Recommendations to the
Department of Social Work
University of Ghana
October 2003

Social work in Ghana: Education and Practice

By
Participatory Action Research (PAR) Group
February – October, 2003
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Course Outlines
Introduction

In November 2002, Linda Kreitzer came to Ghana to facilitate a research project concerning social work curriculum at the Department of Social Work, University of Ghana. The research project, part of her PhD studies, was affiliated with and supported by the Department of Social Work at the University of Ghana and the Faculty of Social Work, University of Calgary, Canada. The purpose of the research was to explore the exportation of western social work knowledge through the various historical factors as they affect African social work education in the context of Ghana. Also, to what extent has western social work knowledge been replaced by indigenous approaches and knowledge in social work to meet the needs of modern Ghana?

The research methodology was that of Participatory Action Research (PAR). PAR encompasses adult education techniques, scientific research and political action in order to critically look at a topic of concern to the group. It involves a group of interested local people who are committed to a group research process in which a topic of concern is identified, knowledge is gathered to critically look at the topic and several actions are implemented that reflect the group research process. PAR is an evolutionary process and reflects the concerns of the group itself with the group deciding where the research process should go.

After arriving in Ghana, letters were sent to staff at the Department of Social Welfare, the Department of Community Development and Non-Governmental Organizations (NGO) inviting anyone interested in this research to contact Ms. Kreitzer. The criteria for this project was that each person had to have completed either the diploma or bachelor’s degree program at the Department of Social Work, was interested in the topic and open to other ways of thinking and could commit themselves to a nine month process, from February 2003 – October 2003. On January 25, 2003 a presentation was given at the Department of Social Work concerning the research process and eight people attended. By the middle of February a group of 12 interested people had been identified for the project. Three of those people subsequently withdrew which left nine people plus the facilitator, all who participated in the project from the beginning to its conclusion. These nine people represented different areas of social work practice, ethnic groups, religious groups and age groups. They included one faculty member, two current
students in the Bachelor’s program, and six former students of the social work program who have graduated in different years in the past nine years. Finally one Queen Mother representing culture and traditional authority was part of our group.

Five types of knowledge gathering techniques were used: 1) oral knowledge including personal experiences, storytelling and proverbs, 2) reflections including journal writings, 3) academic articles mainly from African and Ghanaian writers concerning African issues, 4) knowledge from experienced people and 5) document analysis. Analysing the information occurred continuously throughout the research process through group dialogue.

Two questions arose from the group that influenced the evolution of the project. 1) Why did Linda have to come and facilitate this project when it could have been created from within Ghana? 2) Was there a systematic body of knowledge that could have been used from pre-colonial Ghana that would have formed the basis to develop a social welfare system in Ghana? In order to answer these questions above it was important for the group to understand what is African/Ghanaian culture and what was the evolutionary process of social work education and training in Ghana? The following sessions were planned with appropriate resource people in the community, alternating cultural issues with curriculum information.

March 8, 2003 – Group sketch dramatizing pre-colonial, colonial, and post-colonial through the eyes of a Ghanaian family.
March 29, 2003 – Group member’s experiences of social work curriculum.
April 12, 2003 – Identifying social issues in Ghana and the role of social workers in Ghana.
May 23, 2003 – Guest speaker, Dr. Blavo - The evolution of the social work profession and training in Ghana.
June 14, 2003 – Guest speaker, Mrs. Esie Sutherland-Addy, Institute of African Studies - Language and culture, indigenous mechanisms in Ghanaian culture that help solve social
issues, principles and ideals of Ghanaian society and examples of ceremonies around these ideals.

**June 27, 2003** – Guest speaker, Mrs. Cynthia Sottie, tutor in social work - Revised Bachelor’s curriculum and the lecturer’s position at the university.

**July 12, 2003** – Guest speaker, Prof. Glover, Artist’s Alliance - Importance of art, the education and empowerment of people to think creatively, and using art in our social work practice.

**July 18, 2003** – A critical look at the course outlines from the present Diploma and Bachelor’s courses and offering recommendations for changes to theses courses.

**July 25, 2003** – Guest speaker, Mr. Abrefa – Administrator and lecturer in social work - New Master’s program.

**August 9, 2003** – A critical look at the revised Bachelor and New Master’s programs and identifying recommendations for changes to these programs.

**August 16, 2003** – Guest speaker, Prof. Nana Apt, Head of Department of Social Work – The background to revised Bachelor’s curriculum and the new Master’s program and the future of social work in Ghana.

**August - October 2003** – Recommendations to the department concerning the social work curriculum and preparation of action plans emerging from the research.

A very important part of the PAR process is an action plan that reflects the research process. It is to be practical and of value to the culture in which the research was facilitated. One of the action plans was to make recommendations to the Department of Social Work concerning the curriculum. The recommendations are divided into six sections: 1) Group Reflections, 2) Diploma program, 3) Bachelor’s program, 4) Revised Bachelor’s program, 5) New Master’s program and 6) General recommendations for social work training and curriculum. It is hoped these recommendations will be of use to the Department in the task of revising the social work training to meet the needs of modern Ghanaian society.

1. **Group Reflections**

   Throughout this research process, the group has learned a great deal about African and Ghanaian culture and the evolution of the social work profession and training in Ghana. This section reflects the important thoughts and feelings of the group concerning
factors influencing the evolution of social work in Ghana and the learning processes and the conscientization of the group through the research process.

• We acknowledge the negative and positive influences of colonialism and its effect on the Ghanaian society. On the negative side loss of identity, labelling everything of African origin as primitive and fetish, abuse of non-human and human resources and creating dependency has affected African development and creativity. On the positive side colonialism brought formal education and a new understanding of the rights of individuals including the handicapped in this society.

• We acknowledge the continual influence of western society on Ghanaian culture and practice. As a nation we live in many different worlds at the same time. As a group we feel that both the western and traditional approaches to solving social issues have been embraced by the country and this should be reflected in social work training.

• We acknowledge that culture is dynamic, constantly changing and sometimes intangible. It encompasses the past, present and future. This is reflected in continual changes in social issues and these changes need to be addressed in social work training. Regular evaluations of the courses should be part of the Department of Social Work’s continuing assessment of its program.

• We acknowledge that Ghanaian culture has its differences and similarities from other cultures. The importance of consensus in decision-making, expressing emotions externally, importance of community, saving face and hospitality are principles identified as important in Ghanaian culture.

• We acknowledge the importance of understanding traditions in society, how they evolved and an understanding of cultural practices in light of social issues.

• We acknowledge the work of the social work pioneers in Ghana in introducing and strengthening the profession of social work and its training.

• We acknowledge that the introduction of social work in Ghana was developmental in nature but over the years has become more remedial with the individualization of services. The dwindling political interest and funding in social welfare services has been a factor in the decrease of service delivery.
• We acknowledge that the past 20 years in Ghana has been difficult economically, socially and politically due to changes in governments and debts incurred through structural adjustment programs and this has affected the public perception of social work generally. Social Work as a profession has not been accepted in Africa up to now. It has been on the periphery of Ghanaian society and this has affected the progress of social work training and job placement. There needs to be a concerted effort to change people’s perceptions of social work in Ghana.

• We acknowledge the continual lack of resources that have plagued the department since the 1980’s and appreciate what has been accomplished with minimal finances and minimal staffing, which often affects ones motivation to work creatively.

• We acknowledge that there was a strong traditional society in which to develop a social welfare system indigenous to Ghanaian culture before colonialism and the positive aspects of this tradition should be taught in all courses in social work.

• We acknowledge an imbalance of western social work knowledge and practice in social work training in Ghana and encourage training to be more indigenous to Ghanaian society. We acknowledge that African knowledge is not primitive and uncivilized and is just as important as western knowledge.

• We acknowledge the difficulties within the University of Ghana with regards to salaries and conditions of lecturers. Specifically the very poor pay and conditions of lecturers and the strict requirements for being employed as a lecturer. The profession of social work is a very practical profession and years of practice need to be acknowledged and rewarded by the University when hiring lecturers.

• We acknowledge that for a society to develop there must be dreamers. We acknowledge that social workers are like artists in that they create ways for positive change to occur in society. Therefore the importance of creating a class environment through participatory teaching methods that encourage dreamers and visionaries within the profession is necessary.

• We acknowledge the appropriateness of Participatory Action Research as a research methodology in Ghana. We all come from different backgrounds and
experiences and the group process is an effective way to bring these differences together for creating change. It promotes a democratic and creative way to facilitate research that allows people to be involved thus counterbalancing the research fatigue syndrome found in many communities today.

- We acknowledge the importance of the revised Bachelor’s curriculum and the new Master’s program and the significant impact these will have on the future of social work training and practice in Ghana.

The following are recommendations for curriculum change in the Department of Social Work covering both the old, revised and new curriculum.

3. Recommendations to specific curriculum issues

   A. Diploma course – We were only able to find half of the course outlines for the diploma courses and all effort should be made to have all course outlines available to anyone wishing to see them. Therefore our recommendations are for part of the diploma program only:

   001 - Theoretical framework for Social Work Methodology
   - The title needs to be changed to be less technically understandable.
   - The course has too much material to cover and should have a separate class for the History of Social Work.

   002 - Methods of social work
   - It was felt that traditional practices were incorporated into the teaching material. In regards to social work values, many are embedded in our traditional thinking. However this area of values could be expanded to be more Ghanaian specific.
   - Some of the western theories could be adapted to the Ghanaian setting through using local Ghanaian examples.
   - Due to the volume of material needed to teach this course, it is recommended that the course be extended to one academic year or that the course be re-titled: “Introduction to Social Work Methods” if this extension is not possible.
003 - Introduction to Social Policy

- Lecturers need to be more practical, using Ghanaian examples with their teaching material.
- The references in the reading list are very old and not up-to-date. No Ghanaian writer was listed in the reference list. We have many Ghanaians writers who have written about social policy in different fields of study including social work and sociology. Both government and non-government organizations (NGO) have social policy statements that could be used. We therefore recommend that, as much as possible, Ghanaian writings and local social policy examples should be used and referred to for the course. Also, other African countries have social policies that could be examined as well. In our group, one of the members looked extensively at the 1997 White Paper for Social Welfare in South Africa and found this useful (A copy is available on reserve in the social work library).

B. Bachelor's Course

201 - History of Social work

- A common concern among the group was the inadequate information regarding Ghanaian and African social work history in this course. The objectives are good but we recommend that the course centre less on the American and British social work and more on the African/Ghanaian history of social work.
- No Ghanaian references were included in the reading list, especially the article written by Dr. Apt and Dr. Blavo concerning social work in Ghana. We would recommend their article on the History of Social Work in Ghana be included in the reading list as well as other local writings from the 1960’s and 1970’s. We are aware that some lecturers may not know of the existence of these writing or that these writings are hard to find at times but with persistence they can be found and used appropriately. Examples of relevant writings are the early conferences in West Africa concerning social work and the Ghana Association of Social Workers articles from conferences held
in the 1960’s and 1970’s. Articles and materials from the Association of Social Work Educators in Africa were used as teaching materials in Ghana during the 1960’s and 1970’s and should be included in this course. The United Nations was involved in 6-7 international surveys in the 1960’s and 1970’s concerning the social work profession in non-western countries and is important to the history of social work in Ghana. Documentation in regards to activities in and history of correctional institutions in Ghana and other welfare institutions should be covered. We recommend that a reader (articles collated into a binder form) be produced with all of these important documents for this course as we are in danger of losing sight of the past and present important events concerning social work in Ghana.

202 - Philosophy of social work

- This course is very inconsistent as it is taught by different visiting lecturers, with different issues emphasized. We recommend that a comprehensive course outline be given to any visiting lecturer with some flexibility so that students will have a more consistent learning experience from year to year.

- There is some duplication between this course and the Nature of Social Work and we suggest that duplications be addressed by making sure that certain issues are dealt with in one place or the other.

- This course lacks a healthy dose of non-western philosophy, particularly African philosophy and should be incorporated into the course as a means by which social work training can become more African. This course leaves the task of studying non-western philosophy to the students themselves. The group felt this is difficult at Level 200 and at present it places African philosophy in a less important learning experience than western philosophy.

203 - Nature of Social Work

- Most of the topics in this course are important to social work training. However, most of the reference books are only one and this one copy has to provide reading material for the student’s and lecturer. This highlights a real need for the availability of indigenous writing and a Ghanaian social work textbook.
204 - Approaches to Meeting Human Need

- It is felt that more current social problems need to be addressed. Topics tend to centre on theories concerning these social issues and not pragmatic solutions and intervention strategies. We recommend that this course be of a more pragmatic nature and current to the social issues of today.

301 - Theoretical Framework for Social Work Methodology

- The title needs to be revised, as it appears ambiguous and vague in its description.
- The topics in Level 300 seem to duplicate and overlap with the courses in Level 200 and topics had been borrowed or expanded upon from Level 200.

Soc. 305 – 306 - Research Methods

- It was felt that research methods should be taught in the Department of Social Work instead of Sociology.
- We also felt that too much emphasis is placed on quantitative research and not enough emphasis on qualitative research including Participatory Action Research, Participatory Rural Appraisal, Participatory Learning, Grounded theory and Phenomenology. At the present time research classes are far too big, too technical and there is a high failure rate.

