

**B.Sc. SOCIAL WORK**



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*Head of Department*

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## **Philosophy**

While upholding the importance of the highest academic standards, the uniqueness of Babcock University, and in particular the Social Work and Human Services Program, is to be found in pursuance of the Seventh-day Adventist Philosophy of Education that emphasizes the harmonious development of the academic, physical, psycho-social and spiritual potential of students

Recognizing the diversity of human needs the Social work and Human services department is domiciled in the Veronica Adeleke School of Social Sciences. The goal of the department is to prepare graduates who can “promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environment. Principles of human rights and social justice are fundamental to social work” (IFSW 2000).

## **MISSION STATEMENT**

Producing Social Work professionals with pace-setting human services skills that will sensitize their communities to human worth, value and rights.

The Social Work program will focus on preparing Human Services professionals who can provide client centered services with a H. E. A. R. T. As reflected in the core social work values:

Core Values

H- uman centered

E- mpowerment and empathy

A- ffirmation

R- elationship

T- ruth and trust

## **OBJECTIVES**

1. Provide Generalist social work education at the Bachelor’s level in the context of an accredited Christian University.
2. Provide curriculum content about social work practice with individuals, families, groups and communities. Viz a viz micro, mezzo and macro client systems.
3. Prepare graduates who recognize their own strengths, weaknesses and values and are competent in their professional use of self for a client centered practice.
4. Infuse the values and ethics that guide social work practice locally and globally.
5. Produce entry level generalist Human services professionals who are culturally competent to serve diverse populations in a variety of practice settings.
6. Provide a curriculum with up to date research findings and practices that will produce graduates that are locally relevant and of international repute.

7. Encourage and affirm global networking in the Social Work Profession.

### **Benefits from the Program**

1. The program will produce graduates who can deliver human services with a HEART in educational institutions, Hospitals, mental health agencies, correctional facilities, industries and financial institutions.
2. Graduates will also be able to give first class services in Non-governmental and International service organizations such as UNICEF, USAID, UNESCO, UNFPA, ADRA, Ford Foundations etc.
3. Social Work graduates will be invaluable assets for corporate conflict resolutions and peace management.
4. The Social Work program will produce graduates who can serve as trainers/coaches for relational and life skills.
5. Graduates will be involved in formulating, interpreting, and implementing policies that impact human services.
6. The Social work program will provide personnel for the Social Work Units of the Student Services Directorate in educational institutions.
7. Graduates will serve as liaisons and brokers between clients and agencies, thus providing relevance and need for the existence of such agencies.
8. Graduates will be empowered to be self-reliant in establishing entrepreneurial human services agencies.
9. Social Work Graduates will provide the expertise required for mobilizing entities for community development.
10. The Social Work program through its numerous programs will promote and sensitize the public to human worth, value and rights.

### **PROGRAM OUTCOMES**

By the end of the program, students should:

1. Be cognizant of their roles as change agents.
2. Have a working understanding of the distinct roles of the Social Workers amongst other helping professions.
3. Be proficient in strength based generalist social work practice.
4. Be motivated to advocate for social justice.
5. Develop proposals for culturally relevant services for the Nigerian social experience.
6. Interpret and evaluate current welfare policies and be confident to propose welfare policies to the Nigerian legislature
7. Be registered with local and International Social Work professional bodies.

### **ADMISSION REQUIREMENTS**

Candidates seeking admission into the Bachelors in Social Work & Human Services (B.S.W) program must satisfy the minimum entry requirements for undergraduate programs: 5 credits at the GCE/SSCE or NECO examinations at not more than 2 sittings.

They must in addition have a minimum of credit level passes at the Senior Secondary School Certificate Examination (SSCE) or its equivalent in five subjects at not more than two sittings which must include English Language, Biology, and any two social science subjects. A minimum of a D in Mathematics is required and the student with a D grade in Mathematics must enroll in the Remedial Mathematics program upon admission. Duration of program is 4 years.

**Direct Entry:** Waivers may include but not limited to: Minimum of credit grades at GCE Advanced level (or its equivalent), Diploma in Social work, Psychiatric Nursing, Behavioral Health Technician, etc., in addition to the minimum undergraduate requirement. Duration is 3 years.

**GRADUATION REQUIREMENTS**

The Bachelors of Social Work will be a 4 year program.

A candidate may advance for candidacy for the award of Bachelors in Social work degree by satisfying the following minimum requirements.

- 31 credit hours in Babcock University General education classes
- 102 credit hours in departmental courses
- 19 credit hours in non-departmental courses.

Making a total minimum of 152 semester credits

Social work majors are required to complete internships essential for integrating knowledge values and skills. These internships shall be completed in social service agencies. This will count as field instruction course SOWK 416. The internship will be completed during the summer. The minimum passing grade for the field Instruction classes will be a B according to the Babcock University grading system.

Students will also be required to complete 615 hours of field practice.

LEVEL	DEPARTMENTAL COURSES	GEDS COURSES	NON-DEPARTMENTAL COURSES	TOTAL
100	10	6	2	18
200	9	6	2	17
300	9	4	3	16
400	11	2	1	14
SUB-TOTAL	39	18	8	65

**SOCIAL WORK DEPARTMENT 100% CCMAS COURSES**

**100 LEVEL**

COURSE CODE	COURSE TITLE	STAUS Core/Elective	SEMESTER	
			1 <sup>ST</sup>	2 <sup>ND</sup>
BU-GST 011	Citizenship Orientation		0	
BU-GST 012	Citizenship Orientation			0
GST 111	Communication Skills in English	C	2	
BU-GST 120	ICT Fundamentals & Office Productivity Management	C	1	
BU-GST 105	Use of Library and Study Skills	C	2	
GST 112	Nigerian Peoples & Culture	C		2
BU-GST 126	Life and Teaching of Christ the Messiah	C		3
BU-GST 112	Health Principles	C		1
SWK 111	Introduction to Social Work	C	2	
SWK 112	Introduction to Indigenous Social Welfare	C		2
SOC 111	Introduction to Sociology	C	3	
PSY 111	Introduction to Psychology	C	3	
SWK 122	Social Deviance & Social Organization	C		2
BU-SWK111	Human Services & Cultural Diversity	C	2	
BU-SWK 113	Introduction to counselling Skills	C	2	
BU-SWK 116	Introduction to Social Work & legal system	C		2
BU-SWK 118	School Social Work	C		2
BU-SWK 120	Work Place and occupational Social Work	C		2
BU-SWK 127	Social Work in Peace & Conflict	C	2	
BU-SWK 128	Population Based Social Work	C		2
	<b>Total</b>		<b>19</b>	<b>18</b>

**SOCIAL WORK DEPARTMENT**

**200 LEVEL**

COURSE CODE	COURSE TITLE	STAUS Core/Elective	SEMESTER	
			1 <sup>ST</sup>	2 <sup>ND</sup>
BU-GST 021	Citizenship Orientation		0	
BU-GST 022	Citizenship Orientation			0
GST 212	Philosophy, Logic & Human Existence	C		2
BU-GST 221	Introduction to Agriculture	C	1	
BU-GST 290	Introduction to Data Analytics	C	1	
BU-GST 215	Adventist Heritage	C	3	
ENT 211	Entrepreneurship & Innovation	C	2	
BU-GST 200	Communication in French	C		1
BU-GST 220	Origins and Science	C		1
SSC 202	Introduction to Computer and its Application	C		3
SWK 211	History of Social Work	C	3	
SWK 212	Social Work Theories	C		3
SWK 214	Social Case Work Principles, Ethics and Values	C		3
SWK 213	Forensic Social Work	C	3	
SWK 224	Communication Skills in Social Work	C		2
BU-SWK 203	Child Welfare and Services	C	3	
BU-SWK 206	Christian Philosophy of Social Work	C		2
BU-SWK 214	Social Work Practicum 45hours	C		3
BU-SWK 215	Human Behaviour in Social Environment	C	3	
	<b>Total</b>		<b>19</b>	<b>20</b>

