



Tutorial Letter 101/0/2017

Marriage Guidance and Counselling MGG2601

Year module

Department of Social Work

This tutorial letter contains important information
about your module.

BARCODE



CONTENTS

Page

1	INTRODUCTION	4
2	PURPOSE AND OUTCOMES	5
2.1	Purpose	5
2.2	Outcomes	6
3	LECTURER(S) AND CONTACT DETAILS.....	8
3.1	Lecturer(s)	8
3.2	Department.....	8
3.3	University	8
4	RESOURCES	8
4.1	Prescribed books	8
4.2	Recommended books	8
4.3	Electronic reserves (e-reserves)	9
4.4	Library services and resources information	9
4.5	Additional information about same-sex marriage in South Africa not included in your study guide	9
4.6	Additional information about the White Paper on Families 2012 that is not included in your study guide.....	11
4.6.1	White Paper on Families in South Africa June 2012.....	11
4.6.2	The development of the White Paper on Families	11
4.6.3	The objective of the White Paper on Families	11
4.7	Additional information about how parents are expected to dissolve their families leaving their parental obligations in tact	12
5	STUDENT SUPPORT SERVICES	13
6	STUDY PLAN.....	14
7	PRACTICAL WORK AND WORK-INTEGRATED LEARNING.....	14
8	ASSESSMENT	15
8.1	Assessment criteria.....	15
8.2	Assessment plan	15
8.2.1.	<i>Formative assessment</i>	15
8.2.2.	<i>Summative assessment</i>	15
8.3	Assignment numbers	15
8.3.1	General assignment numbers	16
8.3.2	Unique assignment numbers	16

8.4	Assignment due dates	16
8.5	Submission of assignments	16
8.6	The assignments	16
8.7	Other assessment methods	16
8.8	The examination	16
8.5.2	Assignment 02	18
9	OTHER ASSESSMENT METHODS	25
10	EXAMINATION.....	25
11	FREQUENTLY ASKED QUESTIONS	26
12	SOURCES CONSULTED	27
13	IN CLOSING.....	28
14	ADDENDUM 1.....	28

1 INTRODUCTION

Dear Student

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

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 at this point in time?
- 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? Is change needed to meet the unique demands of modern living and the modern stressors families' experience?
- As you work through your study guide, reflect on what we as a society should retain from couples counselling practices and what we should be adding to strengthen modern families.
- Consider yourself to be a "couple's counsellor in the making" and this module "work in progress". Allow your personal perceptions of relationships to be 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, are influenced by multiple factors and a course such as this must be perceptive about changes occurring in the world.

This letter, Tutorial Letter 101, is meant 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 on hand when working through the study material, preparing your assignments and studying 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, the instructions for preparing the assignments, the assessment criteria used for marking assignments and submission processes are explained 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 that it is 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 undertaking the assignments. Be warned that this is a continuous learning module that requires your active involvement in executing several learning tasks between March and July. Careful planning and time management are critical.

Modules: SCK2601, SCK2603, SCK2604, MGG2601 and MGG2602

Please note: In 2015, Unisa decided to phase out the offering of the BSW - Course Code 99309. The Department of Social Work has developed a new BSW, which is in the process of accreditation by the CHE. Details of the outcome of the approval of the new BSW will be communicated to you as soon as it is available.

The module contents of the current qualification are aligned with the contents of the new BSW to ensure that the curriculums of both qualifications are on par. Accordingly, 2015 was the last year that Unisa registered new first year students for the BSW degree (99309). To enable all students (also referred to as 'pipeline' students), who registered for this qualification in or before 2015, to complete their qualification, the offering of the modules are phased out over a period of eight (8) years.

*The last offering of the second year modules, will be in 2018. The implication of this is the **last October/November examination opportunity will be in 2018** and the **last second/supplementary examination opportunity will be in January/February 2019.***

Students not registered for the 99309 BSW-degree must ignore the above message. This module will be offered to non-BSW students until the end of 2022.

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 generates much pain alongside the pleasures. Even though there are more people who marry than those who choose to remain single, most enter into these unions ill-prepared for the courage, commitment and patience needed to achieve the state of being just reasonably content. Whilst 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 people's rights to make their own relationship choices are respected 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 as a result of employment, sometimes by continents, and divorce is more widely accepted.

