling with a Western perspective
- apply the information learned to case studies

THEME 4: Couples counselling

The fourth theme introduces you to an integrative approach to working with couples. This theme describes the continuum of care available to couples at various stages in the lifespan of their relationship. Premarital counselling, marital enrichment, couples counselling, divorce counselling and divorce mediation are described briefly. Couples counselling is presented as a professional service necessitating professional values and specific professional activities. Generic counselling principles are summarised and reviewed in terms of their application in the field of couples counselling.

Specific objectives of *Theme 4: Couples counselling*

The specific outcomes for learners in this section are to

- be able to identify the levels of counselling care available in the field of couples counselling
- be able to explain the definitions, purpose, structure, format and role of the helper for the following types of counselling: premarital counselling; marriage enrichment; couples counselling; divorce counselling and divorce mediation
- be familiar with the purpose of an integrative couples counselling model
- state the therapeutic role that an integrative couples counsellor plays when working with couples
- recognise the challenges of applying professional values of respect, confidentiality, self-determination and individualisation when working with couples
- define and explain the characteristics of Young and Long's (1998) integrative approach

THEME 5: The counselling process

The concluding theme divides the integrative helping process into several sequential stages. Each stage is explained, from making the appointment, to ending counselling, according to the model proposed by Young and Long (1998). If only helping was that organised and orderly!

Objectives for *Theme 5: The counselling process*

The specific outcomes for this section are that you must be able to

- explain the different stages and purposes of assessment, goal setting, intervention, maintenance and validation
- label useful questions used during couples counselling correctly
- motivate which types of questions should be used in different situations
- know different assessment aids that are available and when to use each: genogram and structured assessment tools
- describe what the counsellor has to observe when assessing the couple's interactional patterns
- explain the importance of effective goal setting with couples
- list and describe useful techniques for facilitating change with couples

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

Name: Mrs A Petty

Telephone: 031 335 1742 (office)
031 563 7672 (home)

E-mail: pettya@unisa.ac.za

Fax: 0865902787

Office address: 1 B, Stalwart Simelani Campus, Durban

Postal address: The Module Leader (MGG2601)

Department of Social Work

Unisa

KwaZulu-Natal Regional Office

PO Box 47431

Greyville

4023

3.2 Department

In the event of persistent failure to reach me at the contact particulars provided above, telephone the administrative staff of the department at 031 335 1742 or leave a message at 031 335 1700.

You are welcome to contact me with queries about the contents of this module, queries regarding preparation for your assignments and the examination. I am involved in teaching and training students and not always stationed in the office. Always have your study material and student number at hand when you call.

Please note that I am based at the Unisa KwaZulu-Natal Main Campus in Durban.

3.3 University

Please consult the *my Studies @ Unisa* brochure for general Unisa contact details. Always have your student number at hand when you contact the University.

4 RESOURCES

4.1 Prescribed books

There are no prescribed textbooks for MGG2601. You do not have to buy any additional books for this course. You need to study your study guide for MGG201W and the tutorial letters and find your own information sources.

You are expected to consult additional sources when you prepare for the assignments.

4.2 Recommended books

You are encouraged to refer to any sources that you can find that deals with this subject. Talk to professional organisations that offer counselling in your community, search the internet, look for generic books about relationships at local bookshops, consult your community library and speak to respected elders and faith leaders. Additional sources help to broaden your understanding of this topic. The Unisa Library makes no provision for additional literature for this course.

Useful references to refer to in your study guide are as follows:

- Brown, JH & Brown, CS. 2002. *Marital therapy: concepts and skills for effective practice*. Pacific Grove: Brooks/Cole.
- Carter, B & McGoldrick, M. 1989. *The changing family life cycle*. Boston, Mass: Allyn & Bacon.
- Carter, B & McGoldrick, M. 1999. *The expanded family life cycle: individual, family and social perspectives*. 3rd ed. Needham Heights: Allyn & Bacon.
- Collins, D., Jordan, C. & Coleman, H. 2010. *An introduction to family social work*. 3rd ed. Belmont, USA: Brooks/Cole.
- Sperry, L & Carlson, J. 1991. *Marital therapy: integrating theory and technique*. Denver, Colo: Love.
- Young, M & Long, L. 1998. *Counselling and therapy for couples*. Pacific Grove, CA: Brooks/Cole.

4.3 Electronic reserves (e-reserves)

During the course, you will be advised via SMS or an announcement on myUnisa, if specific and relevant e-reserve material is available to students.

4.4 Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to <http://www.unisa.ac.za/library>. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – http://libguides.unisa.ac.za/Research_Skills
- how to contact the Library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

****Additional Information Not in the Study Guide****

Please note that this information is a supplement to the study guide and can form part of your assignments and exams.

