
**CATEGORY C:
CURRICULUM-BASED COMMUNITY
ENGAGEMENT AWARD**

DR GERNA WESSELS

**DEPARTMENT OF SOCIAL WORK
AND CRIMINOLOGY**

UNIVERSITY OF PRETORIA

MWP 400 and MWP 361

SECTION ONE: NARRATIVE

Context

The purpose of the MWP 400 module is to provide students with learning opportunities to integrate social work theory and practice, while delivering a service to individuals, groups and communities. To achieve this, students are involved in 500 hours of curriculum-based direct social work practice at different placements organisations which includes NGOs, CBOs and government institutions such as schools and hospitals. These organisations are at the forefront in working with communities, households and groups. They engage in the communities for two days per week where they become part of the office and receive support and supervision from a registered social worker at the placement organisation. A team of four practice lecturers meets with their students on campus for small group discussions and supervision on a weekly basis.

Community engagement is much more than meeting a perceived need by implementing a project (often based on own perceptions of the students). To really make a difference in communities it is non-negotiable to develop a deep understanding of the world we live in. Awareness of social, economic and environmental injustices must become the lens that students use to look at the communities they are engaged in. Students are sensitised to human rights, social justice and socio-economic development in all endeavour in the communities

Community members play an important role in all projects. Students do not use a 'top down' approach in an oppressive manner, but engage in critical dialogues with community members to understand their lived experiences and what they would like to see changed in the community as clearly indicated in the outcomes of this study unit. All Community Engagement activities are informed by the needs and strengths of the particular community. A task team, consisting of the student, community

members and representatives from the placement organisation meet on a regular basis to plan, implement and monitor the project. Students submit a 'plan for action report to be assessed for marks where after they continue with the implementation. Process reports after each contact in the community form the basis of formative assessment taking place in face-to-face supervision sessions. At completion, students design an infographic to be used at a feedback session on campus (where all field supervisors are present) and to provide to their placement organisations where recommendations are made for new directions in the project. Community members do not assess the project, but are invited to evaluate the project – formally or informally.

This module provides students with work integrated learning opportunities to enhance their work readiness to enter the social work profession once they graduate. This implies comprehensive knowledge of, and insight into South Africa's developmental needs and welfare policy. MWP 400 addresses different social, economic and environmental issues informed by the different community contexts. Community Engagement projects implemented by fourth year students contribute to achieving the Sustainable development goals (SDG's).

This module cannot be run without the partnership of approximately 42 field supervisors who take responsibility for day-to-day guidance of students in the community. Since my appointment as practice coordinator in the Department of Social Work and Criminology in 2011, I recognised the value of this partnership and facilitated the building of strong relationships with the field organisations and supervisors, which form the basis of the successful and ongoing collaborative process. Field supervisors participate in roundtable discussions regarding the students' planning for their projects, and also provide valuable feedback on the students ethical and professional functioning at the placements.

Teaching Philosophy

As practice lecturer I believe in an anti-oppressive, participatory approach to teaching. I understand oppression as a continuum that moves from oppression and exploitation to empowerment and emancipation. Being aware of the diversity of our student body, I deem it important to be cognizant of my students' lived experiences. Although I have the responsibility for the academic integration with the practical work, I do not see my students as blank slates with nothing to offer to their own learning. Small group discussions provide the ideal platform for sharing and learning. I believe in an 'empowering' learning environment where students are not objectified, but viewed as people with inherent worth and dignity – essential to develop and grow in confidence and self-esteem. I engage with students from a strengths-perspective and do not focus on what they cannot do (deficit approach). This becomes clear in the comments and feedback I provide on their process reports.

If not engaged in their own learning, I believe some students may perceive the practice lecturer as having so much power and themselves so little, that they feel vulnerable at their hands. They spend too much time and energy figuring out what will please the practice lecturer and trying to behave in accordance with those perceptions and not believe in their own capabilities

Teaching/assessment and student support strategies

Being a credit bearing module (50 credits) formative and summative assessment take place on a continuous basis. Individual and group supervision with the students provide opportunities for constructive feedback and guidance in engaging with their communities. Summative assessment of milestones in their process is done through criterion- based assessment in the form of rubrics. At completion, students exhibit their poster/infographic at the University of Pretoria, attended by stakeholders from the community, staff members and community partners. During the lockdown due to the COVID-19 pandemic, this event took place on an online platform with great success.