This course is designed to enlighten students about the dynamic nature of couples counselling. It is meant to create an overall perspective of the many factors for consideration when dealing with couple 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 couples' relationships prevalent in our society today, such as marriage, cohabitation (living together) and same-sex pairing. It does not specifically focus on marital relationships and marital counselling. 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 couple 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.

The course is divided into five themes and each theme has 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 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 lifecycle developmental stages

The second theme provides an overview of several common psychological tasks that couples negotiate within their relationships and pinpoints the general family lifecycle 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 be severely challenged when attempting to transcend these new demands, whilst 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 lifecycle developmental stages

The specific objectives of this theme are intended to enable you to

- describe the seven psychological tasks of committed relationships (Wallerstein 1995)
- identify and describe the six stages of the family lifecycle (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. The psychodynamic approaches, cognitive behavioural approach, person-centred approach, structural and strategic systemic approaches and the Afrocentric perspective are discussed in terms of assumptions, basic concepts and characteristic techniques. Each approach makes valuable contributions within the field of couples counselling. The use of one approach alone is often experienced as 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 briefly described. 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 within 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, from making the appointment, to ending counselling, is explained 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
- correctly label useful questions used during couples counselling
- be able to 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)

<p>Name: Mrs A Petty Telephone: 031 335 1742 (office) 031 563 7672 (home) E-mail: pettya@unisa.ac.za Fax: 0865902787</p>	<p>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</p>
--	--

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 invited 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, Durban

3.3 University

Please consult the *Study @ Unisa* brochure for general Unisa contact details. Always have your student number at hand when contacting 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 whilst preparing for the assignments

4.2 Recommended books

You are encouraged to refer to any sources that you can find that speak to 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.

References that I have found useful and are referred 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)

You will be advised via SMS or an announcement on myUnisa, if specific and relevant e-Reserve material is made available to students during the course

4.4 Library services and resources information

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

For detailed information, go to the Unisa website at <http://www.unisa.ac.za/> and click on **Library**.

For research support and services of personal librarians, go to <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102>.

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>

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

It has taken a long time for our country 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 together 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 was in conflict 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 numbers 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 within 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 well cared for within 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 in order 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 inter-sectoral 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 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 within 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 taken care of; 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, then 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).

It can be seen that this legislation aims to protect children from the conflict and bitterness that rages 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, time saving 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, **Study @ 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 your *Study @ 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 within the assessment timeframe: Assignment 01, due in April, and Assignment 02, due in July. 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 and 2 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 couple 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 01 April 2015. 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.
July	Submit on or before 2 July 2015. Should you need to make use of the extension date, make an official request?
August and September	Make sure that your assignments were received and returned and that your year mark is accurate. 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 of the stages 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 MGG201-W study guide and tutorial letters.

8.3 Assignment numbers

Assignments are numbered consecutively for this module, starting from 01

8.3.1 General assignment numbers

ASSIGNMENT NUMBER	UNIQUE NUMBER
Assignment 01	731240
Assignment 02	732626

8.3.2 Unique assignment numbers

ASSIGNMENT NUMBER	DUE DATE	EXTENSION DATE
Assignment 01	01 April 2017	08 April 2017
Assignment 02	01 July 2017	08 July 2017

8.4 Assignment due dates

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 **Study @ Unisa** brochure for guidelines on the electronic submission of assignments

8.5 Submission of assignments

There are only two assignments for this module

8.6 The assignments

<p>MGG2601</p> <p>ASSIGNMENT 01: Essay-type questions</p> <p>DUE DATE: 01 April 2017</p> <p>UNIQUE NUMBER: 731240</p>

The assignment topic: The continuum of professional couple counselling care

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

Your discussion should reflect your understanding of each intervention by providing a theoretically based definition of the counselling intervention, an explanation of its purpose, a description of the helper's role during that intervention, an explanation of the four core conditions of helping as relevant to that intervention, the degree of structure that you expect the helper to provide during the counselling process (flexible vs structured) and mention of 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 within 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
- establish whether you can appropriately apply the relevant interventions to simulated counselling situations
- 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

5.5 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 within the South African context)(Approximately ½ to 1 page)
- 8. Bibliography

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

8.5.2 Assignment 02

MGG2601	DUE DATE: 01 July 2017
ASSIGNMENT 02:Multiple-choice questions	UNIQUE NUMBER: 732626

CASE STUDY AND MULTIPLE-CHOICE QUESTIONS

Carefully read the case study presented and answer the twenty questions that follow. These questions are based on the case of Zafar and Isra. Select the most appropriate answers from the options provided.

