CATHOLIC UNIVERSITY OF RWANDA

FACULTY OF SOCIAL WORK

Department of Child and Family Studies

CURRICULUM

2017

TABLE OF CONTENTS

1. PROGRAM BACKGROUND AND RATIONALE

Given that Rwanda is still an underdeveloped country, and has experienced Genocide which destroyed most of families and consequently left numerous orphans and vulnerable groups, it has established Vision 2020 in order to boost the socio-economic development as fast as possible. Its implementation needs an interdisciplinary intervention of qualified people. The program of Child and Family Studies was thought of in that perspective.

The program is under the responsibility of the Faculty of Social Work (FSW) and it is dedicated to societal transformations to eliminate social and economic challenges for poor and all vulnerable people, and advance the quality of life for all.

The main goals of the program are:

✓ Preparation of ethical and competent social work practitioners and leaders who are committed to social and economic justice to the eradication of barriers to the fullest development of human potential;
✓ Practice social work with a commitment to the empowerment of individuals, families and groups, organizations and communities.
✓ Carrying out scientific research to advance applied knowledge and generate evidence-based strategies to resolve problems occurring between people and their social environment at local and national levels

To fit in the country and family development, the program will prepare students in the following:

✓ Social work practice in psychosocial rehabilitation
✓ Gender and family issues
✓ Community Economic development and cooperative management
✓ Social justice, human rights and conflict management
✓ Research and out-reach program through practicum and internship

2. NATIONAL LEVEL OF ACCREDITATION OF THE DEPARTMENT

The Department is aligned with the Qualification Frameworks for Higher Education Institutions. This is measured through the level of learning outcomes to be achieved and the volume of the program in terms of student credit.

LEVEL OF LEARNING OUTCOMES

(a) Learning Outcomes of the Final Year (Level 5)

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
Demonstrate: *a systematic understanding of key aspects of their field of study *a critical understanding of the principal theories and concepts *a coherent and detailed knowledge of some areas that are at the forefront of knowledge in the subject(s) *knowledge and understanding of a range of established techniques of enquiry or research methods	Use a range of methods and techniques including some that are specialized, advanced and/or at the forefront of the subject/discipline Be able to transfer knowledge to unfamiliar contexts Carry out a defined research project	An appreciation of the uncertainty, ambiguity and limits of knowledge The ability to identify and solve professional Level problems In familiar and unfamiliar contexts The ability to make judgements where data/information is limited and/or comes from a range of sources Evaluate and consolidate knowledge, skills and thinking in a subject/discipline	Communicate information, ideas, problems and solutions in a variety of formats to both specialist and non-specialist audiences Use a range of software solutions to support and enhance work Interpret, use and evaluate a range of numerical and graphical data	Take personal responsibility for decision making Act autonomously in professional/equivalent activities Work with others to bring about change, development and/or new thinking Reflect on own learning needs and take responsibility for gaining the necessary knowledge and/or skills

(a) Learning Outcomes for Others Levels

Level 1	Level 2	Level 3	Level 4
Knowledge and understanding Demonstrate: a broad knowledge of the subject/discipline knowledge embedded in the main theories, concepts and principles; an awareness of the evolving/changing nature of knowledge; an understanding of the difference between explanations based on evidence and other types of explanations and the importance of this	**Knowledge and understanding** Demonstrate: *a broad knowledge base with substantial depth in their area(s) of study *understanding of a limited range of core theories, principles and concepts *limited knowledge of some major current issues and specialisms *an outline knowledge and understanding of research in the subject	**Knowledge and understanding** Demonstrate: *specialized knowledge with depth in their area(s) of study *understanding of a range of the main theories, concepts and principles of the subject *an understanding of a range of current issues and specialisms; a knowledge of the main research methodologies used in the subject	**Knowledge and understanding** Demonstrate: *a broad and integrated understanding of the well-established principles of their area(s) of study *the ability to evaluate a selection of the principles, principles, concepts and terminology of their area(s) of study, including some advanced aspects *knowledge that is detailed in some areas and/or informed by developments at the forefront; knowledge of routine methods of enquiry
Practice: applied knowledge and understanding Use some of the basic and routine skills, techniques, practices and /or materials associated with the subject/ discipline Practice these in routine and non-routine situations	**Practice: applied knowledge and understanding** Use a range of appropriate methods and procedures Carry out routine lines of enquiry, development or investigation into problems and issues Adapt routine practices within accepted standards	**Practice: applied knowledge and understanding** A command of analysis, diagnosis, planning and evaluation across a broad range of technical functions Formulate appropriate responses to resolve problems	**Practice: applied knowledge and understanding** Use of a selection of the principle skills, techniques, practices and/or materials associated with the subject(s); Use of a few skills etc that are specialised or advanced; Practice appropriate routine methods of enquiry to solve problems in their area of study; Practice in a range of professional Level contexts which include a degree of unpredictability
Generic cognitive skills Present and evaluate arguments, information and ideas	**Generic cognitive skills** Have command of analytical interpretation of a wide range of data Use a range of approaches to	**Generic cognitive skills** Identify and analyse routine professional problems and issues	**Generic cognitive skills** Identify and analyse routine professional problems and issues An understanding of the limits of

which are routine to the subject/discipline; Use a range of approaches to addressing defined and /or routine problems and issues within familiar contexts	formulate evidence based solutions/responses to defined and /or routine problems/issue; Evaluate evidenced-based solutions/responses to defined and /or routine problems/ issues	Draw on a limited range of sources in making judgments	knowledge and an ability to evaluate knowledge Draw on a range of sources in making judgments
Communication, ICT and numeracy skills Use a range of routine skills associated with the discipline. for example: *convey complex ideas in a well-structured and coherent form; use a range of forms of communication effectively in both familiar and new contexts *use standard ICT applications to process and obtain a variety of information and data; use a range of numerical and graphical skills	**Communication, ICT and Numeracy skills** Use a range of routine skills and some advanced and specialized skills associated with the subject e.g. Convey complex information to a variety of audiences and for a variety of purposes Use a range of applications to process and obtain data Use and evaluate numerical	**Communication, ICT and Numeracy skills** Communicate in a variety of forms and to a variety of audiences using structured and coherent arguments Communicate the results of their work accurately and reliably, identifying the broader principles, issues and impact Be able to use a range of IT skills	**Communication, ICT and Numeracy skills** Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences Deploy the key techniques of the discipline/subject with confidence Use a range of IT skills to support and enhance work Use and evaluate numerical and graphical data
Autonomy, responsibility and working with others Be able to work with little or no supervision Be able to work with others to achieve defined objectives Take responsibility for own work Be able to take a leadership role in group work	**Autonomy, responsibility and working with others** Exercise autonomy and initiative in some activities at a professional Level ; Take significant managerial/ leadership responsibility for the work of others in a defined area of work; Take the lead in planning in a familiar context; Take responsibility for carrying out and evaluating tasks	**Autonomy, responsibility and working with others** Take responsibility for their own learning ; Exercise some degree of autonomy in a few activities at professional Level ; Demonstrate an ability to take decisions at a professional Level in familiar contexts	**Autonomy, responsibility and working with others** Exercise autonomy and initiative in some activities at a professional Level ; Practice in ways which take account of own and other's roles and responsibilities; Work under guidance with qualified practitioners; Take responsibility for own work and manage the work of others

3. COMPLIANCE WITH THE INTERNATIONAL BENCHMARKS

3.1. Global Standards

The process of developing global standards for the education and training of the social work profession is as important as the product; the actual standards that have been developed. In undertaking such an initiative it was also vital that minority opinions were considered and reflected in the development of the document. Having considered the need to take into account context-specific realities, and the ambiguities surrounding the education and practice of social work professionals, apart from the international definition of social work, this document details nine sets of standards in respect of: the school's core purpose or mission statement; programme objectives and outcomes; programme curricula including fieldwork; core curricula; professional staff; social work students; structure, administration, governance and resources; cultural diversity; and social work values and ethics. As a point of departure, the international definition of the social work profession is accepted, and the core purposes and functions of social work are summarised.

3.1.1. International definition of social work

In July 2001, both the International Association of Schools of Social Work (IASSW) and the International Federation of Social Work (IFSW) reached agreement on adopting the following international definition of social work:

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

Both the definition and the commentaries that follow are set within the parameters of broad ethical principles that cannot be refuted on an ideological level. However, the fact that social work is operationalised differently both within nation states and regional boundaries, and across the world, with its control and status-quo maintaining functions being dominant in some contexts, cannot be disputed. Lorenz (2001) considered the ambiguities, tensions and contradictions of the social work profession, which have to be constantly negotiated and re-negotiated, rather than resolved, to constitute its success and challenge. It is, perhaps, these very tensions that lend to the richness of the local- global dialectic, and provide legitimacy for the development of global standards. According to Lorenz (2001:12): "It is its paradigmatic openness that gives this profession the chance to engage with very specific (and constantly changing) historical and political contexts while at the same time striving for a degree of universality, scientific reliability, professional autonomy and moral accountability."

3.1.2. Core purposes of the social work profession

Social work, in various parts of the world, is targeted at interventions for social support and for developmental, protective, preventive and/or therapeutic purposes. Drawing on available literature, the feedback from colleagues during consultations and the commentary on the international definition of social work, the following core purposes of social work have been identified:

- Facilitate the inclusion of marginalised, socially excluded, dispossessed, vulnerable and at-risk groups of people.
- Address and challenge barriers, inequalities and injustices that exist in society.
- Form short and longer-term working relationships with and mobilise individuals, families, groups, organisations and communities to enhance their well-being and their problem-solving capacities.
- Assist and educate people to obtain services and resources in their communities.
- Formulate and implement policies and programmes that enhance people's well-being, promote development and human rights, and promote collective social harmony and social stability, insofar as such stability does not violate human rights.
- Encourage people to engage in advocacy with regard to pertinent local, national, regional and/or international concerns.
- Act with and/or for people to advocate the formulation and targeted implementation of policies that are consistent with the ethical principles of the profession.
- Act with and/or for people to advocate changes in those policies and structural conditions that maintain people in marginalised, dispossessed and vulnerable positions, and those that infringe the collective social harmony and stability of various ethnic groups, insofar as such stability does not violate human rights.
- Work towards the protection of people who are not in a position to do so themselves, for example children and youth in need of care and persons experiencing mental illness or mental retardation, within the parameters of accepted and ethically sound legislation.
- Engage in social and political action to impact social policy and economic development, and to effect change by critiquing and eliminating inequalities.
- Enhance stable, harmonious and mutually respectful societies that do not violate people's human rights. Promote respect for traditions, cultures, ideologies, beliefs and religions amongst different ethnic groups and societies, insofar as these do not conflict with the fundamental human rights of people.
- Plan, organise, administer and manage programmes and organisations dedicated to any of the purposes delineated above.

3.2. Global standards for the education and training of the social work profession

3.2.1. Standards regarding the school's core purpose or mission statement

All schools should aspire toward the development of a core purpose statement or a mission statement which:

1.1 Is clearly articulated so those major stakeholders4 who have an investment in such a core purpose or mission understand it.

1.2 Reflects the values and the ethical principles of social work.

1.3 Reflects aspiration towards equity with regard to the demographic profile of the institution's locality. The core purpose or mission statement should thus incorporate such issues as ethnic and gender representation on the faculty, as well as in recruitment and admission procedures for students.

1.4 Respects the rights and interests of service users and their participation in all aspects of delivery of programmes.

3.2.2. Standards regarding programme objectives and outcomes

In respect of programme objectives and expected outcomes, schools should endeavour to reach the following:

2.1 A specification of its programme objectives and expected higher education outcomes.

2.2 A reflection of the values and ethical principles of the profession in its programme design and implementation.

2.3 Identification of the programme's instructional methods, to ensure they support the achievement of the cognitive and affective development of social work students.

2.4 An indication of how the programme reflects the core knowledge, processes, values and skills of the social work profession, as applied in context-specific realities.

2.5 An indication of how an initial level of proficiency with regard to self-reflective5 use of social work values, knowledge and skills is to be attained by social work students.

2.6 An indication of how the programme meets the requirements of nationally and/or regionally/internationally defined professional goals, and how the programme addresses local, national and/or regional/international developmental needs and priorities.

2.7 As social work does not operate in a vacuum, the programme should take account of the impact of interacting cultural, economic, communication, social, political and psychological global factors.

2.8 Provision of an educational preparation that is relevant to beginning social work professional practice with individuals, families, groups and/or communities in any given context.

2.9 Self-evaluation to assess the extent to which its programme objectives and expected outcomes are being achieved.

2.10 External peer evaluation as far as is reasonable and financially viable. This may be in the form of external peer moderation of assignments and/or written examinations and dissertations, and external peer review and assessment of curricula.

2.11 The conferring of a distinctive social work qualification at the certificate, diploma, first degree or post-graduate level as approved by national and/or regional qualification authorities, where such authorities exist.

3.2.3. Standards with regard to programme curricula including field education

With regard to standards regarding programme curricula, schools should consistently aspire towards the following:

3.1 The curricula and methods of instruction being consistent with the school's programme objectives, its expected outcomes and its mission statement.

3.2 Clear plans for the organisation, implementation and evaluation of the theory and field education components of the programme.

3.3 Involvement of service users in the planning and delivery of programmes.

3.4 Recognition and development of indigenous or locally specific social work education and practice from the traditions and cultures of different ethnic groups and societies, insofar that such traditions and cultures do not violate human rights.

3.5 Specific attention to the constant review and development of the curricula.

3.6 Ensuring that the curricula help social work students to develop skills of critical thinking and scholarly attitudes of reasoning, openness to new experiences and paradigms, and commitment to life-long learning.

3.7 Field education should be sufficient in duration and complexity of tasks and learning opportunities to ensure that students are prepared for professional practice.

3.8 Planned co-ordination and links between the school and the agency/field placement setting

3.9 Provision of orientation for fieldwork supervisors or instructors.

3.10 Appointment of field supervisors or instructors who are qualified and experienced, as determined by the development status of the social work profession in any given country, and provision of orientation for fieldwork supervisors or instructors. 3.11 Provision for the inclusion and participation of field instructors in curriculum development.

3.12 A partnership between the educational institution and the agency (where applicable) and service users in decision-making regarding field education and the evaluation of student's fieldwork performance.

3.13 Making available, to fieldwork instructors or supervisors, a field instruction manual that details its fieldwork standards, procedures, assessment standards/criteria and expectations.

3.14 Ensuring that adequate and appropriate resources, to meet the needs of the fieldwork component of the programme, are made available.

3.2.4. Standards with regard to core curricula

In respect core curricula, schools should aspire toward the following:

- An identification of and selection for inclusion in the programme curricula, as determined by local, national and/or regional/international needs and priorities.