Because student groups are diverse in nature, it is important to consider their different learning styles when designing assessments. It is important to provide a variety of assessment methods to accommodate different strengths. Examples are the following:

- Students present the planning for their projects at a joint meeting with their practice lecturer and field supervisor at the University of Pretoria. For this purpose, they develop 'n PowerPoint presentation based on their critical dialogues and community profile.
- As social workers are expected to present professional reports to different stakeholders, it is inevitable to expect proper written reports from students. This will be the case for the 'plan for action' report. This report is assessed with

a rubric to ensure that assessment is criterion-based. Students who struggle with their writing, are referred to the Faculty Writing centre for assistance.

- Regular process reports allow students to reflect on what happened and plan forward. These reports form the basis of individual supervision sessions with the practice lecturer where the focus is not only on providing feedback on what was done, but also open up the conversation of what is needed moving forward.
- As indicated in the outcomes, students prepare an infographic to communicate the outcome of the project with their community and their lecturer
- Students develop a Portfolio of Evidence on ClickUP, which they submit prior to the oral exams. An important focus of the POE is their critical reflections on their final year as social work students.
- I linked up with Prof Mark Doel - a renowned scholar in Social Work Field Practice from Manchester in the UK during a visit to the Department. Flowing from this contact, we added an innovative assessment by providing an audio recording of the oral exam of our final year students to a moderator at any South-African, or even overseas, university for moderation. The POE can also be downloaded and provided to the external examiner.

Assessments thus focus on students who are verbally talented, those who are eloquent writers as well as students who are more creatively inclined.

One of the most important support structures in MWP 400 is the use of ClickUP. The different study units are provided, as well as a section for resources, all assignments in each study unit is clearly discussed and the rubrics to be used are provided in a rubric section. Announcements on ClickUP provides immediate communication and ensures that all students receive the same message. Students submit all reports on ClickUP, meaning the financial burden associated with printing is eliminated and feedback is immediately available after marking of the report. Students have access to their marks on the grade centre, and they can be reminded if they are falling behind with submissions. In the fourth year, the emphasis is on creating a 'safe space' for

students to step into their community engagement journey. Supervision is compulsory and students provide an agenda prior to the session. They also prepare a brief supervision note after the session to ensure they don't forget what was discussed. These documents are uploaded to the students e-Administration file on a shared Google drive. The practice lecturer and field supervisor have open lines of communication and if a student experiences any issues, it can be addressed immediately.

Social work is a very 'personal' profession, based in personal interaction with different target groups. Practice teaching therefore takes place in smaller group settings, providing students with opportunities to develop their social work skills and share their views of the world amongst each other.

The community does not assess the students, but is involved in the evaluation of the project at completion of the students' involvement. Field supervisors also do not assess the students' work, but they participate in students' progress assessments as they are in a position to provide valuable feedback on students' ethical behaviour and engagement with the community.

Impact on student learning

In MWP 400 students take ownership of their projects in cooperation with the community and staff at the placement organisation. Student projects have to be according to the mandate of the organisation. Being curriculum based community engagement, students are guided through the process through continuous formative assessment to enable them to meet all the outcomes of the project. Students who do not meet all the outcomes of the project, will be in danger of failing the module, although this seldom happens due to constant support and guidance provided.

Community engagement in the fourth year impacts in the following ways on the students:

- One of the most important aspects of the MWP 400 module is the contribution it makes to the work readiness of our students.
- The most observable change is the development of their self-confidence. Being exposed to different role-players, stakeholders and community members, they have to communicate on different levels with self-confidence.
- They become aware of peoples' human rights, social justice issues and oppressive practices.
- Students learn to become ethical practitioners through reflective practice.
- Students learn how to respect community members for their strengths and indigenous knowledge.
- They learn not to work from a deficit approach but use a strengths perspective when engaging with communities.
- They learn to treat everybody they come across as a person with inherent worth and dignity.

- They learn to work in a team with community members, fellow students, staff and management at their placements.
- Where applicable, they learn to be accountable for donations made to the project.
- They learn the importance of participation and not to work from a top-down approach in any project.
- They learn to be resilient; everything does not always work according to their plans and they need to have a plan B.
- They learn the value of community participation and how to implement a community development process in different contexts.