CASE STUDY OF ZAFAR AND ISRA

Zafar (41 years of age) and Isra (35 years of age) came to me to seek divorce counselling. After the exchange of names and a brief social dialogue about the couple's trip to the office, I provided them with a general explanation of the counselling process. Thereafter, they were invited to share their expectations of counselling and their personal perspectives of why they needed this professional help. They shared that they had experienced the most unpleasant and miserable last three to four years of marriage. The conflict between them was so intense, and now, at last, they were in agreement about something, and that was that they both did not want to affect their children more than they already had by their unpleasant and constant fighting. The couple has two children: a son, Ali, who was thirteen years of age and their daughter, Saira, who was eleven years of age. They were considering separating, because – according to them – they had already tried everything they could to save their marriage, but had failed to quell the anger and hurt that they were inflicting on one another. According to their perceptions, theirs was a sixteen-year marriage that could not be saved.

During the introductions they shared that they had been motivated to seek guidance after taking their daughter, Saira, to the doctor for treatment for her recurring asthma attacks. The family doctor, who was also a friend, spoke to Isra about getting help for their marriage, drawing their attention to the fact that Saira's asthma had worsened, with her asthma attacks becoming more frequent. Whilst the doctor did not consider himself as an expert in psychosomatic illnesses, he was honest about his thoughts, and these were that Saira's asthma attacks could be related to what was happening at home.

It was at that point that they agreed to get some guidance as to how they should proceed with their relationship. They considered themselves good parents and were upset that they had not stopped to think about the way their relationship was impacting on those they loved the most, their two children.

Zafar described himself as being a very religious person, who never wanted to disappoint his parents, and, therefore, divorce was the very last option for him. However, he conceded that he and Isra had become such different people over the past four years that they were no longer able to fulfil one another's needs. Isra mentioned that by her entering the workforce to start her career, she realised that they both were striving for very different things in life and that was when the fighting started. They both agreed that the first twelve years of their marriage had mostly been beautiful and memorable, but things deteriorated thereafter. Instead of being stuck in an unpleasant marriage for the rest of their lives and displaying dysfunctional marriage behaviour in front of their children, the only option for them was to divorce and try to find happiness living apart. They hoped that counselling would give them the direction they needed. Isra was very honest and said that she had wanted a divorce much earlier, but Zafar was not willing to consider it. She was worried about how a divorce would affect him because, although she no longer loved him as a husband, she still cared for him and wanted to make sure that he would be able to adjust. He was a very proud person and had never given up on anything in his life. At this point, Zafar shared that divorce was going to be hard. No one in his family had ever divorced and he hated the thought of being the first. He acknowledged his fears that others would see him as a failure. He started to cry, explaining that it had been really hard to hear Isra say that she no longer loved him. How was it that he was such a loser? His wife was happy to walk away from their marriage. Surely this implied that he had failed badly at being a husband. What was as bad about him as a person that she was finding it so easy to walk away from sixteen years of marriage?

I allowed him time to compose himself and held Isra back from trying to find things to say just to make him feel better. I noted that he was feeling so incredibly hurt by the realisation that, over time, Isra had fallen out of love with him and it was hard for him to see what he had done to deserve this. He agreed, saying that it would have been easier to accept had he beaten her on occasions, or got drunk, or wasted the family's money, or even had an affair, because then her decision would be understandable. Now, as things stood, she was leaving the marriage, in his mind, without a valid reason, and that made him feel as though he was a bad person. I brought one of his beliefs to the fore and that was that the cause of a divorce was always linked to one party, the perpetrator of unkind acts. He believed that someone was to blame and, because Isra wanted the divorce, he was the one who should be blamed. He affirmed this by nodding, but this only set him off crying again.