- Notwithstanding the provision of the previous aspiration, there are certain core curricula that may be seen to be universally applicable. Thus the school should ensure that social work students, by the end of their first Social Work professional qualification, have had exposure to the following core curricula which are organised into four conceptual components:

3.2.4.1. Domain of the Social Work Profession

- A critical understanding of how socio-structural inadequacies, discrimination, oppression, and social, political and economic injustices impact human functioning and development at all levels, including the global.
- Knowledge of human behaviour and development and of the social environment, with particular emphasis on the person-in-environment transaction, life-span development and the interaction among biological, psychological, socio- structural, economic, political, cultural and spiritual factors in shaping human development and behaviour.
- Knowledge of how traditions, culture, beliefs, religions and customs influence human functioning and development at all levels, including how these might constitute resources and/or obstacles to growth and development.
- A critical understanding of social work's origins and purposes.
- Understanding of country specific social work origins and development.
- Sufficient knowledge of related occupations and professions to facilitate inter-professional collaboration and teamwork.
- Knowledge of social welfare policies (or lack thereof), services and laws at local, national and/or regional/international levels, and the roles of social work in policy planning, implementation, evaluation and in social change processes.
- A critical understanding of how social stability, harmony, mutual respect and collective solidarity impact human functioning and development at all levels, including the global, insofar as that stability, harmony and solidarity are not used to maintain a status quo with regard to infringement of human rights.

3.2.4.2. Domain of the Social Work Professional:

- The development of the critically self-reflective practitioner, who is able to practice within the value perspective of the social work profession, and shares responsibility with

the employer for their wellbeing and professional development, including the avoidance of 'burn-out'.
- The recognition of the relationship between personal life experiences and personal value systems and social work practice.
- The appraisal of national, regional and/or international social work codes of ethics and their applicability to context specific realities.
- Preparation of social workers within a holistic framework, with skills to enable practice in a range of contexts with diverse ethnic, cultural, 'racial'7 and gender groups, and other forms of diversities.
- The development of the social worker who is able to conceptualise social work wisdom derived from different cultures, traditions and customs in various ethnic groups, insofar that culture, tradition, custom and ethnicity are not used to violate human rights.
- The development of the social worker who is able to deal with the complexities, subtleties, multi-dimensional, ethical, legal and dialogical aspects of power.

3.2.4.3. Methods of Social Work Practice:

- Sufficient practice skills in, and knowledge of, assessment, relationship building and helping processes to achieve the identified goals of the programme for the purposes of social support, and developmental, protective, preventive and/or therapeutic intervention – depending on the particular focus of the programme or professional practice orientation.
- The application of social work values, ethical principles, knowledge and skills to confront inequality, and social, political and economic injustices.
- Knowledge of social work research and skills in the use of research methods, including ethical use of relevant research paradigms, and critical appreciation of the use of research and different sources of knowledge9 about social work practice.
- The application of social work values, ethical principles, knowledge and skills to promote care, mutual respect and mutual responsibility amongst members of a society.

3.2.4.4. Paradigm of the Social Work Profession:

- Of particular current salience to professional social work education, training and practice are the following epistemological paradigms (which are not mutually exclusive), that should inform the core curricula:
- An acknowledgement and recognition of the dignity, worth and the uniqueness of all human beings.
- Recognition of the interconnectedness that exists within and across all systems at micro, mezzo and macro levels.
- An emphasis on the importance of advocacy and changes in socio-structural, political and economic conditions that disempower, marginalise and exclude people.
- A focus on capacity-building and empowerment of individuals, families, groups, organisations and communities through a human-centred developmental approach.
- Knowledge about and respect for the rights of service users.

- Problem-solving and anticipatory socialisation through an understanding of the normative developmental life cycle, and expected life tasks and crises in relation to age-related influences, with due consideration to socio-cultural expectations.
- The assumption, identification and recognition of strengths and potential of all human beings.
- An appreciation and respect for diversity in relation to 'race', culture, religion, ethnicity, linguistic origin, gender, sexual orientation and differential abilities.

3.2.5. Standards with regard to professional staff

With regard to professional staff, schools should aspire towards:

5.1 The provision of professional staff, adequate in number and range of expertise, which have appropriate qualifications as determined by the development status of the social work profession in any given country. As far as possible a Masters level qualification in social work, or a related discipline (in countries where social work is an emerging discipline), should be required.

5.2 The provision of opportunities for staff participation in the development of its core purpose or mission, in the formulation of the objectives and expected outcomes of the programme, and in any other initiative that the school might be involved in.

5.3 Provision for the continuing professional development of its staff, particularly in areas of emerging knowledge.

5.4 A clear statement, where possible, of its equity-based policies or preferences, with regard to considerations of gender, ethnicity, 'race' or any other form of diversity in its recruitment and appointment of staff.

5.5 Sensitivity to languages relevant to the practice of social work in that context.

5.6 In its allocation of teaching, fieldwork instruction, supervision and administrative workloads, making provision for research and publications.

5.7 Making provision for professional staff, as far as is reasonable and possible, to be involved in the formulation, analysis and the evaluation of the impact of social policies, and in community outreach initiatives.

3.2.6. Standards with regard to social work students

In respect of social work students, schools should endeavour to reach the following:

6.1 Clear articulation of its admission criteria and procedures.

6.2 Student recruitment, admission and retention policies that reflect the demographic profile of the locality that the institution is based in with active involvement of practitioners and service users in relevant processes. Due recognition should be given to minority groups10 that are under-

represented and/or under-served. Relevant criminal convictions, involving abuse of others or human rights violations, must be taken into account given the primary responsibility of protecting and empowering service users.

6.3 Provision for student advising that is directed toward student orientation, assessment of the student's aptitude and motivation for a career in social work, regular evaluation of the student's performance and guidance in the selection of courses/modules.

6.4 Ensuring high quality of the educational programme whatever the mode of delivery. In the case of distance, mixed-mode decentralised and/or internet- based teaching, mechanisms for locally-based instruction and supervision should be put in place, especially with regard to the fieldwork component of the programme.

6.5 Explicit criteria for the evaluation of student's academic and fieldwork performance.

6.6 Non-discrimination against any student on the basis of 'race', colour, culture, ethnicity, linguistic origin, religion, political orientation, gender, sexual orientation, age, marital status, physical status and socio-economic status.

6.7 Grievance and appeals procedures which are accessible clearly explained to all students and operated without prejudice to the assessment of students.

3.2.7. Standards with regard to structure, administration, governance and resources

With regard to structure, administration, governance and resources, the school and/or the educational institution should aspire towards the following:

7.1 In CUR, Social work programmes are implemented through a distinct unit known as a Faculty and Department, which has a clear identity within the University.

7.2 The Faculty, the Department have a designated Dean and the Head, respectively, who have demonstrated administrative, scholarly and professional competence, preferably in the profession of social work.

7.3 The Dean and the Head have primary responsibility for the co-ordination and professional leadership of the Faculty and Department, with sufficient time and resources to fulfil these responsibilities.

7.4 The Faculty's budgetary allocation is sufficient to achieve its core purpose or mission and the programme objectives.

7.5 The budgetary allocation is stable enough to ensure programme planning and sustainability.

7.6 There are adequate physical facilities, including classroom space, offices for professional and administrative staff and space for student, faculty and field- liaison meetings, and the equipment

necessary for the achievement of the Faculty's and Departments core purpose or mission and the programme objectives.

7.7 Library and, where possible, internet resources, necessary to achieve the programme objectives, are made available.

7.8 The necessary clerical and administrative staff is made available for the achievement of the programme objectives.

7.9 Where the school offers distance, mixed-mode, decentralised and/or internet- based education there is provision of adequate infrastructure, including classroom space, computers, texts, audio-visual equipment, community resources for fieldwork education, and on-site instruction and supervision to facilitate the achievement of its core purpose or mission, programme objectives and expected outcomes.

7.10 The Faculty plays a key role with regard to the recruitment, appointment and promotion of staff.

7.11 The Faculty strives toward gender equity in its recruitment, appointment, promotion and tenure policies and practices.

7.12 In its recruitment, appointment, promotion and tenure principles and procedures, the Faculty reflects the diversities of the population that it interacts with and serves.

7.13 The decision-making processes of the Faculty reflect participatory principles and procedures.

7.14 The Faculty promotes the development of a cooperative, supportive and productive working environment to facilitate the achievement of programme objectives.

7.15 The Faculty develops and maintains linkages within the institution, with external organisations, and with service users relevant to its core purpose or mission and its objectives.

3.2.8. Standards with regard to cultural and ethnic diversity and gender inclusiveness

With regard to cultural and ethnic diversity the Faculty of Social Work aspire towards the following:

8.1 Making concerted and continuous efforts to ensure the enrichment of the educational experience by reflecting cultural and ethnic diversity, and gender analysis in its programme.

8.2 Ensuring that the programme, either through mainstreaming into all courses/modules and/or through a separate course/module, has clearly articulated objectives in respect of cultural and ethnic diversity, and gender analysis.

8.3 Indicating that issues regarding gender analysis and cultural and ethnic diversity, are represented in the fieldwork component of the programme.

8.4 Ensuring that social work students are provided with opportunities to develop self-awareness regarding their personal and cultural values, beliefs, traditions and biases and how these might influence the ability to develop relationships with people, and to work with diverse population groups.

8.5 Promoting sensitivity to, and increasing knowledge about, cultural and ethnic diversity, and gender analysis.

8.6 Minimising group stereotypes and prejudices and ensuring that racist behaviours, policies and structures are not reproduced through social work practice.

8.7 Ensuring that social work students are able to form relationships with, and treat all persons with respect and dignity irrespective of such persons' cultural and ethnic beliefs and orientations.

8.8 Ensuring that social work students are schooled in a basic human rights approach, as reflected in international instruments such as the Universal Declaration on Human Rights, the United Nations Convention on the Rights of the Child (1989) and the UN Vienna Declaration (1993).12

8.9 Ensuring that the programme makes provision for social work students to know themselves both as individuals and as members of collective socio-cultural groups in terms of strengths and areas for further development.

3.2.9. Standards with regard to values and ethical codes of conduct of the social work profession

In view of the recognition that social work values, ethics and principles are the core components of the profession, the Faculty of Social Work consistently aspire towards:

9.1 Focused and meticulous attention to this aspect of the programme in curricula design and implementation.

9.2 Clearly articulated objectives with regard to social work values, principles and ethical conduct.

9.3 Registration of professional staff and social work students (insofar as social work students develop working relationships with people via fieldwork placements) with national and/or regional regulatory (whether statutory or non-statutory) bodies, with defined codes of ethics.13 Members of such bodies are generally bound to the provisions of those codes.

9.4 Ensuring that every social work student involved in fieldwork education, and every professional staff member is aware of the boundaries of professional practice and what might constitute unprofessional conduct in terms of the code of ethics. Where students violate the code

of ethics, programme staff may take necessary and acceptable remedial and/or initial disciplinary measures, or counsel the student out of the programme.

9.5 Taking appropriate action in relation to those social work students and professional staff who fail to comply with the code of ethics, either through an established regulatory social work body, established procedures of the educational institution, and/or through legal mechanisms.

9.6 Ensuring that regulatory social work bodies are broadly representative of the social work profession, including, where applicable, social workers from both the public and private sector, and of the community that it serves, including the direct participation of service users.

9.7 Upholding, as far as is reasonable and possible, the principles of restorative rather than retributive justice in disciplining either social work students or professional staff who violate the code of ethics.

4. CUR AND FACULTY/DEPARTMENT MISSION

CUR Vision
CUR vision could be summarized in the following terms*: "Excellence for the promotion of science, education of honest and committed professionals for the social, economic, technological transformation and religious training."*

Mission
To promote top quality education;
To instil moral and social values through education of citizens free of all forms of discrimination including gender-based;
To promote Research-Action and to intercede with the local population in order to help them to familiarize themselves with the new technologies in order to better meet their fundamental needs and to improve their living conditions;
To organize advanced training in the specific domains of the University.

Objectives
As regards the challenges of the development of human resources in Rwanda, CUR sets itself the following objectives:

-To educate young scientists who are honest and animated of a spirit of creativity and innovation;
-To provide teachings allowing various groups of graduates to acquire specialized qualifications;
-To attach particular importance to professional practice so as to develop the learners' know-how efficiently;
-To meet the real needs on the job market in the areas of science and technology, commerce, health and nutrition, social work, education and religious sciences;

-To contribute to the achievement of the objectives of the national policy of sustainable development and notably at the level of the transversal domains of the Vision 2020: the development of human resources, the promotion of Rwandans' health, the reduction of poverty, the protection of environment, the promotion of ICT, etc.

-To promote the spirit of entrepreneurship while exploiting the existing potentialities at national, regional and international level;

FSW Mission Statement

The Faculty of Social Work, which is one of the six Faculties of Catholic University of Rwanda (CUR), is dedicated to societal transformations to eliminate social and economic challenges for poor and all vulnerable people, and advance the quality of life for all.

People with disabilities would want to lead as normal a life as possible and to contribute to society as much as they can. Thus, social workers are expected to contribute effectively in psychosocial rehabilitation. Rehabilitation services aim to acknowledge the equal rights of people with disabilities to be full members of the community by assisting them in developing their physical, mental and social capabilities to the fullest possible extent and by promoting their integration into the community.

Goals

The goals of the Faculty of Social Work are:
- ✓ Preparation of ethical and competent social work practitioners and leaders who are committed to social and economic justice to the eradication of barriers to the fullest development of human potential;
- ✓ Practice social work with a commitment to the empowerment of individuals, families, groups, organizations and communities.
- ✓ Carrying out scientific research to advance applied knowledge and generate evidence-based strategies to resolve problems occurring between people and their social environment at local and national levels

5. PROGRAM LEARNING OUTCOMES

At the end of the program, students should have been well prepared and should be able to:
- ✓ Apply psychosocial interventions in all societal and clinical settings
- ✓ Apply social work practice in social problem solving
- ✓ Intervene in mental health and psychotherapy situations
- ✓ Work in gender based organizations and community development agencies
- ✓ Advocate for social justice, human right and implement conflict management strategies
- ✓ Conduct research and out-reach program through practicum and internship

6. ENTRY REQUIREMENTS

- ✓ Candidate level: A2 or equivalent (with two principle passes)
- ✓ Priority: humanities, education, general nursing, economics, languages, civic education, social ethics, and related fields.
- ✓ To be admitted to the program, students should first foremost be registered in Catholic University of Rwanda and in be oriented in the Faculty of Social Work.
- ✓ To be admitted to the first year of the program, it is necessary to have a Rwandan National Examination Certificate with at least two passes permitting entry to higher education or a qualification or other evidence of ability to study on the program which is considered equivalent.
- ✓ Students must register individually at Registrar Services at the beginning of each academic year before the beginning of teaching as announced by the Registrar Office.
- ✓ Late applications to register should be exceptional. They should be addressed in writing to the Registrar, stating the reasons for the lateness, within fifteen days of the end of the Registration Period. The Registrar will decide on the case with the advice of the Faculty responsible for the program on which registration is sought.
- ✓ Students requesting entry with credit transferred from another Higher Education Institution must do so by two months before the beginning of the program for which entry is sought.
- ✓ The names under which students are registered will be used on all Institution documents. Any request for change of name must be supported by legal documentation.