4.5 Additional information about same-sex marriage in South Africa not included in your study guide

It has taken our country a long time to recognise and protect the rights of all people against unfair discrimination, as intended by the adoption of the Constitution. The South African Constitution, Section 9(3) reads:

The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age disability, religion, conscience, belief, culture, language and birth.

Despite this, same-sex couples have until recently not been entitled to the same rights heterosexual couples enjoyed. The legal regulation of the family law rights of same-sex couples was incomprehensive and failed to affirm and protect gay and lesbian unions for years. Being unable to legalise their unions, same-sex couples would not get the same socioeconomic benefits, right to inheritance, medical insurance coverage, adoption, access to wrongful death claims, bereavement leave, tax advantages and post-divorce rights to which heterosexual couples had access. This problem extended beyond the failure to acknowledge their economic and legal rights, as it excluded them from the celebrations and rituals that mark the formation of couple-hood in our society. As pointed out by Judge Albie Sachs (Alexander 2006): “They are obliged to live in a state of legal blankness in which their unions remain unmarked by the showering of presents and the commemoration of anniversaries so celebrated in our culture.”

There were several court battles on gay rights since the inauguration of South Africa’s first democratic government.

- The Constitutional Court struck down the offence of sodomy in the Sexual Offences Act and the Criminal Procedures Act in 1998.
- Foreign partners of same-sex couples were allowed to become permanent South African citizens in 1999.
- Homosexual partners in committed relationships were entitled to the same financial status as married heterosexual couples, as ruled by the Constitutional Court in 2002.
- Homosexual couples in committed relationships were given rights to adopt children in 2002.
- Children born to same-sex couples by artificial insemination were recognised as legitimate by the Court in 2003.

The case brought before the Constitutional Court in 2005 by Marie Fourie and Cecelia Bonthuys marked the biggest turning point. The couple had been in a committed relationship for ten years and wanted to marry. During their time together, they shared a home, friends, memories and joint dreams for their future. The law, however, failed to offer them any public recognition or registration of their relationship, because they were both women. Challenging the system legally through the Constitutional Court, the Court ruled that the existing legal definition of marriage conflicted with the country’s Constitution, because it denied same-sex couples the rights granted to heterosexual couples. Parliament was ordered to amend the Marriage Act or introduce new legislation allowing same-sex couples to enter into legal marriages within a year. The Civil Union Bill was enacted on 30 December 2006.

This was a historic moment, because South Africa became the fifth country in the world and the first country in Africa to legalise marriages between same-sex couples. The Civil Union Act ensures that any South African citizen can marry and be given the choice of calling the partnership a civil union or a marriage. The law addresses the points outlined earlier and allows same-sex couples to make legal decisions on each other’s behalf and inherit in the event of a partner dying without a will. Same-sex couples now receive state regulation when things go wrong in their relationships. It must be pointed out that same-sex couples can only marry under the Civil Union Act and not the Marriage Act. Some critics believe that these different, but equal, marriage laws remain discriminatory against same-sex unions.

The number of countries that have legalised same-sex marriages are growing. The Netherlands legalised same-sex marriages in 2001. Since then, same-sex marriages have been performed

legally by Belgium (2003), Spain (2005), Canada (2005), Norway (2009), Sweden (2009), Portugal (2010), Iceland (2010), Argentina (2010), Denmark (2012), Brazil (2013), France (2013), Uruguay (2013), New Zealand (2013), United Kingdom (2014), Luxembourg (2015), Slovenia (2015), Ireland (2015) and the United States of America (2015). Finland has passed legislation that will be implemented in 2017. Australia has announced a cross party plan to work towards a marriage equality vote in August 2015. Same-sex marriages are performed in Mexico City in 2010 and in the states of Quintana Roo (2012), Coahuila (2014) and Chihuahua (2015) and they legally recognise same-sex marriages throughout the country. Although Israel recognises same-sex marriages performed in other countries, they do not perform these in their own borders. No country in Asia performs same-sex marriages and in other countries such as the Sudan, Iran and Saudi Arabia, same-sex couples can be punished with the death penalty.

4.6 Additional information about the White Paper on Families 2012 that is not included in your study guide

It is important to note that the South African Government regards the family as the cornerstone of this country and has introduced several policies to promote the upliftment and support of families. The White Paper on Families 2012 is one of the most ambitious efforts thus far.

4.6.1 White Paper on Families in South Africa June 2012

South Africa is intent upon improving the quality of family life for citizens, because it has identified the family as a valuable source for influencing the quality of life for family members and society at large. Citing the work of Patterson, the White Paper on Families (2012:6) recognises that the family fulfils critical instrumental and affective functions. The family offers its members a sense of belonging, personal and social identity; provides for their basic needs such as food, shelter and clothing; is largely instrumental in shaping children's physical, psychological, social and spiritual development and shaping their values and norms. Families bear most of the responsibility for taking care of the young, ill, disabled and vulnerable. Healthy families benefit society, because they offer continuity of our species and some control over reproductive functioning. When family members are cared for well in their homes, they are more likely to become productive members of society and are less inclined to be reliant on public resources. Members of healthy families are less likely to exhibit antisocial behaviour and more likely to contribute to the development of a healthy and safe society.