Scholarship of teaching

To keep abreast of new developments in the field, I regularly attend national and international conferences and have presented a number of conference papers on practice teaching. I also use these opportunities to share our community engagement practices with colleagues. I have also published articles on practice teaching and have participated on a book chapter on groupwork.

I have been the practice coordinator for the Social work in Practice programme since 2011 with my permanent appointment to the Department. In this capacity I have regular meetings with colleagues teaching on all year levels to provide a platform for support and innovation. In this capacity I also drafted our Department's Practice Policy. I have been the Faculty Community Engagement representative for two years (2019 and 2020) and also was of the Community Engagement Forum.

Involvement with other universities

- 2013-2014 External Examiner at Oral examination: UNISA: Fourth Year Internship program
- 2013 – 2017 External Examiner at Oral examination: University of Johannesburg Fourth year Internship Program
- 2016-2018 External Examiner of Portfolios Third year practice module: University of the Witwatersrand
- 2020 – Critical Reader - BSW 4802 Integrated service delivery in social welfare. UNISA School of Social Sciences: Department Social Work
- 2021- External examiner – BSW 4802 Integrated service delivery in social welfare. UNISA School of Social Sciences: Department of Social Work
- 2022 - External examiner – BSW 4802 Integrated service delivery in social welfare. UNISA School of Social Sciences: Department of Social Work

Involvement with government departments

- 2017 – 2019 Part of the task team on the review of student practice chaired by the Department of Social Development

Membership in national and international bodies

- South African Council for Social Service Professions (SACSSP) registration number 1006770
- Member (through the Department of Social Work & Criminology) of the Association of Schools of Social Work Education Institutions.
- ASASWEI is a member of the International Association of Schools of Social Work (IASSW)
- Member of the International Association for the Advancement of Groupwork

Involvement with other departments at the University of Pretoria

- In 2019 I participated in the Student Wellness Project (Phase 2) conducted under the auspices of the Vice Principal Academic, University of Pretoria and under the leadership of Prof Irma Eloff: Dean Faculty of Education where I facilitated a focus group with Faculty of Law students

SECTION TWO: EVIDENCE

Artefact: List of field placements

EXAMPLES OFFIELDPLACEMENT ORGANSATIONS
Placement
Baviaanspoort Correctional Centre
CMR
COSUP
Child Welfare Tshwane (CWT)
Funanani Trust
Future Families
Generaal Beyers Primary School (Danville)
Jacaranda/Louis Botha Child and Youth care centres
JRS (Jesuit Refugee Services)
Kalafong Hospital
Laerskool Garsfontein
Laudium Mental Health Society
Laudium Services for the Aged
Lynnwood Ridge Dutch Reformed Church
Mercy House
METT (working in Primary schools)
NICRO
PEN
Pretoria West Hospital
Respublica student residences
SANCA
Society for People with Disabilities
Stabilis Treatment Centre
Steve Biko Hospital
Sun Gardens Hospice
Weskoppies Hospital

Artefact: Outcomes and assessment criteria of the study unit

The MWP 400 module has three study units:

1. Professional development
2. Social Work with individuals and families
3. Community work and community based group work or the purpose of this document I will focus on the third study unit

Unit outcomes

At the end of this study unit, you should be able to:

- Engage in the community following Paulo Freire's approach to community development by facilitating the key stages of Emancipatory Action Research (EAR) namely:
 - Being - awareness
 - Problematising – decoding
 - Conscientisation - develop a plan for action
 - Action – engage in action
 - Making sense – reflect and evaluate
 - Communication – Infographic
- Plan and facilitate a community-based treatment group of eight sessions to form an integral part of the community work process;
- Provide an account of the EAR process through process reports and regular supervision;
- Reflect and provide feedback through the design of an infographic of your community work project.

Assessment criteria

The following assessment criteria need to be met in order to demonstrate that you have reached the unit outcomes:

Your facilitation of the key stages of the EAR must reflect your ability to:

Being

- Understand the needs of the community members, by gathering information and compiling a community profile.

Problematising

- Use a photo or other medium relevant to the local people to capture the situation;
- Engage in critical dialogue with the community to understand their lived experiences;
- Make connections;
- Add and integrate theory.

Conscientisation (what shall we do?)

- Plan for action reflecting your ability to:
 - Make sense of and integrate information gathered through various forms of engagement in critical dialogue with community members (community profile and dialogue groups), including engaging in dialogue with members of your community-based group work;
 - Formulate a clear goal and objectives in terms of any of the following four possible models (Weyers)
 - Community development
 - Social action
 - Social marketing
 - Education
 - Social planning
 - Use a PERT to provide a broad view of the envisaged project.