The couple provided a lengthy background about the history of their marriage. Isra had grown up in a family where there was no father. Her father had died when she was very young. Although her mother was Muslim, practising the faith was never the core of their family life. Her mother was too busy trying to raise her and to make ends meet. She was an average student and there was no thought given to her studying after her matric. She and Zafar were introduced to one another by Zafar's second cousin. There was an instant attraction and, after a short courtship, they married. It was very easy to please Isra, as she had been accustomed to having so little. Zafar's parents were dominant in their lives, as they built a cottage onto their home so that Zafar and Isra could start a family. Isra had less and less contact with her mother, who moved to another city soon after the couple, got married. Zafar guided Isra into being a good Muslim wife.

After reliving the things that they did together, Isra responded with tears in her eyes. She emphasised that, in all honesty, Zafar was not to blame. She felt very guilty about the way things were between them at that point, because he was a truly honourable man, who deserved a wife who adored him. He had always performed his duties as a husband and father according to the things they had agreed upon prior to their marriage. She was the one who has changed. Both were tearful at this point.

When they were a little more composed I decided to share Hauck's theory of love. The theory proposes that it is not the person we love, but the extent to which they fulfil or enable us to fulfil our needs. People change and are never constant because of their forever-changing life experiences. This suggests that the extent to which a partner is able to fulfil his or her partner's needs also changes. The emotional, spiritual, social, intellectual and physical changes that a person undergoes seldom occur with synchronicity in intimate relationships. As a result, feelings of love will never be constant – love grows or wanes, based on the extent to which the couple is able to satisfy one another's needs.

This created a space for me to get them to talk about what factors had altered their relationship and how things had differed from the way they had planned them.

Isra mentioned that the problems started when she decided to go out to work. To explain, she provided a little history. They married when she was very young, which she explained is not uncommon in Muslim families. Even though her mother-in-law did not see the point of her studying towards a degree, Zafar supported her wishes. Her parents-in-law were always happy to help with the children and thus gave her time to devote to her studies. To her surprise, she discovered that she was a good student. At first, the intention was just to study to prove to herself that she was capable, but then, as she qualified, she was desperate to go out and work. That was when the arguing began. On reflection, she shared that it was less about what Zafar expected of her and more about what his parents had to say about her decision to go out to work.

It was not uncommon for Isra to hear Zafar's mother complaining to him about her. Among the complaints was the risk he had created by allowing her to study, because this had led Isra to undermine his being "in charge" of the family. When Isra secured a position as a financial advisor, her salary was more than his. This spurred Zafar's mother on to challenge him even further about the dangers of Isra having too much independence. There was an interesting pattern that emerged. The more Zafar's mother nagged him, the more he challenged Isra. The more Zafar challenged Isra, the more defiant she became. She did things that she knew would upset him and his family. She would invite people into the house whom she knew he disapproved of, because, according to his frame of reference, they did not honour their religion. She made a point of leaving the house without asking him for his permission or informing him where she was going.

Whilst she and Zafar were arguing about these issues at home, her career was taking off and demanding more and more of her time. She often sought refuge at work and spent long hours there, leaving Zafar and his mother to cook and perform the household chores. On returning home, she would fail to thank him for his efforts and delay going to bed until he had fallen asleep. The only time they communicated was when fighting.

The arguments escalated when Zafar began challenging Isra about turning her back on her religion, forgetting how to pray and often failing to fast. This hurt Zafar more than anything else she had done. She retaliated by accusing him of always following his mother's instructions and basing all decisions on her guidance. Zafar turned to me and said, "What am I to do? As a Muslim man I have a duty to respect my mother and the teachings of Allah! What is so wrong with that?!"

Isra shared that there were many things that suddenly became an issue, such as her not obeying her obligation to show his parents respect or carry out their wishes; the way she dressed – because she did not cover up properly – which “caused men to look at her in a way that was not appropriate” and not making herself available to take care of their children. At this point, Isra burst out saying, “You know, Zafar, all this is not about you or your mother. It’s about me and the fact that my world view has changed. I want so much more now. I want to be out there and see just how far I can go and grow as an individual. Thanks to you, I have a religious foundation, but sadly, I do not interpret these things in the same way as you do.”

To avoid Zafar and Isra continuing with their complaints about the past three or four years, I chose to summarise what had transpired, removing the blame element from my summary and highlighting the good intentions behind the positions that each of them had taken during the turbulent times. Zafar, who continued to love Isra, had wanted to preserve their marriage by enforcing the principles by which he had chosen to live his life, the religious teachings that he had grown up with. Isra had appreciated the opportunity to study and become her own person in the workplace and this had forced her to clarify her values. She had found that her new values were inconsistent with Zafar’s and his parents’. They had reached a turning point in their relationship. Religion, which had served as a cornerstone of their relationship in the past, was now tearing them apart.