**SOCIAL WORK DEPARTMENT**

**300 LEVEL**

COURSE CODE	COURSE TITLE	STAUS  Core/Elective	SEMESTER	
			1 <sup>ST</sup>	2 <sup>ND</sup>
			BU-GST 031	Citizenship Orientation
BU-GST 032	Citizenship Orientation			0
GST 312	Peace & Conflict Resolution	C		2
ENT 312	Venture Creation	C		2
BU-GST 310	Data Analysis using Advanced Excel/SPSS/POWER BI/TABLEAU	C	1	
BU-GST 317	Fundamentals of Christian Faith	C	3	
BU.GST 312	Introduction to Family Life Education	C		1
SSC 301	Innovation in the Social Sciences	C	2	
SSC 302	Research Method I	C		2
SWK 311	Social Work Research Methods	C	3	
SWK 312	Community Development	C		3
SWK 314	Social Problems and Social Work	C		2
SWK 325	Social Policy, Legislation & Administration	C	3	
SWK 315	Gender & Social Policy	C	2	
SWK 328	Social Work and Pandemics (Lassa fever, Ebola and HIV/AIDS)	C		3
BU-SWK 319	Disaster and Relief Social Work	C	3	
BU-SWK 322	Social Work Practicum 180hours	C		3
BU-SWK 331	Social Work aspect in Substance Abuse	C	3	
	<b>Total</b>		<b>21</b>	<b>17</b>

**SOCIAL WORK DEPARTMENT**

**400 LEVEL**

COURSE CODE	COURSE TITLE	STAUS  Core/Elective	SEMESTER	
			1 <sup>ST</sup>	2 <sup>ND</sup>
			BU-GST 041	Citizenship Orientation
BU-GST 042	Citizenship Orientation			0
BU-GST 440	E-Project Management and Simulation	C	1	
BU-GST 400	Religion and Social Ethics	C		3
SSC 401	Research Method II	C	2	
SWK 401	Field Work Practicum (180 hrs)	C	2	
SWK 402	Research Project	C		6
SWK 412	Social Work Intervention with Individuals, Families and Vulnerable persons	C		3
SWK 414	Social Group Work and Youth Development	C		2
SWK 415	Women and Child Development	C	2	
SWK 421	Social Policy Legislation and Administration	C	3	
SWK 426	Case Conference and Integrative Social Work (Seminar)	C		3
BU-SWK 415	Crisis Intervention in Case Management	C	2	
BU-SWK 416	Field Practicum in Social work (300hrs)	C		3
BU-SWK 428	Assessment and treatment of Victim of violence	C	3	
BU-SWK 429	Competence in Social Work	C	3	
	<b>Total</b>		<b>18</b>	<b>20</b>

## **LEARNING OUTCOMES FOR ALL COURSES**

### **100 LEVEL**

#### **GST 111: Communication Skills in English (2 Units C)**

##### **Learning Outcomes**

At the end of this course, students should be able to:

1. Identify possible sound patterns in the English language;
2. List notable language skills;
3. Classify word formation processes;
4. Construct simple and fairly complex sentences in English;
5. Apply logical and critical reasoning skills for meaningful presentations;
6. Demonstrate an appreciable level of the art of public speaking and listening; and
7. Write simple and technical reports.

##### **Course Contents**

Sound patterns in the English language (vowels and consonants, phonetics and phonology).

English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex).

Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalization and Explanations).

Ethical considerations, Copyright Rules and Infringements. Writing Activities:(Pre-writing, Writing, Post-writing, Editing and Proofreading; Brainstorming, Outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report Writing, Note Making and many others. Mechanics of Writing). Comprehension Strategies: (Reading and Types of Reading,

Comprehension Skills, SQ3R). Information and Communication Technology in Modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

## **GST 112: Nigerian Peoples and Culture (2 Units C)**

### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Analyze the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. List and identify the major linguistic groups in Nigeria;
3. Explain the gradual evolution of Nigeria as a political unit;
4. Analyze the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. Enumerate the challenges of the Nigerian State towards Nation building;
6. Analyze the role of the Judiciary in upholding people's fundamental rights
7. Identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. List and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

### **Course Contents**

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria. Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist

movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system. Indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition. Citizenship and civic responsibilities. Indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation. Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War against Indiscipline (WAI), War against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

### **SWK 111: Introduction to Social Work (2 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Appreciate the philosophy and aims of Social Work;
2. Explain its basic concepts; and
3. Identify the basic principles of Social Work; and identify the variety of roles of the Social Worker.

#### **Course Contents**

Basic concepts of social welfare and social development and the three methods of professional practice in social work. The various components of social development. Types of social

problems. A study of the development of social work in Europe, America and Nigeria. The principles and values of social work.

### **SWK 112: Introduction to Indigenous Social Welfare (2 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Identify the institutional structure of indigenous social work;
2. Separate modern social work from indigenous social welfare;
3. Distinguish the level of practice between modern day social work and the traditional practice;
4. Discuss the level of cooperation then and now in relation to social work;
5. Explain the influence of modernization on indigenous social welfare; and
6. Appreciate the impact of socialization on indigenous social welfare.

#### **Course Contents**

This pre-colonial concept of social welfare and indigenous practices that worked to reduce the social problems of that era. The articulation of the mode of social welfare in colonial and post-colonial or neo-colonial societies alongside western forms of social welfare. The individual, the family and other social categories that catered for the vulnerable such as the age grade.

### **SOC 111: Introduction to Sociology (3 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Explain the meaning of culture, society, folkways as they relate to human behaviour in the society;

2. Explain the act of socialization processes as it relates to other members of the society;
3. Identify the agents of socialization which majorly include the family, school, church and many others; acquire the ability to understand and apply theories of sociology; and
4. Discuss the issues of deviant behaviour as it relates to social problems.

### **Course Contents**

The industrial revolution, the period of enlightenment/ rationalization, capitalist democracy and their impact on the emergence of sociology as a discipline are introduced. This course introduces the basic concepts and the analysis and description of social structure and dynamics of human society, the field of sociology, sociology and other social sciences, basic concepts and the principles of sociology. The methods and major theoretical perspectives usually employed by sociologists in their explanation of the nature of social relations and society are presented and discussed. Institutions such as the family, education, religion, the economy, law, the polity and the state. Substantive areas of attention include problems of social stratification/inequality, power, work, bureaucracy, socialization/education, deviance, gender roles and social change.

### **PSY 111: Introduction to Psychology (3 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Discuss the aims of studying psychology;
2. Discuss and critically evaluate the schools of Psychology;
3. Discuss the historical antecedents to modern Psychology;
4. Explain different areas of specialization in Psychology;
5. Evaluate the methods of investigation, data collective and principles that guide scientific research;
6. Discuss the relationship between psychology and other disciplines; and
7. Critically evaluate the controversies in psychology.

### **Course Contents**

A brief history of psychology; aims of psychology; early schools of psychology: structuralism, functionalism, behaviourism, Gestalt psychology, psychoanalysis. Later schools of psychology: cognitive; evolutionary, humanistic, biological and many other Fields of psychology: Clinical, industrial, social, environmental, developmental, school, educational, neuropsychology, medical/behavioural, such as Psychology as a scientific discipline: principles that guide scientific research such as objectivism, empiricism, determinism, skepticism, convergence of operation, refutability, testability and many other methods of investigation in psychology: experimentation, observation, case-study, survey, archival. Relationship between psychology and other disciplines. Current issues - mind and body, Nature and Nurture controversies.