Apply in Action- project

- Implementing the plan in the form of a project should reflect your ability to:
 - Manage the plan and adapt as necessary throughout the process.
 - Take action with others in the community;
 - Use the Work Breakdown Schedule (WBS) as tool to manage the project
 - Indicate tasks and activities needed for the successful implementation of the plan for action;
 - Indicate responsibility for each task;
 - Indicate all due dates;

- Draw up the budget;
- Plan fundraising efforts if needed.

Making sense (collaborative process)

- Reflect on and measure against values such as social justice, dignity and respect;
- Facilitate and integrate knowing through face-to-face encounters; expressed through stories and images, understood through theories;
- Analyse the experience and identify another cycle of development;
- Analyse sustainability of the project;
- Assess the quality and validity of the process.

Communication

- Communicate the new knowledge at your placement and to your community by means of an infographic including the following information:
 - Clearly formulated goal and objectives;
 - An overview of the stages in your community process;
 - Conclusions;
 - Recommendations for future community work intervention;
 - Evidence that you have obtained written permission from all individuals who will be used in photos for your infographic.

Your process reports should reflect your ability to:

- Liaise with the appropriate stakeholders (internal and external);
- Motivate the community to participate in the implementation of the project;
- Mobilise resources in the community;
- Monitor and evaluate, including managing the budget (You have to keep all documentation/slips/invoices/receipts of money spent).

Your facilitation of a treatment group should reflect your ability to:

- Use group leadership skills to facilitate a community-based group process;
- Identify and facilitate group dynamics;
- Evaluate the success of the group work series;

- Evaluate the contribution to the sustainability of the community work intervention.

Teaching and learning activities

Small group discussions

- You will participate in small group discussions during the community- and community-based group work processes. You will have the opportunity to share your community profiles and critical dialogues with the rest of the group;
- You will be expected to upload your WBS on your administration e-file for discussion during supervision.

Authentic experience

- You will have the opportunity to plan, manage and evaluate a community work plan for action in cooperation with the community at your placement. You will commence with the community profile and three dialogue group discussions;
- You will facilitate a series of eight group work sessions as a way to develop an enhanced understanding of the lived experiences of the community members. If there is more than one student at the same placement, you may work in a team, however each student should then implement his/her own plan for action within a community work programme to broaden the scope of the action and to ensure your exposure is not limited. Each student will be responsible for their own process reports and infographic. Non-adherence to this condition will lead to a possible failure for particular students in the specific assignment. In addition, it might be expected from you to participate in your placement's community work programme/projects and fundraising events as deemed necessary by your field supervisor.
- You will submit at least ten substantive community work process reports and eight group work process reports electronically on ClickUP within 48 hours after your contact/session. Although you must record unsuccessful telephone calls, missed appointments etc., they do not warrant a process report according to the guidelines. Supervision appointments should also not be reflected in community work process reports, but in your supervision notes. You need to arrange

supervision appointments throughout the process for guidance purposes, not for feedback purposes only.

- You will present your infographic at your placement, involving the community to provide feedback on the project and to plan for the next cycle
- You will present your infographic at a webinar or seminar to field supervisors and staff members of the Department of Social Work and Criminology

Artefact: Evidence of academic scholarship

National and International conferences

- 9th International Conference on Practice Teaching and Field Education in Health and Social Work 11th - 13th April 2010 Bournemouth University, Bournemouth April 2011. Paper presented: Practice Training. Hearing the voice of the student
- ASASWEI 2010 International Conference: Social work educators and practitioners, partners in teaching and learning 26-28 September 2010. Paper presented: Fourth Year Internship – The final countdown.
- ASASWEI 2011 International Conference Johannesburg, 7- 8 September 2011. Paper presented: Face-to-face supervision: Dinosaur in an age technology?
- NASWSA World Conference 2013 “Voices for Development” 25 September 2013 Johannesburg. Paper presented: Towards ensuring the dignity and worth of a person: a personal encounter
- ASASWEI 2015 International Conference 4-7 October 2015 East London. Paper presented: Ensuring worth and dignity: A social work values directive
- 11th International Conference on Practice Learning and Field Education in Health and Social work 4-6 April 2016 Belfast Northern Ireland. Paper presented: A multi-layered approach to assessment in social work practice education
- Joint Work Conference on Social Work, Education and Social Development 27-30 June 2016 Seoul, South Korea. Paper presented: Empowering practice Teaching – journey and destination.
- ASASWEI 2017 International Conference 9-11 October 2017 Johannesburg
- Paper presented: Participative practice teaching and learning in social work internship.
- International Association for Social work in Groups: 40th International Symposium: Bridging the divide: Group Work for Social Justice. 7-10 June