401 – 402 - Framework for Social Diagnosis and Framework for Planned change

- The titles need to be changed to a more modern Ghanaian title.
- There is a lot of repetition between these two courses and with other courses.
- Reading lists should be properly referenced with dates, titles and publishing companies, etc.
- Language in the course outline needs to be more specific and not so ambiguous.
405 – 406 – Organization, theory and planning and Administration, management and evaluation

- The group recognizes the importance of training in organization, administration, planning and management and recommend a course in the Department of Social Work specifically looking at social welfare administration.

412 - Family welfare

- This course is very Ghanaian in context. Issues that were considered private at one time and are now public issues should be explored in this course. Examples include domestic violence, rape, female genital mutilation, etc.

409-416 - Rehabilitation

- We recommend that international policies concerning the disabled, the teaching of developmental approaches to rehabilitation and inclusion of examples from other parts of Africa be included in this course.

Practicum

- It was very apparent that all members of the group felt this was the most important part of their training and much discussion centred on making the fieldwork more workable.

- The group recommends that the 8-week block practicum be extended.

- The fieldwork practicum needs to be revised with a gradual shift from organizational fieldwork to community fieldwork. We acknowledge that this developmental approach to fieldwork has been tried in the past in Ghana and we encourage the department to continue its efforts to organize communities whereby social work students can practice holistically in the community. One example the group read about was from South Africa and is called the community-based student’s unit where a group of 4 students go into a community and work along side the community in identifying developmental needs, prioritize those needs and identify local resources in order to find solutions with the full community participation. (See attached article to recommendations)
C. **Revised Bachelors courses** – The group was encouraged by these revisions but were concerned as to when they would be implemented. We hope that these revisions will be implemented as soon as possible:

305 - **Human Development**
- It was felt by the group that although western theories should be taught, we would encourage lecturers to site African examples of these theories in light of traditional African thinking.

307 - **Work with Older people**
- Two classes on the elderly are offered, one at level 300 and one at level 400 and the group felt that one course at the bachelor’s level was adequate.

308 - **Working with HIV/AIDS**
- This is a very important course and the group felt a global picture of HIV/AIDS in Africa and around the world was important. It needs to be global and yet specific to the Ghanaian situation.

401 - **Working with groups**
- This course should include use of drama, plays, art, pictures, storytelling etc. and use resource people in the community to come and show students how to do this effectively.

402 - **Working with individuals**
- Using a video camera to record interviewing skills would be useful for this class and as many practical exercises should be incorporated as possible.

405 - **Social work and the law**
- This course seems a little bit imbalanced concerning general laws and emphasising more about criminal law. Adoption laws as well as other social issue laws should be discussed. The traditional legal system should also be included as well as the alternative dispute resolution concept.

409 - **Health, Illness and disability**
- This course should have a strong developmental approach. It should include international examples and draw from other African countries concerning theory and practice. It should include the role of the social worker in
modern and traditional health services. The group felt it is a very broad topic and needs to be more specific.

413 - School social work

- The course should look specifically at the role of social work in the schools and not so much on education itself. This includes practical intervention strategies for the social worker in the school.

418 - Working with people in need of protection

- The topic is too broad. The group suggests that it be split into two: 1) refugee issues and 2) persons in need of protection. (See under new courses)

New courses to be offered – The following courses should be considered for future courses in social work.

- **IT and social work** – The objective of this course is to introduce students to computer use in research and in social work. Students are taught to search for articles on the Internet for their long essays, taught how to present at conferences using PowerPoint, overheads, etc., setting up websites and using the computer in the workplace.

- **Indigenous mechanisms for social change** – This course could be taught with the help of the Institute of African Studies looking at indigenous mechanisms in solving social issues including oral tradition, belief systems, drama, songs, “nhoboa” (group labour in rotation among members) system and language, etc. Ways in which social workers could work within indigenous systems including traditional health clinics, churches, witch villages, etc. should be discussed. Conflicts between traditional and modern mechanisms should be discussed using practical examples. Appropriate interventions, including adult educational techniques and examples helpful in changing negative practices should be explored. Working effectively within the traditional authority systems should be included in this course.

- **Social work and power issues in Ghana** – The objective is to look in-depth at the different ethnic groups in Ghana with outside resource people
coming to speak about their particular ethnic group. Issues of power, authority, class, ethnicity and oppression should be discussed as a major part of this class as well as indigenous approaches to empowerment and positive changes in society. Rural and urban issues should be explored in light of power issues as well as tensions between religious and cultural systems. The importance of language in culture should be explored in the light of power issues.

- **Social work and social action** – Realizing that individuals, groups and communities can change behaviour in society, this course teaches successful techniques for social action at a local, regional, national and international level. Lobbying parliament, writing letters and organizing demonstrations will be covered. How to promote the profession of social work publicly should be explored. A practical project concerning social action should be part of this course.

- **Social work values and Ghanaian society** – This course explores social work values and their relation to Ghanaian society. The universality of social work values will be explored and the course will identify social work values with particular reference to Ghana.

- **Social work and refugee issues** – This course explores the issue of refugees, externally and internally displaced, refugee policy, role of United Nations High Commissioner for Refugees, child soldiers, post-traumatic stress disorder, integration versus camps, etc. and could include a visit to a number of camps in Ghana.

- **Persons in need of protection in institutions** – The course should explore the major issues surrounding institutional care of persons and developmental approaches to resettlement back into the family and community.

- Many of the courses offered at the new Master’s level should be offered at the Bachelor’s level as well. The group felt that Work with Children and Youth, Aging and Life Cycle and Project Development and Management should be offered at a Bachelor’s level.
D. **Master's program** - We are pleased that the Master’s program has commenced and academic work has begun in September of 2003. We are also pleased that one of the group members has been accepted into the Master’s program. The following are recommendations concerning the Master’s program in the Department of Social Work, University of Ghana:

**601 - History of Social work and NGO development**
- The group was pleased that NGO development is included. However, there is no article concerning the history of social work in Ghana and it does not cover social work activities in Ghana.

**602 - Human Resource development**
- The general theories and principles on human resources are not covered.

**603 - Strategic planning for social welfare**
- The objective of the course makes no mention of social policy. The group felt the course should contain evaluations of existing social welfare programs. Example: Free medical care for the aged and children under five.

**604 - Strategic planning for community development**
- There is repetition between 602 and 604 in regards to strategies for empowerment at the grassroots level. The purpose of the course is to consider development in the context of Ghana Vision 20/20 document. There is no reference for the Ghana Vision 20/20 in the reading list.
- There needs to be a critical look at whom NGO’s serve.

**605 - Social issues in contemporary Ghana**
- The group recommends that references should include many more Ghanaian authors and include concerns around Structural Adjustment Programs (SAP’s) and it’s effect on Ghana as a country. Also, a critique of the NEPAD document would be useful in relation to African social issues.

**606 - Methods in qualitative research and evaluation**
- This research course should have more of an emphasis on qualitative teaching: i.e. PAR, PRA, grounded theory, phenomenology and less quantitative methods.
607 - The African family and social transformation
- The group felt that due to the nature of the course, the lecturer should be a social worker by profession with good experience in the field. Included in this course should be the issue surrounding traditional beliefs about seeking social work professional services.

609 - Work with children and youth
- Counselling and career guidance must be included in the course objectives.

610 - Aging and life cycle
- This course should include examining the pension scheme policy and the National Health Insurance Scheme as it affects the aged in Ghana.

615 - Conflict management and resolution
- The group felt that it was very necessary that a person practicing conflict resolution in the community should be part of this course and that it should be very practical in nature.

General Comments
- The group thought that as the Master’s program progresses it should offer specializations.
- There should be a social work and law at this level looking at human rights and alternative dispute resolution.
- Concerning practicum, it should be extended.

E. General recommendations for social work training and curriculum
- One of the main concerns for most of the courses is the lack of African and more specifically Ghanaian examples to back up theories and principles. All effort should be made by lecturers to give Ghanaian examples when teaching. This is particularly true in general sociology and psychology courses which tend to be more abstract and less practical.
- Many reading lists need to be improved, up-dated and more African in content. There is a distinct lack of Ghanaian writers in many of the reference lists and all effort should be made to use Ghanaian literature and articles.
when appropriate. This includes articles and writings from writers from other departments and in the community.

- Course outlines should be consistent from year to year and should be updated and more specific in nature. Some of the course outlines were from 1994-96 when VSO volunteers were teaching. We agreed it was fine to use these course outlines but the lecturer needs to adapt them to their present teaching situation. People who don’t even teach here presently developed some of the course outlines.

- It was felt that generally the university does not encourage students to challenge the status quo. However, growth and development occur effectively out of an environment that encourages the questioning of present policies and practices. The group felt that the teaching methods needed to be more practical and not just a lecture style. A participatory approach to learning creates an environment for creative thinkers and visionaries. The use of drama, art, oral tradition, group projects, role-play, practical activities and resources persons from the community should be used regularly in Diploma, Bachelors and Masters courses. More contact with the community should be incorporated in the course objectives.

- Concerning the above, if lecturers are not familiar with these types of teaching methods, then a training course should be given to all lecturers, part-time and full-time, to teach them participatory ways of learning.

- Genders issues should be included and discussed in each course offered. This includes the effect of social issues on the lives of both men and women.

- The state of the library and appropriate books for learning is of concern to the group. Only 1% of the books, if that many, are indigenous to Africa, let alone Ghana. There needs to be an increase of indigenous books put in the library, including important books from other departments concerning social issues, traditional practices, education, etc. Long essays should be available to all students and all Master’s students should be required to try and publish one article during the course of their study in a journal. These articles, plus
all other articles written by lecturers and people in the field should be collected by the department and stored in the library for student’s use.

- We recommend that a Ghanaian social work textbook be written as soon as funds are available using Ghanaian writers experienced in social work practice.

- The department needs to back up the course outlines with appropriate equipment. Videos were to be shown in a number of courses but there is no T.V. or video player in the department. With the new technology, a laptop computer and projector should be available for PowerPoint presentations. A video camera would be an asset when teaching interviewing skills so that people can watch themselves interview and learn from their experience.

- All courses should have an international element to their content. Students should be encouraged to look at other African countries and non-western countries to see how they are dealing with social issues.

- Learning never ceases and the Department should provide, in cooperation with the Centre for Social Policy Studies, training sessions for former student’s of the program.

- The indigenisation of lecturers should continue. The group suggests that when hiring lecturers, due consideration should be given to offering an orientation to social work in Ghana as part of the indigenisation process.

- There was a general agreement that many outside courses were too abstract and that the lecturers did not relate issues to social work issues. Practical examples were not given and lectures remained solely on a theoretical and abstract level. We recommend that either some of these courses eventually be offered in the Department of Social Work. If this is not possible then lecturers in other departments asked to teach social work students should be made aware of what social worker’s do in Ghanaian society.

- There should be selection criteria for students going from Level 200-300 and this should be made public. Interviews should be completed so that a just and fair approach to selecting students is adhered to.
• The group found the supervision of both the 8-week fieldwork and the concurrent fieldwork inadequate and recommend one of the staff to be in charge of this area of training. This role includes organizing supervisor’s training, continual expansion of fieldwork agencies and providing adequate supervision for students during their fieldwork.

• The group would like to recommend that the department continue the expansion of sponsorships for students who are interested in training for social work at the Bachelor’s and Master’s level. Concerning sponsorship for the Master’s program, preference should be given to graduates of the social work program at Legon.

• There should be an opportunity for a combined degree and the group would recommend this as a positive development in social work training.

• The School of Social Work (formerly School of Social Welfare) had, since 1955, been linked/affiliated to the University of Ghana’s Social Administration Unit, now the Department of Social Work. Indeed, the Social Administration programme was instituted by the then Director of Social Welfare for the graduates of the School of Social Work and later moved to the University of Ghana. The group would like to see this link strengthened and greater collaboration created between these two organizations.

• Exchange programs, including the exchange of writing materials and student fieldwork experience, should be encouraged with other Schools of Social Work in Africa. Although some lecturers and professors are in touch with other social work programs this should be made available and encouraged at the student level.

• The group recommends that a Ghana Professional Social Workers Association be formed through the Department of Social Work with an office on campus and whose membership are graduates from the department. This association would be an affiliate of the Ghana Association of Social Workers.
• The group recommends the continual evaluation of social work courses in order to keep training up-to-date and relevant to the changing society in Ghana.
• We recommend the introduction of a PhD program once the Master’s program is up and running smoothly.

4. Conclusions

The above reflections and recommendations are offered to the Department of Social Work with the hope that they will be useful in the continuation of revising social work training. They are not meant to be critical of any particular lecturer or course but have been developed out of a variety of knowledge gathering techniques including the personal experiences of group members. The questions that need to be asked when evaluating any curriculum are the following: “Does the present social work curriculum include and fit into the psychological, spiritual, economic, social, political and environmental issues in Ghanaian society?” Is the curriculum holistic in nature? Does it emphasize African indigenous knowledge? Does it explore the continent’s different social welfare experiences and international policies? Is it up-to-date with current African and Ghanaian issues? Are the courses local in context and examples?