4.6.2 The development of the White Paper on Families

A family policy for South Africa was initiated in 2004, based on the findings of research commissioned by the Department of Social Development on the structure and needs of families. The draft policy was presented to cabinet and cabinet proposed that a White Paper on Families be developed to address the need to strengthen and support families. The Green Paper was developed, based on evidence collected from rural and urban communities and experts and presented to Cabinet. The findings of the investigation found that the family, as an institution, was under threat. It was failing to fulfil its functions of socialising, nurturing, caring and protecting its members effectively. Families were found to be threatened by high rates of poverty, unemployment, domestic violence, crime, unwanted pregnancies, absent fathers and decaying family values. The White Paper was approved on 26 June 2013. It is hoped that, through its implementation, there will be an increase in well-functioning and resilient families that are responsive to the needs of family members. Subsequently, there is a nation-wide effort to develop services to strengthen and support families.

4.6.3 The objective of the White Paper on Families

The White Paper on Families (2012:9) supports the view that the family is a key development imperative. It was developed to mainstream family issues into government-wide, policy-making initiatives to foster positive family well-being and overall socioeconomic development in the country. It sets out to achieve this objective by enhancing the socialising, caring, nurturing and supporting capabilities of families; empowering families and their members to benefit from economic, labour market and other opportunities available in South Africa; improving the capacities of families and their members to develop social interactions that will help to build a cohesive society.

There are four strategic priorities: promoting healthy family life; strengthening families; preserving families; developing coordinating, implementing and monitoring structures.

The actions required for the achievement of promoting the importance of family life are the affirmation of the importance of the family; the promotion of positive values and regeneration of morals and the encouragement of fathers' involvement in their children's upbringing. Families should be supported in their caregiving functions and family solidarity should be promoted.

Families should be preserved by having a basket of services to assist them such as prevention, early intervention, statutory, reunification and aftercare services. A concerted effort should be made to develop intersectoral and interdepartmental responses at national, provincial and local government levels, engaging a range of stakeholders to develop, implement and monitor efforts to uplift and protect family life.

The development and implementation of the White Paper on Families 2012 has great relevance for couple of counsellors. It is likely to see a greater emphasis being placed on micro interventions at community level, offering tremendous scope for the development of preventive programmes. The guiding principles of these programmes should be human rights, respectful appreciation of the diversity of families, recognising family resilience, community participation, promoting and strengthening responsible parenting practices and, finally, forming strategic partnerships to drive these interventions.

4.7 Additional information about how parents are expected to dissolve their families leaving their parental obligations in tact

This additional information serves to replace the section on "the co-parental divorce" that appears on page 146 of your study guide (Marriage guidance: facilitative couples counselling. Only study guide for MGG201W:2006). It is important to know that legislation was passed to address this issue in the South African context.

When children are involved in a marriage that is about to end, it is important that their parents reach a decision on how the family's post-divorce life has to be organised so as to minimise their suffering. Parental responsibilities and rights have to continue even when their marital obligations dissolve (Skelton 2009:63). The introduction of the Children's Act 38 of 2005 (Section 33) makes the responsibilities of divorcing parents towards their children clearer. Once the marriage dissolves, the parental responsibilities are four-fold: caring for the child; maintaining contact with the child; acting as the child's guardian and contributing to the child's maintenance.

Concepts and terminology used in this Act underscore the importance of parents placing the child's needs before their own so that the child does not get caught up in their retaliatory actions that are fuelled by hurt and anger. By example, the term that was used for many years, "custody", was replaced with the word "care", emphasising that parents are expected to offer much more than a suitable place for the child to live after the divorce, rather they need to create

a nurturing space (Skelton 2009:65). A second example of the Act that draws attention to the divorcing parents' ongoing commitment to their child is the substitution of the term, "maintaining contact" to replace the old term "access". This emphasises the importance of parents maintaining the continuity of their parental relationship with the child after divorce (Skelton 2009:66). Parents' obligatory contributions to maintain and provide for the child are also legislated, stressing that both parents have to be committed to their responsibility of providing for their child's needs after the divorce (UNICEF 2009:15)

In view of the Children's Act 38 of 2005, divorcing parents are encouraged to finalise a parenting plan when going through their divorce (Skelton 2009:90–91). A parenting plan is a signed agreement between the divorcing couple that details the agreed upon plans they have made regarding the parenting of the child once their marriage has dissolved. In the plan, parents have to specify where and with whom the child will stay; how the financial needs of the child will be met; the manner in which the child's contact with the parent or other persons will be regulated; how schooling and the religious upbringing of the child will be taken care of.