2018. Paper presentation: Moving from “either or” to “both and” thinking in practice education of groups and community work

- International Association for Social work in Groups: 40th International Symposium: 7-10 June 2018 Skukuza.: Bridging the Divide: Group Work for Social Justice. Paper co-presented with Abigail Mzayidume: Defying the labels: the empowering role of group work in a poverty alleviation project
- 12th International Practice Teaching Conference 'Innovation in Practice Learning and Field Education' 10th-12th September 2018. Oxford University.
- ASASWEI social work conference 27-29 August 2019 Cape Town. Promoting healthy human relationships. Paper: presented: Face to face supervision – dinosaur in an age of technology?
- 5th International Conference on Practice Research 31 May 2021- 2 June 2021, ICPR 2021 Virtual Conference Presented from the University of Melbourne
- 2021 Virtual IASWG Symposium, Group Work in a Changing World: The Power of Connection. 9-12 June 2021 ASASWEI social work conference. 1-3 September 2021. Pandemic, poverty and inequality. Social work in the 21st century. Workshop facilitated and presentation: ***Student burnout and self-care. Workshop presentation***
- Flexible Futures Conference 26 & 27 August 2021. | Virtual Conference, University of Pretoria. Reimagining Teaching and Learning in Higher Education. Presented a paper: Rethinking fieldwork for third-year social work students.
- 13th International Conference on Practice Teaching and Field Education in Health and
- Social Work. 13-14 October 2021. Recovery, Restoration, Reconstruction, Renewal –The way forward for teaching and learning for practice and in practice. Paper presented. Ready or Not, Here It Comes: Finding Connection Through Online Supervision

Publications in peer-reviewed or refereed journals

- Delport, C.S.L & Wessels, G.J.J. 2004. Theatre for development toward a methodology for dealing with conflict amongst elderly people. *Die Maatskaplike Werk Praktisyn-Navorser/ The Social Work Practitioner-Researcher*, 16 (1):103-112
- Wessels. G.J.J. 2017. Promoting Dignity and worth of people: implications for social work Practice. *South African Journal of Social Work and Social Development*. (29)3 (Late publication)
- Wessels. G.J.J. & Claassens, E. 2019. Defying the Labels: The empowering role of group work in a poverty alleviation project. (Paper accepted as part of the IASWG Symposium)
- Co-authored a chapter with prof Reineth Prinsloo on Groupwork in *Introduction to Social Work* to be published by JUTA later in 2022

Artefact: Examples of projects linked to the SDG's

1. No poverty

- ***Refugee older persons on the move***

Refugee older persons face various challenges, such as a lack of documentation, health issues and unemployment. Age exacerbates refugee older persons' vulnerabilities. This entrepreneurship project, where the older persons sell donated second hand clothes, aimed to enable the older persons to generate income and wean themselves from the support of the NGO, Future Families.

2. Zero Hunger – Improved nutrition

- ***Healthy body, healthy mind - Awareness of importance of suitable nutrition of learners***

The project was implemented in Silverton Primary School at the request of the teachers, as they experienced that the learners are inclined to lack concentration in class due to high sugar intake, especially during breaks. Parents received regular information regarding healthy eating from a registered dietitian who partnered with the student for this purpose. As part of the project, learners were involved in group work sessions to help them adapt new, healthy eating habits in a fun way.

3 Good health and wellbeing – Ensure healthy lives and promote well-being of all ages

- ***Crime awareness and prevention***

The project focused on issues of low morale, lack of access to information as well as involvement in offending behaviour such as gambling and use of substances at a Langenhoven Secondary school.

4. Quality education – ensure inclusive and quality education and promote lifelong learning

- ***Reduction of aggressive behaviour – anti bully project***

This project was implemented at Laerskool General Beyers and aimed at eliminating bullying and aggression at the school to provide an environment conducive to learning.