### **SWK 122: Social Deviance and Systems Organization (2 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Analyze deviance from sociological and social work perspectives;
2. Develop a working knowledge of Sociological theories of deviance; and
3. Apply sociological theories of deviance to explain and understand the processes involved in creating norms and the social consequences of breaking those norms.

#### **Course Contents**

General phenomenon of social deviance from Sociological and Social Work perspectives.

Criminal as well as on non-criminal deviance such as mental disorder, drug use, and prostitution, clandestine subculture identity formation, stereotypes and implications for system or institutional functioning, conformity and non-conformity to systems/institutional norms and values, bureaucratic processes obedience to authority and intense indoctrination with the subculture norms and values. The effect of social deviance on individuals, families, communities and formal organizations.

### **BU-SWK 111 Human Services and Cultural Diversity (2 Units; C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Define at least two (2) meaning of culture and diversity.
2. List two (2) ways skills for cross cultural competency can be acquired.
3. Explain two (2) cross cultural communication.
4. Mention five (5) influence of culture (including own) on individuals working in teams.
5. Identify three (3) ways of knowing when conflict has a cultural component.
6. List three (3) practical management strategies to address cross-cultural misunderstanding.
7. Apply five (5) skills in managing individuals from different cultures.
8. Discuss two (2) student's cultural intelligence and appreciation for cultural differences.
9. Explain three (3) academic theories related to cross-cultural communication and cultural diversity.
10. Formulate three (3) concrete tips for putting cultural diversity theory into practice.

### **Course Contents**

Introduction of diverse socio cultural practices. Conceptualization of diversity. Conceptualization of culture. Racial and ethnic diversity. Cultural pluralism. Religious diversity. Socio-cultural dissonance. Sexual diversity. Diversity and minority status. Cultural competence. NASW Standards for cultural competence. Responses to dominance and ethnic identity. Social work and the thematic problems. Traditional and alternative theoretical perspectives. Empirical foundations of human development and behavior. Psychological and social systems. Age group developmental tasks and milestones. Understanding individual predispositions. Social environment and human development process. Effects of class on ethnicity. Class and gender. Class and culture. Class and sexual orientation.

### **BU-SWK 113 Introduction to Counselling Skills (2 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Discuss what counselling is all about.

2. Differentiate between counselling and “giving advice.
3. Identify two (2) different client systems.
4. Discuss two (2) counselling theories.
5. Explain five (5) different counselling skills and techniques.
6. Utilize biblical sceneries to explain two (2) counselling interventions.
7. Practice three (3) methods of counselling.
8. Discuss three (3) ethical guidelines involved in counselling.

### **Course Contents**

Definition of counselling. Importance of counselling in social work. Types of counselling. Counselling assessment tools. Critical skills every counsellor must develop. Approaches to counselling. How to use effective counselling skills. Important points for self- reflection. Helping skills in Social work. Sustaining client motivation. Maintaining progress toward change and ending things. Introduction to professional counseling ethics. Major counseling issues. Confidentiality and informed consent. Sexual contacts with clients. Non-sexual multiple relationships and boundaries. Ethics of assessment. Life Cycle of Counselling. Basic communications and helping skills. Counselling guidelines for working with vulnerable client groups. Method of reporting case scenario in a client’s file.

### **BU-SWK 116 Introduction to Social Work and Legal System (2 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. List the five (5) legislation and policy frameworks that affect social work practice in Nigeria.
2. Compare three (3) policy frameworks that affect contemporary social work practice in Nigeria with other countries.
3. List three (3) specific laws that regulate either employer/employee relationship or parent/child relationship.

4. Discuss three (3) ways in which social work practice has both been shaped and is shaped by legislation and policy.
5. State four (4) ways in which law is part of the effective social workers tool kit.
6. Identify five (5) legal rights of clients and five (5) responsibilities of social workers.
7. Discuss at least three (3) ethics of social workers practice in mental health cases.
8. Explain at least three (3) requirements for licensing/accrediting social work.

### **Course Contents**

Definitions of law. Functions of law. Sources of Nigerian law. Legal framework of social work. Policy framework relevant to social work. Law and society. Law and social work practice. Nigerian legal system. Legal system of other jurisdictions. Legal rights of clients during social work practice. Legal implications of social worker's responsibilities. Ethics of social work. Regulation of parent/child relationship. Regulation of employer/employee relationship. Regulation of physician/patient relationship. Regulation of vendor/purchaser relationship. Collaboration between lawyers and social workers. Nature and potential of the relationship. Requirements for licensing and accreditation of social work.

### **BU-SWK 118 School Social Work (2 Units C)**

#### **Learning Outcomes**

On completion of the course, the student should be able to:

1. Name five 5 roles of the social workers in educational settings
2. List three 3 types of groups school social workers operates.
3. Practice games and simulations for behaviour modification.
4. Sketch the RTI model
5. Design an intervention plan for a secondary school student who is about to drop out of school.

#### **Course Contents**

Introduction to school social work. Evidence based practice. The school social worker. The classroom. Groups School Social workers run. RTI guidelines. Integrating Response to

Intervention (RTI). Groups School Social workers run. Game and simulation for disability awareness. Delinquent behaviour. Guidelines for service delivery. Pyramid of Intervention. Interventions with cyberbullying. Mental health interventions. Intervention in gang activities. Family case conferencing. Rehabilitation.

## **BU-SWK 120 Work Place and Occupational Social Work (2 Units C)**

### **Learning Outcomes**

On completion of the course, the students should be able to:

1. Define the concept occupational social work;
2. Discuss the history of occupational social work;
3. State three internal and external occupational social work;
4. List five objectives of occupational social work;
5. Enumerate five functions of occupational social work;
6. Mention at least seven target groups and stakeholders; and
7. Explain eight profile required of a social worker.

### **Course Contents**

Definition of occupational Social Work. History of occupational Social Work. Profile of an occupational social worker. Objectives and functions of occupational social work. Employee Assistance Programs. Flexitimee and ddownshifting. Industrial Social Work model. Target population and stakeholders. Occupational social worker services. Employees that lost their jobs. Retirees and the minority groups. Combating poverty. Teaching better financial practices. Educators and advocates for social justice and human rights. Employees with health care and stress management. Employee support groups. Retirement preparation. Gender inequality in the work place. Work place injury and protection.

## **BU-SWK 127 Social Work in Peace and Conflict (2 Units C)**

## **Learning Outcomes**

At the end of the course, the students should be able to:

1. State two (2) definitions of peace and conflict.
2. List five (5) types and five (5) causes of conflict.
3. Explain three (3) factors each that lead to conflict situations in families, immediate Ilishan community, Nigeria, Africa and globally.
4. Enumerate five (5) places where conflict can occur.
5. Discuss at least two (2) indigenous ways of resolving conflict.
6. Mention five (5) conflict management tools across micro, mezzo and macro levels.
7. Describe diversity and its implication for social workers.
8. State the Biblical injunction of peace in the Old and New Testament.

## **Course Contents**

Introduction to diversity. Analogies of diversity. Implication of diversity. Conceptualization of peace. Related concept. Inevitability of conflict. Types of conflict. Responses to conflict. Causes of conflict. Sources of conflict. Theories of conflict. Effect of conflict. Conflict resolution/transformation. Life cycle of a conflict. Handling conflict. Objective of conflict management. Prevention/crisis management. Conflict analysis/assessment. Conflict atlas. Mediation and conciliation. Third party conflict managers. Indigenous approaches to conflict management. Conflict management strategies. Religious injunction for conflict resolution.

