



**hugonote kollege**

Waar Christenwees grondvat in opleiding

**BACHELOR OF SOCIAL WORK  
YEAR LEVEL: 1**

**MODULE: SEH 111  
CREATIVE COMMUNICATION IN INTERCULTURAL  
WORK  
CREDITS 12**

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### 1. INTRODUCTION

Welcome to Module SEH 111: Creative communication in intercultural work.

Social work requires that workers are able to work with diversities. Specifically relevant to the South African context, the social worker needs to be able to 1) work with different cultural groups and 2) support cultural groups to work towards mutual understanding (i.e. awareness) and tolerance. The aim is to work towards a tolerant and just society where individuals, groups and communities support each other.

The **purpose** of this module is therefore to provide first year students in the Bachelor of Social Work Degree programme with basic knowledge, understanding and skills regarding the following aspects:

- The transition from apartheid to democracy and its influence on social welfare service delivery and social work.
- Human behaviour and the social environment with particular emphasis on the person-in-environment transaction, life-span development and the interaction among biological, psychological, socio-structural, economic, political, cultural and spiritual factors in shaping human development and behaviour.
- Service beneficiary assessment, intervention processes, methods and techniques to render social support and preventative, protective, developmental and therapeutic interventions with individuals, families, groups, organisations and communities.
- The Self-vis-à-vis professional practice.

The aim is to empower students to achieve the following above-threshold practice competencies:

- Heightened awareness of the power of the use of the Self in social work interventions, including social work research.
- Demonstrated ability to understand how structural determinants permeate the lives of local communities, families and individuals to manifest in a range of self-destructive behaviours that social workers witness on a daily basis.

- Demonstrated ability to use strategies to facilitate praxis and consciousness-raising to challenge taken-for-granted assumptions and challenge hegemonic discourses, oppression and/or privilege.

This information forms the foundation for the Bachelor of Social Work Degree programme and will be elaborated on during the course of the four years of study. Therefore students are alerted to the fact that this study material will be used throughout the four years of study.

The module guide contains all the relevant information needed to effectively participate in the module programme and activities. Students will be provided with this module guide at the beginning of the semester. The lecturer will discuss the content with students and uncertainties will be clarified. Both the lecturer and students must sign the confirmation form at the end of this module guide as proof that the content was provided to and discussed with students. In addition, students will be provided with an opportunity to evaluate the content and presentation of this module, as well as their own participation in learning activities at the end of the semester.

## 2. GENERAL INFORMATION

### The lecturer

Dr M.A. Van der Westhuizen is responsible for the presentation and assessment of this module. She will be available for consultation regarding this module during consultation times that will be communicated to the students and/or per appointment. Her contact details are as follows: Tel: 021-8731181 extension 1013/Fax: 0862406288; e-mail: [mvdw@hugenote.com](mailto:mvdw@hugenote.com).

### Lecture times and lecture venues

The module will be presented from 25 January to 27 May 6 on Tuesdays between 8h00 and 10h00 in Lecture room \_\_\_\_.

Take note: Lecture times may change. The lecturer will provide the students with the information of changes. You are therefor requested to regularly visit the notice boards on campus, as well as the MyNotes internet communication, to ensure that you are aware of any announcements regarding this module.

### General information

Students are responsible to familiarise themselves with the content of the Hugenote Kollege Generic Student Guide for Degree Programmes.

The teaching and learning activities are based on the following aspects:

- Students are encouraged to move from dependency to increasing self-directedness, while utilising prior life experiences. This requires active participation in the learning process.
- Students are encouraged make use of academic resources to add to their learning techniques and to ensure an internal process of lifelong learning.
- Interactive learning in classroom and tutorial discussions are used to explore and expose different points of view and to critically reflect on different viewpoints.

Based on the Generic Student Guide and the aspects related to teaching and learning described above, the following rules of conduct apply specifically to this module:

The manner of teaching includes class activities and lectures as well as self-study activities. The residential component related to class activities and lectures form key to the self-study and assessment activities. Class attendance is therefore compulsory and not negotiable. The lecturer will complete class attendance registers during lectures. Should a student fail to attend a lecture, a written explanation must be submitted to the lecturer or the programme secretary within 24 hours. Failure to arrange in advance when unable to attend a lecture and/or to submit a medical certificate when applicable will be taken into consideration when admission to the examination is finalised. Please note: Should the student fail to attend 10% (3) or more lecture hours, the student will not be eligible to be admitted for examinations.

Students are expected to prepare for lectures in such a way that they are able to participate meaningfully in class discussions. Failure to prepare and participate will be taken into consideration when admission to the examination is finalised.