I allowed a period of silence as I could see that as I was talking, they were both agreeing that this was an accurate summary of where they were at in their relationship. Zafar was the first to break the silence. He shared, “As much as I love Isra, I must admit that I cannot see our relationship working, unless she genuinely embraces our religion to the point where she performs her religious duties – not to please me or keep the peace in the home, but because she regards them as an essential part of her being and because they give her life meaning and purpose.” She replied, “Well, that is just it. I can’t and I haven’t been able to for a long time.”

Another lengthy silence followed before Isra shared that she truly admired Zafar for his strong religious convictions. She longed to feel the same way as he did about the Islamic faith and for many years had tried to live up to them, but her efforts were in vain. Somewhere, she longed for something different, something less restricting and something that allowed her to experience greater personal freedom to explore a different spiritual path. Her inability to share his faith meant that they differed greatly in the decisions they took, in the things they wanted for themselves and in the way they approached their lives. Yet, she said that she wanted to support Zafar by instilling his religious values and practices in their children.

To help them move from this insight towards taking some form of action, I shifted their thoughts away from their present relationship by getting them to imagine a future where this was all behind them. I invited each of them to share their vision. Isra was the first to respond. She said that she imagined that she and Zafar were living in separate homes that were close enough for their children to spend time with each of them. One of the strengths in their relationship was that they both loved their children. Whilst her job was at times demanding, she needed to know that Zafar and his family would continue to be there for the children. That would be so reassuring. She wanted to see her and Zafar scheduling regular meetings to discuss issues pertaining to the children and being able to talk to one another civilly and support one another as co-parents of the children. Naturally, when she and Zafar had planned to have children, she had undertaken to ensure that they would be raised in the Muslim faith and she felt strongly motivated to see that promise through. Therefore, she would continue to fulfil her duty to teach them their obligations toward their parents, grandparents and their faith. She imagined being able to show the respect that she truly felt for Zafar, instead of the defensive retorts that had become so characteristic of their current interactions. She hoped to be more relaxed and at peace and be able to use the “space” to discover herself more fully and find her “way” again.

This would mean that Zafar would in future no longer be caught between Isra and his mother and she hoped that this would bring him much-needed relief. She imagined not feeling guilty about accepting work opportunities that were offered to her. Her childhood had robbed her of opportunities and Zafar had married her and changed the quality of her life only for the better. However, she had never had the time or space to discover who she was and what she really needed to do to become the person she was born to be. She had started to feel that her life was mundane and she wanted to grow and experience the excitement of life now that her children were older and entering the teenage phase. She was excited about that prospect and looked forward to the day that Zafar would forgive her.

There was much more hesitation on Zafar's part before he started speaking. "Well, obviously, the best imaginary scenario for me would be that I would wake up and find that this had just been a dreadful nightmare. But as you can see, this is not going to happen. After today, I have to accept that there have been major shifts in our relationship, just like an earthquake changes things and things can never go back to the way they were before the earthquake struck ... so I am still in shock. I am choked up by the dust and feel as though I have lost my loved ones under the debris. I can't imagine waking up and looking forward to a new day or going about my duties as a single parent."

In order to get Zafar to start setting goals for the future, I was gently persistent. I responded by saying, "I sense that the earthquake has shattered your world as you knew it. Despite your intense pain you have to survive to help your other loved ones crawl out from the debris. What would you need to do to reassure those who care about you that you are picking up the pieces of your life and getting back your power?"

Biting back the tears, Zafar shared that he would be picking up his game at work again, he would be making more of an effort to do things with the children; he would be resuming his responsibilities in the neighbourhood watch and spending time with his brother. He turned to Isra and shared that he understood what she wanted and did not blame her for that.

We acknowledged that a lot of work was necessary to help this couple reclaim their status of wellbeing and would have to set about planning the next stage of their reconstructed family life. This would require a few more sessions.