5. Gender equality – empower women from all ages

- **Be-YOU-tiful project**

This project focussed on the mothers of the children attending Dynamic Women for Children Private Care Centre. It entailed weekly group work sessions and a weekend camp.

6. Clean Water – ensure access to water and sanitation

- **The Blue Drop Initiative i**

This project at Sjambok Primary School in Erasmus empowered learners and their parents with knowledge, skills and resources to make their own water buckets with taps, to ensure that all learners at the school have clean water and do not wash their hands in one basin. The community was involved in supporting the training; thus ensuring sustainability of the project

8. Decent work and economic growth – promote employment and decent work for all

- ***We are ready to work***

Many individuals in Mamelodi have limited access to basic services, but there are limited interventions likely to accelerate people's transition from poverty. The project hosted three workshops presented by guest speakers with adequate business knowledge to share with the community members and motivate them to take responsibility for their own financial survival. It focused on the strengths of the community members and instilled hope that they have the ability to change their circumstances.

10. Reduced inequality

- ***KALERATO with love***

Breaking the cycle of poverty: Empowerment of caregivers of children in an ECD with the knowledge of the importance of attachment by conducting three workshops

13. Sustainable cities and communities

- ***Lending a Hand – Unite a community***

Hermanstad is a suburb in Pretoria West, characterised by low socio-economic status. The residents here, seem to live an isolated life and struggle with everyday challenges with no-one to offer a lending hand. The project aimed to bridge this divide by establishing a support network for isolated, overwhelmed and hopeless parents

Artefact: Student feedback

Dosent/Lecturer	Dr Wessels	
Module	MWP 400	
Datum/Date	2019/05/22	
Aantal vorms/Number of forms		16
Gemiddelde/Average		4,6

Nota: Waar studente nie alle antwoorde voltooi het nie, tel die kolomme nie op na die aantal vorms nie.

Note: Where students did not answer all questions, columns did not add up to the number of forms.

		1	2	3	4	5	6	7	8	9	10	11	G/A	12	13	14	15	16	G/A
Respons(-e)	5	12	8	7	8	7	13	14	10	9	11	9	62%	0	0	0	0	0	0%
	4	3	7	8	6	9	3	2	6	6	3	6	34%	0	0	0	0	0	0%
	3	1	1	1	2	0	0	0	0	1	0	1	4%	0	0	0	0	0	0%
	2	0	0	0	0	0	0	0	0	0	1	0	1%	0	0	0	0	0	0%
	1	0	0	0	0	0	0	0	0	0	0	0	0%	0	0	0	0	0	0%
	GEM/AVG	4,7	4,4	4,4	4,4	4,4	4,8	4,9	4,6	4,5	4,6	4,5	4,6	0,0	0,0	0,0	0,0	0,0	0,0
	TOT	16	16	16	16	16	16	16	16	16	15	16		0	0	0	0	0	
Onderrig en assessering/Teaching and assessment														Add.Items					

Artefact: peer review

PEER EVALUATION REPORT:

Dr GJJ Wessels

Compiled by:

Mrs LC Jordaan. Department of Social Work and Criminology

Introduction

This report is based on working with Dr Wessels during the last ten years in the Department. Dr Wessels has been both my practice- and course co-ordinator, as well as a team member of the MWP 400 module, where she has mentored me for the last two years, as part of succession planning in this final year practice module. This review reflects on my observation and experience of Dr Wessels, as mentor, leader and practice lecturer, with a specific focus on the MWP 400 module, a module shared by four lecturers.

Administration

Dr Wessels successfully uses the administrative function to ensure the smooth running of modules; without overly regulating lecturer creativity. Administrative systems are in place and team members feel confident as to what is expected from all role players, as a result of her thorough planning. Dr Wessels has implemented a shared course module file, allowing equal access to resources and ensuring a standardised approach to the teaching and learning process.

Course design

Course design is a joint process and team members are provided the opportunity to share, adapt and consistently improve the content thereof. Dr Wessels is a driver in both the design and improvement of the course module content. She is creative and innovative, and the module content evolves as a result of her ability to integrate what practice requires within the student learning process.

Engagement and support of students

Student engagement is synonymous with the practice department. Students have access to information and resources to facilitate teaching and learning. Dr Wessels' provides students with the unique opportunity to transition from students to young professionals in the manner in which she engages with them on all levels. Respectful engagement with students is found during supervision, classes and all forms of communication. As a social worker, with foundations in the developmental approach, Dr Wessels encourages student participation in all processes of engagement. Her engagement and support of students is therefore based on mutual respect, offering students a vessel for personal and professional development.