All the students in the class should have the opportunity to participate and learn without unnecessary disturbance. Students are expected to exhibit professional conduct at all times by e.g. being punctual, by keeping cell phones switched off and stored (e.g. in the carry bag), by not listening to music through earphones and by abstaining from using refreshments during lecture times. Expectations around conduct will be negotiated with students during the first lecture period.

### **Teaching method**

The module content will be presented by means of lectures, class discussions, individual/group assignments, self-study activities and interactive learning (practical presentations). This module equals 12 credits. This relates into 120 notional hours. The hours will be utilised as follows:

- Lectures: 30 hours
- Practical presentations: 30 hours
- Assignments: 20 hours
- Self-study: 20 hours
- Class/presentations/assessment preparation: 16 hours
- Tests and examination: 4 hours

This study letter will provide students with the basic framework and information from which this module will be presented. Students are responsible to use the prescribed text book(s) for study purposes. The lecturer will provide extra information from other literature during lectures. This information will also be included in assessment tasks, tests and examinations.

## **3. LEARNING THEMES AND OUTCOMES**

In line with the purpose of this qualification (see Section 1), this module will consist of the following learning themes:

1. Concepts underlying cultural awareness and tolerance,
2. Developing awareness of self and others,
3. Utilising the internal community resources and the arts in social work and
4. Practical examples.

The learning outcomes for this module are directed by the SAQA guideline for the Bachelor of Social Work Degree (SAQA ID 23994). This guideline stipulates that certain exit level outcomes must be attained. Each outcome has associated assessment outcomes that describe what students should know, understand and apply.

The tables below serve as a guide for each learning theme. It explains how each theme relates to the assessments of knowledge, understanding and skills developed by students. The exit level outcome(s) and associated assessment criteria related to each theme are also provided. Students must **take note** of this aspect for preparation of class lectures and assessment activities.

### Learning themes and outcomes

Theme 1: Concepts underlying cultural awareness and tolerance			
Levels of learning		Exit Level Outcome	Associated Assessment Criteria
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Describe the terms 'culture', 'awareness' and 'tolerance'</li> <li>▪ Discuss the role of the social worker in assisting individuals, groups and communities with building constructive relationships</li> </ul>	1 The development and consolidation of a professional identity as a social worker	<ul style="list-style-type: none"> <li>▪ Commitment to work toward social justice and egalitarian societies</li> <li>▪ Commitment to caring, building humane societies and mutual inter-dependence</li> <li>▪ Willingness to <i>be for the Other</i>, and ability for empathic entry into the life worlds of people</li> <li>▪ Demonstrated ability to understand the links between the personal and the professional dimensions of life and the relationship between the micro- and the macro-aspects of students' lives and the lives of people whom they engage with</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>• Draw the link between intercultural awareness and tolerance</li> <li>• Explain how history influenced interpersonal awareness and tolerance</li> </ul>	7 Knowledge, practice skills and theories	Understanding of the structural determinants of people's lives and how criteria such as race, class, gender, language, religion, geographic location, disability and sexual orientation might constitute sources of privilege and/or oppression
<b>Skills</b>	Reflect on own understanding of intercultural awareness and tolerance within social work practice		

Theme 2: Developing awareness of self and others			
Levels of learning		Exit Level Outcome	Associated Assessment Criteria
<b>Knowledge</b>	Discuss the hermeneutical process of understanding	2 Application of core values and principles of social work	<ul style="list-style-type: none"> <li>▪ Understanding the mutual inter-dependence among human beings and between human beings and other living entities, and a commitment to inter-generational equity and continuity (third generation rights) as advocated by 'green' social work</li> <li>▪ Respecting the rights of people to inclusion in decision-making and in the planning and use of services</li> </ul>

<b>Understanding</b>	Illustrate a process through which understanding can be developed	5 Working with a range of diversities	<ul style="list-style-type: none"> <li>▪ Demonstrate self-awareness regarding personal and cultural values, beliefs, traditions and biases and how these might influence the ability to develop relationships with people, and to work with diverse population groups</li> <li>▪ Demonstrating awareness of self as individual and as member of collective socio-cultural groups in terms of strengths and areas for further development</li> <li>▪ Ability to minimize group stereotypes and prejudices and to ensure that racist, sexist, homophobic and xenophobic behaviour, policies and structures are not reproduced through social work practice</li> <li>▪ Ability to form relationships with, and treat all persons with respect and dignity irrespective of such persons' cultural and ethnic beliefs, gender, nationality, language, religion, disability and sexual orientation</li> <li>▪ Ability to serve as cultural mediators through the use of constructive confrontation, conflict-mediation, discourse ethics and dialogue where local cultural values, traditions and practices might violate universally accepted human rights</li> </ul>
<b>Skills</b>	Develop a plan for intercultural activities within communities of origin		