As I did not want them to leave the office feeling so low, I ended the session with one last exercise. I asked each of them to describe a memory of a shared incident that had really made them laugh. Zafar shared the time that Isra had gone to work by car, but when it was time to go home, she had forgotten that she had taken her car and then taken the bus home. A neighbour had enquired about why she was on the bus and Isra was too embarrassed to admit that she had been so forgetful, so she pretended that the lady was mistaken and once home, waited for Zafar to drive her back to work to collect her car. There were giggles from Isra, who shared that Zafar had found a new body lotion in the cupboard and dutifully put it on every day for a week, complaining that the lotion would not soak into the skin and then they discovered that it was not body lotion, but body wash.

The laughter eased the intensity of the session a little and we started making plans for the next session.

Read the following twenty (20) questions and select the most appropriate answers from the options provided. Enter your answers on the mark-reading sheet provided.

1. The topics that were covered as detailed in paragraphs 1 and 2 are indicative that the helper is steering the couple through the .phase of the counselling process.
 1. joining
 2. assessment
 3. history-taking
 4. intervention

2. The intervention that is designed to assist couples to deal with the losses of a relationship (such as: dreams, love, a shared home, companionship, status of being married, children and assets) is ...
 1. marriage enrichment.
 2. couples counselling.
 3. divorce counselling.
 4. divorce mediation.
3. The theory of love that the helper shared with Zafar and Isra is based on the ... approach.
 1. psychoanalytical
 2. person-centred
 3. cognitive-behavioural
 4. integrated
4. Hauck's theory of love proposes that couples should realistically aim to achieve a relationship where both partners ...
 1. Resolve their areas of their conflict.
 2. Are just reasonably content.
 3. Fulfil one another's needs.
 4. Are completely honest with one another.
5. In this case, given the type of counselling that this couple requires, one expects the helper to explain the limitations of the professional value of ...
 1. Respect.
 2. Individualisation.
 3. Confidentiality.
 4. Self-determination.
6. Paul Bohannon's model details the stations that Zafar and Isra have to complete in order to free themselves of the emotions that will ruin their progress as they separate. This model is known to have ... stations.
 1. three
 2. four
 3. five
 4. six
7. Identify the station from the list below **that is not** mentioned in Bohannon's original model.
 1. The emotional station
 2. The economic station
 3. The psychosocial station
 4. The legal station
8. Identify the aspect that Zafar was struggling to come to terms with, in accordance with the emotional station, as described by Bohannon.
 1. Coming to terms with being "deselected"
 2. Realigning his relationships with his in-laws and with friends
 3. Sharing parenting responsibilities between Isra and himself
 4. Regaining his sense of autonomy as an individual person
9. Indicate whether the following statement is true or false.

In this interview the helper devotes minimal attention to allocating blame to one partner for the couple's relationship difficulties and rather focuses on the circular notion of causality.

 1. True
 2. False

10. The interference from Zafar's family was a/an ... stressor.
1. vertical
 2. horizontal
 3. system-level
 4. All of the above.
11. The cultural value of being a "stay-at-home" mother, as was upheld in Zafar's family, is a/an stressor.
1. vertical
 2. horizontal
 3. system-level
 4. None of the above.
12. Having a teenager in the family is a/an ... stressor.
1. vertical
 2. horizontal
 3. system-level
 4. All of the above.
13. Should Zafar and Isra decide to divorce, what kind of a stressor would this be?
1. A vertical stressor
 2. A horizontal stressor
 3. A system-level stressor
 4. None of the above.
14. Zafar and Isra are in the developmental stage of the family that Carter and McGoldrick refer to as "families with adolescents". Based on the information provided in the case study, identify from the list of second-order changes that are provided, **the one** which typically **describes** the **adjustments** that Isra and Zafar have struggled to accomplish in their relationship.
1. Shifting of parent/child relationships – to permit Isra to move into and out of the system.
 2. Refocusing on their midlife marital and career issues.
 3. Shifting their focus towards caring for their parents.
 4. Accepting one another's differences.
15. The key principle of the emotional transition of "families with adolescents" requires Zafar and Isra to pay more attention to ...
1. Committing to their family system.
 2. Juggling family, friends, work, leisure-time activities and finances to accommodate the family members.
 3. Increasing the flexibility of their boundaries to accommodate Isra's independence.
 4. Accommodating new people into the family and allowing others to leave.
16. Family therapists, who adopt a systems perspective in their work, would consider Saira's asthma to be ...
1. A genetic illness.
 2. Attention-seeking behaviour.
 3. An effort to keep the family together.
 4. All of the above.
17. It appears from this case study that Zafar and Isra's relationship is ...
1. Enmeshed.
 2. Disengaged.
 3. Complementary.
 4. None of the above.