The social work profession is and will increasingly become more important in Ghanaian society. One of our guest speakers challenged us to be pioneers of change. We need to continually provide and test out new models of intervention so that people are offered different alternatives for change. Their creative minds need to be developed in such a way that their horizons are expanded and they can hope for change in their lifestyle and economic situation. There is much to be done and the new revised curriculum offers a good chance to change the profession of social work from being on the periphery to being an important part of Ghanaian society.
5. Research Group Members

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Aburkari Ziblim – Opportunities Industrialization Centres, Tamale

Salima Iddrisu Imoro – Department of Community Development, Accra

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Joanna Mensah – Principal of the School of Social Work, Department of Social Welfare, Osu, Accra

Comfort Sackey – Department of Social Welfare and current student at the Department of Social Work, University of Ghana

Linda Kreitzer – Facilitator of the group, University of Calgary, Calgary, Canada
Developmental social work education: a field example

Mel Gray and Barbara Simpson

This article outlines, through a particular field example, a vision for social work education consistent with the challenge of reconstruction and development currently sweeping South Africa. This is a crucial period for social work education as the role of social workers in reconstruction and development is being widely discussed and debated. Many social workers feel threatened by the new emphasis on community development and are unsure of its implications. However, the country's move towards social development provides an ideal opportunity for social work to enhance its relevance and make a positive contribution to the development of our society (Bernstein, 1991, 1995).

Social work education plays an important role in preparing students for the realities of practice but at the same time education has to play a proactive role in anticipating future needs and changes (Gray, 1994). By so doing, it can contribute to modifications in practice. This article begins with a brief history of social work education in South Africa and examines through a particular field example the way in which it is responding to the new social agenda of reconstruction and development, in the belief that social work educators have a pivotal role to play in preparing students for this challenge.

Developmental social work education

Professional social work practice and education began in South Africa in the 1920s as a response to the 'poor white' problem and there was 'near-total adherence to models developed in Northern Hemisphere countries' (McKendrick, 1990: 10). Social work services were aimed primarily at meeting the needs of whites and were mainly therapeutic in nature. Despite the tremendous changes in
South African society, social work tends to continue to favour individualistic, remedial approaches which are selective and expensive (Muller, 1989). These approaches tend to focus largely on symptoms and ignore underlying causes (Lund and van Harte, 1980). To be relevant, social work must be sensitive to, and respond to, the needs of the society it aims to serve. Casework alone cannot solve the major problems facing South Africa at the present time. Widespread poverty, unemployment, violence, AIDS, illiteracy and the breakdown of family life are just some of the problems which need to be addressed. Consequently, there have been increasing calls for a developmental social work approach 'to reach more people and to empower them to influence their life circumstances' (Louw, 1993: 94).

South Africa is at present rewriting its welfare policy and is involved in the development of a five-year action plan for welfare. The process is commonly referred to as SWAP (Social Welfare Action Plan). There is a definite commitment to a social development model, or developmental welfare as it is called in the White Paper for Social Welfare (Ministry for Welfare, 1997). In terms of this policy, social workers are no longer the key providers of welfare but share the stage with community development workers, child and youth care workers and volunteers, to name but a few. If social workers are to remain relevant, it is clear that they will have to reorient themselves to developmental social work. These terms are bandied about as though there were agreement as to their meaning when this in fact is not the case. It would seem that a developmental social welfare approach denotes a commitment to eradicating or at least alleviating poverty and has as its major goal the achievement of social justice. It aims to achieve a more equitable distribution of resources and services and to do this requires some form of redistribution and affirmative action. Hence although the White Paper (Ministry for Welfare, 1997) provides the overall philosophical framework for welfare, we have yet to design an appropriate plan to ensure the fulfillment of the democratic, participatory and empowering approaches it suggests. Further, it has yet to clarify exactly what is meant by developmental social welfare.

Since we are interested in developmental social work education and the way in which it might contribute to developmental social welfare, we have attempted to clarify the way in which we see developmental social work, which is, briefly, as:

- a multifaceted approach aimed at empowering and building the capacity of people and organizations to meet social needs and to develop social resources;
- which comprises non-remedial forms of intervention;
- which is concerned with non-material resources, such as people's participation, community support and naturally occurring networks;
- and is concerned with material gains, linking social work with economic development in that real empowerment comes from the achievement of economic independence and autonomy (Gray, 1996).

The challenge for us is how we teach social work students to put this into practice. We believe that social work curricula already prepare students for developmental social work (Gray and Bernstein, 1989, 1991; Gray et al., 1996). The holistic, integrated, generalist education model we teach is appropriate for developmental practice. The curriculum includes the following:

1. Theory - courses on social welfare policy, values, social problems and issues.
2. Methods - diverse problem-solving and therapeutic interventions, casework, groupwork, community development, management, administration and supervision.
4. Research - at the fourth year and postgraduate level.

It is the application of this knowledge rather than its content which will make a difference to the future of social work. Hence the importance of the fieldwork programme. In order to demonstrate how the model of fieldwork education differs from prior fieldwork models, it is necessary to describe the conventional model.

Conventional fieldwork models
The first striking difference in the conventional fieldwork model is the presence of established, highly structured and efficient placement organizations. These organizations might be either welfare agencies in specific fields of practice, such as child welfare or mental health, or children's homes or homes for the elderly. They have structured practices to which students require orientation. The
placement then proceeds with the student being allocated a small caseload and sometimes even a group. If community work is part of the fieldwork requirements, students often experience difficulty in designing appropriate projects and usually end up offering an educational or awareness-raising programme. It is not our intention to denigrate the importance of such practices or the activities of these organizations. Our concern, however, is with how to provide developmental fieldwork practice, as it was our experience that these agency contexts did not provide opportunities for this. Many of these organizations (which will employ our graduates) are themselves in transition as they attempt to discern their way forward in the light of the policy changes taking place. For the most part, their major focus is on remedial and ameliorative work. They are, therefore, unable to provide our students with the kind of fieldwork practice experience we believe they need. Hence our need to develop a new kind of fieldwork placement.

**Developmental fieldwork**

Our belief that social work educators play a key role in changing the way in which social work is practised prompted us to develop community-based student units which would give our students the opportunity to practise developmental social work. Although many schools of social work in Africa have introduced content on social development into their curricula (Midgley, 1994, 1995), our community-based units were introduced some time before South Africa's welfare policy changed to a social development model (ANC, 1994; Ministry for Welfare, 1997). However, we have found the path to comprehensive curriculum revision to be fraught with challenges as we have struggled to reconcile the different approaches of the more remedial social work models with the developmental approach.

In addition to the learning opportunities provided for students, community-based units offer much-needed social work services in underdeveloped communities where they take as their starting point expressed community needs. This enables students to practise integrated social work where the chosen intervention method used is based entirely on how best the particular need might be met, rather than on student compliance with preconceived requirements, such as the completion of a prescribed number of interviews or group sessions. This makes fieldwork evaluation more complex as the experiences of students differ widely, leading to flexible and innovative evaluation methods which assess both student performance and the effectiveness of intervention.

The field example which follows typifies the kind of context for which we are educating social work students. Bhambayi is one of many communities where as a result of previous welfare policies there is a complete lack of services despite overwhelming problems of poverty, unemployment, underdevelopment and violence, to name but a few. This community, like many others, was born out of the harsh social, political and economic realities of the apartheid system where a lack of government housing provision, increasing urbanization and political violence all contributed to the rapid development of numerous 'illegal' or squatter communities (Gray and Bernstein, 1994).

**Bhambayi: a South African field example**

Bhambayi is an informal settlement situated approximately 30 kilometres from the centre of Durban, a major city on the eastern seaboard of South Africa, in the province of KwaZulu Natal. It has an estimated population of 25,000 people and incorporates 40 hectares of land known as the Phoenix Settlement, which belongs to the Phoenix Settlement Trust and is administered by a management body comprising members of the Gandhi family and cultural and community leaders. The Phoenix Settlement was established as a model community by Mahatma Gandhi in 1904 (Petersen and Ramsay, 1993). Current Bhambayi residents, who were fleeing from violence in other areas, began settling on this land illegally during the mid 1980s. Consequently, the relationship between the Trust and the Bhambayi residents has not always been positive, with both sides being distrustful of one another. The remainder of Bhambayi comprises privately owned land which falls under the jurisdiction of the Durban local authority. Community leaders are members of civic structures, such as the Bhambayi Development Committee, and political parties. Conflicting interests between the various 'players' has hampered the community's development severely despite the existence of a development committee. Development has also been hampered by community division and mobility due to political violence, with people having to leave during times of violence until conditions returned to normal. The two major political groupings – the African National Congress (ANC) and the Inkatha Freedom Party (IFP) – have jealously guarded their 'territories', with anyone transgressing boundaries...
being in mortal danger. To complicate matters further, the political parties have themselves been divided in the past and this too has led to escalating conflict and violence. However, in August 1995 these two opposing political groups signed a peace agreement.

There are many social problems, not least widespread poverty, violence, unemployment, inadequate housing and overcrowding. Most homes are temporary structures built of mud, wood and corrugated iron. Access to the community is via two very poorly maintained roads. Water for the whole population is provided by five communal taps. There is no formal sewerage disposal system and no electricity, except to the building being used by the students, which formerly served as a clinic. Recently, two pay telephones were installed at this building but both are constantly out of order due to vandalism. The crime rate is exceptionally high and many people earn a living from drug-dealing activities.

Over the years services initiated in Bhambayi have been discontinued due to violence and vandalism. The once fully functioning health clinic has been reduced to a health service which comprises a weekly visit from health sisters who provide family planning and immunization. A community mental health project, launched in 1987, was abandoned in 1990 (Petersen and Ramsay, 1993). In 1988, a parents' committee established a crèche which soon disintegrated and remains non-functional despite the lack of pre-school facilities. There are no educational facilities for primary school children since the building which once housed the primary school was vandalized severely and remains in a state of disrepair. Many children do not attend school. The nearest primary school is five kilometres away across a busy freeway. A much-needed secondary school at the entrance to Bhambayi was built two years ago. The Red Cross and other relief organizations have provided services in times of emergency but no ongoing welfare services were being rendered in the area prior to our entry in 1991.

Interest in establishing a student unit in Bhambayi arose following a field visit as part of the community work course. The unit, comprising four fourth-year students, was initiated in 1992 but in 1994 difficult working conditions, exacerbated by outbreaks of violence in the run-up to the first democratic elections, led to the withdrawal of the student unit, with the promise that they would return once conditions improved. The situation became so severe that at one stage a group of students were caught in crossfire between warring factions; although they were physically unharmed, the experience was extremely traumatic for staff and students alike. The successful elections and the advent of a democratically elected government served to ease tensions in the area and in 1995 a student fieldwork unit, again comprising four students, returned to Bhambayi.

Since entering the community, the students have established relationships with key community leaders, made contact with social workers working in government departments and welfare agencies in the neighbouring areas, conducted needs assessment studies and initiated several valuable ongoing projects aimed at building the capacity of community groups. These include a sewing group for unemployed women, a youth programme, a children's club and a literacy programme. They also offer a valuable casework service.

Women's sewing group
The overwhelming need of the women's group was to generate income to enable them to support their families. Procuring resources and skill development presented little problem. The women readily learnt basic book-keeping and community organizing skills. Within a relatively brief space of time, they were winning prizes for their sewing and developing pride in their productive capabilities. However, the women tended to work together as individuals and resisted cooperative ventures. They lacked entrepreneurial skills and were unable to appreciate the long-term benefits of pooling their resources and sharing costs and profits. As a result, once they had developed their skills, some of the women left the group to set up individual businesses. These women valued material gains above non-material gains, such as the social benefits of group involvement, companionship and sharing. The group facilitated personal growth through the enhancement of self-esteem and individual empowerment and capacity-building. However, so far it has failed as a micro-enterprise. We have consequently identified the economic aspects of development as an area for further research and exploration. In terms of groupwork theory, an enabling, facilitative group environment is meant to generate the impetus for cooperation and group involvement. Instead, our experience has been that the group is used as a means to an end which is individualistic rather than group-oriented. Our experience does however confirm the importance of economic goals for participants.
Youth group
So far, the students have not enjoyed a great deal of success with the youth group. Generally, the youth in the community are very despondent at the lack of job opportunities and anxious about their future. In the past, political divisions have prevented them from engaging in joint, cooperative work. Since it was difficult to form the youth into working groups, the students decided to retrace their steps and to conduct further research into their particular needs, collecting data on educational levels, marketable skills, interests and experience. A participatory research strategy is being used with the youth themselves being involved in the research process, in compiling and administering questionnaires and in analysing the data collected. The refusal of youth from opposing political groups to work together forced the students to work with two separate groups, engaging in a parallel participatory research process. Great care has to be taken to apportion time equally to avoid the risk of favouritism. Students have used this as an opportunity for transparency, openness and sharing, making it known that this is not the ideal way of working. There is a possibility that the research will reveal commonality of need and generate the impetus for future cooperative ventures which might lead to an improvement in the relationship between these two groups. It is hoped that this research will enable the students to plan appropriate projects with the participation and involvement of the youth.