## **BU-SWK 128 Population Based Human Services (2 Units C)**

### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Identify five (5) social, economic and cultural challenges that the population -at-risk grapples with.

2. Mention five (5) skills that illustrate the challenges confronting disadvantaged populations.
3. Discuss three (3) different concepts of population-at-risk and social economic justice.
4. Explain two (2) social construction of gender.
5. Evaluate four (4) aspects of human diversity.
6. Access three (3) different examples of racism and sexism.
7. Discuss three (3) approaches employed to dismantle racial policies and gender bias.
8. Explain three (3) Judeo-Christian values underpinnings social work profession.
9. Identify two (2) biblical and religious scenarios to illustrate social work practice and concepts.

### **Course Contents**

Empowerment and human diversity. Discrimination and oppression. Marginalization and alienation, Stereotype and prejudices. Population-at-risk. Social and economic justice. Racial self-awareness. Empowerment and strength perspective. Resiliency amidst adversity. Dimension of diversity. Process of generalist practice. Defining generalist practice. Concept in the definition of generalist practice. The use of consultation. The plan change process. Concept of sustainability and the process of social work. Community health. Women Genital Mutilation in Africa (WGM). Social work and services for older adult. Social work and services for victims of violence. Social work and services for people with disabilities. Social work and services in mental health. Mental health and social work roles. Least restrictive setting on a continuum of care. Empowering clients. In-patients and psychiatric hospitals.

## **200 LEVEL**

### **GST 212: Philosophy, Logic and Human Existence**

**(2 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Explain the basic features of philosophy as an academic discipline;
2. Identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. Evaluate the elementary rules of reasoning;
4. Distinguish between valid and invalid arguments;
5. Think critically and assess arguments in texts, conversations and day-to-day discussions;
6. Critically assess the rationality

#### **Course Contents**

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding and many others.

### **ENT 211: Entrepreneurship and Innovation (2 Units C)**

## **Learning Outcomes**

At the end of this course, the students should be able to:

1. Explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. State the characteristics of an entrepreneur;
3. Analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. Engage in entrepreneurial thinking;
5. Identify key elements in innovation;
6. Describe stages in enterprise formation, partnership and networking including business planning;
7. Describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. State the basic principles of e-commerce.

## **Course Contents**

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship), Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

## **SSC 202: Introduction to Computer and its Application (3 Units C)**

### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Explain the history of computing sciences;
2. Discuss in detail the different computing programs and their characteristics;
3. Evaluate different computer applications; and
4. Apply search engines to source on-line resources.

### **Course Contents**

Historical perspectives of computing sciences that gave birth to the different programs. Characteristics of each program in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society. Laboratory assignments using the PC's operating system, and several commonly used application software, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

## **SWK 211: History of Social Work (3 units C)**

### **Learning outcomes**

At the end of the course, the students should be able to:

1. Discuss what gave rise to social work;
2. Identify who founding fathers of social work were; and
3. Appreciate the growth of the discipline over the years.

### **Course Contents**

The basic concepts of the discipline as well as the debates that informed the introduction of formal social welfare services are presented. The course traces the historical and philosophic development of social work theory and practice with their roots from Britain and the United

States of America with emphasis on poor laws and the Charity Organization Society (COS). The colonial origin of social work in Nigeria beginning with Freed Slaves Homes, the Green Triangle Club and the care of children during the Second World War are examined. The Fields of social work practice are introduced as well as current issues of debate are presented and discussed. The state of social work profession and social welfare services (government and voluntary) in contemporary Nigeria are also discussed.

### **SWK 212: Social Work Theories (3 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Appreciate these major theories- social learning theory, systems theory, psychosocial development theory, psychodynamic theory, social Exchange theory, rational Choice theory-(and the models derived from them) used in Social work practice; and
2. Explain the contexts in which they are applicable.

#### **Course Contents**

Different theories of individual and group dynamics together with their various therapeutic approaches and how these can be employed in the solution of human problems. The models of social work practice presented by Sofia Butyrin such as the problem solving model, the psychosocial model, the functional model, the behaviour therapy model, the crisis intervention model, the four systems model and many others would form the basis of discussion. Attention will also be paid to new trends, which emphasize the client's awareness of his civil and community rights. The course will take a critical look at the state of social work profession in Nigeria since its development. It will consider the major achievements, problems and prospects for the professionalization of social work now and in the future.

### **SWK 214: Social Casework Principles, Ethics and Values (3 Units C)**

#### **Learning outcomes**

At the end of the course, the students should be able to:

1. Identify and appropriately deploy the seven casework principles of Individualization, acceptance, Self- determination, controlled emotional involvement, confidentiality, nonjudgmental attitude and purposeful expression of feelings;
2. Apply the role of ethics and values in the practice of social work; and
3. Internalize the appropriate ethics and values of the profession.

### **Course Contents**

Problem assessment, planning, implementation and evaluation of intervention strategies in social casework. To this end, the techniques and principles of social casework particularly those presented by Felix Biestek – individualization, acceptance, controlled emotional involvement, non-judgmental attitude, client-self-determination, confidentiality, interviewing processes, intervention models, communication and recording. Family, kindred and juvenile casework relevant to the Nigerian situation and how those cases are resolved. Social work ethics and values.

### **SWK 213: Forensic Social Work (3 units C)**

#### **Learning outcomes**

At the end of the course, the students should be able to:

1. Discuss the factual knowledge consisting of up-to-date information and research findings on Law/Legislation, social policy, agency policy, as well as procedures and systems concerning specific groups of people (People with disabilities, Children, refugees, IDPs, prisoners, elderly and many others);
2. Articulate and apply relevant theoretical frameworks and approaches to client populations impacted by legal issues;
3. Analyze ethical issues related to social work and the law;
4. Demonstrate how to work and advocate on behalf of their clients; and
5. Explain how social workers interface with the law, lawyers and the courts.

## **Course Contents**

Services provided for prisoners/person in detention in the prisons. The origin of prison (world and Nigeria), the history of social work services in the prisons, reforms in the services provided, factors affecting the services provided and many others.

## **SWK 224: Communication Skills in Social Work (2 Units C)**

### **Learning outcomes**

At the end of the course, the students should be able to:

1. Interact with others taking into consideration their thoughts and feelings;
2. Provide clearly, orally and in writing the kind of information others need;
3. Interpret complex situations accurately; and
4. Negotiate, mediate and intervene sensitively, authoritatively and appropriately.

## **Course Contents**

Principles and processes of communication, types of communication skills needed to understand human nature in social work transactional analysis. Various non-verbal forms of communication would also be presented and discussed alongside barriers to effective communication. The study of skills and techniques of various forms of recording; adaptation of interviewing skills in various contexts of practice will also be covered. Social work recording in various settings such as health and family welfare agencies.

## **BU-SWK 203 Child Welfare and Services (3 Units C)**

### **Learning Outcomes**

On completion of the course, the student should be able to:

1. Explain the concepts of child welfare.
2. Mention six (6) basic goals of child welfare.

3. List six (6) terminologies of child welfare.
4. Discuss four (4) services for children.
5. Explain three (3) principal protection issues for children in emergencies.
6. State four (4) forms of child maltreatment.
7. Relate three (3) factors associated with the decision to migrate.
8. Outline four (4) characteristics of family preservation programs.
9. Compare supportive services and substitutes services.