The formality of drawing up a parenting plan is spelled out in Chapter 3, Section 34 in the Act (Children's Act 38 of 2005) and Section 7 notes that it has to be developed with the best interests of the child in mind. The plan may be drawn up with the assistance of a family advocate, social worker or psychologist or through mediation by a social worker or another suitably qualified person or it may be decided upon by the High Court or Divorce Court in a divorce matter, or the Children's Court, on application by the parties to the agreement. Regulation 8(3) states that a child's views and wishes have to be taken into account when the plan is drawn up and the child must be informed of the content of the agreement. If the child is dissatisfied with the agreement, the objections should be noted on the agreement and the matter referred to a social worker or the family advocate.

After the plan has been written up, it is signed by both parties and must be registered with the family advocate's office as proof of the promise that the parents have made to the child. It must comply with the prescribed format as spelled out in the Act. Both parties are expected to keep a copy of the plan and one copy remains with the family advocate's office (UNICEF 2009:25).

This legislation aims to protect children from the conflict and bitterness that rage between parents when marital relationships end. It paves the way for happier and healthier co-parenting relationships. It encourages families to make their own decisions without referring everyday matters to the legal system. It is less costly, saves time and empowers the family to resolve their own conflicts. It demonstrates respect for the children's views and demands their participation in the decision-making process.

5 STUDENT SUPPORT SERVICES

Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engage in e-tutoring activities and signature courses; etcetera. Please note that any other activities outside of these are for your own costing, for example, printing or photocopying. For more information on the Telecentre nearest to you, please access the following: www.unisa.ac.za/telecentres

Consult the publication, *my Studies @ Unisa*, for information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support). This should be included in the study material you receive.

For additional guidance on how to complete your assignments, please consult FAQs, posted on myUnisa for MGG2601. I make every effort to follow the discussion forums on the MGG2601 myUnisa site and often post additional assistance, announcements and feedback on assignments on that site.

Students who require additional assistance are welcome to contact me via e-mail or telephone to arrange telephonic appointments to deal with their pressing course-related concerns.

6 STUDY PLAN

Use the *my Studies @ Unisa* brochure for general time management and planning skills.

This module is offered as a year course. Commencement of the course is in February and the examination is written in October/November.

There are two compulsory assignments for completion in the assessment timeframe: Assignment 01, due in April, and Assignment 02, due in June. Each assignment requires extensive theoretical preparation and the experiential learning tasks require much preparation, well in advance of the submission dates.

February	Read tutorial letter and themes 1, 2 and 3 for completing self-study tasks in your portfolio and on line with your e-tutor and discussion group.
March	Study theme 4. >Reflect on theory about the continuum of care offered to couples by couples counsellors and consider their relevance for your community. Investigate what counselling services are available to couples in your community and develop a table of service providers, stating the nature of the services they offer and their contact details. Prepare and write the first draft of Assignment 01.
April	Finalise Assignment 01 and check your assignment against the Assignment 01 Assessment Criteria to make sure that you have fulfilled all the requirements. Submit on or before 17 April 2018. If you need to make use of the extension date, you are expected to make an official request.
May	Revise themes 3, 4 and 5. Complete the self-study tasks in these sections.
June	Consolidate your understanding of the study guide: themes 1 to 5. Read through the case study for Assignment 02. Complete the multiple-choice questions. Submit on or before 26 June 2018. Should you need to make use of the extension date, make an official request.
July	Make sure that your assignments were received and returned and that your year mark is accurate.
August and September	Revise for the examination. Download old examination papers from myUnisa. Follow examination preparation announcements on myUnisa.
October and November	Write the examination.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module. The self-reflection, self-study questions and two assignments are meant to provide you with opportunities to apply theory to practical situations.

Students doing the MGG2601 module, but who are not registered for the Bachelor of Social Work degree, should not register with the South African Council for Social Service Professions nor make applications for practical work placements at welfare organisations

8 ASSESSMENT

8.1 Assessment criteria

The purpose of assessment is to determine whether you understand the five key areas related to couples counselling, namely the foundation of attraction between couples; the normative psychological and developmental tasks of couples and families; predominant approaches to working with couples; the continuum of counselling services available to couples and the counselling process.

The following specific learning outcomes determine the assessment criteria against which you will be assessed:

- You must be able to demonstrate an understanding of the complexities of love, attraction and infatuation between couples and the key variables that impact on these.
- You must be able to identify and describe the characteristics of normative psychological and developmental tasks of couples and families as they move through time.
- You must be able to compare and contrast the central tenets of the psychodynamic, cognitive behavioural, person-centred, structural and strategic systemic, integrative approaches and the Afrocentric perspective of helping and then be able to apply the main concepts in practically simulated situations.
- You must be conversant with the continuum of care offered to couples by couples counsellors: premarital counselling; marriage enrichment; couples counselling; divorce counselling; divorce mediation and describing the role of the helper, core conditions and professional values required for creating an effective professional helping relationship.
- You must be able to demonstrate your understanding of the characteristics and functions of each stage of the integrative approach to helping couples.
- You should be acquainted with the aims and objectives of different tools, counselling skills and techniques consistent with the integrative approach that are suitable for each stage of helping.