The children's club
The most recent project is the children's club, which has met with an overwhelmingly positive response such as the need for programmes for children in this community. The project has the support of parents and the Bhambayi Development Committee, who recognize the lack of recreational and educational resources available for children in the community. Despite this support, efforts to establish a parents' committee have been unsuccessful. Community development theory alerts us to the empowering potential of parental involvement and the opportunities it presents for project sustainability. Yet the reality is that the parents lack motivation and are reluctant to become involved. A way has still to be found to penetrate this resistance and to provide parents with incentives for participation. In the meantime, the size of the club grows as more and more children (80 at present) enjoy the stimulation of the social activities the club provides.

Literacy programme
An estimated 3000 adults in Bhambayi are illiterate (Cross et al., 1992). Literacy programmes focusing on basic literacy, numeracy and life skills seem, in theory, to be an ideal medium for development. Yet the literacy programme, a community-driven initiative which the students supported, has been plagued constantly by a lack of finance and has also been affected by community violence and political turmoil over the years. Inkatha members who are keen to involve themselves in the programme refuse to attend classes at the clinic (the only suitable and available building in the area), which is in the ANC section. The funders, the Phoenix Settlement Trust, refuse to fund double classes although the organizers are prepared to offer separate classes to ANC and Inkatha members. A community workshop was held to try to resolve the issue, but the meeting was hijacked by representatives of the two political parties who claimed to have a mandate from their constituencies to make any decisions that needed to be made. The matter was then referred to a subcommittee of community representatives and literacy project organizers. Some classes proceed despite these interruptions. This experience illustrates the difficulties involved in developing services in politically divided communities such as this.

Casework service
The students provide a casework service and play an important role in helping people to gain access to resources and services. Since these people have been traumatized by violence and years of hardship and struggle, they need therapeutic services as well as community development projects. Self-help groups and traditional healers play an important role in helping people to come to terms with their losses. Networking with community groups and service providers is essential. Linking people, for example, those disabled by violence, with resources such as social security and medical services plays an important role in their rehabilitation. Students make a conscious effort to ensure that even their casework encounters are empowering for clients and linked to economic improvement. Even procuring a pension can be empowering in this way if it is managed properly and used to generate further income through small enterprise development. Helping disabled people to achieve greater mobility through procuring wheelchairs, for example, is another example of the importance of casework even within a so-called 'developmental' context.
In conclusion, to be effective social work services have to be multifaceted. Programmes must be empowering for community members; their active participation is therefore essential to the success and sustainability of community projects. Educatively and preventive programmes, such as literacy and life skills programmes, are important in helping people to develop cooperative and participative skills enabling them to work together toward community improvement. Development committees, essential for the planning of reconstruction and development programmes, cannot function effectively without leadership training. Hence all the activities in which the students are engaged are directly relevant to the needs of this community and contribute to its development.

In this article we have outlined a vision for relevant and appropriate social work education in South Africa, a rapidly changing context in which a need for a developmental social work orientation has emerged. The crucial role social work education can play in preparing students to play a proactive role in the reconstruction and development of our country was emphasized. A developmental fieldwork programme initiated by a social work department at a major South African university was described and a case study which epitomized the practice context was provided.

There is global recognition of the need for social work to respond to poverty and the needs of underdeveloped regions (Cox, 1994). This is a challenge to social work educators and practitioners alike. Despite the difficulties involved in initiating developmental fieldwork placements and the enormous problems experienced by students, a great deal of progress has been made. In the example herein presented, the community recognizes the contribution of the university via its students and the students themselves attest to the value of the experience gained even though, at times, they felt they were attempting a ‘mission impossible’. It is hoped that our experience will inspire social work educators faced with similar contexts and problems to persevere despite apparently insurmountable obstacles.

References

Diploma in Social Administration  
Year One: 1995  
SOWK 003  

Semester I  

Introduction to Social Policy  

**Purpose:**  
The course is designed to provide an understanding of the nature and boundaries of social policy as well as provide a framework for the theoretical and empirical analysis of the bases, functions and consequences of social policy in relation to such fields as social welfare, health, community development, education, etc.  

**Course Content:**  
1. Definition of Social Policy.  
   a. Social Policy and administration as a field of study.  
   b. Social Policy versus other types of policies.  
   c. Social services and social welfare – definitions and inter-relationships.  
   d. The manifest functions of social policy – compensation, redistribution, justice, equality, social integration, promotion of general welfare.  
   e. A review of the traditional approach to the provision of Social Services.  

2. Social Expenditure  
   a. Social expenditure in cash-social insurance and social assistance.  
   b. Social expenditure in kind  
   c. Forms of social security – unemployment, maternity, old age, workman’s compensation.  

3. Issues in Social Policy  
   a. Selectivity and Universality  
   b. Residual and Institutional  
   d. Equality of Opportunity
4. Forms of Provision: The structure and function of selected Social Services
   a. Health
   b. Education
   c. Social and Industrial Welfare
   d. Provision for the physically and mentally handicapped
   e. Provision for deviants

5. Financing of the Social Sciences
   a. Direct and indirect taxation
   b. “Earmarked” Taxation
   c. Loans
   d. Other minor forms of taxation e.g. Property rates, licences, etc.
   e. Evaluation of sources of finances

SOWK 004
Semester II
Elementary Models of Social Policy

Purpose:
The course is intended to familiarize students with the major theories of social policy formulation and also to examine social policy formulation and the factors which influence social planning. Specific social policies in Ghana will be examined.

1. Theoretical Models:
   a. The collectivist and individual models
   b. Social reform
   c. Citizenship
   d. Convergence theory
   e. Functionalism
   f. Marxism
2. Administration Policy and the Social Work Ethic
   a. Power, authority and freedom
   b. Bureaucracy and professionalism in social work
   c. The value base of social work practice

3. Instruments of Social Policy
   a. Natural and occupational hazards
   b. Natural and social justice
   c. Industrialization and Urbanization
   d. Demographic factors – birth and death rates, social and geographical mobility
   e. Social Change

4. Social Problems – Definitions and policies

5. Ghana’s development and the Social Services
   a. Human resource requirements and development
   b. Youth development, community development, voluntary and international organizations and their role in Ghana’s development.

6. Specific Social Policies (Rationale and Enforcement)
   a. Children’s Act
   b. Intestate Succession Act.
   c. Adoption Act
   d. Human Rights Act

7. Elementary Social Policy Analysis
   a. Use of research in policy planning and implementation
   b. Policy development and planning
   c. Co-ordination and implementation
   d. Evaluation: i) the use of queueing models, ii) simulation, iii) cost-benefit analysis.
READING LIST:

12. R. Lippitt, J. Watson, B. Westley: The Dynamics of planned Change (Harcourt, Bruce & the World Inc. 1958)
6. Maurice King: Medical Care in Developing Countries, (O.U.P. 1968)
25. Anthony Forder - Concept of Social Administration (Routledge and Kegan Paul, 1974)
26. Ramesh Mishra - Society and Social Policy (Macmillan, Unwin Brothers Ltd. 1977)
30. Abel Smith, B. & Townsend, P - The Poor and the Poorest
<table>
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<tr>
<th>Week</th>
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| First And Second Weeks  | 1. Concept of Community Development, b. Definitions etc  
Community Education And community Development |
| 1 - 2 Weeks             | 2. Theories of Community Development  
Definitions  
Creations of Communities. |
| 3 - 4 Weeks             | 3. Community Development Practices  
Features of the Concepts  
Institutionally based. |
| Third & Forth Weeks     | 4. Role of a Community Worker as an Agent of Change  
Organisation of communities and Educating communities |
| 5 - 6 Weeks             | 5. Methods of Community Work  
American, British and Ghanaian Concepts |
| Fifth & Sixth Weeks     | 6. Community Development in Ghana  
Understanding the Ghanaian Concept of Community Dev. |
<p>| 7 - 8 Weeks             | 8. Eventh &amp; Eight Weeks |
| 9 - 10 Weeks            | 9. Ninth &amp; Tenth Weeks |
| 11-12 Weeks             | 10. Eleventh &amp; Twelveth Weeks |</p>
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<td>Thirteen &amp; Fourteen</td>
<td>7. Importance of Community Development in Ghana</td>
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<td>13 - 14 Weeks</td>
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<td>Fifteen &amp; Sixteenth</td>
<td>8. The Work of Community Development worker</td>
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<td>15 - 16th Weeks</td>
<td>Organising Communities, Groups and Individuals</td>
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<td>Sixteen-Eighteenth</td>
<td>9. Learning Process in the Community Principles of Community Development</td>
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<td>16th - 16th</td>
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<td>Eighteenth - Nineteenth</td>
<td>10. Objectives of Community Development</td>
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<td>17th - 18th</td>
<td>Goals of Community Development</td>
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<td>Twenty-Twenty First</td>
<td>11. Training of Adults for Self-Help Projects</td>
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<td>19 - 20 Weeks</td>
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<td>Twenty-Fourth</td>
<td>12. Qualities of a Community Development Worker</td>
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<td>23 - 24th Weeks</td>
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<td>24 - 26th Weeks</td>
<td>13. Qualities of a Voluntary Leader.</td>
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<td>25 - 27th Week</td>
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<td>26 - 28th Week</td>
<td>14. Training of Voluntary Leaders to take over Leadership</td>
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<td>SYLLABUS: COMMUNITY DEVELOPMENT AND COMMUNITY ORGANISATION</td>
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<td>29 - 32 Weeks</td>
<td>15. Bad Leadership Styles (Poor leadership Qualities)</td>
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<td>33 - 35 Weeks</td>
<td>16. Solving Community Problems</td>
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<td>39 - 41 Weeks</td>
<td>18. Reassessing the community problem</td>
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<td>42 - 44 Weeks</td>
<td>19. Participatory Reappraisal Approach</td>
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<td>45 - 47 Weeks</td>
<td>20. Problem Solving Skills or Technics</td>
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<td>48 - 50 Weeks</td>
<td>21. How to use Drama in solving problems (e.g. of problems, Guinea worm outbreak, Aids as a killer, Teenage pregnancy etc)</td>
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<td>51 - 53 Weeks</td>
<td>22. Role Play in Community Development Work</td>
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<td>53 - 54 Weeks</td>
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Recommended Texts Attached Please.
RECOMMENDED TEXTS BOOKS

1) Community Organisation
   Theory, Principales and Practice
   By Murray G. Ross
   B. W. Lappin
   (Second Edition)

2) Introduction to the Study of Adult Education.
   A Multi Disciplinary And Cross Cultural Approach for Developing Countries : Edited by Lalage Bown J.T.

3) Adult Learners, Adult Education and the Community - By Stephen Brookfield, Milton Keynes 1984


5) Training for Transformation
   A Handbook for Community Workers
   Books 1, 2, 3 & 3
   By Publishers mambo Press 1980
   Anne Hope and Sally Timmel

6) Community Work: Learning and supervision - By Cathrine Briscoe and David N. Thomas Edited 1977

7) Training for Community Development
   A Critical Study of Methods - R.T. Batten


9) Communities and Their Development
   By R.T. Batten
   And Introductory Study with Special Reference to the Tropics.
COURSE DESCRIPTION AND OBJECTIVE

This course examines the main theories which explain the predisposition of individuals to deviate from social norms. The 'causal' theories include the bio-social and psychological explanations which focus on the individual as a kind of person, and the interactive effects of society biological and psychological factors on the predisposition of the individual to deviate. Specific problems such as white collar crime, organized crime, drugs and juvenile crime form part of the discussion.

The objective of the course is to introduce students to the 'causal' explanations of criminality and to prepare them to apply these explanations as tools in the fight against crime.

SCHEDULE OF LECTURES

Week 1. Definition
Week 2. Historical trends - The Positivists
Week 3. Measurement of Crime
Week 4. Crime Statistics
Week 5. Psychological Theories
Week 6. Biological Theories - Twins studies, Somatotypes
Week 7. Theory of anomie
Week 8. Differential Association
Week 9. Subcultural Theories
Week 10. Principles of Criminal Law (Concept of Crime)
Week 11. White Collar Crime
REQUIRED TEXT


SUPPLEMENTARY/READING LIST

E.H Sutherland & D. Cressey  
Principles of Criminology
W. Reckless  
The Crime Problem
W. Reckless  
Criminal Behavior
D.R. Taft  
Criminology - A Cultural Interpretation
West D.J  
The Young Offender
M.B. Clinard  
The Sociology of Deviant Behaviour
H. Mannheim  
Comparative Criminology I&II
Sheldon Glueck  
The Problem of Delinquency
Johnston  
The Sociology of Crime and Delinquency
S. & E. Glueck  
Physique and Delinquency
L. Bovet  
Psychiatric Aspect of Juvenile Delinquency
J. Bowlby  
Forty-four Juvenile Thieves
A. Aichorn  
Wayward Youth
W. Healy & A. Bronner  
A New Light on Delinquency
D.H. Scott  
Delinquency and Human Nature
W.F. Whyte  
Street corner Society
E.H. Sutherland  
White Collar Crime
D.R. Cressey  
Other Peoples Money
Johnson, Savit & Wolfgang  
The Sociology of Punishment and Correction
Dinitz, S. Dynes & R. Clark A.  
Deviance Studies in Definition, Management and Treatment
Cressey, D.R. & Ward D.A.  
Delinquency, Crime and Social Process Rosenberg
B. & Silverstein H.  
The Varieties of Delinquency Experience
Hurwitze, S. & Christiansen K.O  
Criminology
E.H. Johnson  
Crime Correction and Society
Haskell M.R. & Yablonskey L.  
Criminology
Aggleton Peter  
Deviance Tavistock London
COURSE REQUIREMENTS

1. One class test will be given. The test will be a mixture of MCQs and essays or short answer questions.

   Grading: The class test will be graded over 100 points. The test scores will constitute 30% of the final grade. The final exam takes 70%.