**Theme 3: Utilising the internal community resources and the arts in social work**

Levels of learning		Exit Level Outcome	Associated Assessment Criteria
<b>Knowledge</b>	List art forms that may be used for intercultural awareness and tolerance	9 Writing and communication of professional knowledge	<ul style="list-style-type: none"> <li>▪ Demonstrating clear, coherent and engaging oral communication skills</li> <li>▪ Ability to apply interviewing skills</li> </ul>
<b>Understanding</b>	Describe the value of using arts as a communication method		
<b>Skills</b>	Identify local resources that could be utilised in intercultural work		

**Theme 4: Practical examples**

Levels of learning		Exit Level Outcome	Associated Assessment Criteria
<b>Knowledge</b>	Name practical activities and communication methods that could enhance intercultural awareness and tolerance	9 Writing and communication of professional knowledge	<ul style="list-style-type: none"> <li>▪ Demonstrating clear, coherent and engaging oral communication skills</li> <li>▪ Ability to apply interviewing skills</li> </ul>
<b>Understanding</b>	Discuss the communication skills needed to use arts as a communication medium		
<b>Skills</b>	Demonstrate an ability to plan for intercultural communication		

## 4. LECTURE SCHEDULE

This module is presented over a 15 week time period. In this section a schedule is provided to be used as a guide for preparation for lectures. The table below illustrates –

- The lecture theme for each week,
- The literature to be used and
- The manner in which assessment will take place.

Week	Theme	Literature	Assessment activity
1	Concepts underlying cultural awareness and tolerance	Van der Westhuizen, M.A. and Greuel, T. 2013; Van der Westhuizen, Greuel, and Thesnaar, 2015	<ul style="list-style-type: none"> <li>▪ Class test</li> <li>▪ Examination</li> </ul>
2			
3			
4			
<b>Class test</b>			
5	Developing awareness of self and others	Van der Westhuizen and Greuel, 2014	<ul style="list-style-type: none"> <li>▪ Semester test</li> <li>▪ Examination</li> </ul>
6			
7			
8			
<b>Semester test</b>			
9	Utilising the internal community resources and the arts in social work	Van der Westhuizen and Greuel, 2014; Training and Development Agency for Schools, 2008	<ul style="list-style-type: none"> <li>▪ Assignment</li> <li>▪ Examination</li> </ul>
10			
11			
12			
13			
<b>Assignment</b>			
14	Practical examples	Van der Westhuizen and Greuel, 2012:35-36; Van der Westhuizen et al., 2015, Institute for Healing of Memories, 2004	<ul style="list-style-type: none"> <li>▪ Examination</li> </ul>
15			
<b>Examination</b>			

## 5. ASSESSMENT

Students need to obtain **50%** to pass this module. The assessment activities provided in Section 4 above are all linked to the exit level outcomes and associated assessment criteria provided in Section 3. Students will be assessed continuously throughout the module. Students will complete an assignment, 1 class test, 1 semester test and 1 formal examination.

### Allocation of marks

Assignment: 20%

Class test: 10%

Semester test: 20%

Examination: 50%

The year mark will be determined by the assignments, class test and semester test and will contribute 50% to the student's final mark. The requirement to be allowed to complete the final examination is a minimum of 40% for the year mark. The formal examination will take place during the time slot allocated to examinations in the academic calendar (June - July 2016). It is the student's responsibility to take cognisance of the stipulations guiding examinations as cited in the Generic Student Guide. The examination mark will contribute to 50% of the student's final mark, while the year mark will contribute to the other 50%.

## Supplementary Assessment

Should a student forfeit an assessment opportunity, a supplementary assessment opportunity will be granted on condition that an original valid medical certificate is submitted to the administration office (as indicated in the Generic Student Guide) within 24 hours of the date of the scheduled assessment opportunity. Failure to do so will disqualify the student from a supplementary assessment opportunity. It remains the student's responsibility to negotiate a date for a supplementary test/assessment opportunity with the lecturer.

## 6. PRESCRIBED STUDY MATERIAL

The books listed below are placed on reserve at the Hugonote Kollege library. Students may visit the library to make use of the study material as part of preparation for classes and assessment opportunities.

**Prescribed reading:** Available in Hugonote Kollege Library on reserve

Training and Development Agency for Schools. 2008. *The little book of managing change*. London: TDA.

Van der Westhuizen, M.A. and Greuel, T. 2013. *From my own, to the foreign and back to my own*. Wellington, Republic of South Africa: Hugonote Kollege/Bochum, Germany: Evangelische Fachhochschule Rheinland-Westfalen Lippe.