### **Course Contents**

General introduction to child welfare. Terminology of child welfare. Forms of child protection. Concept of family preservation. Child neglect and maltreatment. Forms of child abuse. Prevention of child abuse. Orphans and vulnerable children. Factors predisposing movement of children. Theories of migration. Protection issues for children in emergencies. Special issues relating to the child. Supportive and substitute services. Interventions at micro and macro levels. Child welfare agencies. Social justice and child welfare. Review of the Nigerian Child Right Acts 2003. Biblical principles for child welfare.

### **BU-SWK 206 Christian Philosophy of Social Work (2 Units C)**

#### Learning Outcomes

On completion of the course, the student should be able to:

1. Mention three (3) importance of the Christian Worldview in social work.
2. Differentiate the approaches used by the Church and the State in giving aid to the poor.
3. List four (4) reasons for tensions between social work and Christianity.
4. Develop a personal spiritual assessment tools
5. Develop a Genogram, Ecomap and Life map of a client's problem.
6. Explain three (3) dilemmas relating to child fostering and religion.

7. Discuss three (3) relationships between child welfare and religion
8. Explain two (2) interface of Africa traditional belief on social welfare Services.
9. Discuss two (2) ways of utilizing religion in mental health recovery.

### **Course Contents**

Introduction to a Christian worldview of social work. Christian influences on social welfare. Church philosophy and social work code of ethics. Church approach in giving aid to the poor. Spiritual development and assessment. Spiritual assessment tools. Social work assessment tools. Families and their faith. Typologies and models. Religion and child welfare practices. Health and social work. Religion and social work. Child fostering and religion. Evangelism and social work. Integration of faith in social work practice. Spirituality and mental illness recovery. Ethical decision-making.

### **BU–SWK 214 Social Work Practicum I (3 Units C)**

#### **Learning Outcomes**

On completion of the course, the students should be able to

1. Explain two (2) practical knowledge needed to manage individual, groups, families, organizations and communities with social challenges.
2. Discuss how team spirit can be used in handling and managing cases.
3. Discuss four (4) challenges encountered as professional social workers on training.
4. Identify two (2) professional competencies applied in solving client's problems.
5. Apply two (2) professional ethics as entrenched in the code of ethics.
6. Explain two (2) ways critical thinking was used in solving client's problems.
7. Discuss two (2) skills and techniques for managing client's problems.
8. Explain two (2) practical knowledge relevant for professional goals and achievements.

### **Course Contents**

Field practicum based on the policy and guidelines of agencies. Application of theoretically knowledge acquired in classrooms. Introduction to practical skills. Communication skills. Counselling techniques. Counselling roles and responsibilities. Application and use of Social Work client process. Application of social work theories and models. Conflict resolution. Crisis intervention. Case management. Practical ways of exercising social worker's roles and responsibilities. Application of social work client process. Record keeping. Family therapy. Witnessing court proceedings. Home visiting. Bio-psychosocial assessment of clients. Bereavement case. Management of clients with mental disorders. Working with support system. Application of critical thinking.

### **BU-SWK 215 Human Behaviour in Social Environment (3 Units C)**

#### **Learning Outcomes**

On completion of the course, the students should be able to:

1. Explain two (2) dynamics of human development.
2. Assess three (3) normal developmental milestones children progress through infancy to childhood.
3. Discuss two (2) critical decision-making situations and life events.
4. Summarize three (3) prominent psychological theories, concerning personality development.
5. Discuss two (2) adolescent growth spur.
6. Explain two (2) psychological reactions related directly to physical changes.
7. Identify two (2) traits of suicidal tendencies and role of social workers.
8. Mention three (3) physical changes in middle adulthood.
9. Discuss two (2) midlife crisis associated with female menopause and male climacteric.
10. Apply Maslow's theory on hierarchy of needs to human development.

#### **Course Contents**

The dynamics of human development. Conception and fetal development. Prenatal assessment and problem pregnancies. Early functioning of the neonate. Nature/nurture controversy. Abortion/infertility and role of the social worker. Biblical references on human development. Theories of psychological development in infancy and childhood. Levels of socialization, learning theory. Conditioning and modeling. ABC of behavior. Case studies of role models in the Bible. Biological development in adolescence. Psychological reactions to physical changes. Identity crisis. Erikson's psychological theory. Suicide and incidence of attempted suicide. Causes and symptoms of tendency to commit suicide. Biological systems and their impact on middle adulthood. The age span of middle adulthood. Physical changes in middle age. Sexual functioning in middle age. Midlife crises. Female menopause/male climacteric. Maslow's hierarchy of needs. Spiritual needs of human beings. Rape and sexual assault. Theoretical views on rape. Counseling rape victims.

## **300 LEVEL**

### **GST 312: Peace and Conflict Resolution (2 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Analyze the concepts of peace, conflict and security.
2. List major forms, types and root causes of conflict and violence.
3. Differentiate between conflict and terrorism.
4. Enumerate security and peace building strategies.
5. Describe roles of international organizations, the media, and traditional institutions in peace building.

#### **Course Contents**

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts. Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Jukun. Zangon Kataf, Chieftaincy and Land disputes and many others. Peace Building, Management of

Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and many others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigerian Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR: a.) Dialogue b.) Arbitration, c.) Negotiation d.) Collaboration and many others. Roles of International Organizations in Conflict Resolution: a.) The United Nations, UN, and its Conflict Resolution Organs, b.) The African Union & Peace Security Council c.) ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post Conflict Situations/Crisis.

### **ENT 312: Venture Creation (2 Units C)**

#### **Learning Outcomes**

At the end of this course, students, through case study and practical approaches, should be able to:

1. Describe the key steps in venture creation;
2. Spot opportunities in problems and in high potential sectors regardless of geographical location;
3. State how original products, ideas, and concepts are developed;
4. Develop business concept for further incubation or pitching for funding;
5. Identify key sources of entrepreneurial finance;
6. Implement the requirements for establishing and managing micro and small enterprises;
7. Conduct entrepreneurial marketing and e-commerce;

8. Apply a wide variety of emerging technological solutions to entrepreneurship; and
9. Appreciate why ventures fail due to lack of planning and poor implementation.

### **Course Contents**

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Un-utilized resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies.). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Block chain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

### **SSC 301: Innovation in the Social Sciences (2 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Enumerate innovative ideas that borders on societal problems;

2. Apply social science knowledge to research on public and private sectors;
3. Design techniques for proposal writing;
4. Appreciate social and human welfare services, and
5. Analyze models for establishing family and community development.

### **Course Contents**

Identifying Innovative ideas in dealing with Societal Problems and Environmental Issues.

Establishing and mobilizing resources for establishing enterprises through which social science knowledge can be applied to social research for public and private sectors; social and human welfare services such as care for children and the elderly, training consulting services; Proposal writing techniques for grants, Managing grants. Models for establishing Family Social Health Centers, Community Gender Balancing Units, and Community Development Management Units. Social Sciences and innovation in technology and Patenting new ideas.

### **SSC 302: Research Method I (2 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Explain the concept and scope of research methods;
2. Discuss in detail procedures for conducting a research;
3. Discuss the principles guiding research; and
4. Discuss types of research – experimental non-experimental and quasi-experimental research.

#### **Course Contents**

Introduction to Social Science research protocol with particular emphasis on proposal development; literature review (conceptual, empirical and theoretical framework), ethnography of the study area statement of the research problem, sampling procedures and methods of data collection and instruments.

## **SWK 311: Social Work Research Methods (3 Units C)**

### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Carry out independent research in social work;
2. Objectively review/evaluate others research findings in light of the appropriateness of their methodology;
3. Conduct research with the objective of getting valid and reliable results; and
4. Take all precautions to ensure ethical propriety of research endeavour.