Regular attendance of lectures is required, except for excusable situations such as certified indisposition, official holidays or sports meetings. Participation in class discussions is required and will be assessed.

All students must be present for tests. In the event of an inability to write a test as a result of an ascertainable indisposition a student must arrange to take a make-up test.

4. Final examinations will be by multiple choice and essay questions.

5. STUDENT DISABILITY

I would appreciate hearing from anyone in this class who has a special need which may be the result of a disability. I am reasonably sure we can work out whatever arrangement is necessary, be it special seating, testing or other accommodation. Please see me after class, or during my office hours, as soon as possible if you have such a need.

/roa
This course is intended to introduce students to the concept and trends in Social Development. This course will provide students with the basic knowledge required for understanding the issues involved in Social Development.

COURSE CONTENT:

Definitional and conceptual issues in Social Development. Exploitation of the Third World and under-development. Basic goods of Social Development. The effect of global economic activities and transactions and their consequences for living conditions and development. The concept of poverty and the social development crisis in Africa. Human focussed development. Social development, Community development moral development and other specific or directed development and other specific or directed development. Social development personnel and the training required. The Social work profession and social development. Current levels of social development in Ghana.

SOME REFERENCES


RODNEY, W How Europe under-developed Africa, 1966

GERALD MEIER Leading Issues in Economic Development (pp.9) OUP 1972

LERNER D. The Pressing of Traditional Society.
Course Outline  
SOWK 044  
Development Issues and Social Planning

This course aims to operationalise the idea of development and social planning. Major areas of discussion will be as follows:

Concept of development: the idea and different assumptions underlying development; systematic attempts to analyse development.

Social development and social change; pre-conditions and impediments to development; consequences of social change.

Overview of the developmental problems of the third world with particular reference to Africa.

Planning for development: selecting goals and objectives; identification of resources; citizen participation; co-ordination of services, financing of development projects; analysis and evaluation.

Lectures will be participatory in approach and students will be required to work on group projects.

Reading List

1. Sociology and development: E. de Kadt & G. Williams (Eds) Part I.  
   Pp. 23-39

2. Achieving change in social work: John and Mercy Collins, Chapt. 5&6


4. An experiment in Integrated Rural Development; The Mampong Valley Social Laboratory in Ghana: J.R. Scott (Ed) Section 1

5. The role of Agriculture & rural technology in National Development: Nana A. Apt (Ed)
Course Description
The primary aim of this course is to expose students to substantive theory and research in social psychology. Hence, the basic social psychological processes of the individual in social contexts will be carefully explored. Specifically, the course will examine the peculiar nature and key concerns of the discipline and its research methodology. Thereafter, certain basic social psychological processes such as perception, social motivation, and the humanizing process—socialization—will be treated. Other key areas of concern include language and communication, attitude formation and attitude change, cognitive consistency theories and their attitude change potential, and interpersonal attraction. Furthermore, other pertinent issues to be discussed include the causes and effects of prejudice and aggression, their reduction and prevention. It will be the responsibility of each student to seriously consult the pertinent sources of literature in order to acquire demonstrable familiarity with theory and research in social psychology.

BASIC READING
Krech, Crutchfield and The Individual in Society
Ballachey
ADDITIONAL REFERENCES

Adjei K.

Cook M.

Date-Bah E.

Festinger L.

Fiscian C.

Fiscian C.

Forster E.B.

Goffman, L.

Jahoda M.

Kiesler Collins and Miller

Krebs D.K.

McClelland D.

McClelland D. and Winter D.

Price-Williams, D.R.

Sawrey J.M.
Frustration and Conflict (Offprint). William Brown Co.

Schran, Wilbur
Communication and Change in Developing Countries, East-West Center Press, 1967.

Schram W.

Swingle P.

Swingle P.

Swingle P.

Zimbardo P.G.
COURSE DESCRIPTION: The main aim of this course is to examine group dynamics from a social psychological perspective. Particular attention will be focused on intragroup processes, the dimension of group structure, communication, role, influence and power structure. Similarly, collective influence on individual behaviour, social contagion, deindividuation, and the spread of group effects will be examined. Also, intragroup, intergroup and international conflict and its resolution will be explored. Other pertinent areas include organizational behaviour, social influence processes and social exchange. Finally, environmental influence on social behaviour, and the social developmental implications of social psychology will be explored.

BASIC READING
Aronson, Elliot (ed) - The Social Animal 2nd ed. San Francisco W.H. Freeman, 1976
Converse, P.E. - Values, Attitudes and Behaviour Change Methuen, 1976
Reich, B., Addook, C - Culture's influence on Behaviour Methuen 1976
Watson G. Johnson D. - The Individual in Society
Krech, Crutchfield and Ballanchey - Social Psychology
Wrightsman, Lawrence -
Baron, Robert A and Penrod Steven Aronson, Elliot

ADDITIONAL REFERENCES:

Adjei, K.
Cook, M.
Date-Bah, E.
Festinger, Leon
Fiscian, C.
Fiscian C.
Forster, E.B.
Goffman, L.
Jahoda, M.
Kiesler Collins & Miller

Social Psychology: Understanding Byrne, Donn
Human Interaction.
Social Psychology:
The Social Animal

"Some Problems of Psychological Research in Ghana" Ghana Social Science Journal Vol.5 No. 11 May, 1978
Interpersonal Perception. Penguin, 1971
"Psychological Bases of Tribalism". Universitas Vol. 1, No.3 March 1972
Asylums Anchor Books Duobleday, 1961
Attitudes (2nd ed) Penguin, 1973
Attitudé Change Wiler, 1969

/ja,
COURSE OUTLINE

This course is designed to help students consider the relevance of social work in an African context. Social work is a profession, which evolved from socio-economic conditions prevalent in 19th and 20th centuries. Students will therefore be expected to reflect critically on how appropriate and effective social work approaches are to contemporary social problems in Ghana.

The course is divided into three parts. The first section will examine the origins of social work in Britain and America. In the second section students will study the development of social work and its modern day application in Africa, and more specifically in Ghana. The final part of the course will draw on materials from international social work, which critically consider the relevance of the profession in developing countries.

TOPICS

1. British social welfare
   A. The movement from charity to the poor law.
   B. Economic, Political and Religious influences on social work of 18th and 19th centuries.
   C. The emergence of professional social work.

2. American social welfare
   A. A contrast between American and British social work between 1880 and the 1930’s.

3. African Social Work
   A. The changing role of the African family.
   B. The Colonial and Missionary influences on social work in Africa.
   C. African social work after independence.

4. Ghanaian social work
   A. History of the Ministry of Social welfare
   C. Training and Research in social welfare in Africa.
TEACHING FORMAT

1. The social and economic context of 19th century Britain.
3. The development of social work in 19th century America.
4. The evolution of the social work profession in Britain and America during the 20th Century.
5. The changing socio-economic context of the African family during the 19th and 20th Centuries.
7. The development of social work in Africa and Ghana after independence.
8. Social welfare provision and social work in present day, Ghana.
Course Domain and Boundaries:
This course aims to introduce students to a range of philosophical perspectives focusing particularly on the relationship between the society and the individual, social institutions and the nature of social welfare and its ethics. It aims to assist students in understanding the values and assumptions that underlie social welfare policy and practice.

The philosophy of the approach presented in this course will be a provisional, imperfect, working and evolving version of the aims of civil society. Specifically, the course aims to emulate and to model such a philosophy of professionalism (in human services) for social workers that practice in the field of social welfare.

Students are encouraged to incorporate western, African and other non-western philosophies in their reading, tutorial discussions and written assignments.

Course Outcome: Students will have developed their capacities in:
1. Understanding a number of philosophical perspectives, ethics and values that have informed social work.
2. Analyzing these philosophies, ethics and values particularly for their relevance to social work in contemporary Ghana.
3. Analyzing the role of ideological and philosophical perspectives, ethics and values on the decisions and actions taken by government, social welfare agencies and social workers in relationship to providing social services to the vulnerable, particularly users of Ghanaian welfare services.

Course Objectives: Four stages
1. To acquaint the student with the traditional and customary ethical teachings of social work. This will include a comprehensive presentation and discussion of practice examples, values in social work, and eight rules of social work ethics.

2. To introduce students to ethical theory and offer a critique of social work ethics. This will include a brief introduction to selected ethical and political theories and presentation of some basic questions, conflicts and dilemmas about professional ethics. And implications of social work being mostly practiced within terms increasingly defined by statute law will be presented. Furthermore, the basis of political obligation and professional legitimacy will be discussed.

3. To help students rethink the nature of social work to provide a better foundation for professional ethics. The rationale for public policies for the promotion of welfare will be examined. An argument will be made proposing that liberal-individualist political theory neglects the dimensions of community that are essential to meaningful lives. Social work only has practical meaning in the context of concrete life projects situated in particular communities and ways of life. Further, it will be argued that the purpose of social work is to promote the realization of ordinary life. This discussion will be linked to the ideal of welfare citizenship, with its entailments of both rights and responsibilities for welfare.

4. To help students understand that the traditional, narrowly conceived professional ethics or values should be sewn into a much broader canvas of social ethics and normative political theory. Four basic principles or stocks of social work ethics will be presented, arguing that understand that the
traditional, narrowly conceived professional ethics or values should be sewn into a much broader canvas of social ethics and normative political theory. Lastly, these ideas will then be applied to a number of representative topics in professional practice.

**Topic Outline:**

1. Introduction
   a. Philosophy of practice
      1. Definition
      2. Preamble: Canadian Association of Social Workers
   b. The purpose and importance of a philosophy in practice
   c. Brief historical context of social work practice
   d. The functions of social work and social welfare
   e. Conflicting views of the role of social welfare in society

2. Ethical Issues in Practice: Case Examples
   a. Threats to autonomy
   b. Conflicts of interests
   c. Pressure on public resources
   d. Legitimacy and the failure of expertise

3. Social Workers and Values
   a. Social work values and ethics
   b. What is meant by ‘values’?
   c. The scope of values
   d. Examples of questions raised by value dilemmas
   e. Are workers guided by ethics and values?
   f. Establishing professional boundaries with clients
   g. Social work (institutional) values and social workers values

4. The Rules of Social Work Ethics
   a. Sources
   b. Eight rules for good practice
   c. The achievement of professional ethics

5. Founding Social Work Ethics: The Critique of Theory
   a. Method
   b. Three strands of ethical theory
   c. Key issues for social work ethics

6. Law, Legitimacy and Professional Accountability
   a. Social work and the law
   b. Why should citizens obey the law?
   c. The legitimacy of professional authority

7. Welfare, Politics and Social Work
   a. Welfare, the private and the public
   b. The arguments for public welfare
   c. Beyond public and private
   d. Liberalism, welfare and community

8. The Ordinary Life and Welfare Citizenship
   a. Social work: promoting the ordinary life
   b. Some issues and possible objections
   c. Welfare citizenship
   d. Institutions and welfare citizenship

9. Four Stocks of Ethical Practice
   a. Respect
b. Justice
c. Citizenship
d. Discipline

10. Issues and Applications
   a. Personal and professional ethics: the separatist thesis
   b. Autonomy, paternalism and citizenship
   c. Confidentiality, privacy and disclosure
   d. Accountability, social control and connivance: the range of professional responsibility
   e. Individual needs, structural disadvantage and politics

Other topics to be integrated into the course:
1. Human, Children and Civil Rights
2. Christianity, Islam and Traditional Beliefs

Assignments:
Two assignments (15% each) and a final exam (70%). An in-class exam will be administered by the 8th week of class on course content (readings, lecture, and web sites). A written group project will be submitted two weeks prior to final exam addressing a western philosophical thought (ethics and values) of social work practice in comparison to Ghanaian culture (ethics and values) with an identified case example. The Professor will make up groups. The Professor will provide the groups with a case, ethical dilemma and format for the paper.

Readings and web sites:


Stories of American Community: Photo gallery. www.indivisible.org


Code of Ethics:
British Association of Social Workers.
Canadian Association of Social Workers.
This course is designed to introduce the student to the social work profession. Topics to be discussed will therefore include:

Definitions, purposes and objectives of social work
The knowledge base of social work
Roles and Functions of the social worker.
The values and ethics of the profession
Social Work as a Science and an Art
Fields of Social Work Practice
Brief introduction to the generic methods of Social Work
   a) Case Work
   b) Group Work
   c) Community Organization
The helping or change process
The nature of formal and informal societal resource systems and the difficulty of access to these systems
Ambivalence of individuals and communities towards assistance from social Workers.