7. EXIT AWARD

The graduate will be awarded a **Bachelor's with Honours in Social Work**

8. ENTRY SUBJECT REQUIREMENTS

Candidate level should hold A2 or equivalent (with two principle passes) in the following subjects:
- History Geography Languages (HGL),
- Mathematics Economics Chemistry (MEC),
- Mathematics Economics Geography (MEG),
- History Economic Geography (HEG),
- History Economics Languages (HEL),
- Languages Economics Geography (LEG),
- Teacher Training Centre (TTC),
- EFK,
- EKK
- or equivalent

9. PROGRAM CORE MODULES

The core modules of the Department of Child and Family Studies are the following:
1. Introduction to social work practice
2. Introduction to psychology and social environment
3. Development perspectives and gender issues
4. Psychosocial rehabilitation of vulnerable groups
5. Mental health issues in social work and post-traumatic disorder in post genocide Rwanda
6. Human rights and conflict management
7. Theories, Methods and Ethics of Social Work Intervention/Practicum I
8. Introduction to family studies and early childhood
9. Socio-psychopathology and criminology in social work
10. Demography, family and social planning
11. Family relationships and sexuality matters
12. Family interactions and resources management
13. Symposium and Professional Social Work Practice/Practicum II
14. Psychosocial counselling and psychotherapy approaches
15. Poverty and social justice
16. Child education and teaching methods
17. Administration and promotion of child care institutions
18. Social Work intervention in International Cooperation
19. Internship

10. PROGRAM FOUNDATIONAL MODULES

1. Introduction to Sociology and Anthropology
2. Study skills
3. Social doctrine of the church
4. Introduction to Philosophy and Rwandan Ethics
5. Fundamentals of statistics
6. Principles of economics
7. Introduction to Scientific Research
8. Rural Economics and Cooperative Management
9. Research Methodology
10. Entrepreneurship, Creativity and Innovation
11. Research project

11. JOB OPPRTUNITIES

The graduate from FSW/CFS shall be:

- ✓ Responsible in social organizations
- ✓ Work in/Lead the department of social services in hospitals
- ✓ Advocate and Promoter of women and child rights
- ✓ Organizer of assistance services to vulnerable people

✓ Researcher in the childhood and gender domains

12.PHYSICAL FACILITIES

The CUR has developed suitable and adequate infrastructure space for the program as indicated in the below table.

12.1.BUILDINGS

12.1.1. CLASSROOMS

12.1.1.1.   Taba Campus (Former ISSR)

Rooms	Dimensions Side1 in meters	Dimensions Side2 in meters	Area in square meters seats	Number of students
Class room 1	18	7.3	131	180
Class room 2	9.2	9.6	88.3	80
Class room 3	8.6	7.3	62.8	80
Class room 4	9	7.3	65.7	96
Class room 5	10	6.7	67	160
Class room 6	6.2	6.7	41.5	40
Class room 7	6.4	6.7	42.8	40
Class room 8	6.3	6.7	42.2	40
Class room 9	6.2	6.7	41.5	40
Class room 10	6.4	6.7	42.8	40

12.1.2. Libraries

12.1.2.1.   Taba Campus (former ISPC)

Hall	Dimensions Side1 in meters	Dimensions Side2 in meters	Area in square meters seats
Main store			
Reading room	25.6	8.5	217.6
Alexis Kagame Archives	20	9.5	190

12.1.2.2.   Taba Campus (former ISSR)

Hall	Dimensions Side1 in meters	Dimensions Side2 in meters	Area in square meters seats
Main store			
Reading room	9	7.3	65.7

13. PROGRAM DURATION

The program will last for five (5) levels within four (4) years. Each year comprises two semesters.

14. PROGRAM STRUCTURE AND MODE OF DELIVERY

The Bachelor of social work (BSW) program will run for four (4) years for full time students and the teaching methodologies will involve theory and practical sessions, tutorials, seminars, case studies, field visits and the research project. The research project will be written and submitted for examination at the end of the final year, the 4th year of study. Years of study are translated into levels as follows:

Year1 = Level 1
Year2 = Level 2
Year3 = Level 3 and Level 4
Year4 = Level 5

Note that students may study in:
- **Evening Program** (6pm-9:30pm) from Monday to Friday,
- **Weekend Program** (Friday: 6pm-9:30pm, Saturday: 8am-12:30pm; 2pm-5pm; 6pm-9:30pm; Sunday: 9am-1:30pm) and
- **Day Program** (8am-12:30pm; 2pm-5pm) from Monday to Friday.

Evening and Weekend target mostly the employees who may undertake their studies without leaving their jobs. They may come in the evening after everyday duties or in weekends depending on their choices. Day program is meant for those young students who freshly completed their secondary schools. Nevertheless, there is no restriction in students' enrolment; anyone may choose a program in which he/she feels comfortable with.

15. MODULE CREDITS AND CODING

Modules are different in terms of weight and character. A module weight is ranged between 10 to 20 credits, with different components. Although they should all be covered at the end of the program, some modules are core while others are fundamental as previously described.

Each module will have a module-leader. The module leader will plan the self-learning experiences and assignments prior to the beginning of the module. Provisions for these learning experiences must appear in each module guideline, a copy of which shall be issued to the students at the commencement of each module.

CFS, LEVEL I

Module Code	Module Title	Credits	Module Components
Semester I			
ISOA1613	Introduction to Sociology and Anthropology	20	- Introduction to sociology - Introduction to anthropology
STSK1612	Study Skills	15	- Academic general knowledge - ICT
ISWP1611	Introduction to social work practice	10	- Foundations and professional values of social work - Roles and approaches to social work
SDCH1611	Social Doctrine of the church	10	- Dignity of the human person, family and development - The common goods, solidarity and subsidiary
IPRE1612	Introduction to Philosophy and Rwandan Ethics	15	- Introduction to philosophy - Rwandan ethics
Semester II			
FUST1622	Fundamentals of Statistics	15	- Descriptive statistics - Inferential statistics
PREC1622	Principles of Economics	15	- Introduction to economic thought - Macro & Micro economics
IPSE1623	Introduction to Psychology and social environment	20	- Introduction to psychology - Social environment
	TOTAL	**120**	

Award: Certificate of Higher Education in Social Work

CFS, LEVEL II

Module Code	Module Title	Credits	
Semester I			
DEPG2613	Development Perspectives and gender issues	20	- Development perspectives - Gender issues
PRVG2612	Psychosocial Rehabilitation of Vulnerable Groups	15	- Overview of human vulnerability - Rehabilitation of Vulnerable Groups
MHSW2613	Mental Health issues in Social Work	20	- Introduction to Global Mental Health in social work - Post traumatic disorders in Post-Genocide Rwanda
ISCR2611	Introduction to Scientific Research	10	
Semester II			
HRCM2622	Human Rights and Conflict Management	15	- Promotion of human rights - Conflict management
TMES2623	Theories, Methods and Ethics of Social Work Intervention/Practicum I	20	- Theories and methods of social work intervention - Ethics of social work profession - Professional practice (Practice I)
RECM2623	Rural Economics and Cooperative Management	20	- Rural economics - Cooperative management
	TOTAL	120	

Award: Diploma in Social Work

CFS, LEVEL III

Module Code	Module title	Credits	Module components
FSEC3611	Family Studies and Early Childhood	10	- Family studies - Introduction to early childhood
PCSW3613	Socio-Psychopathology and criminology in Social Work	20	- Socio-Psychopathology in social work - criminology in Social Work
DFSP3613	Demography, Family and Social Planning	20	- fundamentals of Demography - Family and Social Planning
FRSM3611	Family Relationships and Sexuality Matters	10	- Marriage & Family: roles and relationships - Sexuality matters
	TOTAL	60	

Award: Advanced Diploma in Social Work

CFS, LEVEL IV

Module Code	Module Title	Credits	Module Components
FIFM4623	Family Interactions and Family resource management	20	- Family Interactions - Family Resource Management
REME4621	Research methodology	10	
SPSW4623	Symposium and Professional Social Work Practice/Practicum II	20	- Theories and methods of social work practice - Ethics of social work interventions - Professional Practice (Practicum II)
PCPA4621	Psychosocial Counselling and Psychotherapy Approaches	10	- Psychosocial Counselling - Psychotherapies approaches
	TOTAL	**60**	

Award: Ordinary Degree in Social Work

CFS, LEVEL V

Module Code	Module Title	Credits	Module Components
PISJ5613	Poverty issues and Social Justice	20	- Poverty issues and challenges for development - Social justice in development
CETM5611	Child Education and Teaching methods	10	- Child Education - Teaching methods
ECRI5611	Entrepreneurship, and project management	10	- Entrepreneurship skills - Project management
ASCH5613	Administration and promotion of child care institutions	20	- Administration of child care institutions - Promotion of Child care Business in Community
		60	
Semester II			
SWIC5623	Social Work intervention in International Cooperation	20	- Globalization and International social work intervention - Environment changes and social work intervention
INTS5623	Internship	20	
FIPR5623	Research project	20	
	S/Total	**120**	
GRAND TOTAL		**480**	

Award: Bachelor's Degree with Honours in Social Work

16. EVALUATIONS

- ✓ *Individual assignments* on self-selected or given topics are done to evaluate progressive performance
- ✓ *Team assignments* will be a form of checking interpersonal skills added value of team interaction
- ✓ *Partial exams* (oral/written) are done at the end of each particular unit of the module
- ✓ *Final exams* are administered at the end of the module to test the students' individual knowledge level, understanding and cognitive skills in the module. This form of evaluation is an effective way to test the individual performance while at the same time limiting the likelihood of cheating.
- ✓ *Internship report and presentation* is done in level V to evaluate students' professional skills and understanding
- ✓ *Final project report* is done in level V to evaluate students' research skills and knowledge in problem solving.

17. DEGREE AWARDS

The Program leads to a "**Bachelor's Degree with honours**" and intermediate awards as follows:
- ✓ Level 1 (Certificate of Higher Education),
- ✓ Level 2 (Diploma of Higher Education),
- ✓ Level 3 (Advanced Diploma in Higher Education),
- ✓ Level 4 (Ordinary Degree in Social Work),
- ✓ Level 5 (Bachelor's Degree with Honours in Social Work).

18. SUMMARY OF HOURS AND CREDITS

Years	Theoretical hours	Practical hours	Internship and field study	Research Project	Total hours/credits
1	600	600			1200/120
2	600	500	100		1200/120
3	600	500	100		1200/120
4	400	400	200	200	1200/120
Total			**400**	**200**	**4800/480**

MODULE DESCRIPTION

LEVEL I

Module 1:

1. **Module Code:** STSK 1612
2. **Module Title :** Study Skills
3. **Level : 1 semester :** 15 credits
4. **First year of presentation :** 2012
5. **Administering Faculty :** Faculty of Social Work
6. **Prerequisite or co-requisite modules :** None
7. **Allocation of study teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
STSK 1612	**Study skills and ICT**	1. **Study skills** 2. **ICT skills**	25 50	25 50	50 100	5 10
Total			75	75	150	15

8. **Brief Description of aims and content**

This module is designed to prepare students to study effectively for their foundation degree program and produce course work assessment that meet with the faculty standards. While the general themes introduced will be transferable, students will be encouraged to focus on the application of these skills to their course subject area. Students will be encouraged to actively engage in their own learning of a number of transferable skills including literacy and communication, problem-solving, independent learning and working, working with others and the use of information and communication technology. Students will be also encouraged to engage with the process of personal development, planning and reflexion.

The purpose of this module is equally to equip students with library skills, skills of essays and examination writing, oral presentation, the understanding of the logic of argument, skills of notes taking, summarizing and information retrieval, the knowledge and attitudes to cope with self-directed study and an understanding of what is expected of the student and may be expected from the university.

9. **Learning outcomes/objectives**

Knowledge and Understanding
On successful completion of the module, the student should be able to:
- Understand the faculty's requirements for a range of different assessment forms
- Select appropriate information sources for complete academic assessments
- Understand and apply a range of key transferable skills to produce assignments
- Reflect on the process and development of his/her own learning during the module

Skills/competences

Having successfully completed the module, students should be able to demonstrate the following competences:

- Differentiate different categories of class assignments, such as group work, individual work and so on
- Build partnerships for addressing learning activities
- Being able to do simple research related to the learning, such the use of library, and or internet sources.

Attitudes

Having successfully completed the module, students should be able to demonstrate the following attitudes:

- Work hand in hand with peer groups in academics
- Develop positive behaviour towards class related activities

10. Indicative Content

- University general orientation and Student's orientation (linking student's scholar background, ambition and the option of his/her choice)
- Verbal communication, Oral presentation and Interview behaviours (purpose of presentation, preparing the presentation, elements for a successful speech)
- Written communication
- Formal/official and informal/familial communication (official language, official letters...)
- Student/lecturers interaction during lectures
- Different types of questions (open-ended questions and closed-ended questions)
- Writing and reading scientific papers, essays and report
- Group works and interpersonal interaction
- Practicum/practice and internship
- Taking notes
- Preparing an exam
- Reading skills and consulting books for academic purposes (reading techniques and critical reading)
- Referencing and plagiarism
- Basics of computers: Hardware, software, accessories and devices
- Ms Word, Ms Excel, Ms Power Point, Ms Access.
- Internet use and searching query methods
- Electronic library (use and information searching)
- E-learning literacy

11. Learning and Teaching Strategy

- Lectures
- Group discussions and class presentations.
- Case study analysis.
- Students` personal research.
- Individual and group assignments.
- Library and computer lab visits

12. Assessment strategy

Students will be assessed taking into consideration the level of their participation in class and an ongoing evaluation throughout the course sessions will be necessary (presentations in class; case studies; etc.). At the end, a final exam covering the whole content of the Module will be given.

13. Assessment pattern

Component	Weighting (%)
Take home essays	10
Assignment	20
Report presentation	10
Case study	20
Final exam	40

14. Strategies for feedback and students support

During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore, individual appointments in the office will be provided but also communication with students through internet will be favoured.

- Discussions in office on appointment during working hours
- The lecturer will make available a teaching module that the students can always refer to
- Communication through internet is also favored.

15. Indicatives Resources

Books

- Carter, C. (2005) Keys to effective learning
- Cottrell, S. (2003), Skills for success
- Cottrell, S. (2005), Critical thinking skills
- Cottrell, S. (2008), The study skills handbook
- Lee-Davis, L. (2007), Developing work and study skills
- Northedge, A. (2005) The good Study Guide
- Payne, N. (2000) Developing essential study skills
- Wallace, A. (1999) Beginning university

Journals

- Gray (2003), Conscious Choices: A Model for Self-Directed Learning.
- Hamachek (2006), Coping with College: A Guide for Academic Success.
- Kiewra& DuBois (1997), Learning to Learn: Making the Transition from Student to Life-Long Learner.
- Roberts (2003), Effective Study Skills: Maximizing Your Academic Potential.

Electronic Indicatives Resources

- www.criticalreading.com/critical-thinking.htm
- www.howtostudy.org
- www.studyguides.com
- www.skills4study.com
- www.studyskillshandbook.com.au

Module 2

1. **Module code:** IPRE 1612

2. **Module title**: Introduction to Philosophy and Rwandan Ethics

3. **Level:** 1   Semester: 1   Credits: 15

4. **First year of presentation:** 2011

5. **Administering School: Social Work**

6. **Pre-requisite or co-requisite modules: none**

7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
IPRE1612	**Introduction to Philosophy and Rwandan Ethics**	-Introduction to philosophy	37.5	37.5	75	7.5
		-Introduction to Rwandan ethics	37.5	37.5	75	7.5
Total			**75**	**75**	**150**	**15**

8. Description of Module
In the description of the module, the following are the elements to be developed: Knowledge and Understanding, Skills and Competences, and Attitudes.