Assessment

The MWP 400 module offers a balance between formative and summative assessment. Throughout her years of co-ordinating the module, Dr Wessels have developed clear guidelines for assessment of students, ensuring that there is a specific purpose and learning goal linked to each assignment. Assessment tasking within the module are reconsidered and improved, as Dr Wessels strives for high quality work, rather than enforcing work she had previously designed.

Mentor, facilitator and leader

Despite Dr Wessels' excellence in her role as academic, she considers her role as mentor and leader of equal importance. Dr Wessels is transparent in her thought processes and approach to the teaching and learning elements of the practice module. She provides the true spirit of Ubuntu, in an often-stark academic environment, where a win for the individual, is truly considered a win for the module. As mentor, she shares her wealth of knowledge and insight with her colleagues as she nurtures and values the development of lecturers and students alike.

Conclusion

Dr Wessels is a respected colleague and lecturer. She communicates clearly, establishes fair boundaries and offers consistently high standards of work.

Her innovative approach to work, ensures that the team does not stagnate and her non-obtrusive manner allows individuals to grow into the own versions of themselves.

Name of peer evaluator: Mrs LC Jordaan

Department of peer evaluator: Social Work and Criminology

Date of report: 10 September 2022

Artefact: Photos



Learners in Generaal Beyers Primary School participate in an anti-bullying march. (Photo blurred to protect privacy of the learners)



To enhance the participation of learners in Silverton Primary School in a drug awareness campaign, a buddy box was provided where learners could post their questions anonymously.

Patients in Stabilis Treatment Centre engage in healthy relaxation activities as they learn that substances are not the only option to relax.



KALERATO with love – Empowering caregivers of children in an ECD in Mamelodi to bond with their children and form strong attachments



Active aging n Soshanguve – keeping older persons active and engaged in their world



The Future framed project in Lethabong empowered unemployed individuals to become self-sustaining through a skills development programme. Workshops equipped the community members with a skill set to use in the restoration of discarded picture frames and thus create new products. The products were sold at the placement agency's annual Christmas market to provide the participants with an opportunity to generate an income.

Artefact: Examples of posters



ISSA DRUG AWARENESS PROGRAMME.



Ng'Grand (I'm fine without drugs.)

OVERVIEW OF PROJECT:

The "Issa Drug Awareness Programme" focused on the prevention of drug use amongst the grade six and seven learners in Silverton Primary School. In this phase many learners are vulnerable to being involved in drug use as a way of dealing with their feelings of being misunderstood. (Louw & Louw, 2013:432). Learners in this school are exposed to marijuana in the direct community. (Pretoria East Rekord Newspaper, 2017)

Four projects were implemented to address different aspects in the "Issa Drug Awareness Programme.", namely:

• The Buddy Box,

The Buddy Box is circulated by the task group formed from the community based group work, where the children place information anonymously regarding the activities that they are aware of concerning drug use both in the school and outside the school premises, likewise the box is also utilised to get the learner's perspective of drugs thus, a question is asked to learners each month to the learners.

• News Letter

The news letter that is disturbed every month contains information regarding the activities that have taken place in order to try eliminate drug use in the school, furthermore in attempts of integrating the community, the response gathered from the Buddy Box were used in the new letter.

• Teacher's Workshop

The teachers workshop was held to raise awareness of the possibility of drugs being placed in the school premises and to also equip them about the symptoms they should look out for when a child is under the influence of various drugs.

• Lesson Plan

The lesson plan was constructed for the grade six and seven Life Orientation teachers to teach the learners about the various harmful consequences of drug use.



GOALS AND OBJECTIVES

- Empower grade 6 and 7 learners. About dangers of drugs
- Empower the educators about various drugs

COMMUNITY BASED GROUP

The group members were empowered with knowledge regarding drugs and the damage that drugs do, to enable them to influence their peers. The group members formed the task team of the Buddy Box Project.

Community Work Process

Step 1: Study the community, identify the needs which guided the development of the project.

Step 2: Identify and analyse impediments lasting the workability of Silverton Primary had resources

Step 3: Plan of action. A chart was drafted in March. (Tasks were outlined)

Step 4: Implementation of the projects.

Step 5: Evaluation of process and results and sustaining change.