Suggested Reading List
- Sheafor et al. (1994). Techniques and Guidelines for Directo Social Work Practice
The purpose of this course is to help the student gain an insight into social problems and the various levels of analysis of social problems. A look will be taken at a number of theories and the various levels of analysis that could determine intervention as well as certain Ghanaian cultural norms, values and practices, which contribute to social problems.

1. **Human Needs:**
   - Definition
   - Abraham Maslow's hierarchy of needs. Is this hierarchy applicable to Ghana?

2. **Social Problems:**
   - Definition
   - Who is to blame for social problems, is it the individual or is it the system within which the individual lives?
   - Levels of analysis: Individual, Cultural, and Structural.

3. **Cultural norms, values, religious beliefs and practices:**
   - How have these contributed to the many social problems in Ghana?
   - Application: Child abuse.

4. **Theories:**
   - Social Darwinism, Functionalism, Symbolic Interactionism, Conflict Theory.
   - Application: Poverty.

5. **Objectives of social work services:**
   - Preventive, Remedial, Supportive.

**Seminars:**
- Students will be required to work in groups and present a paper for discussion in class. The details will be discussed within the first two weeks of lectures.

**Suggested Readings**
This course is designed to help the student gain an understanding of the various theories and models underlying social work practice, as well as the generic methods of social work. At the end of this course, it is hoped that the student will have basic knowledge and skills necessary for working with individuals, groups and communities.

Topics to be discussed include:

1. Theories and models underlying social work practice

2. Social Work with Individuals:
   - Definitions, Principles of social casework, the helping process etc.

3. Social Work with Groups:
   - Definitions, Basic purposes of therapeutic groups, developmental stages of groups, role of the social worker, cohesive/divisive forces in groups, principles of social group work. etc.

4. Community Organization and Development:
   - Definitions, Models of community organization, Conceptions/assumptions, role of community development worker, objectives of community development, community development in Ghana, obtaining a community profile etc.

SUGGESTED READING


Additional readings will be given in the course of lectures.
SOWK 302 – METHOODS OF SOCIAL WORK
SECOND SEMESTER – COURSE OUTLINE
Lecturer: Mrs. C.A. Sottie.

Topics to be discussed will include:

1. **Community Organization and Development:**
   Definitions, Models of community organization, Conceptions/assumptions, role of community development worker, objectives of community development, community development in Ghana, obtaining a community profile.

2. **Conscientisation.**

3. **Advocacy and Empowerment:**
   Definitions, types of advocacy, strategies and techniques of advocacy, causes of powerlessness, guidelines for social workers in empowering clients.

4. **Evaluation:**
   Definitions, functions, types of evaluation, importance.

5. **Social Work Administration:**
   Definitions, functions, etc.

6. **Social Work Research:**
   Definitions, process, importance, ethical issues.

**Suggested Readings**


**Note:** Students are advised to read any introductory book/material on Social Work Practice.
UNIVERSITY OF GHANA
SOCIAL WORK/ADMINISTRATION

SOWK 303

SOCIAL THEORIES FOR SOCIAL POLICY

SEMESTER I

PURPOSE:

The aim of this course is to help students to appreciate the various theoretical models that influence social policy. It is also intended to help students gain an awareness of some of the major historical trends which have influenced the development of modern social policy.

COURSE CONTENT

1. The nature and function of social policy
   a) The relationship between Social Theory and Social Policy

2. Selected social theories and their influence on Social Policy
   a) Natural Law and natural rights.
   b) Durkheim's theory of moral welfare
   c) Spencer and Social Welfare
   d) Karl Marx and Weber on Society and Social Policy
   e) Liberal Theory and its impact on society capacity, the conditions of the poor. Adam Smith, Keynes and Beveridge.

3. Alternative Perspectives
   Evolutionary theory
   Functional theory
   Conflict theory
   Systems perspective

4. Principles in Social Policy
   Equity
   Equality
   Citizenship
   Social justice
   The nature of Freedom

5. Emerging views of Social Policy
   Residual model
   Institutional Redistributive model
   Industrial Achievement Model (Titmuss)
   Social Policy and Social Reform
   Universalism versus selectivism
6. Social Policy Orientations, remedial, preventive, developmental

7. Social Change and Social Policy
   Social disorganization
   Social Deviance
   Industrialization and Industrialism
   Urbanization and Urbanism

READING LIST

2. Ramesh Mishra - The Welfare State in Crisis (Social Thought and Social Change)
3. Emile Durkheim - The Division of Labour in Society, Free Press, 1964
6. Encyclopaedia of the Social Sciences Vol. 3 & 4, 311-319
PURPOSE

This course is designed to provide a framework for the theoretical and empirical analysis of the bases, functions and consequences of Social Policy in relation to such fields as social welfare, health, community development, education, deviance, poverty etc. Further, the course will examine the inter-relationships between social problems, social policy and social services.

COURSE CONTENT

1. The nature and boundaries of social policy
   - The concepts of welfare state and welfare system
   - the interaction of economic and social policies

2. Society and Social Policy
   The moral bases of Social Policy:
   - altruism
     - the bases of need and rights

3. (a) The manifest functions of Social Policy
   Compensation and redistribution, justice, equality and social policy integration, promoting general welfare, meeting needs and investment in human capital.

3 (b) The latest functions of Social Policy.
   the supply side view of social policy as serving the interests of the providers of services:
   - the Marxist view of social policy as a hindrance to more fundamental changes in society.

3 (c) Ideological and philosophical bases of social provision:
   - the potential contribution of social services to welfare development
   - the role and extent of state involvement in social service provision
   - the crisis and defense of the welfare state.
   - rationing and allocation of resources.

4. Social Need and Social Policy
   - The concept of social need
   - Its definition and measurement
   - relationship between needs, rights and welfare in policy formation.

5. The concept of poverty:
   - distribution and redistribution of income and health. Political aspects of social welfare and the role of government, voluntary agencies and special interest groups.

perspectives on social problems.
Causes and consequences.

   - Health Care
   - Education
   - Child Welfare
   - Family Life Education
   - Housing
   - Disablement

READING LIST

1. Anthony Forde
   - Concepts in Social Administration
   Routledge Kegan Paul, 1974

2. Margaret Bardim and James Midgeley-The Social Dimension on
   Wiley & Sons Ltd. 1982

3. Kathleen Jones
   John Brown
   Jonathan Bradshaw
   - Issues in Social Policy

4. Zefia T. Butrym

5. David harsh
   - The Welfare State, Longman 1970

6. Richard Titmus

7. Richard Titmus
   - Commitment to Sefare.
     Allen & Unwin, 1968

8. Richard Titmus
   - Essays on the Welfare State
     Allen & Unwin 1974

9. Richard Titmus
   - Social Policy. Allen & Unwin, 1974

10. Abel Smith & Peter Townsend
11. Ramesh Mishra
    - The Poor and the Poorest, Bell, 1965
    - Society and Social Policy
      Macmillan. 1977

12. Webb A & Wistow G

13. George Gilder
    - Wealth and poverty: Bantam Books 1982

14. Ian Gough
    - The Political Economy of the
      Welfare State. Macmillan. 1979


- Perspectives on Social Welfare Macmillan. 1974
DEPARTMENT OF SOCIAL WORK
SOWK306: PERSONALITY AND BEHAVIOUR DISORDERS

This course is divided into two parts, Personality and Abnormal behaviour. It is designed to introduce students to the different models of understanding personality (behaviour) and psychopathology (behaviour disorders).

PART 1: PERSONALITY

1. Introduction to Personality
   Definition

2. Theories of Personality
   Psychodynamic approach
   The Trait theory
   Cognitive-Behaviour theory
   Phenomenological theory

3. Personality Assessment

Reading List
Hall, CS and Lindzey, G: Theories of Personality
Pervin, LA: Personality: Theory, Assessment and Research
Dunn, Schultz: Theories of Personality

PART 2: ABNORMAL BEHAVIOUR

1. Introduction to Mental Health and Abnormal Psychology
   Definition and Models/Paradigms of Psychopathology

2. Diagnostic and Classification Systems
   ICD 10 and DSM

3. Psychopathology among children
   Developmental Disorders (Learning Disorders, Infantile Autism)
   Emotional disorders, Phobias, Mental Retardation

4. Psychosis and Schizophrenia

5. Psychophysiological and Somatoform Disorders
   Stress and Anxiety

6. Other Disorders
   Personality Disorders and Substance Related Disorders
   Posttraumatic Stress Disorders (PTSD)
   Dementia, Delirium and some disorders of aging

Reading List
Busa, AH: Psychopathology
Davison and Neale: Abnormal Psychology
Sarason, IG: Abnormal Psychology
QUANTITATIVE METHODS IN SOCIAL SCIENCE RESEARCH

SOCI 305: 1999/2000

DR. K. YEBOAH

Course Content

This course is designed to teach students to understand the logic and procedures of statistics. At the end of the course students are expected to be able to make decisions about and perform basic data analysis.

Course Requirement

1. The student is expected to attend classes and tutorials and participate in discussions.
2. Homework will be given at regular intervals.
3. There will be a preliminary examination and a final examination. The preliminary exam will constitute 30% of final grade.

Textbooks

The techniques of statistics are basically the same regardless of the discipline. A number of textbooks are available in the social science department libraries.

COURSE OUTLINE

Week 1: Populations and Samples

Week 2-3: Basic Statistics—Revision
   a. Frequency tables and graphs
   b. Measures of central tendency—mode, median, mean.
   c. Describing the variability of distributions.

Week 4: Introduction to Inference:
   a. the Normal Curve
   b. the Random Sampling Distribution

Week 5-6: Inference With the Normal Curve
   a. Hypothesis Testing and Interval Estimation
   b. Confidence Interval Using the Normal Distribution
   c. Hypothesis Testing with the Normal Curve

Week 7: Inference With the t Distribution
   a. The t distribution and unbiased estimates
   b. Relationship between the Normal and t Distribution
   c. Degrees of freedom when estimating parameters
   d. When to use the t distribution
   e. Confidence Interval using the t distribution

Week 8: Inference With the Chi-Square Distribution
   a. The Chi-Square Test for Goodness of Fit
   b. The Chi-Square Test for Independence

Week 1-11: Predictive Techniques
   The regression Model
   Criterion of best fit
   Calculating the slope
   Calculating the Y intercept
   Estimating the regression line
   Using the regression equation for prediction.

Week 12: Correlation
   Correlation as a descriptive technique
   Correlation as an inferential
This course is being offered at level 300. It is therefore presumed that students offering the course have little or no previous knowledge in research methods. The course is therefore targeted at students who are offering research methods for the very first time. A major aim will be to stimulate the interest of students to actively participant in the course. The course will be simple and practical and seek to convey to students the essential elements of research methods in the social sciences with emphasis on sociological research. It is expected that by the end of the course, students will clearly understand what research methods is all about, be aware of how to do research and present (or rather, interpret) the results.

The course content will focus on the following issues:

**Week 1**
**Introduction**
- Explanation of key concepts
- The scientific method

**Week 2 & 3**
**The Research Design**
- Purposes of research
- Selecting a research topic
- Literature review
- Unit of analysis
- Research objectives
- The hypothesis stage
- Ethics in research

**Week 4 & 5**
**Methods of Data Collection in the Field.**
- Observation
- Interviews
- Questionnaires
- Archival and secondary sources
Week 6 & 7  Sampling Design

The theory and logic of sampling
Probability and non-probability sampling

Week 8 & 9  Data Presentation and Analysis

Handling the data
The report

Week 10 & 11  Practical Analysis of Empirical Work

Study of sociological research work
Presentation of studies

Week 12  Summary

Suggested References:


COURSE: SOWK 401 - FRAMEWORK FOR SOCIAL WORK DIAGNOSIS.


The main focus of this class will be on skill building and developing of self as professional social worker. Some of the objectives of this course will be:

1. Knowing and understanding the various societal resource systems and their limitations as far as social work practice is concerned.

2. Understanding various theories and frameworks for social work practice. Theories such as Systems theory/model, Task-centred model, Crisis-intervention model will be discussed in details.

3. Knowledge and interactional skills about phases of assessment and intervention in social work practice.

4. An in depth understanding of the role of the social worker in social work practice.

5. An in depth awareness of social work values and code of ethics.

6. Practical skill development and practice through role plays etc.

REFERENCES:

1. Pincus and Minahan, Social Work Practice; Model and Practice.


5. Gerard Egan The Skilled Helper 4th Ed.

NB. Additional reading lists will be provided as the need arises.

LECTURER: M. A. SOSSOU.
COURSE OUTLINE

WEEK ONE
TOPICS: Introductions, course outline and objectives, review and discuss fieldwork, identify lessons learned and discuss future needs.

WEEK TWO
TOPICS: Theory in social work practice, key concepts of social diagnosis/assessment, and the role of the social worker.

WEEK THREE
TOPICS: International code of ethics, social work values, applying values and ethics to social work practice.

WEEK FOUR
TOPICS: Systems theory discussed in detail.

WEEK FIVE
TOPICS: Theory frameworks and perspectives for problem solving.