8.1 Knowledge and Understanding:
Equip students with the capacity to demonstrate knowledge and understanding of what philosophy is, what are its different areas and its relations with other disciplines of knowledge
- Demonstrate and understanding of the faculty's requirements for a range of different assessment forms
- Demonstrate understanding of study skills
- Reflect on the process and development of his/her own learning during the module

- Familiarize student with the nature of philosophical questioning and what it means for philosophical approach to be "radical" in its quest for accuracy and truth.

8.2 Skills and Competences
Having successfully completed the module, students should be able to:

- Demonstrate knowledge and understanding of what philosophy is, what are its different areas and its relations with other disciplines of knowledge.
- Give an account of how a number of philosophers explored some enduring philosophical questions regarding the nature of reality, the existence of God or the external world, the extent of human freedom, the nature of happiness.
- Examine theories and articulate valid arguments.
- Develop a critical thinking is a fundamental skill relevant to any field of endeavour that students should master after successfully completing the module.
- Describe the Rwandan culture and ethics.
- Select appropriate information sources for complete academic assessments
- Understand and apply a range of key transferable skills to produce assignments
- Carry out informed discussion based on the learnt skills
- Produce in groups or as individual essays and papers
- Make competent oral presentation of the assignment in front of colleagues and staff
- Use of Information Communication and Technology

8.3 Attitudes:
- Ability of Self-work and self-learning
- Availability of working and collaborating with others
- Fairness and honesty in academic activities

8.4 Module Content description
The module indicative content leads to question of:

- What philosophy is that will be explored. We will raise issues related to different areas of philosophy including:

- Philosophical question: Why do philosophers feel the need to question what seems to be obvious? This question will lead us to study examples such as Pre- Socratic philosophies, the Socratic methods.

- The relationship between philosophy and cultures, philosophy and sciences, philosophy and religion, moral philosophy, philosophy and the meaning of existence.

9. **Methods of teaching**
- Lecturer's lecture session
- Analyses of various periods of philosophy

- Individual work
- Group work and presentation
- Field/documentary study at some philosophers
- Rwandan traditional, cultural and ethical philosophy

10. Strategies for feedback and student support during module
During the module, plenary discussions and advices through the corrections of exercises and exams are to be used to help students deepen the understanding of the module. Furthermore, individual appointments in the office will be provided but also communication with students through internet will be favoured.

11. Assessment strategy
Students will be assessed taking into consideration the level of their participation in class and an Ongoing evaluation throughout the course sessions will be necessary (presentations in class; case studies; etc.). At the end, a final exam covering the whole content of the Module will be given.

12. Assessment pattern

Component	Weighting (%)
Take home essays	10
Assignment	20
Report presentation	10
Class essay	20
Final exam	40

13. Evaluation procedures
- Supervised assignments
- Self-reflection on different periods of philosophy in general and Rwandan and cultural thinking in particular
- Continuous assessments /60 marks
- Final exam /40 marks

14. Indicative resources

- Bishyanuka Joseph (2017). Challenges to African Ethical values. A Rwanda perpective. CUEA Press publication. Nairobi-Kenya.
- Crépeau Pierre et Bizimana Simon (1979). *Proverbes du Rwanda*. Institut National de Recherche Scientifique. Publication No 19.
- Dictionary of philosophy
- Dyer, Louis. Plato, *Apology of Socrates and Crito*; ISBN: 1-59333-007-3

-   G.S. Kirk, J.E. Raven and M. Schofield. *The Pre-Socratic Philosophers: A Critical History with a Selection of Texts* (Second Edition, Cambridge, 1983) ISBN# 0-521-09169-1
-   George Stuart Fullerton (2005). *An Introduction to Philosophy*. New York the MacMillan Company London: Macmillan & Co., Ltd.
-   Kagame Alexis, *La Philosophie Bantu Comparée*, Paris, Présence Africaine, UNESCO, 1976.
-   Kagame Alexis, *Philosophie bantu-rwandaise de l'Être*, Bruxelles: Académie Royale des Sciences d'Outre-Mer, 1956.
-   René Descartes: *Meditations on First Philosophy* with Selections from the Objections and Replies

Module 3

1. **Module code:** SDCH 1611
2. **Module title**: Social Doctrine of the Church
3. **Level:** 1   Semester: 1   Credits: 10
4. **First year of presentation:** 2011
5. **Administering School: Social Work**
6. **Pre-requisite or co-requisite modules: none**
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
SDCH1611	**Social Doctrine of the Church**		50	50	100	10
Total			50	50	100	10

8. **Module description**

In the description of the module, the following are the elements to be developed: Knowledge and Understanding, Skills and Competences, and Attitudes.

Knowledge and Understanding:

The module of Social Doctrine of the Church gives the students the basic knowledge of historical and philosophical background that leads to its origin and its implementation through the social teaching Church. This module enables them to apply its principles to various social problems that arise from various disciplines and knowledge in order to find adequate solutions.

Skills and Competences:

After having successfully completed the module, students should be able:

- To demonstrate knowledge and understanding of the historical, philosophical, theoretical, and practical dimension of the social teaching of the church

- To elaborate some themes of the social teaching of the Church in relation to some social situations

- To apply the principles for reflection, the criteria for judgment and guidelines for action to social problems

- Students should be able to give a talk, seminars, workshops or a reflection on the themes of the social teaching of the Church,

- To consult the documents of social teaching of the Church and find guidelines for action in social issues,

- They shall handle a research related to the social teaching of the church in different situations of social life and come to conclusions that can help in social work.

Attitudes:

- Ability of Self-work and self-learning
- Availability of working and collaborating with others
- Fairness and honesty in academic activities

9. **Brief description of aims and learning outcomes**
   9.1.**Description of aims**

This module gives the students the basic knowledge of the Social doctrine of the Church and enables them to apply its principles to social problems in order to find adequate solutions.

9.2.**Learning outcomes**

Having successfully completed the module, students should be able to:

- demonstrate knowledge and understanding of the theoretical, historical and practical dimension of the Social doctrine of the Church

- Elaborate some themes of the Social doctrine of the Church in relation to some social situations

- Apply the principles for reflection, the criteria for judgment and guidelines for action to social problems

- Give a talk or a reflection on the themes of the Social doctrine of the Church - Consult the social documents of the church and find guidelines for action in social issues

- Handle a research related to the Social doctrine of the Church in different social life situations and come to conclusions that can help in social work

10. Assessment strategy

Students will be assessed taking into consideration the level of their participation in class and an Ongoing evaluation throughout the course sessions will be necessary (presentations in class; case studies; etc.). At the end, a final exam covering the whole content of the Module will be given.

11. Assessment pattern

Component	Weighting (%)
Take home essays	10
Assignment	20
Report presentation	10
Class essay	20
Final exam	40

12. Indicative content

- Nature and history of the Church social teaching

- The dignity of the human person

- The human person and the society

- The principle of the common good, solidarity, subsidiarity and participation

- The universal destination of the goods

13. Indicative Resources

- *Compendium of the Social Doctrine of the Church* (available online from www.vatican.va)
- *Evangelium vitae* (The gospel of life), Encyclical Pope John Paul II
- Introduction to Catholic Social Teaching, by Fr. Rodger Charles, S.J. (Ignatius)
- Charity in Truth (*Caritas in Veritate*) Encyclical Pope Benedict XVI, 2009
- *Laudatosi* (On the protection of our common home), Encyclical Pope Francis, 2016
- On Social Concern (*Sollicitudo Rei Socialis*) (1987) Encyclical Pope John Paul II
- On the Hundredth Anniversary of Rerum Novarum Encyclical Pope John Paul II
- On Human Work (*Laborem Exercens*) Encyclical Pope John Paul II, 1981
- On the Condition of Workers (*Rerum Novarum*) Encyclical Pope Leo XIII, 1891
- *Deus Caritas Est*, Pope Benedict XVI, 2005
- Reconstruction of the Social Order (*Quadragesimo Anno*) Encyclical Pius XI, 1931
- Christianity and Social Progress *(Mater et Magistra)*; Encyclical Pope John XXIII, 1961
- Peace on Earth (*Pacem in Terris*) Encyclical Pope John XXIII, 1963
- The Church in the Modern World ("Gaudium et Spes") Vatican II
- *Populorum progressio* (The Development of Peoples) Pope Paul VI, 1967

Module 4:

1. **Module code:** SWPP 1611
2. **Module title:** Introduction to Social Work Practice
3. **Level**: 1   Semester: 1   Credits:10
4. **First year of presentation:** 2010
5. **Administering Faculty: Social Work**
6. **Pre-requisite modules: None**
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
ISWP1611	Introduction to Social work	- Roles and approaches to social work	25	25	50	5
		- Overview of social welfare services	25	25	50	5
Total			**50**	**50**	**100**	**10**

8. **Learning outcomes**

✓ Having successfully completed the module, students should be able to demonstrate

Knowledge and understanding of:

✓ Demonstrate knowledge and values that support a critical, reflexive approach to social work practice
✓ Explore the contemporary contexts of social work practice
✓ Show that they know how to use strategies that include interaction with social work agencies and practitioners
✓ Demonstrate how transformation of community members' attitude for a sustainable socioeconomic development can be achieved
✓ Demonstrate how learned theories, research results and policies can be applied and implemented at the community level.

Having successfully completed the module, students should be able to demonstrate the following Competences:

Skills/ Competences

- ✓ Understand basic theories of social work practice
- ✓ Demonstrate how learned theories, research results and policies can be applied and implemented at the community level.
- ✓ Explore the contemporary contexts of social work practice adapt basic theories in socio-historical and ideological context of Rwanda
- ✓ Adapt basic theories in socio-historical and ideological context of Rwanda

Having successfully completed the module, students should be able to demonstrate the following attitudes:

Attitudes:

- Making a linkage between social practice evolution and particular historical context of different domains of intervention where it can be applied
- Intervene to vulnerable people in need
- Transforming community members 'attitude for achieving sustainable social-economic development

9. **Indicative content**

- ✓ Introduction to the philosophy of care;
- ✓ Historical background of social welfare;
- ✓ Examination of the role of social worker in modern society;
- ✓ Social welfare and national social policy analysis
- ✓ Theories of social welfare
- ✓ Roles of social worker in developed and developing worlds
- ✓ Principles and values of social work practice
- ✓ Analysis of current Rwandan social policy and its relation to major interests in light of a globalisation economy.
- ✓ Studies Rwandan's social programs and services and the social forces and ideas that have shaped them in the past and are transforming them in the present

Skills/competences

- ✓ Having successfully completed the module, students should be able to demonstrate the following competences :
- ✓ Students should be able to understand basic theories of welfare and social policy
- ✓ Students should be able to adapt basic theories in socio-historical and ideological context of Rwanda

Student should be able to make a linkage between social practice evolution and particular historical context of different domains of intervention where it can be applied

10. Learning and teaching strategy

- Lectures
- Group discussions and class presentations.
- Case study analysis.
- Students` personal research.
- Individual and group assignments.
- Project/field work.

11. Assessment pattern

Component	Weighting (%)
Take home essays	10
Assignments	20
Report presentation	10
Class essay	20
Final exam	40

12. Strategy for feedback and student support during module

During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore, individual appointments in the office will be provided but also communication with students through internet will be favoured.

13. Indicative resources

Bill, L. (1999). Pragmatics of Community Organization. Common Act press, 3rd Ed. Canada. Confer to SSPA Centre for Documentation - ISBN: 0-921159-05-6

HEFFERNAN, J. W. (1979). Introduction to social welfare policy: Power, Scarcity and Common Human needs. F.E. Peacock Publishers, INC. Illinois, USA

McMahon, O. M. (1994). Advanced generalist practice with an international perspective. Prentice hall. New Jersey, USA

MISHRA, R. (1989). Society and social policy: Theories and practice of welfare. 2nd Ed. Macmillan Education LTD, London.

PORTGIETER, M.C. (1998). Social work process and social development. Port Elisabeth. South Africa

RUMSH, H. (1989). Society and social policy. Macmillan education LTD, London
SPICKER, P. (1988).Principles of Social welfare. London, Routledge

THURSZ, D. & VIGILANTE, J. L. (1975).Meeting Human Needs. Saga Publications, LTD. London

ZASTROW, C. (1996). Introduction to social work and social welfare, 6th edition
Brooks Cole publishing Company, USA

Journals
Canadian review of social policy/2006
SAGE Journals online/2007
Other journals are ordered by the main library Director

Key websites and on-line resources

http//www.social work.wadsworth.com
www.brookscole.com
http//www.social work.wadsworth.com
http//www.social thomsonrights.com
http://www.nur.lib.ac.rw
http//.www.commonact.com

Module 5

1. **Module Code**: ISOA 1613

2. **Module Title**: Introduction to Sociology and Anthropology

3. **Level**: **1**   **Semester: 1**   **Credits: 20**

4. **First year of presentation**: 2010

5. Administering School: Social Work

6. **Pre-requisite modules:** none

7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
ISOA1613	**Introduction to Anthropology and sociology**	**-Introduction to Anthropology** **-Introduction to Sociology**	**50** **50**	**50** **50**	**100** **100**	**10** **10**
Total			**100**	**100**	**200**	**20**

8. **Learning outcomes**

Having successfully completed the module, students should be able to demonstrate:

 Understanding and knowledge:

- Basic notions and the object of Sociology
- Understand the location of sociology within the various social sciences
- Illustrate an analysis of common ground as well as difference between the various sociological perspectives
- Anthropological processes used for studying social realities.
- A brief history of the scope, aims and method of social anthropology(also referred to as cultural anthropology)
- A detailed examination of the concept of "culture"(a central concern of the discipline of anthropology)
- A glimpse into the kind of work contemporary anthropologists are doing

Skills/competences

- Having successfully completed the module, students should be able to demonstrate the following competences :
- Be able to illustrate a nuanced understanding of the notion of « culture »
- Be able to use the concept of ethnocentrism and cultural relativism appropriately.
- Be able to apply sociological imagination to social reality.

Attitudes

- Having successfully completed the module, students should be able to demonstrate the following attitudes:

- Demonstrate a critical self-awareness (reflexivity) with regard to 'culture'
- Advocate for relativism in social reality
- Continually reassessing "truth" and "reality"

9. Indicative content

- Basic concepts in sociology
- Relationship between sociology and other social sciences
- Main problems and theories of Sociology
- Concepts related to: human being, the nature, the society and approaches.
- Basic concepts and theories of Anthropology
- Perspectives in applied Anthropology in transitional societies
- Methodological approaches in sociology and anthropology

10. Learning and teaching strategy

- Presentation in class
- Group work and exposés by students
- Individual assignments

11. Assessment strategy

Student will be assessed basing on:

- Self-directed assignments
- Final exam
- Class presentation of assignment and reports

12. Strategy for feedback and student support during module

- Discussions in office on appointment during working hours
- The lecturer will make available a teaching module that the students can always refer to
- Communication through internet is also favored.

13. Indicative resources

- Alston, M. & Bowles, W. 2003. **Research for Social Workers: An introduction to methods, 2nd Edition**. London & New York: Toutledge.
- Barnard, A. & Spencer, J. 1998. **Encyclopaedia of social and cultural Anthropology**. London: Routledge.
- Boult, B., Cunningham, P. &Popenoe, D. 1998. **Sociology**. Cape Town: Pearson Education South Africa.
- Giddens, A. 1997. **Sociology, 3rd Edition**. Cambridge: Polity Press.
- Tort, P. &Desalmand, P. 1978. **Sciences humaines et philosophie en Afrique**. Paris: Hatier.