### **Course Contents**

Types of research design and the relationship between research design and data collection strategies will be covered. Determination of sampling size and sampling procedures, relationship between sampling and the choice of statistical techniques, the construction of data collection instruments- questionnaire, observation checklists and many others will be covered. Both quantitative and qualitative data collection methods: observation, surveys, interviews, questionnaires, documentation and library research, case studies, and content analysis. The problems of values and ethics in social research.

## **SWK 312: Community Development (3 Units C)**

### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Describe what community development is and why it is important;
2. Define the key principles of community development;
3. Describe the roles of community based organizations;
4. Identify theories that relate to community development; and
5. Appreciate the strategic processes of community development.

## **Course Contents**

Community development theories. Basic concepts in community development, Historical development of community development initiative. Identifying and meeting community needs. Application of community development theories to practice, group dynamics and various community groups educational enlightenment.

## **SWK 314: Social Problems and Social Work (2 Units C)**

### **Learning outcomes**

At the end of the course, the students should be able to:

1. Discuss the meaning of social problem;
2. Identify and analyze the various existing and emerging social problems in both urban and rural areas and the interrelatedness of the problems; and
3. Describe how the contemporary social work practice addresses the particular social problem within the values of the social work profession.

## **Course Contents**

A sociological survey of the complex relationship between social problems in the emerging Nigeria socio-cultural system. Crime and delinquency, poverty and destitution, unemployment, homelessness, drug abuse, wife battering, family disorganization, child abuse and neglect, abnormal sexual behaviour and prostitution, unintended pregnancies, premarital sex and abortion, mental illness, ethnic and racial discrimination and conflict, community disorganization, population displacement, violence, secret cults and street gansterism, human trafficking, sexually transmitted diseases, substandard or poor housing and slums, environmental pollution, and population crisis. Public policies and rehabilitative services.

## **SWK 325: Social Policy, Legislation and Administration in Nigeria (3 Units C)**

### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Account for how social policies and legislations inform social work services in Nigeria;
2. Identify the existing social legislations in areas of social welfare, i.e. family, labour, health, education, drug use and abuse;
3. Critically assess the policy and programs in terms of adequacy of provisions, modes of delivery and inclusiveness;
4. Identify areas of neglect and possible gaps in the system; and
5. Provide suggestions for improvement based on research findings and current field experience.

### **Course Contents**

Competing philosophical and ideological models on the role of the state in the provision of social services, the course examines the problems and processes of social welfare policy formulation and implementation with special reference to Britain and Nigeria. Existing social legislation of major areas of social welfare concerns such as the family, children and young persons, labour, health and social insurance, education, prison/probation of offenders, the socially disadvantaged, drug abuse and many others will be assessed. Areas of neglect in current social policy. The administration of various social services (government and voluntary) with special attention to the administration of housing, education, health, social sciences 290 New security services and special services to specific groups. Social welfare planning and the distribution of national income and wealth.

### **SWK 315: Gender and Social Policy (2 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Identify the international and Nigerian government policy and programs on gender matters;
2. Appreciate the complexity of gender issues as not only dealing with females only but with both males and females; and
3. Identify the position of government on policy as it relates to both sexes in matters of state.

## **Course Contents**

Social policy legislation with respect to the place of women in Nigeria as mothers and workers. It will also appraise the changing status of women in Nigeria and its implications for social policy formulation. Convention on the Elimination of all forms of Discrimination against Women (CEDAW).

## **SWK 328: Social Work and Pandemics (3 Units C)**

### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Discuss selected pandemics (Lassa fever, Ebola and HIV/Aids);
2. Describe the impact of the pandemic on individuals and groups in the society; and
3. Identify how Social worker can collaborate with other professionals for prevention; treatment and control of the epidemic and for support to individuals and families affected.

### **Course Contents**

The basic facts about selected pandemics: human immune-deficiency virus/acquired immune deficiency syndrome (HIV/AIDS), Lassa fever and Ebola with the aim of sensitizing students to the public health, social policy, and social services delivery issues related to each. The special challenges that these pandemics pose for social work practice. In addition, students will be offered opportunity to explore their own beliefs, values, and approaches to the issues raised particularly by AIDS, and to gain facility in accessing and assessing the rapidly accumulating materials appearing on the topic. This course will also cover the knowledge and skills in working with individuals and their families who suffered from HIV/AIDS and emphasize on critical analysis of the social causes of HIV/AIDS. Emphasis would be laid on counselling in the management of HIV/AIDS, couples with discordant zero results, pregnancy and care of children.

## **BU-SWK 319 Disaster and Relief Social Work (3 units Core; LH 30)**

### **Learning Outcomes**

On completion of the course, the students should be able to

1. List five importance of social work education for disaster management;
2. Explain five field of disaster management;
3. Enumerate eight social work roles in disaster work;
4. State three framework for disaster management education;
5. Apply four macro social work roles in disaster recovery;
6. Indicate four ways of incorporating of disaster management knowledge and skills into social work education; and
7. Explain six important components of disaster management education for social workers.

### **Course Content**

Description of disaster. Social work roles. Case management and community development. Micro and macro roles. Emergency management. Social work education and disaster management. Terrorist attacks to Tsunamis. Conflicts between countries. Conflicts within countries. Victims of earthquakes. Hurricanes and volcanic eruptions. Reintegration of refugees. Internally displaced persons. Rebuilding of communities and societies. Social workers in Red Cross. Red Crescent. Other non-governmental agencies. United Nations' High Commission on Refugees. Probability of occurrence. Vulnerability to risk. Community and disaster. Minimizing potential of destruction. Building social and physical infrastructure. Community and potential emergencies.

### **BU-SWK 322 Social Work Practicum II (3 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Explain three (3) practical knowledge needed to manage individual, groups, families, organizations and communities with social challenges.
2. Discuss how team spirit can be used in handling and managing cases.
3. Discuss four (4) challenges encountered as professional social workers on training.
4. Identify three (3) professional competencies applied in solving client's problems.

5. Apply three (3) professional ethics as entrenched in the code of ethics.
6. Explain three (3) ways critical thinking was used in solving client's problems.
7. Evaluate three (3) skills and techniques for managing client's problems..
8. Explain three (3) practical knowledge relevant for professional goals and achievements.

### **Course Contents**

Field practicum based on the policies and guidelines of agencies. Practice all theoretically knowledge gained in the four corners of classrooms. Introduction to practical. Communication skills. Counselling techniques. Counselling roles and responsibilities. Group work. Application and use of social work client process. Application of social work theories and models. Conflict resolution. Crisis intervention. Case management. Practical ways of exercising social worker's roles and responsibilities. Application of social work client process. Record keeping. Family therapy. Witnessing court proceedings. Home visiting. Bio-psychosocial assessment of clients. Bereavement case. Management of clients with mental disorders. Working with support system. Application of critical thinking.

### **BU-SOWK 332 Social Work Aspects of Drug Use and Abuse (3 Units C)**

#### **Learning Outcomes**

On completion of the course, the students should be able to:

1. Discuss three (3) meanings of drug use and abuse.
2. Express five (5) causes of drug use and abuse.
3. Mention six (6) effects of the drug use and abuse.
4. Explain five (5) major substances that can be abused.
5. Describe the adverse effects of drug use and abuse on the physical, social and mental health of individual, groups, families, organizations and communities.
6. Apply social work aspect of prevention and management strategies to tackle issues related to drug use and abuse.

7. Explain two (2) biblical point of view against the drug use and abuse of drugs.
8. Discuss two (2) means of handling drug related issues using interdisciplinary approach.