18. We read in the case study that “the more Zafar’s mother nagged him, the more Zafar challenged Isra. The more Zafar challenged Isra, the more defiant she became. She did things that she knew would upset him and his family”. This pattern is referred to by systemic family therapists as ...
1. A sequence of interaction.
 2. Circular causality.
 3. Both (1) and (2).
 4. None of the above.
19. The main cause of the separation between Zafar and Isra was ...
1. Their differing communication styles and patterns of emotional expression.
 2. Their differing perceptions of rules/roles for their relationship.
 3. The effects of their ethnicity and culture.
 4. Both (2) and (3).
20. Throughout the interview the helper concentrated on ...
1. Remaining neutral.
 2. Offering expert guidance.
 3. Comforting Zafar and Isra.
 4. All of the above.

[TOTAL: 20 MARKS]

9 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. You are urged to complete these diligently as a means of testing their understanding of different sections.

Refer to **myUnisa** frequently to participate in discussion forums and additional learning tasks in order 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

10 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 60% of the final mark. The remaining 40% is obtained from the two compulsory assignments outlined in the preceding section.

The pass mark for the module is 50%.

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

11 FREQUENTLY ASKED QUESTIONS

The **Study @ 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 simply 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 individually evaluated 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 actively engaging 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.

12 SOURCES CONSULTED

- Alexander, M. 2006. *South Africa legalizes gay marriages*. South Africa.info/services/rights/same-sex-marriage.htm.
- 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 and Bacon.
- Collins, D, Jordan, C & Coleman H. 2010. *An introduction to family social work*. 3rd ed. Belmont, USA: Brooks/Cole.
- Gottman, J. 1998. *Why marriages fail or succeed and how you can make yours last*. London: Bloomsbury.
- Hepworth, DH & Larsen, JA. 1990. *Direct social work practice*. 3rd ed. Belmont: Wadsworth.
- Skelton, A. 2009. Chapter 3 Parental responsibilities and rights, in *Child Law in South Africa*, by T Boezaart. Cape Town: Juta.
- Sperry, L & Carlson, J. 1991. *Marital therapy: integrating theory and technique*. Denver, Colo: Love.
- Wallerstein, J.1995. *The good marriage: how and why love lasts*. New York: Houghton Mifflin.
- UNICEF. 2009. *The Children's Act explained. Booklet 1: children and parents*. www.unicef.org/southafric/resources_814.htm (accessed 21 July 2016).
- Young, M & Long, L. 1998. *Counselling and therapy for couples*. Pacific Grove, CA: Brooks/Cole.

GOVERNMENT PUBLICATIONS

- Criminal Procedures [Act No. 51 of 1977]. Pretoria: Government Printer.
- Civil Union [Act No.17 of 2006]. Pretoria: Government Printer.
- Criminal Law (Sexual offences and related matters [Act No.32 of 2007 Amended Act]). Pretoria: Government Printer.
- Constitution of the Republic of South Africa [No. 108 of 1996]. Pretoria: Government Printer.
- The Children's Act [Act No. 38 of 2005]. Pretoria: Government Printer.
- White paper on Families. 2013. Pretoria: Government Printer.

13 IN CLOSING

We hope that you have enjoyed this module. We encourage you to contact our department with your comments and recommendations. An evaluation schedule has been included as Addendum 2 for you to complete and return to:

The Module Leader (MGG2601)
Department of Social Work
UNISA
KwaZulu-Natal Regional Office
PO Box 47431
Greyville
4023

OR

You may include it with your submission of Assignment 01.