Module 6

1. **Module code:** IPSE 1613
2. **Module title**: Introduction to Psychology and Social Environment
3. **Level:** 1   Semester: 1   Credits: 20
4. **First year of presentation:** 2011
5. **Administering School: Social Work**
6. **Pre-requisite or co-requisite modules: none**
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hrs	Practical hrs	Total hrs	Credits
IPSE1613	**Introduction to psychology and social environment**	**-Introduction to psychology**	50	50	100	10
		-Introduction to social environment	50	50	100	10
Total			**100**	**100**	**200**	**20**

8. **Learning outcomes**
Knowledge and understanding

- Define basic concepts of general psychology and its object
- Discover and explain the main methods of psychology and its relationships with other sciences
- Understanding behavioural change, its maintenance and behavioural approach of intervention
- Great current orientations of psychology
- Main methods of psychology

- Psychological key concepts like feeling, perception, conscious, intelligence, learning, memory, motivation, emotion, personality, social behaviour and pathological behaviour
- The role of human experience in social interaction

Skills/Competences

- Explain the main psychological process allowing the understanding of human behavior
- Explain main psychological mechanisms, through which individuals interact with others, influence his/her environment and vice versa.
- Demonstrate the understanding of human behavior
- Explore human behaviour and interactions with others
- Analyse of social psychology terms like anticipation, prejudice, and persuasion

Attitudes

- Show the understanding of psychological human problems
- Demonstrate the understanding of psychosocial interaction

9. **Indicative content**

- Introduction to social psychology
- Social expectations
- Social learning
- Persuasion and prejudice in social psychology
- Great current orientations of psychology
- Main methods of psychology
- Psychological key concepts like feeling, perception, conscious, intelligence, learning, memory, motivation, emotion, personality, social behaviour and pathological behaviour.
- The role of human experience in social interaction

10. **Learning and teaching strategy**
    - Lecture method.
    - Group discussions and class presentations.
    - Case study analysis.
    - Students` personal research.
    - Individual and group assignments.
    - Project/field work.
11. **Assessment strategy**
Students will be assessed taking into consideration the level of their participation in class and an Ongoing evaluation throughout the course sessions will be necessary (presentations in class; case studies; etc.). At the end, a final exam covering the whole content of the Module will be given.

12. **Assessment pattern**

Component	Weighting (%)	Learning objectives covered
Take home essay	60	1,2,3,4
Assignment		
Report presentation		
Class essay		5,6,7,8
Final exam	40	

13. Strategies for feedback and students support

During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore, individual appointments in the office will be provided but also communication with students through internet will be favoured.

14. Indicative resources

- O'Neil, H.F.; cited in Coon, D.; Mitterer, J.O. (2008). *Introduction to psychology: Gateways to mind and behavior* (12th ed., pp. 15–16). Stamford, CT: Cengage Learning.
- Myers (2004). Motivation and work. *Psychology*. New York, NY: Worth Publishers
- Hergenhahn, B.R. (2005). *An introduction to the history of psychology*. Belmont, CA, USA: Thomson Wadsworth. pp. 528–36.
- Elizabeth Barnett, PhD and Michele Casper, PhD, A Definition of "Social Environment", American Journal of Public Health, March 2001

Module 7

1. **Module Code**: FUST 1622
2. **Module Title**: Fundamentals of Statistics
3. **Level**: 1   Semester: 2   Credits: 15
4. **First year of presentation**: 2010
5. **Administering School**: Faculty of Social Work
6. **Pre-requisite modules: None**
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
FUST 1622	**Fundamentals of Statistics**	- **Descriptive statistics**	37.5	37.5	75	7.5
		- **Inferential statistics**	37.5	37.5	75	7.5
Total			75	75	150	15

8. Aims and Learning outcomes

Having successfully completed the module, students should be able to demonstrate:

Knowledge and Understanding

- ✓ Notions of descriptive and inferential statistics
- ✓ How to use statistics in daily life especially in research
- ✓ Application of statistics to social issues
- ✓ Sampling techniques and data organization
- ✓ Measures of central tendency and variability
- ✓ Hypothesis testing

Skills/Competences

- ✓ Apply sampling methods in social research
- ✓ Apply statistical analysis in social research
- ✓ Test null and alternative hypotheses

Attitudes

- ✓ Possess analytical thinking and relevant decision making

9. Indicative content

✓ **Statistical elements**

What is statistics? Biased notions in statistics, measures of central location: (range, variance, standard deviation, variation and dispersion coefficients.)
Measures of dissymmetry; basics of probability (conditional probability, distribution of binomial, Poisson and normal probabilities, sampling theory, the test of hypothesis)

10. Learning and teaching strategy

- ✓ Lecture method.
- ✓ Group discussions and class presentations.
- ✓ Case study analysis.
- ✓ Students` personal research.
- ✓ Individual and group assignments.
- ✓ Project/field work

11. Assessment Strategy

Self-directed assignments
Final exam

12. Assessment pattern

Component	Weighting (%)
Class tests Take home assignments Partial exams	40%

Final exam	60%
	100%

13. Strategy for feedback and student support during module

During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore, individual appointments in the office will be provided but also communication with students through internet will be favoured.

14. Indicative resources

- Gitlow, H. S., and D. M. Levine, Six Sigma for Green Belts and Champions. Upper Saddle River, NJ: Financial Times – Prentice Hall, 2005.
- Levine, D. M., T. C. Krehbiel, and M. L. Berenson. Business Statistics: A First Course, Third Edition. Upper Saddle River, NJ: Prentice Hall, 2003.

- Levine, D. M., D. Stephan, T. C. Krehbiel, and M. L. Berenson. Statistics for Managers Using Microsoft Excel, Fourth Edition. Upper Saddle River, NJ: Prentice Hall, 2005.

Module 8

1. **Module Code**: PREC 1622
2. **Module Title**: Principles of Economics
3. **Level**: 1   Semester: 2   Credits: 15
4. **First year of presentation**:   2010
5. **Administering School: Faculty of Social Work**
6. **Pre-requisite modules: none**
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
PREC 1622	Principles of Economics	1. Introduction to economic thought	75	75	75	7.5
		2. Macro & Micro economics	75	75	75	7.5
Total			150	150	150	15

8. Brief description of aims and content:

Essential, simple and useable body of economic theory, which will both provide the basis for further study and equip students with a real understanding of the role of economics in business, public and private decision making.

An understanding of the foundational concepts of economic principles and help to apply them in business, public and private decision making

9.   Learning Outcomes

Knowledge and Understanding
Having successfully completed the module, students should be able to:

1. understand how markets coordinate economic activity and produce equilibrium prices and quantities; how to evaluate market outcomes from confronting the objective of maximizing output subject to the cost constraints; how different markets structure are .

2. Have an understanding of pricing factors of production (labor and capital)

3. Apply the economic way of thinking in the analysis of consumer behavior; determine how consumers allocate their budgets, and how they arrive at the equilibrium.

4. Understand the concept of market failure and what effect governments can have on the provision and pricing of goods and services.

5. Understand the macroeconomic issues that are given priority by modern governments.

6. Students will develop independent study skills

Skills and Competences
1. Show understanding of analytical methods, required to determine the behaviour of individual consumer, firms.
2. Demonstrate understanding of non-technical way.
3. Apply core economic theory and economic reasoning to applied topics.

Attitudes
Demonstrate professional ethics in their day to day life.
Reason logically and work analytically to interpret the results of the analysis.

10.   Indicative Content

COMPONENT 1: INTRODUCTION TO MICROECONOMIC THEORY

*   **Introduction to Microeconomic Theory:** Definition of Economics, Economic science: Microeconomics and Macroeconomics, Economic Science Genesis and Economic Circular flow, Economic systems and regimes, The economic Problem: Limited resources and unlimited wants

- **Elementary theory of demand and supply:** The law of demand and supply, Demand and supply curves, a change in demand and supply, Market equilibrium: price adjustments, the price Elasticity of demand and supply.

- **Consumer behavior:** Cardinal and Ordinal utility approaches, Total utility and Marginal utility, The budget equation (constraint), Preference and indifference curves, Marginal rate of substitution, The utility maximizing choice.

- **Production and cost theory**

- **Market structures and their analysis**:   Perfect market competition and imperfect market competition.

COMPONENT 2: INTRODUCTION TO MACROECONOMIC THEORY

1. **Overview of macroeconomics**, definition of macroeconomics, concepts of macroeconomics (GDP, GNP, GDP Deflator, CPI, Unemployment rate, Economic growth and Inflation rates).

2. **National income theory** : where it come from and where it goes: Aggregate supply and Aggregate demand; Macroeconomic equilibrium,

3. **Money and inflation theory**

4. **Unemployment Theory**

5. **International trade in brief** (regional integration and foreign exchange)

11.   Learning and Teaching Strategies

The students have to attend the lecture sessions. Student centered approach will be used, by group works, discussion, individual assignments and presentations. Use of blackboard, projectors, and handouts given to students before or after

12.   Assessment Strategies

Assessment comprises the submission and presentation of coursework portfolio. CATS (60% of overall mark): students will submit a portfolio of work undertaken in group sessions, and independent study. Final exam (40% of overall mark): at the end of the semester students will be required to take a two-hour written examination. The examination will be designed to test the students' knowledge base and their ability to apply theoretical models to the analysis of real world events. The exam will be structured in sections where students will have to answer short questions, solve problems, and examine ethical issues relating to microeconomic and macroeconomic policies.

13.   Assessment Pattern

Component	Weighting (%)
Continuous Assessment and Test (CAT)	60%
Final Exams	40%

Strategies for feedback and student support during the module

1. Each test or assignment is marked with immediate feedback

2. Specimen solutions of exercises and problems are available for students self-assessment needs

3. Consultation hours for students in order to interact with them, on problems encountered and ways to overcome them and improve the module organization.

14. *Indicatives Resources*

Books

1. Begg D, Fischer S and Dornbusch (2005) S Economics. 8th edition, McGraw-Hill Education

2. Robert S. Pindyck, Daniel L. Rubinfeld (1995), MICROECONOMICS, third edition, by Prentice-Hal

3. N'Gregory Mankiw, (2006), principles of microeconomic, fourth edition

MODULE DESCRIPTION

LEVEL II

Module 1

1. Module Code: MHSW2613

2. Module Title: Mental Health issues in Social Work

3. Level: 2   **Semester: 1**   **Credits: 20**

4. First year of presentation: 2012

5. Administering School: Faculty of Social Work

6. Pre-requisite modules: Introduction to psychology and social environment

7. Teaching hours allocation

Course Code	Module title	Units	Lecture hrs	Practical hrs	Total hrs	Credits
MHSW2613	**Mental health issues in social work**	**-Introduction to Global Mental Health in social work**	**50**	**50**	**100**	**10**
		-Post traumatic disorders in Post-Genocide Rwanda	**50**	**50**	**100**	**10**
Total			**100**	**100**	**200**	**20**

8. Learning outcomes

Knowledge and understanding
- Examine common mental health conditions;
- Appreciate forms and models of mental health and illness;
- Consequences of psychological disorders at different levels.
- Examine different post traumatic disorders in post-genocide Rwanda

Skills/competences

- Explain the development of mental health as a scientific discipline
- Establish the strategies for the alleviation of psychological disorders
- Explain the prevention and the consequences of genocide
- Establish the strategies to prevent/treat the occurrence of PTSD in Rwanda

Attitudes

- Supporting behaviours towards people with mental health disorders

9. Indicative content
- Definition of mental health and mental illness
- History of mental health care and treatment models
- Risk assessment and management in relation to mental health
- Models and techniques of counselling in the domain of mental health
- Role of social work practice in the prevention, treatment, and care in the domain of mental health

10. Learning and teaching strategy
- Presentation in class
- Group work and exposés by students
- Individual assignments
- Field visits

10. Assessment strategy
Students will be assessed taking into consideration the level of their participation in class and an ongoing evaluation throughout the course sessions will be necessary (presentations in class; field visits reports; etc.). At the end, a final exam covering the whole content of the Module will be given.

11. Assessment pattern

Component	Weighting (%)	Learning objectives covered
Individual assignments	10	1, 2, 3 and 4
Group work and Field visit	20	3, 4
Exposes in class	10	3, 4
Final assessment	60	1, 2, 3 and 4

12. Strategy for feedback and student support during module
During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore, individual appointments in the office will be provided but also communication with students through internet will be favoured.

13. Indicative resources
- Baron, R. M., & Kenny, D. A. (1986), The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. Journal of Personality and Social Psychology
- Blankertz, L., & Robinson, S. (1996). Who is the psychosocial rehabilitation worker? Psychiatric Rehabilitation Journal
- Bolen, R. M., & Hall, J. C. (2007). Special section: Promoting and sustaining evidence-based practice. Managed care and evidence-based practice: The untold story. Journal of Social
- Work Education
- Caplan, R. D., Cobb, S., French, J. R. P., Jr, Van Harrison, R., &Pinneau Jr, S. R. (1980). Job demands and worker health: Main effects and occupational differences. Ann Arbor: University of Michigan, Institute for Social Research.

- Cohen, J. A. (2003). Managed care and the evolving role of the clinical social worker in mental health.
- Cropanzano, R., Rupp, D. E., & Byrne, Z. S. (2003). The relationship of emotional exhaustion to work attitudes, job performance, and organizational citizenship behaviors. Journal of Applied Psychology
- Demerouti, E., Bakker, A. B., Vardakou, I., &Kantas, A. (2002). The convergent validity of two burnout instruments. European Journal of Psychological Assessment

Module 2:

1. **Module code**: TMES 2623
2. **Module title**: Theories, Methods and Ethics of in Social Work Intervention/Practicum I
3. **Level**: 2   Semester: 2   Credits: 20
4. **First year of presentation**:
5. **Administering School: Social Work**
6. **Pre-requisite or co-requisite modules**: Theoretical principles of welfare and social policy & Psychology and human behaviour & psychosocial rehabilitation of vulnerable groups
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
TMES 2623	Theories, Methods and Ethics of in Social Work Intervention/Practicum I	-Theories and methods of social work intervention	50	50	100	10
		-Professional practice (Practicum I)	50	50	100	10
Total			**100**	**100**	**200**	**20**

The aim of this module is to provide students with the fundamental theories of different phases in Social Work Intervention towards individuals, families and small groups and equip them with the basic tools that can help them to use information drawn from the available resources using practical methods for problem solving.