WEEK SIX
TOPICS: Roles of the social worker: enabler, collaborator, broker, conflict manager, counselor.

WEEK SEVEN
TOPICS: Assessment, practical skills and practice.

WEEK EIGHT
TOPICS: Social histories, lifelines and genographs.

WEEK NINE
CLASS PROJECT
COURSE: SOWK 402 - FRAMEWORK FOR PLANNED CHANGE.

SECOND SEMESTER.
This course continues from the first semester and begins by looking at the way implementation is handled in social work process. The emphasis will be placed on goal setting and contracts using local case studies and role playing. Issues of gender and EMPOWERMENT in social work will dealt with in detail. Human rights and termination of social work processes and contracts will also be discussed. The course will be practical as possible using students field work experience and local situations. Group discussions and group role plays will be used to help give students an understanding of the concepts.

WEEK 1 - Introduction, Course Outline, and Review.

Week 2 - Problem Identification and Goal Planning.

WEEK 3 - Making contracts for planned Change.

WEEK 4 - Gender and EMPOWERMENT. The effect of power on the clients social workers serve and how social workers can help empower clients to make their own life decisions.


WEEK 6 - 7 HIV AIDS. Students to look at the impact of Aids in Ghana and the rest of Africa and look at the ways social work can help individuals, families and communities in dealing with this problem.

WEEK 8 - 9 Termination in social work. Student will look at the effects of closing a case, and approaches to terminating a case, a group or community with sensitivity.
WEEK 10-11 Any other issues or topics of interest.

READING LIST

Mondros, J. B. and Wilson, Scott M. Organisation for Power and Empowerment.


NB. OTHER READINGS TO BE ASSIGNED AS AND WHEN NECESSARY.

LECTURER: M. A. SOSSOU.
This course focuses on the tasks and processes of planning and development of social services. The content of the course covers the definitions, purposes and processes of social planning and programme evaluation, and examines the relationship between planning, policy, organization and evaluation of services within the context of social work practice.

**Course Content:**

1. **Introduction to Social Planning and Programming:**
   - Definitional/conceptual issues
   - Social planning and social work

2. **Techniques of Planning:**
   - Processing - consideration of internal and external factors
   - Strategy formulation
   - Allocation of resources
   - Project control and contingency planning

3(a) **Defining the Planning Tasks:**
   - Social planning and human needs
   - Problems identification, problem analysis and needs assessment.
   - Investigation of relevant policies, the measurement of need, data sources and social indicators.

(b) **Goal Formation:**
   - Goal analysis, goal conflict and goal displacement
   - Criteria for setting priorities
   - Writing goal and objective statements

(c) **Programme Implementation:**
   - Factors affecting implementation: involvement of staff, clients and community; gaining community and political support, building interorganizational networks, securing resources, creating adequate organizational structures and scheduling tasks, ensuring compliance.

(d) **Programme Evaluation:**
   - Evaluation and decision-making: Evaluation design, formal and impact evaluation.
1. Project planning and proposal writing.
   (a) Mission statement - Specific and general objectives
   (b) Feasibility study and finance.
   (c) Programme technology or modalities
   (d) Implementation

2. Community Oriented Research for Planning.
   - Questioning: direct and indirect
   - Observational techniques
   - Panel discussion
   - Linguistic issues in community based research
   - Impression management

3. Why do organizations exist?: The principle of nationality.
   - Developing an organizational structure
   - Theories of organization
   - Human Relations approaches

4. Division of Work
   - Delegation
   - Authority
   - Specialization
   - Span of management

5. Organizational Communication
   - Cycle of Communication
   - Methods of Communication
   - Internal and External Communication
   - Channels of Communication

6. Leadership and Power:
   - Nature of Leadership
   - Type of Power
1. COURSE OBJECTIVE

The course is designed to introduce students to the basic processes of administration and management in the social services. Emphasis is placed on the nature and functioning of organizations and the impact of organizational structure on social service professions, especially social workers; the theoretical and practical skills essential for managing a social work agency; and the basic knowledge, theories and techniques necessary for the analysis, design, implementation and evaluation of social welfare policy.

Course Content

Seminar

Definitional and Relationship Issues

Administration, Management, Organization, Policy, Planning, Social Welfare, Development Social Services.

Seminar 2

Functions of Management

- Planning (Decision-Making)
- Organizing
- Budgeting
- Supervising
- Evaluating, monitoring and Control
- Leadership.

Seminar 3

Human Skills of Management

- Human relation skills
- Decision making skills
Seminar 4

Planning for Organizational Effectiveness

- Needs Assessment
- Selection and development of goals and objectives
- Identifying and selecting alternatives
- Developing and implementation of social programs.
- Evaluation and monitoring plan.

Seminar 5

Personnel Management

- Personnel roles and responsibilities
- Recruitment and Selection
- Job description and specification.
- Training
- Managerial roles in recruitment and selection.
- Human Resource Planning

Method of Assessment

The assignment and grading procedure for this course are designed to encourage students to gain an understanding of the theoretical and practical dimensions of the courses.

To that end each student is expected to prepare a well-researched paper on a topic that will be given in class. The paper is to be 20 page typed, discussion on the major themes/elements/questions/issue arising from the assignment.

In addition there will be a final examination held during the regular semester examination period.

READING LIST

4. Canvers D. & Hills P - An Introduction to Development Planning. John Wiley,
<table>
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<th>Author(s)</th>
<th>Title</th>
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<tr>
<td>1</td>
<td>Lauffer, A.</td>
<td>Social Planning at the Community Level. Prentice Hall, 1978</td>
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<td>2</td>
<td>Lowis, J. &amp; Lowis M.</td>
<td>Management of Human Service Programs Brocks. 1983</td>
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<td>3</td>
<td>R. Blauör</td>
<td>Alienation and Freedom, Chicago University Press 1960</td>
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<td>5</td>
<td>Silverman, D.</td>
<td>The theory of organizations, 1970</td>
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<td>6</td>
<td>P. Blau</td>
<td>Bureaucracy in Modern Society</td>
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<td>7</td>
<td>Richard Bendix</td>
<td>Max Weber, in Intellectual Portrait</td>
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<td>8</td>
<td>Hans Gerth &amp; Mills</td>
<td>From Max Weber – Essays in Sociology</td>
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<td>9</td>
<td>A Etuiani</td>
<td>Complex Organizations – A comparative Analysis</td>
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<tr>
<td>10</td>
<td>Miller, D.C. &amp; Form W.P.</td>
<td>Industrial Sociology</td>
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<td>11</td>
<td>Chester Barnard</td>
<td>The Functions of the Executive.</td>
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UNIVERSITY OF GHANA
DEPARTMENT OF SOCIAL WORK

LEVEL 400 BACHELOR OF ARTS
DEPARTMENT OF SOCIAL WORK

SOWK 409: THEORIES OF DISABILITY AND REHABILITATION

SOWK 416: PROBLEMS OF DISABILITY AND REHABILITATION

COURSE OUTLINE

The courses are intended to introduce students to concepts and trends in the disability and rehabilitation field. They will provide students with knowledge required to understand the causes and consequences of disabilities; how they can help prevent disabilities or minimize the consequences; to identify how they can promote community acceptance; how they can promote and protect human rights of people living with disabilities.

The courses recognize that many people living with disabilities are denied access to education, services, full family life, employment, leisure activities and so on enjoyed by non-disabled people.

Disablement is a common problem affecting, perhaps, five to ten percent of any population; yet only about one in twenty people with disabilities in the developing countries have access to the rehabilitation facilities they need to become educated, productive and participating members of society.

COURSE OUTLINE

FIRST SEMESTER (SOWK 409)

1. General introduction to the problem of disability

2. Definitions and concepts of disability.
   - Disability/disabled person: Who is a disabled person?
   - Concept based on difficulties experienced by the individual.
   - Concept based of official recognition.
   - Concept based on self-recognized disability.

3. The problem of disability.
   - Outline of problems.
   - Main types of disability.
   - Prevalence and incidence.

4. Disability prevention and rehabilitation.
   - Interventions to prevent impairment, disability and handicap.
5. Definitions and concepts of rehabilitation.
   - Concepts of rehabilitation as defined by various disciplines.
   - Concept focusing on the disabled individual.
   - Concept recognizing the presence of physical barriers in the environment.
   - Concept relating to equalization of opportunities.
   - Concept relating to human rights.

6. Prejudice and discriminatory behaviour towards people with disabilities.
   - Elimination
   - The “Poor house” approach
   - Institutional care
   - Integration
   - Self-Actualization.
   - Reactions of people with disabilities to prejudice and discrimination.

SECOND SEMESTER (SOWK 416)

1. The effect of general systems of beliefs and culture on disability and rehabilitation policies.

2. Society’s response to the problem of disability.
   - The status of the sick and the disabled historically and cross-culturally.
   - Society meets the challenge of disability — the creation of rehabilitation programmes:
     (i) the Conventional system
     (ii) the Community-based system.

   - Broad social welfare goals in counseling, group work and community work.
   - Social work roles in relation to disability and rehabilitation; social work with children with disabilities; problems facing families with children with disabilities; the problems of adults with disabilities; the problem of negative attitudes; problems of job placement, education, services etc.

4. Organisation and administration of rehabilitation services in Ghana

1. (a) Meaning and Types of Marriage  
   (b) Rules of Choice of marriage partner  
   (c) Residence and authority in marriage

2. (a) Meaning and Types of Family  
   (b) Theories of Family and Frames of Reference  
   (c) Functions of Family  
   (d) Linkages between family and Religion, politics, education and the economy.  
   (e) Changes in the functions and structure of family and their effects.

3. Socialisation

4. Critical Study of:  
   (a) The Maintenance of Children Act 1965 (Act 297)  
   (b) The Maintenance of Children Decree 1977 (SMCD 133)  
   (c) The Children's Act, 1998 (Act 560)  
      i. Maintenance, Parentage, custody, Access

5. Understanding of the provisions of the Head of Family (Accountability) Law 1985 (PNDCL 114)

6. Understanding of the Social Security Scheme in relation to Old Age Retirement Benefit, Invalidity Benefit, Death and Survivor's Benefit.

REFERENCES:  
2. Berns Robert M. Family, Child, Community  
3. Otite and Oginwo, Introduction to Sociological Studies  
5. Maintenance of Children Decree 1977 (SMCD 133)  
7. Head of Family (Accountability) Law 1985 (PNDCL 114)  
9. Mensa-Bonsu Henrietta J.A.N. and Dowuona-Hammond Christine  
   The Rights of the Child in Ghana - Perspective (ed) (1994)  
SOWK101 DEVELOPMENT AND SOCIAL ISSUES I CORE 3 CREDITS

The objective of this course is to enable students to identify those aspects of globalisation, and the international system which impact on development in Ghana. It also aims to enable students to recognise the interplay of different factors at a national level which impact on socio-economic development. The course will review the main concepts in development theory and consider the controversies surrounding definitions of "development", "underdevelopment" and "sustainability". Course content will then focus on the social consequences of Globalisation, North/South power relations and Structural Adjustment Programmes. Students will also be required to consider the dynamic relationships between education, infrastructure, access to information and poverty.


SOWK102 DEVELOPMENT AND SOCIAL ISSUES II CORE 3 CREDITS

This course aims to enable students to differentiate between effective and ineffective strategies for development. Course content will first examine the context of development in Ghana focusing on the role of NGOs and Government Agencies and then exploring the relationships between these two sectors. The course will utilize case studies to illustrate a variety of development approaches. This will include a cross-section of strategies employed both by Government Agencies and the NGO sector. Strategies considered will include those used in the areas of reproductive health, food security and poverty alleviation.


SOCIAL WORK AND SOCIAL PROBLEMS CORE 3 CREDITS

The aim of this course is to enable students to analyze the processes by which certain social phenomena come to be defined as social problems and to recognize how the explanations for social problems influence societal responses to them. Course content will examine the concepts of social causation and social construction. Students will then be required to apply these theoretical frameworks to social problems in contemporary Ghana, including traditional practices, violence in the family, teenage pregnancy and street children.


COUNSELLING SKILLS CORE 3 CREDITS

The aim of this course is to familiarise students with a range of theoretical approaches to counselling and to equip them with practical skills. Course content will examine Rogerian theory, Rational-Emotive and Integrative approaches to counselling. Students will be taught how to recognise and interpret non-verbal communication. They will also be assisted to develop skills in active listening, the use of open questions, empathic responses, focusing, summarising and goal setting. Students will be expected to demonstrate the ability to identify themes and challenge during counselling sessions.


SOWK304 SOCIAL POLICY DEVELOPMENT CORE 3 CREDITS

The distinctive feature of this course is that it links social policy and practice using case studies from developing countries. This course is designed to provide an overview of the current social policy issues in the areas of poverty alleviation, rural development, urbanisation, population, health, education, and social welfare. Course content will examine both existing social policy in relation to these areas and consider alternative policy initiatives which could contribute to social development.