Van der Westhuizen, M.A. and Greuel, T. 2014. *Conviviality: Unity in diversity - An exploration of music as a non-verbal communication technique to develop a sense of community in congregations*. Wellington, Republic of South Africa: Hugonote Kollege/Bochum, Germany: Evangelische Fachhochschule Rheinland-Westfalen Lippe.

### Additional reading

Van der Westhuizen, M.A., Greuel, T. and Thesnaar, C.H. 2015. In search of a theoretical framework towards intercultural awareness and tolerance. *Scriptura*, Vol. 114:1-16.



## 7. STUDENT-LECTURER CONFIRMATION

I, \_\_\_\_\_ (student name),  
\_\_\_\_\_ (Student number), hereby confirm that I received the study  
guide for Module SEH 111: Creative communication in intercultural work. The lecturer did  
discuss the content of this guide with me and provided me with the opportunity to –

- Ask questions related to the module and
- Provide information regarding my learning needs.

I understand that I am responsible to use this information, as well as the guidelines provided  
in the Generic Student Guide of the Hugonote Kollege, to ensure that I am able to effectively  
participate in the module and assessment activities.

Signed (student): \_\_\_\_\_

Signed (lecturer): \_\_\_\_\_

Date: \_\_\_\_\_

## 8. MODULE EVALUATION

The Hugonote Kollege aims to provide students with learning content and a learning environment that would enable them to reach their full potential. The quality of instruction offered by the College is enhanced when programme coordinators and lecturers receive formalised feedback from students that could be incorporated in subsequent teaching and training activities. You are therefore requested to complete this form for each of the modules related to the qualification that you registered for.

<b>SECTION A: Method of teaching and instruction</b>					
<i>Based on your experience of the method of instruction in this module, please rate the following statements according to the scale below by marking your choice with an X:</i>					
<b>A = Strongly Agree   B = Agree   C = Neutral   D = Disagree   E = Strongly Disagree</b>					
Statement	Ratings				
	A	B	C	D	E
The lecturer gave clear information about the purpose, outcomes and assessment criteria related to the module in the first week of class.					
The lecturer clarified outcomes for each lesson, summarised important points, and emphasised most significant concepts.					
The lecturer demonstrated respect for students by setting clear expectations for in-class behaviours, demonstrating and promoting respectful interactions.					
The lecturer was organised and prepared for classes as evidenced by pacing presentations and activities within available class time.					
The lecturer presented study material in a clear and understandable manner through practice examples related to the study material.					
The lecturer used a variety of methods to increase interest in content and to promote learning (i.e. lectures, small group work, discussions, and so on).					
The lecturer gave clear, constructive and specific feedback on assignments within appropriate timelines.					
The lecturer encouraged student involvement by making students feel free to ask questions and express ideas and encouraged interactions among students.					
The lecturer utilised effective communication skills as evidenced by speaking audibly and writing clearly.					
The lecturer appeared knowledgeable and demonstrates interest in the module content.					
The lecturer demonstrated respect for students by demonstrating sensitivity to students' diverse backgrounds.					
The lecturer demonstrated respect for students by being available for consultation outside class hours, posting and keeping regular office hours.					

Remarks (including suggestions on how methods of teaching and instruction could be improved):

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<b>SECTION B: Content of learning material and assignments/activities</b>					
<i>Based on your experience of the content of the study material in this module, please rate the following statements according to the scale below by marking your choice with an X:</i>					
<b>A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree</b>					
Statement	Ratings				
	A	B	C	D	E
A variety of study material increased interest in content and promoted learning (i.e. audio visual, technological aids, and so on).					
Written materials (i.e. text-books, additional readings, and hand-outs) were provided and made available (i.e. in the library).					
Written materials were understandable and presented in such a way that it related to the assessment criteria.					
Assignments and activities were clearly related to the content of the study material and exit level outcomes.					
Assignments and activities assisted in the development of an understanding of how theory is relevant in practice.					
Assignments and activities were given with clear instructions.					

Remarks (including suggestions on how learning material could be improved):

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<b>SECTION C: Own experience</b>					
<i>Based on your learning experience in this module, please rate the following statements according to the scale below by marking your choice with an X:</i>					
<b>A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree</b>					
Statement	Ratings				
	A	B	C	D	E
I think the amount of work required and the overall level of difficulty was appropriate.					
I felt involved in the learning activities within this module.					
I feel the lecturer stimulated my interest in learning and the study content.					
I feel that I acquired the <b>knowledge</b> needed to be able to function effectively in practice.					
I feel that I acquired the <b>skills</b> needed to be able to function effectively in practice.					

Remarks (including what knowledge and skill you feel you are still lacking):

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