8. **Learning outcomes**

Student should be able to demonstrate:

Knowledge and understanding

- Understand the professional practice of Social Workers i.e. policies and ideas in relation to practitioners (Social Worker) vis-à-vis the client on one part and other factors that link practitioners to individuals, families and small groups
- Translate theories and or data into practical solutions for problems at the Micro and Mezzo levels
- Understand the underlying processes in the functioning and development of individuals, families and small groups in their internal and external relations
- Demonstrate knowledge on the functioning of existing social structures in Rwanda towards solving problems for individuals, families and small groups, and how they are interrelated

Skills/competences
Having successfully completed the module, students should be able to demonstrate the following competences:
- Differentiate different categories of social work practice, micro, mezzo and macro practice
- Build partnerships for addressing human problems

Attitudes
Having successfully completed the module, students should be able to demonstrate the following attitudes:
- Assist vulnerable groups in various contexts
- Develop positive behavior towards vulnerable people, advocacy

9. **Indicative content**

- Theories of intervention in Social Work at both Micro and mezzo levels
- Professional practice in Social Work intervention at both Micro and Mezzo levels
- Research methodology for intervention in Social Work at both Micro and Mezzo levels
- Analysis of existing social policy for individuals, families and small groups
- Values and ethics for professional Social Work practice with individuals, families and small groups in Rwanda

10. **Learning and teaching strategy**

- Participatory method
- Group discussions where groups of 3-4 students will choose a topic of their interest within Social Work practice discuss it, explicitly present it to fellow colleagues and feedback obtained thereafter
- Lectures on factual content
- Collaborative approach through engaging students to stimulate responsibility
- A cohesive, respectful, and supportive atmosphere between facilitators and students
- Use of theory, policy, research, and other academic material related to Social Work practice
- Presentations, Recommendations and scale up of best practices

- Use of real practice/living examples, classroom experiences, and student projects in practice that illustrates academic as well as practical content
- The classroom sessions include lectures/discussions, films (if available), activities, small group discussions, and examples of problem-solving and analysis

11. Assessment strategy
- Attendance-students are expected to attend and actively participate in all in-class sessions
- Case studies & written reports-applying a well thought out problem solving process and intervention plan that includes Micro, Mezzo and Macro-level interventions
- Field supervision and instructors remarks
- Partial written exam about social work practice in Rwanda with emphasis on living examples
- Final Exam- students may opt for a written exam or select a model of Social Work practice which will involve an open presentation

12. Assessment pattern

Component	Weighting (%)
Take home essays	10
Assignment	10
Instructor and field report	20
Case study	20
Final exam	40

13. Strategies for feedback and students support
During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore, individual appointments in the office will be provided but also communication with students through internet will be favoured.

14. Indicative resources
- Adams, R., Dominelli, L. and Payne, M. (2009) Critical Practice in Social Work, 2nd edn.
- Macmillan. Provides an overview of anti-oppressive practice as a theory and method. Fook, J. and Gardner, F. (2007) Practising Critical Reflection: A Resource Handbook. Maidenhead: Open University Press. Provides a detailed discussion on critically reflective practice.
- Howe, D. (1995) Attachment Theory for Social Work Practice. Basingstoke: Palgrave Macmillan.
- Howe, D. (2008) The Emotionally Intelligent Social Worker. Basingstoke: Palgrave Macmillan.
- Howe, D. (2009) A Brief Introduction to Social Work Theory. Basingstoke: Palgrave Macmillian. Provides clear and concise chapters on social work theories and methods collated in

Module 3

1. Module Code: ISCR2611
2. Module Title: Introduction to Scientific Research
3. Level: 2   Semester: 1   Credits: 10
4. First year of presentation: 2014/2015 Administering Faculty: FSW
5. Pre-requisite or co-requisite modules/components: Study Skills
6. Allocation of study teaching hours

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
ISCR2611	**Introduction to scientific research**		**50**	**50**	**100**	**10**
Total			**50**	**50**	**100**	**10**

7. Learning outcomes
On successful completion of the module, the student should acquire the following competences:
Knowledge and understanding
- Scientific Research: Characteristics and Types
- Research Methods
- Initiation to social research

Skills

- Differentiate a science and common sense
- Describing different types of research
- **Identify goals, aims, motives, steps of research**
- Demonstrate understanding of scientific research skills

Attitudes and values

- Making difference between scientific person and a layman
- Avoiding plagiarism
- Ethical considerations in research

8. Indicative Content

- characteristics and types research
- data collection methods and analysis
- Social research
- Ontological considerations
- Aims and motives of research

9. Learning and teaching strategy
- Participatory method
- Group discussions
- Lectures on factual content

- Collaborative approach through engaging students
- A cohesive, respectful, and supportive atmosphere between facilitators and students
- Use of real practice/living examples, classroom experiences, and student projects in practice that illustrates academic as well as practical content.

10. Assessment strategy
Multiple assessments especially formative will be delivered to students and they will be organized on the following tasks:
- Practical works (individual and group)
- Cats
- Final assessment
- Attendance to lectures
- Active participation to lectures
11. Assessment pattern

Component	Weighting (%)
Assignments and Tests	60%
Final Exam	40%

12. Strategy for feedback and student support
Regular assessment and quick feedback on teaching and achievement progress
13. Indicative resources

- Babbie, E. (2007). The Practice of Social Research. (11th ed). International Student Edition. USA: Thomson Learning Inc.
- Babbie, E. (2010) The Practice of social research, 12th ed. Belmont, CA: Cengage Learning/Wadsworth
- Ahuja, R (2005). Research Methods. New Delhi: Rawat Publications. ISBN 81-7033-653-8 (paperback); ISBN 81-7033-654-6 (hardback)
- Ahuja, R. (2005). Research Methods. Nice Printing Press, New Delhi.
- Alston, M. and Bowles, W. (2003). Research for Social Workers: An Introduction to Methods (2nd ed). London: Routledge

Module 4:
1. **Module code**: HRCM 2622
2. **Module title**: Human Rights and Conflict Management
3. **Level**: 2   Semester: 2   Credits: 15
4. **First year of presentation:** 2011
5. **Administering School: Faculty of Social Work**
6. **Pre-requisite modules:** none
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hrs	Practical hrs	Total hrs	Credits
LCHR 2622	**Human Rights and Conflict management**	**Promotion of Human**	37.5	37.5	75	7.5
		Conflict Management	37.5	37.5	75	7.5
Total			**75**	**75**		**15**

8. **Learning outcomes**

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

9. **Knowledge and understanding**

   - Define Human Rights, conflict and related concepts
   - Understanding not only of the Universal Declaration of Human Rights, but also other important human rights documents that pertain to women, children, people with disabilities, Indigenous Peoples, persons with mental illness, and development.
   - Demonstrate necessary skills to advocate for human rights respect;
   - Identifying different models and processes of conflict resolution that are used to manage conflicts on different levels of society from individual to global level;
   - Explore and examine instruments of Human Rights and their applicability in Rwanda
   - Determine the issues, process and approaches of conflict management

Skills/competences

Having successfully completed the module, students should be able to demonstrate the following competences:

   - Inform other members of society about those Human Rights.
   - Explore and examine instruments of Human Rights and their applicability in Rwanda
   - Explain Root causes, factors and consequences of violent conflicts

Attitudes

Having successfully completed the module, students should be able to demonstrate the following attitudes:

- Promoting and respect Human Right
- Play the role of advocates whenever and wherever human rights are being violated
- Helping people to know about conflicts handling strategies

10. Indicative content
- Definitions of human rights
- Historical background and principles of human rights
- Applicability of human rights instruments in Rwanda
- Situation of human rights in Rwanda
- International human rights documents (e.g. Universal Declaration of Human Rights)
- Human rights and women, children, people with disabilities, indigenous people, persons with mental illness (see Gamble & Weil, 2001: 365).
- Key definitions: conflict and related concepts
- Root causes, factors and consequences of violent conflicts
- Dynamics and mapping of conflicts
- Conflict handling strategies
- Approaches to conflict management

11. Learning and teaching strategy
- Lectures
- Group discussions and class presentations.
- Case study analysis.
- Students` personal research.
- Individual and group assignments.
- Project/field work.

12. Assessment strategy
Students will be assessed taking into consideration the level of their participation in class and an Ongoing evaluation throughout the course sessions will be necessary (presentations in class; case studies; etc.). At the end, a final exam covering the whole content of the Module will be given.

13. Assessment pattern

Component	Weighting (%)
Class participation	10
Assignments (individual and Group assignments)	20
Class presentation	10
Case studies	20
Final exam	40

14. Strategies for feedback and students support

During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore, individual appointments in the office will be provided but also communication with students through internet will be favoured.

15. Indicative resources:
- Alper, S., Tjosvold, D., & Law, K. S. (2000) Conflict management, efficacy, and performance in organizational teams. Personnel Psychology, 53, 625-642.
- Amason, A. C. (1996). Distinguishing the effects of functional and dysfunctional conflict on strategic decision making: Resolving a paradox for top management teams. Academy of Management Journal, 39, 123-1
- Baron, R. A. (1997). Positive effects of conflict: Insights from social cognition. In C. K. W. DeDreu& E. Van de Vliert (Eds.), Using conflict in organizations (pp. 177–191). London: Sage.
- Batcheldor, M. (2000). The Elusive Intangible Intelligence: Conflict Management and Emotional Intelligence in the Workplace. The Western Scholar, Fall, 7-9
- Behfar, K. J., Peterson, R. S., Mannis, E. A., &Trochim, W. M. K. (2008). The critical role of conflict resolution in teams: A close look at the links between conflict type, conflict management strategies, and team outcomes. Journal of Applied Psychology, 93, 170-188.

Module 5
1. **Module Code**: PRVG2612
2. **Module Title**: Psychosocial Rehabilitation of Vulnerable Groups
3. **Level: 2**   Semester : 1   **Credits : 15**
4. **First year of presentation** : 2010
5. **Administering Faculty** : Social Work
6. **Pre-requisite or co-requisite modules**: Theoretical principles of social welfare and social work
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
PRVG2612	**Psychosocial Rehabilitation of Vulnerable Groups**	**-Introduction to Human Vulnerability** **-Rehabilitation of vulnerable groups**	37.5 37.5	37.5 37.5	75 75	7.5 7.5
Total			**75**	**75**	**150**	**15**

8. Learning outcomes
Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

9. **Knowledge and understanding**

  - Understanding of the concept of human vulnerability and related concept
  - Identify different categories of vulnerable people (in the context of Rwanda in particular), their characteristics, rights and responsibilities.
  - Understanding of issues of vulnerability and human trafficking
  - Understand human behavior in a given social context, identify the causes of vulnerability and how to deal with them
  - How to deal with social, environmental, psychosocial and behavioral problems that lead to vulnerability

Skills/competences

Having successfully completed the module, students should be able to demonstrate the following competences:

  - Differentiate different categories of vulnerable people, causes and consequences of human vulnerability, special vulnerable people (women, children…).
  - Build partnerships for addressing human vulnerability issues

Attitudes

Having successfully completed the module, students should be able to demonstrate the following attitudes:

  - Assist vulnerable groups in various contexts
  - Develop positive behavior towards vulnerable people, advocacy

10. **Indicative content**

  - Definition of human vulnerability and related concepts
  - Identification of different groups of vulnerable people, characteristics, causes and consequences of human vulnerability
  - Special vulnerability of women and girls and its determinants
  - Vulnerability in the healthcare setting, access to healthcare, provision of appropriate healthcare and inequality of power in healthcare
  - Vulnerability and human trafficking, global initiative to fight human trafficking
  - The Vienne Forum to fight human trafficking
  - Vulnerability, impact and action
  - Social rehabilitation of vulnerable people (principles, factors of vulnerability related to human development, disabled people, single mothers, victims of the natural disasters, condemned, poor people, unemployed, elderly….)
  - Strategies in place to deal with the problem of vulnerability in Rwanda

11. **Learning and teaching strategy**
  - Lectures
  - Group discussions and class presentations.
  - Case study analysis.

- Students` personal research.
- Individual and group assignments.
- Project/field work.

12. Assessment strategy
Students will be assessed taking into consideration the level of their participation in class and an ongoing evaluation throughout the course sessions will be necessary (presentations in class; case studies; etc.). At the end, a final exam covering the whole content of the Module will be given.

13. Assessment pattern

Component	Weighting (%)
Take home essays	10
Assignment	20
Report presentation	10
Case study	20
Final exam	40

14. Strategies for feedback and students support
During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore, individual appointments in the office will be provided but also communication with students through internet will be favoured.

15. Indicative resources

- **AMREF. CDC (2001).***The Global HIV and AIDS Epidemic,* www.cdc.gov
- **Bonanno, G. A. (2010).** Psychopathology and resilience following traumatic injury: A latent growth mixture model analysis. Rehabilitation Psychology New York: Guilford.
- **COHEN, D. (2002).***Poverty and HIV/AIDS in sub-Saharan Africa.* HIV and Development Programme, Issues Paper No. 27, UNDP.
- **Cowell, A. J. et al. (2003).** « Deriving service costs for a Clubhouse psychosocial rehabilitation program », *Journal Administration and policy in mental health and mental health services research, Springer Netherlands*, volume 30, Number 4, 2003
- **DFID (2000).***Disability, Poverty and Development.* DFID, UK.
- **Farrell SP, Deeds ES (1997).** *«* The clubhouse model as exemplar. Merging psychiatric nursing and psychosocial rehabilitation *» JPsychosocNursMent Health serv.1997*
- **Kamali, A., Carpenter, L.M. , Whitworth, J.A.G. et al., (2000).***Seven year trends in HIV-1 infection rates and changes in sexual behaviour among adults in rural Uganda.* AIDS 14: 427-434.

- **McReynolds, C. (2002).** « Psychiatric Rehabilitation : The need for specialized approach » *International journal of psychosocial rehabilitation*
- **UNESCO (2013).** *The principle of respect for human vulnerability and personal integrity: report of the international Bioethics committee of UNESCO (IBC)*. Paris: UNESCO.
- **UNDP (2014).** Human development report 2014. Sustaining human progress: reducing vulnerabilities and building resilience. New York: UNDP.
- **UN Office on Drugs and Crime (2008).** *An introduction to human trafficking:*
- *Vulnerability, impact and action*. New York: United Nations
- **Zastrow C. & Williams, G. (2008).** Introduction to Social Work and Social Welfare: Belmont, Thomson Brooks.

Module 6:

1. **Module code:** DEPG 2623
2. **Module title:** Development perspectives and gender issues
3. **Level**: 1   Semester:2   Credits: 20
4. **First year of presentation**: 2010
5. **Administering School: Social Work**
6. **Pre-requisite or co-requisite modules, excluded combinations**: none
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
DEPG2623	**Development Perspectives and Gender Issues**	**-Development perspectives**	**50**	**50**	**100**	**10**
		-Gender issues	**50**	**50**	**100**	**10**
Total			**100**	**100**	**200**	**20**

8. **Learning outcomes**

Having successfully completed the module, students should be able to demonstrate the following:

Knowledge and Understanding

- To demonstrate knowledge and understanding of the different Development Theories, the various perspectives of Development and global Development issue.
- Critically examine the different perspectives of different various development theories and relate them to the African and Rwandan situation.
- To understand the basic definitions and concepts applying to gender and development
- To understand the basic theoretical approaches explaining gender and development
- To demonstrate knowledge and understanding of the relationship between gender and development.
- To prove a deeper knowledge about gender approaches within the context of Rwanda

- To demonstrate the impact of gender and development on sustainable development of Rwanda in general and on Rwandan families in particular.

9. Skills/competences

Having successfully completed the module, students should be able to demonstrate the following competences:

- To Understand the general concept of development, theories of development and outline the problems of development both globally and locally in relation to Africa in general and Rwanda in particular
- To equip students with knowledge on basic theoretical approaches explaining gender and development, their evolution and their applicability in Rwandan context.