SOWK305 HUMAN DEVELOPMENT CORE 3 CREDITS

This course examines the psycho-social theories of human behaviour throughout the life cycle and aims to provide students with a developmental perspective for professional practice. Course content considers theories of childhood attachment and the social influences on psychological development from childhood, through adolescence to adulthood. Particular emphasis will be given to identity formation, gender roles and family systems theory. The psychosocial problems associated with each stage of development will be identified together with alternatives for social work intervention.

Bowlby, (1953) Child Care and the Growth of Love


This course will define and examine ageing as an issue for social policy and action in Africa from the theoretical, demographic and research viewpoint. The course content will examine the ageing process and enable students to identify psychological, social and cultural influences impacting on the well-being of older persons in modern times. The psychological and social problems associated with the processes of ageing will be identified together with appropriate social work interventions for an active and healthy ageing.


This course aims to enable students to identify both the physiological and social impacts of HIV/AIDS and to select an effective intervention strategy. Course content will examine the biological causes of AIDS and the vectors for its transmission. Cultural and socio-economic factors influencing the spread of AIDS will be considered with particular emphasis on gender roles and the impact of poverty on sexual relations. The course will also identify the social and economic consequences of HIV/AIDS for the individuals, their family and the wider community. Students will be required to consider the strengths and weaknesses of various intervention strategies.


The objective of this course is to familiarise students with the international and national legislation enshrining Human Rights
and to enable them to identify the constraints on enforcement in Ghana. Course content will examine the historical origins of Human Rights and explore modern definitions of this concept. The United Nations Universal Declaration of Human Rights and associated conventions will be considered in detail as will the Republic of Ghana Constitution 1992 together with the Children's Act 1998. The functions of enforcement agencies will be identified together with the specific duties and role of social workers in the protection of human rights. Finally students will consider those factors which constrain the practical implementation of Human Rights legislation in Ghana.


SOWK401 WORKING WITH GROUPS CORE 3 CREDITS

This course aims to familiarise students with the theory of group formation and maintenance. Its objective is also to equip students with the skills necessary to undertake group work practice. The first part of the course will consider therapeutic group work focusing on group dynamics, the roles of individuals within the group, holding the group to task and the impact of termination on group processes. The second part of the course will focus on the facilitation of groups in income generating activities. Course content will include approaches to assisting groups to identify an income generating activity, to plan and manage a small enterprise.


SOWK402 WORKING WITH INDIVIDUALS CORE 3 CREDITS

This course aims to familiarise students with the various practice approaches to working with individuals and to enable them to choose the most effective approach in a given situation. Course content will consider task centred casework including the exploration of a client's perspective, assisting clients to formulate objectives and to identify and undertake actions to achieve these objectives. Crisis intervention will also be covered focusing on the role of the social worker in facilitating catharsis, exploring client vulnerability to stress and the nature of the crisis and assisting the client to determine their priorities.


SOWK405 SOCIAL WORK AND THE LAW CORE 3 CREDITS

This course aims to familiarise students with the legal System and to enable them to identify their role within this framework. Course content will cover the Court System, the distinction between case law and legislation, and examine basic concepts of criminal justice. Particular emphasis will be placed on juvenile delinquency and the punishment of young offenders. Students will study the theory and practice of probation work and resettlement after incarceration, including the use of contracts with involuntary clients.


Stern, V. (1999) Alternatives to Prison in Developing Countries International Centre for Prison Studies and Penal Reform
SOWK409 HEALTH, ILLNESS AND DISABILITY ELECTIVE 3 CREDITS

This course aims to enable students to recognise the inter-relationships between physical health, cultural practices, nutrition, living conditions, access to health facilities and access to information. The objective of the course is also to familiarise students with the major causes of disability in Ghana and their psycho-social impact on individuals and families. Course content will explore the disease vectors for major illnesses affecting the population and how these are influenced by the living environment and social relations. The course will also explore the social and psychological impact of disease and disability on individuals and the family. The problems associated with access to health facilities will be examined both in rural and urban settings.


SOWK411 INDUSTRIAL AND LABOUR RELATIONS ELECTIVE 3 CREDITS

This course aims to familiarise students with the conceptual framework of labour relations, issues of employee welfare and workers' rights. Course content will cover the roles of management and Trade Unions and examine the major issues for industrial relations in contemporary Ghana drawing on recent case studies. The course will also consider the particular problems of non-unionised employees. The welfare of workers and their families in different employment contexts will be explored together with intervention strategies to improve working conditions.


SOWK413 SCHOOL SOCIAL WORK ELECTIVE 3 CREDITS

The objective of this course is to familiarise students with the linkages between education and development at the national level and between education and personal growth at the individual level. The course also aims to enable students to identify the social problems associated with the education system and to choose viable intervention strategies to address these. Course content will examine the role of education in personal and national development. Students will then explore the issues surrounding girl-child drop out, absenteeism, school discipline, and learning difficulties caused by family environment. Finally the course will consider different practice approaches to working with these social problems.


SOWK418 WORKING WITH PERSONS IN NEED OF PROTECTION ELECTIVE 3 CREDITS

This course aims to familiarise students with the major issues surrounding institutional care of people in need of protection. This course also aims to enable students to identify intervention strategies which facilitate independent living and resettlement into the community. Course content will cover the processes of institutionalisation and its impact on individual functioning. Issues surrounding the care of people with a mental illness in psychiatric hospitals and children in residential homes will be considered. The particular problems of refugees will also be studied. Course content will refer to intervention strategies to facilitate reintegration into the family or resettlement into the community.


PROPOSED MASTERS IN SOCIAL WORK

CORE COURSES YEAR I

SOWK601 HISTORY OF SOCIAL WORK & NGO DEVELOPMENT 3 CREDITS

The aim of this course is to enable students to critically appraise the values and role of Social Work in their society. The course content will include identifying the origins of the profession in 19th Century Britain and America and then tracing its development in Africa from the colonial period to the present day, with particular focus on Ghana. Students will be required to consider the conflicts between traditional values and those of the social work profession. The course will examine the structure and role of the Departments of Community Development and Social Welfare. The growth and organisation of the NGO sector will be considered together with its contribution to social welfare. The relationships between Government agencies, NGOs and Donors will also be studied.


SOWK602 HUMAN RESOURCE DEVELOPMENT 3 CREDITS

This course examines self-help strategies for individuals and small groups, and the role of social workers in this process. Students will be required to explore the concepts of Social Exclusion and Empowerment. It is intended that course content will assist students to identify practice approaches which facilitate small enterprise development, self advocacy, social action, the identification and use of own resources. Practice approaches will focus on the facilitation of group formation, identification of objectives and the implementation of action oriented strategies


SOWK603 STRATEGIC PLANNING FOR SOCIAL WELFARE 3 CREDITS

The aim of this course is to enable students to apply concepts of strategic planning to the field of social care. Content will focus on needs assessment, goal formulation, programme implementation and monitoring. The course will also consider aspects of organisation, management, inter-agency and inter-sectorial co-operation. Contemporary issues regarding social justice and resource allocation will be included in the syllabus.

Walter De Gruyter: Berlin

John Wiley: Chichester

Ashgate: Vermont


Butterworth-Heinemann: Oxford

SOWK604 STRATEGIC PLANNING FOR COMMUNITY DEVELOPMENT 3 CREDITS

This course will begin by requiring students to consider what is meant by development in sub-Saharan Africa. The syllabus will explore theories of development and consider these in the context of Ghana's Vision 20/20 Development Plan. By the end of this course students should be able to identify the capabilities within communities for their own development and formulate strategies for grassroots capacity building. The course content will include, the role of the community worker, methods of community development, community mobilisation and the training of resource persons. Students will also consider the operational constraints on Government agencies and NGOs in their development work, together with strategies to address these difficulties.

Zed: London

Chambers, R. (1999) Rural Development Putting the Last First
Longman: Harlow

Zed: London

Grillo, R.D. & Stirrat, R.L. (eds.) (1997) Discourses of...
SOWK605 SOCIAL ISSUES IN CONTEMPORARY GHANA 3 CREDITS

This course is designed to familiarise students with the structural causes of contemporary social problems. Students will use theoretical concepts and practical case studies to explore the causes and consequences of food insecurity and poverty. The socio-economic and political factors influencing rural-urban migration and the living conditions of people in these two environments will also be studied. The course will focus on the social impacts of Structural Adjustment Programmes.


SOWK606 METHODS IN QUALITATIVE RESEARCH AND EVALUATION 3 CREDITS

This course is intended to enable students to apply qualitative methodologies to practical social research. It is also designed to equip students with the skill to critically evaluate research and consultancy reports, and practice in the field. Course content will cover research design in respect of needs assessment, baseline surveys, measuring processes and outcomes. Tools for data gathering including the use of interview, focus groups and participatory rural appraisal will be included. The application of matrices, ranking and the grounded theory in data analysis will also be studied.


ELECTIVES YEAR I

SOWK607 THE AFRICAN FAMILY AND SOCIAL TRANSFORMATION 3 CREDITS

This course is designed to familiarise students with the transformations taking place in family structures and functions as a consequence of socio-economic changes and the influence of globalisation on the African continent. Course content will consider marriage, kinship, familial roles, child care and family breakdown with specific reference to Ghana. The political economy of the household will be analyzed in respect of agricultural production and other income generating activities. The course will then examine aspects of family organisation which facilitate development and the role of the social worker in supporting these structures.


SOWK608 CULTURE, GENDER AND DEVELOPMENT 3 CREDITS

This course examines the social construction of gender in African societies and how these definitions impact on the lives of men and women and their relations with each other. The course also examines how cultural norms affect women's activities both within their household and the wider community. Strategies for development will be examined both from a theoretical and practical perspective. The role of women in development, the constraints which confront them, and case studies demonstrating successful strategies for overcoming these obstacles will be considered. Finally, students will study how to integrate gender issues into project design and implementation.


This course is intended to familiarize students with the social problems affecting children and youth. It will also equip students with practice skills for work with youth and children. The content will cover issues relating to street children, cultural practices and family violence. Child rights under U.N. Conventions and national legislation will be considered together with the constraints surrounding the enforcement of children's rights and their protection. The course will then critically examine current intervention strategies in Ghana and explore communication techniques for work with children and youth.


This course will focus on the human life cycle in relation to ageing and the networks of support available and created in different cultural and social environments with particular reference to Ghana and Africa. The discussions will constantly take into account three societal levels: the state, the community and the family and kin networks. Particular attention will be given to gender issues and inter-generational relations. Current initiatives in the field of practical support of the aged in Africa and in other developing countries will be discussed. Throughout the lectures questions and issues raised within the context of ageing and the life cycle will be as follows: What does it mean to become older and how is "a good life" perceived in different societies? What impact does social change have in
In this context and how does the image of old age and old people change over time? How are life cycle and the organisation of networks related to each other in different cultures and societies?


WHO (1999) *Ageing and Health* World Health Organisation:Kobe

SOWK611 COMMUNITY MENTAL HEALTH 3 CREDITS

This course aims to familiarise students with the socio-economic and psychological factors contributing to community and family stress. The course will examine the impact of food insecurity, poverty and overcrowding together with the incidence of violence and mental illness within the family. Students will also explore a range of coping strategies for the management of psycho-social crisis and their role in some of these interventions. Course content will be based around cross-cultural perspectives and the social construction of stress, mental illness and intervention.


SOWK612 REPRODUCTIVE HEALTH 3 CREDITS

This course is designed to examine the issues surrounding reproductive health in contemporary Ghana. Course content will focus on gender roles, fertility and population growth, the phenomenon of unwanted pregnancy and family breakdown. Socio-economic factors affecting sexual relations will also be explored. Particular emphasis will be placed on the impact of AIDS on the African continent. Finally the course will consider the strengths and weaknesses of various strategies to address social problems within the area of reproductive health.


SOWK613 PROJECT DEVELOPMENT AND MANAGEMENT 3 CREDITS

This course aims to familiarize students with the project cycle from inception through to evaluation and maintenance. Both theory and skills development will be taught in the following areas: needs assessment, problem analysis, intervention strategies, producing project proposals, management, basic accounting and record keeping. Market research in relation to income generation will also be included in course content. Students will be required to consider the role of monitoring and evaluation in project development.


SOWK614 COMMUNICATION FOR DEVELOPMENT 3 CREDITS

Students will be expected to develop a range of communication techniques for both community and group settings. The course will examine the role of information in development and the strategies used at national level in areas such as reproductive health and gender. Course content will also cover theoretical concepts in adult education and methods in mass communication including the use of demonstration, pictures, discussion groups, role play and drama.

The course will be in a seminar format. It is expected that students will


SOWK615 CONFLICT MANAGEMENT AND RESOLUTION 3 CREDITS

This course is intended to equip students with skills for conflict resolution in small group and community settings. Course content will support skill development in the exploration of opposing perspectives, the facilitation of encounter between hostile parties, the management of conflict and mediation work. Skills development will be underpinned by a theoretical grounding in intra and inter-group dynamics. Students will also be required to explore the strengths and weaknesses of traditional strategies employed by families and communities in the resolution of disputes.


SOWK616  APPLIED SOCIAL WORK I  6 CREDITS
Eight weeks fieldwork

YEAR II
Research project, seminars and dissertation
SOWK618  APPLIED SOCIAL WORK II  3 CREDITS
Four weeks fieldwork