### **Course Contents**

Concept of drug use and abuse. Theory of causation. Predisposing factors and causes of substance abuse. General effect of substance abuse. Drugs and mechanism of nervous transmission. Hallucinogens and Psychotropic. Non-Narcotic drugs. Cannabis and performance enhancing drugs. Alcohol and Tobacco. How to carry out Bio-psychosocial assessment on drug users. Use of social work process in managing drug use and abuse. Understanding how commonly used psycho-active drugs work on the body. Drug misuse and its effects. Social work intervention on substance abuse. Concept of Addiction. Rehabilitation as integral type of treatment for drug addicts. Biblical principles in substance abuse treatment.

## **400 LEVEL**

### **SSC 401: Research Method II (2 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Prepare and present a research proposal;
2. Collect and organize meaningful data;
3. Conduct pilot study and write research report; and
4. Apply appropriate statistics in data analysis.

#### **Course Contents**

Data collection and coding procedures. Analysis of data and relate these to the research objectives. Writing and discussing the research report.

### **SWK 401: Field Work Practicum (2 Units C)**

#### **Learning outcomes**

At the end, the students should have acquired knowledge, skills and values necessary for practice:

##### Knowledge

1. Appreciate how social work practice is applied in a specific agency setting;
2. Define the application of theories to client situations in agency setting;
3. Discuss the use of culturally sensitive practice methods in diverse and at risk populations.

4. Explain how social work system and structure in an agency and how these impact the provision of social work services; and
5. Identify how social services resources in the area to enable students to access services to enhance client functioning and well-being.

### Skills

1. Enhancement of interview skills to enable students develop working relationships with diverse types of clients and client groups;
2. Ability to prepare an appropriate intervention plan for actual clients based on assessments and the availability of agency services;
3. Increased awareness of the student's own interpersonal and intrapersonal attributes that enhance or interfere with therapeutic relationships or the social work role;
4. Development of the ability to work collaboratively with a variety of helping professionals; and
5. Development of appropriate documentation skills within the agency which are clear, organized and meet the professional standards for the profession and particular agency;

### Values

1. Respect for an individual's worth and dignity; and
2. Appreciation for professional ethics, especially confidentiality, proper regard for clients, peers agencies, and recognition of the individual's right to self-determination and active participation in the helping process.

### **Course Contents**

At the end of the 300 level session students are required to go on fieldwork placement for a period of 10 weeks. The first 4 weeks should be spent in (i) Medical social work, (ii) psychiatric social work, (iii) school social work while the last remaining 6 weeks are spent in family/kindred casework and child care services. The course offers the student an educational experience in a social service agency under the supervision of a qualified professional. The course provides

opportunities for students to work in a professional setting to develop and demonstrate skills in Social Work, to integrate the theories and practices learned in and out of the classroom and to develop a sense of commitment to the social work profession and its Code of Ethics.

At the end of the placement and at the beginning of 400 level, the student is expected to submit field practicum report II to the Department using a departmental format.

## **SWK 402: Research Project (6 Units C)**

### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Critically analyze the interconnections between social work practice, theory, research, and policy;
2. Undertake a literature review;
3. Identify how research method/s are selected and the rationale for using various methods;
4. Explain how research data is collected and analyzed;
5. Process and analyze data collected in research projects;
6. Make appropriate interpretation/s of research data;
7. Explain the ethical issues associated with conducting direct or indirect practice interventions and evaluation/research projects within the context of the practice setting; and
8. Defend their original thesis or project work.

### **Course Contents**

This is an original research project on a social service/social problem/social work practice selected by the student in consultation with a departmental supervisor. The research project provides opportunities to extend, deepen and apply knowledge, skills and attributes in the context of a research project. The research project may be based on library and/or fieldwork research. The research project report is to be written in five chapters: (i) Introduction, (ii)

literature review, (iii) research methodology, (iv) data analysis, and (v) discussion and conclusion.

## **SWK 412: Social Work Intervention with Individuals, Families and Vulnerable Persons**

**(3 Units C)**

### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Gather information to inform judgment for interventions in complex situations and in response to challenge or negative responses to offer;
2. Use assessment procedures discerningly to inform judgment;
3. Develop a range of interventions, use them effectively and evaluate them in practice;
4. Expand range of intervention methods and demonstrate particular expertise in one or more specific methods relevant to my work setting;
5. Make timely decisions when positive change is not happening;
6. Actively support, initiate and co-produce community groups and networks for the benefit of people using services, care givers and families;
7. Support the development of professional groups and networks;
8. Clearly report and record analysis and judgments;
9. Demonstrate and promote appropriate information sharing use contingency planning to anticipate complexity and changing circumstances; and
10. Demonstrate confident and effective judgment about risk and accountability in decisions taken.

### **Course Contents**

How Social workers engage with individuals, families, communities and vulnerable persons to determine their needs and wishes, and determine actions which may be helpful. The techniques of building productive working relationships and utilizing professional judgment, to deploy

appropriate interventions which promote client's self-determination, support, protection and positive change.

### **SWK 414: Social Group Work and Youth Development (2 Units C)**

#### **Learning outcomes**

At the end of the course, the students should be able to:

1. Identify the basic methods of group work;
2. Explain the basic principles of group work; and
3. Define how to form youth clubs for purposes of interactions within the community.

#### **Course Contents**

The theories and practice of social group work. In addition, the development, interactionism, preventive and rehabilitative approaches to social group work. The therapeutic group is also examined. National youth policy and youth development activities in general and in particular the Nigeria National Youth Award Scheme. Leadership development programs and the National Youth Service Schemes.

### **SWK 415: Women and Child Development (2 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Identify the marginalization of women in contemporary welfare regimes and in professional and political roles and functions;
2. Explain the expected role of social work practice in women empowerment;
3. Identify all forms of discrimination against women development in both public and private sectors of the economy;
4. Critically, through analysis of policy document and published research papers understand the place of women in the overall government policy; and

5. Identify factors, promotive or distractive, of the health and well-being of children in various settings in Nigeria.

### **Course Contents**

The basic gender concepts/terminologies (i.e. Gender Dictionary) and their program values. The United Nations Development Program (UNDP) module for the training of specialists in gender programs for the implementation of projects at Federal, State and Local government levels and for the non-governmental organizations. It builds participants' capacity to recognize gender issues in Nigeria. The social and economic status of women in Nigeria. The identification and management of projects that would reduce the problems affecting women. Analyzing, evaluating and monitoring of women projects. Identifying obstacles and opportunities in program planning and implementation. Integrating gender concerns in state programs. And writing proposals and formulating a plan of action. Convention on the Elimination of All forms of Discrimination against Women (CEDAW), women development policy in Nigeria and all other legal instruments for the protection of women. The conception of life, growth and birth. The nature-nurture controversy. The physical, cognitive and social development of the child. The impact of various parenting styles on the child. Convention on the Right of the Child (CRC), the child development policy/the Child's Rights Bill and all other legal provisions for child development. Child sexual abuse and other types of child maltreatment that violate the rights of the Nigerian child and their implications for child development and welfare.

### **SWK 421: Social Work Legislation and Policy (3 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Differentiate between these three concepts and understand the dividing line between them;
2. Discuss the social policy in state matters legislations which is the law governing the policy;
3. Explain how best legislations can be utilized in the interest of the vulnerable groups in the society;
4. Evaluate the ideas of voluntarism, fund raising as a major part of social administration; and

5. Identify the objectives of social policy on the laws of the state.

### **Course Contents**

The nature and development of social welfare policy in Nigeria, legal and governmental processes of social policy and planning as well as decision making in Nigeria. Social legislation in Nigeria. Family law, children and young person's law, adoption law and many others. Principles underlying social agency policy and function. Social workers role in administering social agencies and coordinating social welfare programs. Nature of client system and rights of the clients.