Attitudes

Having successfully completed the module, students should be able to demonstrate the following attitudes:

- Understand and be part of development initiatives
- Develop positive behavior towards vulnerable people, advocacy

10. Indicative content

- Definition of key concepts related to development and gender
- The human development paradigm: endogenous, development and globalised development: an introductory perspective, globalization and development
- The development challenge in the South
- Development history: 1945 to 1980
- Development policy since 1980: From state led to market led
- Development prerequisites
- Theories of development and under development
- Theoretical perspectives on Gender and Development,
- The evolution of women specific institutions and Gender integration at the UN
- Social construction of gender, gender approach as an instrument for sustainable development
- Gender-related issues: women's access to and control of resources, education, empowerment, work, environment, etc.
- The concept of gender in Rwandan context: Women situation in Rwanda traditional society and different changes (economic, cultural, political, educational, judicial,) occurred with the introduction on gender policy in Rwanda
- Gender based violence against women in Rwanda and strategies put in place to eradicate it

11. Learning and teaching strategy

- Lectures face to face
- Group discussions and class presentations.
- Case study analysis.
- Students` personal research.
- Individual and group assignments.

- Project/field work.

12. Assessment strategy

- Attendance and participation in class
- Self-directed assignments and class presentation
- Individual short essays
- Partial exam
- Final exam

13. Assessment pattern

Component	Weighting (%)
Take home essays	10
Assignment	20
Report presentation	10
Case study	20
Final exam	40

1. Strategies for feedback and students support

During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore, individual appointments in the office will be provided but also communication with students through internet will be favoured.

14. Indicative resources

- Beneria, Lourdes, 2003. Gender, Development, and Globalization: Economics as if all people mattered. New York: Routledge.
- Momson, Janet Henshall. 2004. Gender and Development. London: Routledge.
- Reddock, Rhoda, 2000 "Why Gender? Why Development?" Theoretical Perspectives on Gender and Development.
- Seytoux and Lalonde. 2002. Gender Assessment and Action Plan for USAID/Rwanda, International Center for research on Women, USA.
- Women for Women. 2004. Women taking a Lead: progress Toward empowerment and gender Equality in Rwanda. Kigali-Rwanda

Journals

- Connelly, M. Patricia (et.al). 2000. "Feminism and Development: Theoretical Perspectives" Theoretical Perspectives on Gender and Development. Chapter 3

- Kabeer, Naila. 2003. "Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: A handbook for policy-makers and other stakeholders" Commonwealth Secretariat. (http://www.idrc.ca/openebooks/067-5/)

- Somulu, Oreoluwa. 2007. "Telling our own stories: African women blogging for social change" Gender and Development Vol. 15, No 3. November.

- Youngs, Gillian. 2002. "Feminizing cyberspace: rethinking techno agency" in Jane Parpart, Rethinking Empowerment, chapter 5.

Gender and Development Related Website:

- UN Publications on women https://unp.un.org/browse.aspx?subject=92
- UNICEF Gender Equality http://www.unicef.org/gender/index.html
- UNDP Women http://www.undp.org/women/
- UNIFEM http://www.unifem.org/
- UNFPA Promoting Gender Equality http://www.unfpa.org/gender/index.htm
- DAC, OECD Gender Equality and Development
- http://www.oecd.org/department/0,3355,en_2649_34541_1_1_1_1_1,00.html
- International Labor Organization (ILO) Gender: Equality between men and women
- http://www.oit.org/public/english/gender.htm
- UNESCO,   Gender   Equality http://portal.unesco.org/en/ev.phpURL_ID=3160&URL_DO=DO_TOPIC&URL_SECTION=201.html
- Women Watch is the central gateway to information and resources on the promotion of gender equality and the empowerment of women throughout the United Nations system
- http://www.un.org/womenwatch/
- Global List of Women's Organizations http://www.distel.ca/womlist/womlist.html

MODULE DESCRIPTION

LEVEL III

Module 1

1. **Module code: PCSW 3613**
2. **Module title: Socio-Psychopathology and Criminology in Social Work**
3. **Level: 3   Semester : 2   Credits: 20**
4. **First year of presentation: 2012**
5. **Administering School: Faculty of Social Work**
6. **Pre-requisite or co-requisite modules:** Introduction to Psychology, Theories and practice of social law & Psychosocial rehabilitation of Vulnerable groups
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
PCSW 3613	**Socio-Psychopathology and Criminology in Social Work**	1. **Socio-psychopathology in social work** 2. **Criminology in Social Work**	50 50	50 50	100 100	10 10
Total			**100**	**100**	**200**	**20**

8. **Learning outcomes**

Knowledge and understanding
- Understanding the causes of the socio-psychopathology, deviance and crime in general and to master the methods and techniques of prevention or treatment.

Skills/Competences
- Identify different types of social and psychopathology, their causes, symptoms and diagnosis
- Examine and explain the relation between reduction of crime and socio-economic stability within the society

Attitudes

- Behave in a way that limits the occurrence of crimes and psychopathology in society

9. **Indicative content**

- Definition of key concepts :

- The study of deviant behaviour
- Theories of crime and deviance
- Crime, deviance and social order
- Preventing the crime : approaches in social work
- The case of Rwanda

10. Learning and teaching strategy

- Presentation
- Individual and group assignments
- Field visits

11. Assessment strategy

Students will be assessed taking into consideration the level of their participation in class and an ongoing evaluation throughout the course sessions will be necessary (presentations in class; field visits reports; etc.). At the end, a final exam covering the whole content of the Module will be given.

12. Assessment pattern

Component	Weighting (%)	Learning objectives covered
Individual assignments	10	1, 2
Group work and Field visit	20	2, 3
Exposes in class	10	2, 3
Final assessment	60	1, 2, 3

13. Strategy for feedback and student support during module

During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore, individual appointments in the office will be provided but also communication with students through internet will be favoured.

14. Indicative resources

- Giddens, A. 1998. **Sociology, 3ʳᵈ Edition**. Oxford: Blackwell Publishers
- Marshall, G. 1998. **Dictionary of Sociology**. Oxford: Oxford University Press.
- Terminology Committee for Social Work.1995. **New Dictionary of Social Work**. Cape Town.

Module 2

    1. Module code: DFSP 3613

    2. Module title: Demography, Family and Social Planning

    3. Level: 3   **Semester: 1**   **Credits: 20**

    4. First year of presentation: 2012

    5. Administering School: Faculty of Social Work

    6. Pre-requisite modules: Development perspectives and gender issues

    7. Allocation of study and teaching hours

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
DFSP 3613	**Demography, Family and Social Planning**	1. **Introduction to Demography**	50	50	100	10
		2. **Family and Social Planning**	50	50	100	10
Total			**100**	**100**	**200**	**20**

    8. learning outcomes

The aim of this module is to get an in-depth understanding of the connection existing between the population growth and development and to be capable to conduct demographic analyses.

At the end of the course, the student should be capable to demonstrate:

Knowledge and understanding
- ✓ To explore the population movements and demonstrate their consequences on the development;
- ✓ Process of social change and social action
- ✓ Action plan and strategic plan for social development

Skills/competences

- ✓ To apply the methods of demographic analysis to the study of demographic phenomena;
- ✓ To produce relevant data helping to plan for the socio-economic development of the country.
- ✓ To analyse strategies and approaches for family and social planning

Attitudes

- ✓ Develop family planning perceptions and behaviours

    9. Indicative content
- ✓ Definition of key concepts
- ✓ Study of demographic phenomena
- ✓ Longitudinal and transversal approaches in demographic analysis
- ✓ Structure and evolution of the population (Rwanda, Africa and World situation)
- ✓ Problematic of the population and development

    10. Learning and teaching strategy
- ✓ Presentation in class

- ✓ Group work and exposés by students
- ✓ Individual assignments
- ✓ Field visits

11. Assessment strategy

Students will be assessed taking into consideration the level of their participation in class and an ongoing evaluation throughout the course sessions will be necessary (presentations in class; field visits reports; etc.). At the end, a final exam covering the whole content of the Module will be given.

12. Assessment pattern

Component	Weighting (%)
Individual assignments	60
Group work and Field visit	
Exposes in class	
Final Exam	40
	100%

13. Strategy for feedback and student support during module

During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore, individual appointments in the office will be provided but also communication with students through internet will be favoured.

14. Indicative resources

- Preston, Samuel, Patrick Heuveline, and Michel Guillot. 2000. *Demography: Measuring and Modelling Population Processes*. Blackwell Publishing.
- Gavrilov L.A., Gavrilova N.S. 2010. Demographic Consequences of Defeating Aging. Rejuvenation Research.
- Joe McFalls (2007), *Population: A Lively Introduction,* Population Reference Bureau
- Ben J. Wattenberg (2004), *How the New Demography of Depopulation Will Shape Our Future*. Chicago: R. Dee, ISBN 1-56663-606-X

Module 3:

1. **Module code:** FSEC3611

2. **Module title:** Introduction to Family studies and Early Childhood

3. **Level**: 3   Semester: 1   Credits:10

4. **First year of presentation:** 2010

5. **Administering School:** Faculty of Social Work

6. **Pre-requisite or co-requisite modules, excluded combinations: none**

7. Allocation of study and teaching hours

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
FSEC3613	Introduction to Family studies and Early Childhood	-Introduction to Family studies	25	25	50	5
		-Early Childhood	25	25	50	5
Total			**50**	**50**	**100**	**10**

8. Learning outcomes

In the description of the module, the following are the elements to be developed: Knowledge and Understanding, Skills and Competences, and Attitudes.

8.1 Knowledge and understanding

Having successfully completed the module, students should be able to:

✓ Describe characteristics of early childhood
✓ Explain the role of parents and society in early childhood
✓ Understand culture, diversity and its impacts on young children
✓ List local professional contacts and resources for family development and early childhood
✓ Describe issues in early childhood education, parenting and family support, mental health, poverty and other risk factors.
✓ Understand and describe the national policies for early childhood and families

8.2 Skills and competences

Having completed the module on Family and early childhood, students should be skilled in the following competences:
✓ To be Early childhood professionals
✓ Competent with ability to develop new and different ways of meeting parents' and children's needs
✓ To be able to work with family services agencies
✓ To help parents access adequate, affordable health care means
✓ To give advice and shirt courses to Working Parents.
✓ To Fathers
✓ To Single Parents
✓ To Teenage Parents
✓ To Children household headed, orphans (Enfants chef de menage)

8.3 Attitudes

- Ability to deal with families and early child issues,
- Ability of Self-work and self-learning

- Capacity of working and collaborating with others for family and child transformation
- Dynamicity in family and child challenges in various contexts

9. Brief description of learning outcomes

Description of aims

This module gives the students the knowledge of the Family studies and Early Childhood and enables them to apply its principles to family and child problems in order to find adequate solutions.

Learning outcomes

Having successfully completed the module, students should be able:

- to demonstrate knowledge and understanding of the theoretical, historical and practical dimension of family and early childhood

- to elaborate some themes of the family and early childhood in relation to some social, economic, science and technological related challenges.

- to apply the principles for reflection, the criteria for judgment and guidelines for action to family and early childhood to resolve social, economic, science and technological problems

- to sensitize on the themes of the family and early childhood - Consult related documents and find guidelines for action

- to handle a research related to the family and early childhood in different contexts of social life situations and come to conclusions that can make transformation to family and early childhood.

10. Learning and teaching strategy
This module will be based on the following learning and teaching strategies:

- ✓ Student centred learning/ face to face lectures
- ✓ Practices in class/on computer, at the field and homework assignments
- ✓ Discussions and debates
- ✓ Visit day child care schools and preschools, orphanage and other child centres.
- ✓ Primary schools and

11. Assessment strategy

Assessment will focus on:
- ✓ Conceptualization of child and family

✓ The African family and child
✓ Rights of children

12. Indicative content

✓ Philosophical approaches;
✓ Legislative requirements;
✓ Family Diversities
✓ Supported Child development
✓ Asset building
✓ Value of play
✓ Resource website: refer to facilitator's syllabus for the detailed outline of weekly readings, activities and assignments

13. Assessment pattern

Component	Weighting (%)
Philosophical research and presentation	10
Value play, Family model, Building Asset and philosophical notes	20
Supported child development	10
Quizzes	10
Guided discussions	10
Final exam	40

14. Strategy for feedback and student support during module

During the module, guided discussions will be used to help students deepen the understanding of the module.

15. Indicative resources

15.1 Core text

Crowther, Ingrid, 2005, Introduction to Early Childhood Education, A Canadian Perspectives: Thomson, Nelson

Code of ethics, Early Childhood Educators of British Columbia

MULLER, Jake, 2005, Writing the First Social Science Term Paper and Book Review. Beachview Creations.

Berk, L. 1997. Child development, fourth edition, A Viacom Company, USA

15.2 Background text

Journals

Canadian Journals of ECE/ 2007
SAGE Journals online/2008

15.3 Key websites and on-line resources

http//www.ece.com
http//www.cotr.bc.ca/policies
http//www.ece.com
University of Washington Course Descriptions, gencat@u.washington.edu

Module 4

1. **Module code**: FRSM3611
2. **Module title**: Family Relationships and Sexuality Matters
3. **Level**: 2   **Semester:** 2   **Credits:** 10
4. **First year of presentation**: 2010
5. **Administering School: Faculty of Social Work**
6. **Pre-requisite or co-requisite modules:** Family studies & gender issues
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
DEPG3611	Family relationships and sexuality matters	-Marriage and Family: Roles and relationships -Sexuality matters	25 25	25 25	50 50	5 5
Total			**50**	**50**	**100**	**10**

8. **Learning outcomes**

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

Knowledge and understanding

- The family in historical context
- Kinship in Cross-Cultural perspective
- Nuclear families
- The modern family
- Modern marriage: Doing it less and enjoying it more?
- Violence in the family
- Divorce and remarriage
- The stages of psychosexual development
- Sexual behaviour & Sexual education
- National policies and family laws

Competences/skills

Having successfully completed the module, students should be able to demonstrate the following competences/skills:

- Diagnoses and resolve family conflicts
- Guide new couples in maintaining and/or starting relationships
- Help families to initiate or define close relationships

Attitudes

Having successfully completed the module, students should be able to demonstrate the following attitudes:

- Sensitize and or advocate for child protection
- Promote women's rights
- Promote sexual and reproductive rights

9. Indicative Content
- Definition of key concepts
- Identification of different types of families in historical context
- Analysis of the relationship between marriage and sexuality and family
- Violence in families
- Family-Violence and Childhood problems
- Handling childhood problems in relation to marriage, sexualities and family issues
- National policies and family laws

10. Learning and teaching strategy

- Guided group discussions
- Role play methods
- Philosophical research and presentation
- Quizzes
- Community journals and website

11. Assessment strategy

Presentations in class, reports, role play, group discussions, and final written exam

12. Strategy for feedback and student support during module

Group discussions and role play will be used to help students deepen the understanding of the module. Communication with students through face to face and internet use will facilitate the task.

13. References
- Harris, Christopher (1983). *The Family and Industrial Society*. London: George Allen Unwin.
- Schneider, David 1984 A Critique of the Study of Kinship. Ann Arbor: University of Michigan Press.
- Russon, John, (2003) *Human Experience: Philosophy, Neurosis, and the Elements of Everyday Life*, Albany: State University of New York Press. pp. 61–68.
- Wolf, Eric. 1982 Europe and the People Without History. Berkeley: University of California Press.