8.2 Assessment plan

8.2.1 Formative assessment

There are two compulsory assignments for this module. The first is an essay and the second a case study with multiple-choice questions. Each contributes 20% towards your final mark. Throughout the year you will be expected to complete self-study tasks and participate in activities and discussions with your e-tutor as these are designed to help you to monitor your progress in mastering the course content.

8.2.2 Summative assessment

There is one exam that will be written in October/November. This exam contributes 60% towards your final mark and is based on the MGG201W study guide and tutorial letters.

8.3 Assignment numbers

8.3.1 General assignment numbers

Assignments are numbered consecutively for this module, starting from 01.

8.3.2 Unique assignment numbers

ASSIGNMENT NUMBER	UNIQUE NUMBER
Assignment 01	887971
Assignment 02	847284

8.4 Assignment due dates

Due dates for assignments

ASSIGNMENT NUMBER	DUE DATE	EXTENSION DATE
Assignment 01	17 April 2018	24 April 2018
Assignment 02	26 June 2018	3 July 2018

8.5 Submission of assignments

No assignments may be forwarded directly to this department. No assignments may be e-mailed or faxed. Use the envelopes provided by Unisa without any additions/changes. It is preferable to submit assignments electronically. Use the *my Studies @ Unisa* brochure for guidelines on the electronic submission of assignments.

8.6 The assignments

There are only two assignments for this module.

MGG2601

ASSIGNMENT 01: Essay-type questions

DUE DATE: 17 April 2018

UNIQUE NUMBER: 887971

The assignment topic: The continuum of professional couple counselling care

Discuss couples counselling interventions: premarital counselling, marriage enrichment, couples counselling, divorce counselling and divorce mediation.

Your discussion should reflect your understanding of each intervention by 1) providing a theoretically based definition of the counselling intervention, 2) an explanation of its purpose, 3) a description of the helper's role during that intervention, 4) an explanation of the four core conditions of helping as relevant to that intervention, 5) the degree of structure that you expect

the helper to provide during the counselling process (flexible vs structured) and 6) mentioning the typical formats that helpers prefer to use during that intervention (does it rely on individual, couple, group sessions, or a combination of these?).

After your discussion of each intervention, write up a case study (hypothetical example of a couple that needs that kind of counselling) to demonstrate your understanding of the reasons why your hypothetical couple will benefit from that type of intervention and provide a brief outline of what you think needs to be covered during that counselling process.

Complete your essay by writing a good conclusion that mentions the relevance of couple counselling in the South African context.

Finally, present a table of service providers that are closest to the community where you live who offer these five interventions. Insert or attach service providers' brochures, if they are available.

The purpose of this assessment is:

- to test your understanding of the continuum of care offered by couple counselling practitioners
- to establish whether you can apply the relevant interventions to simulated counselling situations appropriately
- to assess your understanding of the purpose, helper's role, the degree of structure, relevant core relational conditions, format of each of the interventions
- for you to develop a resource list of locally specific service providers of the different kinds of interventions in your community

The assignment headings and subheadings that you are expected to use

1. Introduction

(Approximately ¼ to ½ a page)

2. Premarital counselling

2.1 Definition

2.2 Purpose of premarital counselling

2.3 Helper's role during premarital counselling

2.4 Core relational conditions during premarital counselling

2.5 Degree of structure of the process during premarital counselling

2.6 Different formats used for premarital counselling

2.7 Hypothetical case study illustrating a couple's need for premarital counselling

(Approximately 3 to 4 pages)

3. Marriage enrichment counselling

3.1 Definition

3.2 Purpose of marriage enrichment counselling

3.3 Helper's role during marriage enrichment counselling

3.4 Core relational conditions during marriage enrichment counselling

3.5 Degree of structure of the process during marriage enrichment counselling

3.6 Different formats used for marriage enrichment counselling

3.7 Hypothetical case study illustrating a couple's need for marriage enrichment counselling

(Approximately 3 to 4 pages)

4. Couples counselling

- 4.1 Definition
- 4.2 Purpose of couples counselling
- 4.3 Helper's role during couples counselling
- 4.4 Core relational conditions during couples counselling
- 4.5 Degree of structure of the process during couples counselling
- 4.6 Different formats used for couples counselling
- 4.7 Hypothetical case study illustrating a couple's need for couples counselling
(Approximately 3 to 4 pages)