### **SWK 426: Case Conferences and Integrative Social Work (3 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Explain social work practice; and
2. Bridge the gap between theory and practice.

### **Course Contents**

Professional judgment and critical reflection using a generalist approach in the identification of problems and the review of possible options in the solution of such problems. Case conferences in social casework with individuals, social groups and communities would be presented and reviewed in a seminar based situation.

### **BU-SWK 415 Crisis Intervention and Human Services (2 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Explain two (2) concepts of crisis, emergency, crisis intervention, emergency intervention, suicide prevention, and suicide intervention.
2. Discuss two (2) crisis theories, including models of crisis intervention.

3. Discuss four (4) common crises in contemporary society, as well as the generic crisis intervention model that applies to each.
4. List two (2) risk factors for suicide and case management.
5. Outline two (2) risk factors for interpersonal violence.
6. Review five (5) biblical injunctions for reacting to crises.

### **Course Contents**

General overview. Concept of crisis and crisis intervention. History of crisis intervention. Types of crises and types of emergencies. Enumeration of most common crises in contemporary society. Crisis intervention with traumatic stress. Crisis intervention with disasters and mass violence. Crisis theory models of crisis intervention. Psychological first aid and critical incident stress debriefing. Risk factors for suicide. Case management/emergency intervention with suicidal clients. Risk factors for interpersonal violence. Case management/emergency intervention with potentially violent clients. Cases of crises in the Holy Bible/biblical injunctions for reacting to crises. Counseling and psychological services. Crisis in schools. Bullying in school and its intervention. Teen pregnancy. Gangs and runaways. Mental Health / Psychiatric crisis of loss. Personal loss. Aging. Death of a loved one. Crises of personal victimization crisis of violence.

### **BU-SWK 416 Social Work Practicum III (3 Units Core)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Explain five (5) practical knowledge needed to manage individual, groups, families, organizations and communities with social challenges.
2. Discuss how team spirit can be used in handling and managing cases.
3. Review four (4) challenges encountered as professional social workers on training.
4. Identify five (5) professional competencies applied in solving client's problems.
5. Apply three (3) professional ethics as entrenched in the code of ethics.

6. Explain three (3) ways critical thinking was used in solving client's problems.
7. Discuss four (4) skills and techniques for managing client's problems.
8. Evaluate four (4) practical knowledge relevant for professional goals and achievements.

### **Course Contents**

Field practicum based on the policy and guidelines of agencies. Practical application of learned theories. Communication skills. Counselling techniques. Counselling roles and responsibilities. Group work. Application and use of social work client process. Application of social work theories and models. Conflict resolution. Crisis intervention. Case management. Practical ways of exercising social worker's roles and responsibilities. Application of social work client process. Record keeping. Family therapy. Witnessing court proceedings. Home visiting. Bio-psychosocial assessment of clients. Management of bereavement case. Management of clients with mental disorders. Working with support system. Application of critical thinking.

### **BU-SWK 428 Assessments and Treatment of Victims of Violence (3 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Explain the meaning of violence.
2. Discuss three (3) types of violence.
3. Define the concept of trauma.
4. Name three (3) types of trauma.
5. Explain three (3) relationships between experience of violence and PTSD
6. Outline six (6) symptoms of trauma
7. Apply two (2) trauma treatment guidelines on a case scenario.
8. Discuss three (3) components of self-care.
9. Distinguish between burnout and vicarious trauma.
10. Conduct vicarious traumatization assessment.

11. Design a self-care package for classmates using the Biblical model.

### **Course Contents**

Introduction to the concept of violence and its forms. Victims of violence and perpetrators of violence. Environmental impact of violence. Reactive attachment disorder. Trauma. Impact of traumatic experiences. The gamut of trauma responses. Element of trauma. Traumatic comorbidity. Stage oriented treatment of trauma. The stance of the therapist. Introduction to Post-traumatic Stress Disorder (PTSD). Social work roles in incidences of trauma. Introduction to key concepts in self-care. Trauma informed care. Resilience. Burnout and vicarious trauma. Most common signs of vicarious traumatization. Vicarious traumatization assessment. Guidelines for organizational level of self-care.

### **BU-SWK 429 Competent Social Worker (3 Units C)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Discuss five (5) professional roles of social worker and list four (4) core competencies.
2. Describe the nature of the six (6) professional ethical practices.
3. Explain how to apply critical thinking in client's situations.
4. Define the meaning of diversity and four (4) of its type in social work practice.
5. Identify concept of human rights and three (3) social and economic justice.
6. Discuss the nature of research-informed practice.
7. Explain the meaning of human behavior in the social environment.
11. Discuss three (3) policy practice and how to advance social and to deliver effective social work services.
8. List three (3) contexts that shape the practice of social work.
9. Identify social work client process to tackle numerous social issues.

### **Course Contents**

Professional identity. Professional self-concept. Professional roles of social worker. Critical thinking application. Importance of critical thinking and interrelated skills. Diversity in social work practice. Guidelines to use in diversity practice. Ethical practice in diversity. Mechanism of oppression and discrimination. Human rights advocacy. Economic and social justice advocacy. Research based practice. Research-informed practice and practice informed research. Application human behaviour in the social environment. Policy process and documentation. Advocate for policies that advance social wellbeing Collaborate with colleagues and clients for effective policy action. Knowledge and skills required to respond proactively to dynamic practice context.

## Minimum Academic Standards

### Equipment

S/N	Equipment	Quantity
1.	Flute	10
2.	Gong	6
3.	Slit Drum	9
4.	Cylinder Drum	7
5.	Long Cylinder Drum	4
6.	Pot Drum	3
7.	Thumb Piano	5
8.	String Guitar	6

### Staffing

#### Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for the Social Sciences departments shall apply. There should be a minimum of six full-time equivalent of Staff in the department.

There is need to have a reasonable number of Staff with doctoral degrees as well as sufficient industrial experience. Efforts should be made to ensure that every core area is effectively staffed.

Moreover, the lecturers must have undergraduate degree in Social Work. All academic staff should have computer skills and it is expected that at least 70% of the academic staff should possess Ph.Ds. In addition, at least 20% of the academic staff should be Professors /Readers,

35 % Senior Lecturers and 45% Lecturers I and below.

#### Academic Support Personnel

Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work. This category of personnel is not expected to be regular staff as they are to be paid on the basis of approved hourly rate.

### **Administrative Support Staff**

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

### **Library**

At least 3 core recent textbooks in each area of Social Work. Current journals, as many as possible, covering all the areas in social work. There must be a functional and visible e-library.

### **Classrooms, Laboratories (Counselling Room) and Offices**

At least 4 classroom spaces, each with a capacity of 100 seats. There should be 2 room well-furnished apartments for: counselling, case conference and therapeutic center. There should be at least 12 well-furnished office spaces to accommodate the office of The Head of Department, Departmental Secretary, general office and the other lecturers. The furnishing should include file cabinet, refrigerator, office table and chair with visitors' seats, shelf and television for the lecturers' offices, especially the professor, Associate Professor and senior lecturers who should also have settee chairs in their offices. In addition, the office of the Head of Department should have photocopier, desktop computer, generator and bookshelf loaded with current social work textbooks and journals.

The NUC recommends the following physical space;

	M <sup>2</sup>
Professor's Office	- 18.50
Head of Department's Office	- 18.50

Tutorial Teaching Staff's Office	- 13.50
Other Teaching Staff Space	-7.00
Technical Staff Space	-7.00
Secretarial Space	-7.00