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

14 ADDENDUM 1

1. Definitions were complete and explained the intervention clearly 10	Yes	No
1.1 Premarital counselling definition x 2 marks		
1.2 Marriage enrichment definition x 2 marks		
1.3 Couples counselling definition x 2 marks		
1.4 Divorce counselling definition x 2 marks		
1.5 Divorce mediation definition x 2 marks		
2. Purpose: explanation of purpose was accurate and complete 15	Yes	No
2.1 Purpose of premarital counselling x 3 marks		
2.2 Purpose of marriage enrichment x 3 marks		
2.3 Purpose of couples counselling x 3 marks		
2.4. Purpose of divorce counselling x 3 marks		
2.5 Purpose of divorce mediation x 3 marks		
3. Identified at least four major tasks that the helper performs 15	Yes	No

3.1 Helper's role in premarital counselling x 3 marks		
3.2 Helper's role in marriage enrichment x 3 marks		
3.3 Helper's role in couples counselling x 3 marks		
3.4 Helper's role in divorce counselling x 3 marks		
3.5 Helper's role in divorce mediation x 3 marks		
4. Listed all four of the core relational conditions needed for: 10	Yes	No
4.1 Premarital counselling x 2 marks		
4.2 Marriage enrichment x 2 marks		
4.3 Couples counselling x 2 marks		
4.4 Divorce counselling x 2 marks		
4.5 Divorce mediation x 2 marks		
5. Answer reflects accurate understanding of the degree of structure used in: 10	Yes	No
5.1 Premarital counselling x 2 marks		
5.2 Marriage enrichment x 2 marks		
5.3 Couples counselling x 2 marks		
5.4 Divorce counselling x 2 marks		
5.5 Divorce mediation x 2 marks		
6. Accurate answer if counselling happens in groups, the couple, individuals or uses a combination 5	Yes	No
6.1 Premarital counselling x 1 mark		
6.2 Marriage enrichment x1 mark		
6.3 Couples counselling x 1 mark		
6.4 Divorce counselling x 1 mark		
6.5 Divorce mediation x 1 mark		
7. List of service providers included for: 5	Yes	No
7.1 Premarital counselling x 1 mark		
7.2 Marriage enrichment x 1 mark		
7.3 Couples counselling x 1 mark		
7.4 Divorce counselling x 1 mark		

7.5 Divorce mediation x 1 mark		
8. Hypothetical illustrations were well suited to the intervention discuss 10	Yes	No
8.1 Premarital counselling x 2 marks		
8.2 Marriage enrichment x 2 marks		
8.3 Couples counselling x 2 marks		
8.4 Divorce counselling x 2 marks		
8.5 Divorce mediation x 2 marks		
9. Conclusion reflecting the value of couples counselling in South Africa 10		
10. Technical details: 1 mark for each of the following: neatness, table of contents, bibliography, correct referencing in text, followed assignment instruction, use of headings and subheading, correct numbering of pages and subheadings, use of paragraphs, good spelling and grammar, no plagiarism. 10 marks		
TOTAL: /100	100	

ADDENDUM 2: EVALUATION OF THE MGG2601

By spending time completing this evaluation form, before you write your examination, you will improve this course. We are interested to know about your ideas and experiences whilst doing th Your feedback enables us to make the course more "student-friendly" and relevant.

(1) Is the course content interesting and relevant?

- | | |
|--------------------------|--------------------------|
| Yes | No |
| <input type="checkbox"/> | <input type="checkbox"/> |

Please explain your answer.

.....

.....

.....

.....

.....

(2) Is the language in the study guide clear and user-friendly?

- | | |
|--------------------------|--------------------------|
| Yes | No |
| <input type="checkbox"/> | <input type="checkbox"/> |

If not, explain with examples/suggestions.

.....

.....

.....

.....

.....

(3) Did the study guide offer enough practical examples of theory covered?

- | | |
|--------------------------|--------------------------|
| Yes | ..No |
| <input type="checkbox"/> | <input type="checkbox"/> |

(4) Identify the most important discoveries you have made about couples counselling whilst you were completing the assignments and self-study tasks.

.....

.....

.....

.....

.....
.....
.....

(5) Identify the most important discoveries you have made about yourself as a potential couples counsellor whilst completing the prescribed tasks.

.....
.....
.....
.....
.....

(6) Do you feel that the course has provided you with a satisfactory introduction to the dynamic nature of working with couples?

- | | |
|--------------------------|--------------------------|
| Yes | No |
| <input type="checkbox"/> | <input type="checkbox"/> |

Please explain your answer.

.....
.....
.....
.....
.....

(7) What recommendations do you have for the improvement of this course?

.....
.....
.....
.....
.....

Thank you for your feedback and active participation.

Mrs A Petty