5. Divorce counselling

- 5.1 Definition
- 5.2 Purpose of divorce counselling
- 5.3 Helper's role during divorce counselling
- 5.4 Core relational conditions during divorce counselling
- 2.5 Degree of structure of the process during divorce counselling
- 2.6 Different formats used for divorce counselling
- 2.7 Hypothetical case study illustrating a couple's need for divorce counselling
(Approximately 3 to 4 pages)

6. Divorce mediation

- 6.1 Definition
- 6.2 Purpose of divorce mediation
- 6.3 Helper's role during divorce mediation
- 6.4 Core relational conditions during divorce mediation
- 6.5 Degree of structure of the process during divorce mediation
- 6.6 Different formats used for divorce mediation
- 6.7 Hypothetical case study illustrating a couple's need for divorce mediation
(Approximately 3 to 4 pages)

7. Conclusion (pay specific attention to the usefulness of couple counselling interventions in the South African context)

(Approximately ½ to 1 page)

8. Bibliography

Addendum 1 – Table of locally specific service providers for each intervention

MGG2601

ASSIGNMENT 02: Multiple choice

DUE DATE: 26 April 2018

UNIQUE NUMBER: 847284

CASE STUDY AND MULTIPLE-CHOICE QUESTIONS

Carefully read the case study below and then answer the 20 multiple-choice questions that follow. Select the most appropriate answers from the options provided.

The case of Al and Wanda

(Adapted from Brown and Brown 2002)

Therapist: I am glad we could get together.

Wanda: Yes. I am sorry that I cancelled our last appointment, but I could not get time off work.

Therapist: Okay.... and I asked that both you and Al attend the session.

Wanda: Yes... I know. When I called, you wanted to see both of us..., but I just wanted to see you by myself during the first session.

Therapist: So, Al doesn't know you are here?

Wanda: That's right.

Therapist: Well, tell me what's going on – why have you decided to come?

Wanda: (Sighs) Well, this is hard for me to do.

Therapist: Yes.

Wanda: Al and I have drifted apart and just don't have anything in common anymore.

Therapist: Has this been gradual or can you think of when the change occurred?

Wanda: Oh ... maybe two years or so... I'm not sure.

Therapist: Maybe longer?

Wanda: Um... I think two years.

Therapist: That's when you first recognised that you were drifting apart?

Wanda: Yes.

Therapist: What seemed different?

Wanda: I'm not sure. It seemed different when Charles, our youngest son, left for university.

Therapist: Then it was just the two of you.

Wanda: Yes. The one thing we always had in common was our children, particularly Charles.

Therapist: Why Charles?

Wanda: He was into sports... so we were together a lot when attending his games.

Therapist: Where those the only times you went out together?

Wanda: Pretty much. Occasionally, we go to a movie, but that's about it.

Therapist: So now you don't do much together?

Wanda: Right.

Therapist: How has this affected your relationship?

Wanda: Well as I said, we have just drifted apart. I think the kids were about all we had in common.

Therapist: Is that why you're here – you want to reconnect with Al?

Wanda: I guess.

Therapist: If that's the case, I'm not sure why you wanted to see me alone.

Wanda: I'm not sure where I am with the marriage and ... (sighs) I've been seeing someone else.

Therapist: How long have you been seeing this person?

Wanda: Oh, about three months. I didn't intend for this to happen, but ... I met him at work and one day he asked me if I wanted to go to lunch. We then started going to lunch together several times a week. Then... I started seeing him after work. I don't know. I wish it never happened, but it did. I'm sure you've seen situations like this before.

Therapist: Yes. Each one is different, however.

Wanda: I guess.

Therapist: So what are you wanting to do about this?

Wanda: I don't know.

Therapist: I assume Al doesn't know.

Wanda: That's right.

Therapist: I guess the real issue here is whether or not you want to work on the marriage.

Wanda: Yes... I wish it would work out... but I have my doubts.

Therapist: Why is that?

Wanda: I don't know. I'm not sure he would want to do anything about it.

Therapist: What makes you so sure?

Wanda: Well... maybe he would... but he just doesn't seem interested in anything anymore.

Therapist: Does that include you?

Wanda: Yeah.

Therapist: What have you done to try to get him interested?

Wanda: Nothing recently.

Therapist: Is that because of your interest in the person at work?

Wanda: Probably... I mean he listens to me and acts interested in what I have to say.

Therapist: Is that all?

Wanda: Well, the relationship has become more serious and it has become sexual; we're no longer just friends. The whole thing just sorts of happened gradually and I'm not sure how. I'm having a lot of doubts: about myself, about marriage and everything else.

Therapist: Are you saying it was an accident?

Wanda: I don't know that it was an accident, but ... uh, I don't think this would have happened several years ago.

Therapist: What are you saying – that things were better then and this could not have happened?

Wanda: Yes... I felt closer to Al then. I mean, it wasn't great, but it was okay.

Therapist: If you could go back to the way things were, would you give up this new relationship?

Wanda: Yes.