PRACTICE MODELS, ROLES AND TECHNIQUES:

• Community Development Model

(Weyers, 2011:154)

Partnering with the school in prioritising the challenges in the school and they were given the opportunity to participate in decision

Roles

- Motivator
- Catalyst
- Facilitator

Techniques

Group Capacity Building

Community Education Model

(Weyers, 2011:151)

The teachers were empowered with knowledge about the drug use due to the teachers being unaware of the danger of drugs in the community.

Roles

- Educator

Techniques

- Education techniques

CONCLUSION AND RECOMMENDATIONS

The "Issa Drug Awareness Programme" went very well as the community members participated in the projects that took place.

It is recommended that programme be modified each year so that it stays relevant and applicable for the learners.

REFERENCES:

Louw, D.A. & Louw, A.E. 2014. *Child And Adolescent Development*. 2nd ed.. Bloemfontein: Psychology Publications
Weyers, M.L. 2011. *The Theory and Practice of Community Work: A South African Perspective*. 2nd Ed. Potchefstroom: Keurkopie
<https://rekordeast.co.za/162580/several-drug-dealers-busted-in-silverton/> (Accessed: 17 October 2018)

SISONKE

Together we can



OVERVIEW OF THE PROJECT

The South African educational system is plagued by social issues such as bullying, substance abuse, emotional and behavioural challenges which hinder learners educational progress (Ramdass, 2009:112). The minimal parental involvement in primary schools is a cause for concern as it leads to ignorance pertaining to the learners social and education aspects (Maluleke, 2014:2). In Funanani Christian School which is located in Mamelodi West, issues have been identified encompassing lack of respect, inappropriate attitudes exhibited by learners, inadequate leadership skills and lack of parental involvement. The Sisonke project was implemented to address these social and behaviour concerns surrounding the learners and parents.

GOAL AND OBJECTIVES OF THE PROJECT

Goal: To enhance the knowledge, attitudes and behaviour of learners and parents through empowerment, education and by improving the learners leadership skills and overall conduct as well as improving parental involvement.

REFERENCES

- 1)Maluleke, S.G. 2014. Parental involvement in their children's education. Pretoria: University of South Africa (MA Dissertation).
- 2) Masson, R.L., Jacobs, E.E., Harvill, R.L & Schimmel, C.J 2012. Group Counseling Interventions and Techniques. 7th ed. Belmont, CA:Brooks/Cole
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- 4) Ramdass, K. 2009. The challenges facing education in South Africa. Johannesburg: University of Johannesburg. (MA Dissertation)
- 5)Weyers, M.L. 2011. *The Theory and Practices of Community Work: A Southern African Perspective*. 2nd ed. Potchefstroom: Keurkopie

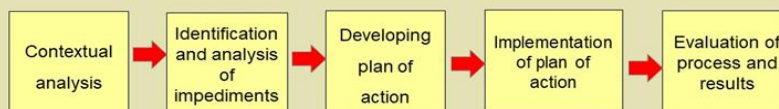
Objectives:

- To encourage parents to improve their quality of relationships with their children by having the parent's information day.
- To create a drama that will demonstrate the risks of the identified impediments.
- To empower the learners with knowledge and skills concerning leadership.
- To spread awareness to learners about values, morals and respect.

COMMUNITY-BASED GROUP WORK

Growth groups are aimed at enlivening human potentials and help unlock personal growth either emotionally, interpersonally or intellectually. Applying learning from group experiences to one's life is encouraged as an essential part of personal growth (Masson, Jacobs, Harvill & Schimmel, 2012:48). The group work series encouraged changes in both attitudes and behaviour to enhance the learners' quality of life.

PROCESS



PRACTICE MODEL

Community Education:

Focussed on eliminating the ignorance of learners and parents regarding school issues and they were empowered with knowledge, attitudes and skills to help improve their social functioning (Weyers, 2011:251). The educator **role** of providing information was utilised while implementing education **techniques** including drama related techniques, meetings and visual material.

CONCLUSION AND RECOMMENDATIONS

Through empowerment and knowledge being provided to the learners and parents it helped in addressing concerns within the school context. The project followed the strengths perspective as it empowered learners and parents to utilise their potential in addressing social issues (Patel & Hochfeld,2008:208).The recommendation is that the project should be continued by educators in the school by utilising the leadership manual to educate the learners during the Life Orientation class.