Therapist: Then what keeps you from wanting to work on your marriage?

Wanda: Well, I'm not sure what Al would do if he found out about this other man.

Therapist: So, if you had a way to tell him, what do you think he would do?

Wanda: I don't know... I know he would be angry.

Therapist: Do you think he could become violent or do anything to hurt you?

Wanda: No. Actually, I don't think he would say much. He would probably go off by himself. But why do I have to tell him?

Therapist: I can't work on a marriage with you because you and I have this secret that we share. It would get in the way of working with both of you.

Wanda: (Silence)

Therapist: I can't work with you, either, if you do not break off the affair.

A long silence ensues. The therapist gives Wanda time to think about what has been said.

Therapist: What are you thinking?

Wanda: I just don't know if he would want to come here if he knew.

Therapist: Maybe you should tell him here.

Wanda: What would I say?

Therapist: I think you need to be honest with him and take responsibility for your behaviour.

Wanda: What would you say?

Therapist: I would tell him what happened – that it was wrong and that you are sorry.

Wanda: What if he asks me questions or wants to know if I had sex with him?

Therapist: I would tell him the truth – that you did have sex with him. But I wouldn't go into the details about how often you saw him or where you met.

Wanda: I don't know.

Therapist: I think the issue here is whether or not you want to save your marriage.

Wanda: Yes. I want to save the marriage, but I think I would rather tell him at home before we come and see you.

Therapist: That's fine. You need to know that this is going to take time. You can't regain his trust overnight.

Wanda: Yes.

Therapist: Okay. We had better stop for now. Will this time work for both of you?

The therapist goes on to explain that before she sees Al and Wanda together, she will have to set aside time for Al on his own.

1. What stage of the family life cycle is this family in?

1. unattached young adults
2. a family with adolescents
3. launching an empty nest stage
4. later life

2. Charles's leaving home to go to university has emphasised that Al and Wanda need to ...

1. establish a sexual identity.
2. establish the relationship as a zone of safety and nurturance.
3. renegotiate parenthood.
4. build a relationship that is fun and interesting.

3. The family is experiencing ... stressor.

1. a vertical
2. a horizontal
3. a system-level
4. All of the above.

4. Indicate if the following statement is true or false.

The marital happiness scale is a suitable tool to use when the therapist sees the couple together for the first session.

1. True.
2. False.

5. The type of counselling that Wanda and Al require is ...

1. marriage guidance.
2. couple counselling.
3. marriage enrichment.
4. divorce counselling.

- 6. Select the psychological task from the list below that is inappropriate for helping Al and Wanda to maintain a dual vision of each other that combines early idealisation with reality perception.**
1. Develop family rituals and traditions that are specific to their family
 2. Affirm each other's special and unique qualities.
 3. Focus on each other's positive intentions and positive behaviours.
 4. Remember old memories while dealing with current realities.
- 7. The therapist suggests seeing Al on his own because she wants to ...**
1. help him deal with his feelings aroused by Wanda's affair.
 2. maintain neutrality in the helping relationship.
 3. assess his psychological health.
 4. None of the above.
- 8. When the therapist asks, "Well, tell me what's going on – why have you decided to come?" she aims to ...**
1. collect information about the developmental history of the relationship.
 2. develop an operational definition of the problem.
 3. start a dialogue about the problem.
 4. achieve all of the above.
- 9. The therapist's question referred to in question 8 above should be asked during the... phase of the helping process.**
1. "joining"
 2. "we have a problem"
 3. "goal-setting"
 4. "we have a solvable problem"
- 10. After Wanda tells the therapist about the affair, Wanda says, "I'm sure you've seen situations like this before," and the therapist replies, "Yes. Each one is different, however." By saying this, the therapist conveys her conviction regarding the professional value of ...**
1. respect.
 2. individualisation.
 3. confidentiality.
 4. self-determination.

- 11. The therapist asks Wanda, “If you could go back to the way things were, would you give up this relationship?” This question is an example of a ... question.**
1. problem definition
 2. sequence of interaction
 3. comparison and classification
 4. intervening
- 12. The reason why the therapist will not agree to work with AI and Wanda unless Wanda tells AI about her affair is because she has to apply the professional value of ...**
1. confidentiality.
 2. respect.
 3. individualisation.
 4. self-determination.
- 13. In response to Wanda’s question about what she, the therapist, would say to AI if she had been unfaithful, the therapist gives her a very detailed and directive answer. Her response is inconsistent with the ...approach.**
1. cognitive behaviourist
 2. integrative
 3. Afrocentric
 4. person-centred
- 14. The therapist relies heavily on questions in this interview. Identify which one of the following options is inconsistent with the purposes of asking questions in couple counselling.**
1. Questions are asked to develop a broad understanding of why the couple has come for counselling.
 2. Questions are asked to obtain a diagnostic history of the relationship.
 3. Questions are asked to develop an interactive definition of the problem.
 4. Questions are asked to present the couple with an alternative way of <<insert missing word/s here.>>
- 15. Wanda’s love for AI has changed over the years. Indicate whether the following statement is true or false.**
This couple has failed to pay attention to Hauck’s basic principles of love.
1. True.
 2. False.

- 16. During the interview, Wanda confides that her relationship with AI “wasn’t great, but it was okay”. This is sufficient motivation to remain in the relationship, according to Hauck, who suggests that in relationships, the ...**
1. couple must be physically attracted to each other.
 2. couple should share mutual expectations.
 3. the couple’s goal should be to feel reasonably content.
 4. the couple’s personal intentions must be symbolised.
- 17. The therapist has made limited use of the core condition of ... in this interview with Wanda.**
1. respect
 2. empathic understanding and belief in Wanda’s personal power
 3. congruence
 4. All of the above.
- 18. A preventative intervention that could have been offered to Wanda and AI during their marriage that would have prepared them for the developmental and psychological tasks are placing a strain on their marriage is ...**
1. premarital counselling.
 2. marriage guidance.
 3. marriage enrichment.
 4. (2) and (3).
- 19. The therapist clearly preferred to interview AI and Wanda ... during the counselling process.**
1. individually
 2. co-jointly
 3. using shuttle interviewing
 4. None of the above.
- 20. The aim of the intervention in this case was to ...**
1. help Wanda to recognise that her actions were wrong.
 2. identify what AI had to do to become more interested and involved in the relationship again.
 3. give AI and Wanda choices and possibilities in their relationship.
 4. resolve the issues that had created problems in AI and Wanda’s past.

8.7 Other assessment methods

The study guide includes self-study sections with feedback to enable you to test your understanding and perceptions with respect to different topics. I urge you to complete these diligently as a means of testing your understanding of the different sections.

Refer to myUnisa frequently to participate in discussion forums and additional learning tasks to deepen your understanding of the subject material and heighten your personal reflections about relationships. Make sure that you are linked to an e-tutor so that you can participate in additional activities and discussions to guide you through the course content.

8.8 The examination

There is one examination (summative assessment) that takes place in October/November. The examination date is determined by the Examination Department; therefore, do not contact the lecturer regarding examination dates and times.

The examination consists of a two-hour paper, based on the study guide and additional tutorial letters. This examination provides direct evidence of your competence. The subminimum mark for the examination is 40%.

The examination consists only of multiple-choice questions and will test your foundational knowledge. It also contains a case study, similar to the one in Assignment 02, to test your practical knowledge.

The examination accounts for 51% of the final mark. The remaining 49% is obtained from the two compulsory assignments outlined in the preceding section.

The pass mark for the module is 50%.

Use the *my Studies @ Unisa* brochure for general examination guidelines and examination preparation guidelines.

9. FREQUENTLY ASKED QUESTIONS

The *my Studies @ Unisa* brochure contains an A-Z guide of the most relevant study information. Some of the most frequently asked questions pertaining to the administration of this course are as follows:

1. There are two dates given for each assignment: the due date and the extension date. How do I get permission to make use of the extension date?

You e-mail your request for an extension to pettya@unisa.ac.za or fax to 031 332 2214, Attention: Mrs A Petty.

2. What should I do if, as a result of circumstances beyond my control, I am unable to submit an assignment?

Contact the lecturer as soon as possible to inform her of your personal circumstances so that she can determine if some special arrangement can be made for your work to be assessed.

3. How long can I expect it to take for my assignments to be marked and returned?

These are lengthy assignments that have to be evaluated individually and therefore you should expect the marking process to take a minimum of eight weeks.

4. What should I do if my study material arrives after the first assignment is due?

Contact the lecturer immediately so that special arrangements can be made for you to submit Assignment 01. You will be expected to produce evidence of the late arrival of your study material.

5. As there are no prescribed books for this module, do I have to do extra reading and where should I source additional information?

You are definitely expected to undertake your own research into this subject. You may speak to community members who are regarded as experts in couples counselling; locate books on the subject; do research on the internet; collect informative brochures and booklets; identify relevant service providers willing to offer assistance and information.

6. It says that the assignments are compulsory. May I write the examination if I fail to submit the assignments?

Unisa has to prove that their students are engaging actively with the study material and the only way we can do this, is by getting students to submit their assignments timeously. To fail to submit the assignments will compromise you greatly, as the assignments count 40% towards the final mark. It is highly unlikely that a student will pass the course without submitting both assignments.

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12 ADDENDUM

There are no Addenda for the module.

We trust that this course will encourage you to be mindful of the significance of healthy families and the role they play in building up societies. The material may make you re-evaluate your own intimate relationships and should you find this painful you are welcome to contact me so that you can be referred to someone who will assist you.

Mrs A Petty
Module Leader