MODULE DESCRIPTION

LEVE IV

Module 1
1. Module Code: REME4621
2. Module Title: Research Methodology
3. Level: 4   Semester: 1   Credits: 10
4. First year of presentation: 2014/2015 Administering Faculty: FSW
5. Pre-requisite or co-requisite modules/components: Introduction to scientific research
6. Allocation of study teaching hours

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
REME4621	**Research Methodology**		50	50	100	10
Total			50	50	100	10

8. Learning outcomes
On successful completion of the module, the student should acquire the following competences:
Knowledge and understanding
- Understand the entire process of carrying out research (research proposal and final project)
- Development and verifying hypothesis
- Research designs
- Data collection and analysis methods

Skills

- Conducting interviews,
- Administrating survey questionnaires
- Developing research proposal
- Developing final project report

Attitudes and values

- Abiding with the values, principles and ethics of research and researchers
1. **Indicative Content**
- Types of research
- Formulating and stating a research problem;
- problem title/topic formulation;
- identification of problem factors-causes-indicators;
- Types of variables (dependent, independent, extraneous)
- Background;
- Problem statement;
- Objectives (General and Specific), questions, hypotheses (Null and Alternative);
- Theoretical framework;

- Conceptual framework;
- Review of literature;
- Research design;
- Sampling procedures and techniques(Probability and non- Probability);
- Instruments/tools (Questionnaire, Interview, Observation, Focus Group Discussion, Documentation);
- Approaches (qualitative, quantitative, inductive, deductive);
- Data (Primary, secondary);
- Data analysis methods (statistical, mathematical and non-statistical ;
- APA referencing style, 6th edition;

10. Learning and teaching strategy

- Obligatory attendance
- Active participation
- PAP

11. Assessment strategy

Multiple assessments especially formative will be delivered to students and they will be organized on the following tasks:

- Practical works (individual and group)
- Cats
- Final assessment
- Attendance to lectures
- Active participation to lectures

12. Assessment pattern

Component	Weighting (%)	Learning objectives covered
Assignments and Tests	60%	2, 3, 4, 5, 8
Final Exam	40%	1,4,5,6,7,8

14. Strategy for feedback and student support

Regular assessment and quick feedback on teaching and achievement progress

15. Indicative resources

- Babbie, E. (2007). The Practice of Social Research. (11th ed). International Student Edition. USA: Thomson Learning Inc.
- Babbie, E. (2010) The Practice of social research, 12th ed. Belmont, CA: Cengage Learning/Wadsworth
- Ahuja, R (2005). Research Methods. New Delhi: Rawat Publications. ISBN 81-7033-653-8 (paperback); ISBN 81-7033-654-6 (hardback)
- Ahuja, R. (2005). Research Methods. Nice Printing Press, New Delhi.
- Alston, M. and Bowles, W. (2003). Research for Social Workers: An Introduction to Methods (2nd ed). London: Routledge

Module 2

1. **Module code:** FIFM 4622
2. **Module title**: Family Interactions and Family Resource Management
3. **Level:** 4   **Semester :** 2   **Credits:**20
4. **First year of presentation:** 2012
5. **Administering School**: Faculty of Social Work
6. **Pre-requisite or co-requisite modules:** Unit of Social policy; Module of Marriage, family and sexuality matters
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
FIFM 4622	Family interactions and family resource management	-Family Interactions -Family resource management	50 50	50 50	100 100	10 10
Total			**100**	**100**	**200**	**20**

8. **Learning outcomes**

Having successfully completed this module, students should be able to demonstrate:

Knowledge and understanding:

- Understanding the interpersonal processes in the family and other intimate groups;
- Conceptual analysis of family interaction patterns such as communication, roles, relationships, power, decision making, love, conflict...;
- How to manage family resources;
- How family resource management impact on interpersonal relationships

Skills/competencies

Upon completion of this module student should be able to demonstrate the following competencies:
- Understand the dynamics of family interaction
- Manage families in crisis
- Manage family in the community
- Explain Parenting styles and their implications to family interactions and family resource management

Attitudes

Having successfully completed the module, students should be able to demonstrate the following attitudes:

- Be able to prevent family crisis
- Guarding families in decision making process
- Illustrate initiatives in family resource management, such as maintaining strong relationships for better resource management...

9. Indicative content

- The study of family, communication, roles, relationships, power, love, decision making, conflict…
- Theories and strategies for helping families deal productively with crisis
- Child exceptionality, child abuse, unemployment, divorce, rape, alcoholism, death, and other crisis event.
- Theories and methods of social protection
- Contextual analysis of social policy and its implications to family resource management
- Community resources as they relate to welfare of children and families

10. Learning and teaching strategy

- Guided group discussions
- Individual work presentation
- Individual and group assignments
- Field visits

11. Assessment strategy
Consideration of the level of their participation in class field visit reports and individual writing exam

12. Assessment pattern

Component	Weighting (%)	Learning objectives covered
Participation	10	
Individual assignments	20	
Group work and Field visit	20	
Presentation class	10	
Final assessment	40	

13. Strategy for feedback and student support during module
During the module, guided discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Individual face to face communication in the office and through internet will be respected.

14. Indicative resources
Core texts

- Hess, B.B, Markson, E.W. & Stein, P. J. 1988. Sociology, Third edition, McMllan, Publishing Company, New York
- Crowther, Ingrid, 2005, Introduction to Early Childhood Education, A Canadian Perspectives: Thomson, Nelson
- ZASTROW, C. (1996). Introduction to social work and social welfare, **6th edition**
- Brooks Cole publishing Company, USA

Key websites and on-line resources

- http://www.procaresoftware.com 2009
- http://www.guidetonlineschools.com/child_day_care_management.html 2009
- http://www.associatedcontent.com/ Article, 2009
- http://www.everythingpreschool.com/articles/busmanagement/index..htm
- http://www.keepkidshealth.com/preschool-time-management.html Preschool management community-based
- http://www.aapgrandrounds.aappublications.org/cgi
- AAP (American Academy of Pedantries)
- Parents training Management for Preschool ADHD

Module 3
1. **Module code: PCPA 4621**
2. **Module title: Psychosocial Counselling and Psychotherapy approaches**
3. **Level: 3   Semester: 2   Credits: 10**
4. **First year of presentation: 2012**
5. **Administering School: Faculty of Social Work**
6. **Pre-requisite requisite modules: none**
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
PCPA 4621	Psychosocial Counselling and Psychotherapy approaches	-Psychosocial Counselling -Psychotherapy approaches	25 25	25 25	50 50	5 5
Total			**50**	**50**	**100**	**10**

8. **Learning Outcomes**

This module gives the students the basic practices, methods and theory of psychosocial counselling techniques and psychotherapy approaches in social work.

Knowledge and understanding
- Demonstrate comprehensive understanding of knowledge and skills necessary for effective and competent group and individual counselling in the domain of mental health;
- Demonstrate comprehensive understanding of psychotherapy approaches

Skills/Competences

- Apply appropriately counselling and psychotherapy techniques
- Distinguish types of counselling and psychotherapy depending on situations

Attitudes

- Adopt the professional behaviour in relation to the counsellor and psychotherapist code of conduct

9. Indicative Content

Theoretical and practical basis of Counselling and other psychotherapy approaches

10. Learning and teaching strategy

- Participatory method
- Thematic discussions
- Lectures on factual content
- Collaborative approach through engaging students
- A cohesive, respectful, and supportive atmosphere between facilitators and students
- Use of real practice/living examples, classroom experiences, and student projects in practice that illustrates academic as well as practical content.

11. Assessment Strategy.

Students will be assessed taking into consideration the level of their participation in class and an ongoing evaluation throughout the course sessions will be necessary (presentations in class; field visits reports; etc.). At the end, a final exam covering the whole content of the Module will be given.

12. Assessment Pattern

Component	Weighting (%)	Learning objectives covered
Individual assignments	10	
Group	20	
Oral presentation and practical demonstration	10	
Final assessment	60	

13. Strategy for feedback and student support during module

During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore, individual appointments in the office will be provided but also communication with students through internet will be favoured.

14. Indicative Resources

- Benish, S. G., Imel, Z. E., \&Wampold, B. E. (in press). The Relative Efficacy of Bona Fide Psychotherapies for Treating Posttraumatic Stress Disorder: A Meta-Analysis of Direct Comparisons *Clinical Psychology Review*.
- Miller, S. D., Wampold, B. E., &Varhely, K. (In press). Direct comparisons of treatment modalities for youth disorders: A meta-analysis. *Psychotherapy Research*
- Milrod, B., Leon, A., Busch, F., Rudden, M., Schwalberg, M., Clarkin, J., Aronson, A., Singer, M. Turchin, W, Klass, E., Graf, E., Teres, J., Shear, M. (2007), A

randomized controlled clinical trial of psychoanalytic psychotherapy for panic disorder. *American Journal of Psychiatry,* 164:265-272.

- Condon, J. and Cane, P. Capacitar: Healing Trauma & Empowering Wellness Syllabus of theoretical articles: Curriculum for the Multicultural Wellness Education Program

Module 4

1. **Module code:** SPSW 4623
2. **Module title:** Symposium and Professional Social Work Practice/Practicum II
3. **Level: 4**   **Semester: 2**   **Credits: 20**
4. **First year of presentation: 2012**
5. **Administering School: Faculty of Social Work**
6. **Pre-requisite or co-requisite modules: Theories, methods and ethics of professional practice in social work intervention I**
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
SPSW 4623	Symposium and Professional Social Work Practice/Practicum II	-Theories and methods of social work practice	50	50	100	10
		-Professional practice	50	50	100	10
Total			**100**	**100**	**200**	**20**

8. **Learning outcomes**

The aim of this module is to provide students with skills, knowledge and values necessary for competently practicing Social Work at different levels i.e. Micro, Mezzo and Macro levels.

At the end of the Module, students should be able to demonstrate:

9. **Knowledge and understanding**
- Different methods of social work interventions
- Diagnostic understanding of psychosocial problems

Skills/Competences

- Apply acquired Social Work theories and methods on the field
- Evaluate, use and do operational research necessary for effective practice including research to evaluate and improve one's own practice in the context of communities and organizations

- Plan for and implement appropriate continuing professional education and development activities in order to continually improve the effectiveness of Social Workers in practice and service delivery with organizations and communities

Attitudes
- Use a variety of professional roles and ethics necessary for forming professional relationships characterized by mutual collaboration with respect to organizational and community systems

10. Indicative content

- Exposure of main issues in Social Work Theory and Practice in Rwanda
- The role of Social Work in Social life/Social functioning in Rwanda
- Theories in Social Work and how they should be applied to the Rwandan context to solve Social problems
- Multidisciplinarity of Social Work and the complementarity between individual and collective actions

11. Learning and teaching strategy

- Participatory method
- Thematic discussions
- Lectures on factual content
- Collaborative approach through engaging students
- A cohesive, respectful, and supportive atmosphere between facilitators and students
- Use of theory, policy, research, and other academic material related to Social Work practice
- Presentations, Recommendations and scale up of best practices
- Use of real practice/living examples, classroom experiences, and student projects in practice that illustrates academic as well as practical content.

12. Assessment strategy
Students will be assessed taking into consideration the level of their participation in class and an ongoing evaluation throughout the course sessions will be necessary (presentations in class; field visits reports; etc.). At the end, a final exam covering the whole content of the Module will be given.

13. Assessment pattern

Component	Weighting (%)	Learning objectives covered
Individual assignments	10	
Group work and Field visit	20	
Exposes in class	10	
Final assessment	60	

14. Strategy for feedback and student support during module
During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore,

individual appointments in the office will be provided but also communication with students through internet will be favoured.

15. Indicative resources
- Pincus A, Minahan A (1973). *Social Work Practice: Model and method*. Itasca, IL: F.E. Peacock Publishers.
- Ramsay R (1994). Conceptualizing PIE within a holistic conception of social work. In J Karls& K Wandrei (eds.), *The Person-in-Environment Book* (pp. 171-195). Washington, DC: NASW Press.
- Ramsay R (1991). Preparing to influence paradigm shifts in health care strategies. In P Taylor & J Devereux (eds.), *Social work administrative practice in health care settings*. Toronto, ON: Canadian Scholars Press.

MODULE DESCRIPTION

LEVEL V

Module 1

1. **Module code:** SWIC 5623
2. **Module title: Social work intervention in international cooperation**
3. **Level :** 5   Semester : 2   Credits: 20
4. **Component : International Social Work and Globalization (10Credits)**
5. **First year of presentation:** 2013 **Administering school:** Faculty of Social Work
6. **Pre-requisite modules:** Theories, methods and ethics of social work intervention I & Symposium of professional practice in social work intervention II
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
SWIC 5623	**Social work intervention in international cooperation**	**-Globalization and International social work intervention**	50	50	100	50
		-Environment changes and social work intervention changes	50	50	100	50
Total			**100**	**100**	**200**	**100**

8. Learning outcomes

After completion of this course, the student should be able to:

9. Knowledge and understanding:

- Demonstrate knowledge of social practices in international cooperation issues, challenges of international cooperation and globalization;
- Demonstrate knowledge on how national and international organizations and companies try to solve social and economic problems;

Skills/competences
Having successfully completed the module, students should be able to demonstrate the following competences:
- To Demonstrate professional skills to deal with and help victims meeting the consequences of globalization through social work intervention
- Analyze characteristics of different organizations in international cooperation and the impact of globalization;

Attitudes

Having successfully completed the module, students should be able to demonstrate the following attitudes:

- Intervene professionally in dealing with international social problems and face challenges related to globalization.
- Respect of people regardless of their differences, various culture, beliefs, social environment and behavior

10. Indicative content
- Nature and characteristics of actors of international cooperation (States and non-state actors like NGOs, UN agencies, Networks, Social Movements, MNCs and TNCs)
- Visit/field work in organization of international cooperation to acquire professional skills of social intervention
- Analysis of different perspectives of international political economy and cooperation after World War (WW) II preached by international organization (World Bank, IMF, GAT and OCDE)
- The logics and effects of globalization worldwide and Rwanda in particular
- The role of international social work in dealing with the negative effects of globalization

11. Learning and teaching strategy

- The classroom sessions include lecture/discussions, films (if available), activities, small group discussions, and examples of problem-solving and analysis;
- Attendance: students are expected to attend and actively participate in all in-class sessions
- Case studies and written report – applying a well thought out problem solving process and intervention plan that includes Micro, Mezzo and Macro-level interventions.
- This module needs practices on the field, especially in organizations and companies of international cooperation (UN agencies: UNICEF, UNIFEM, UNFPA, UNESCO, etc.) and Multi-National Companies (MNCs): MTN, TIGO, Airtel, etc.

12. Assessment strategy

- Attendance and participation in class
- Individual, group assignments and presentation
- Cases analysis and presentation
- Report of practices and visits on field
- Final exam

13. Assessment pattern

Component	Weighting (%)
Class participation	10
class assignments	10
Take home assignment including Assays	20
Field report and presentation	20
Final exam	40

14. Strategy for feedback and student support during module

During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore, individual appointment in the office will be provided but also communication with students through internet/emails will be favored.

15. Indicative resources
- AmartyaSen (1999) *Development as freedom*. Oxford: Oxford University Press.
- David Cox and Manohar Pawar (2006) *International social work: issues, strategies and programs*. London: Sage Publications.
- David N., Balaam and Michael Veseth (2005) *Introduction to international political Economy* (Third edition), Prentice Hall.
- Friedman, Thomas, L. (2007) *The world is flat: a brief history of the twenty-first century*. Rev. pbk. Ed. New York: Picador.
- Malcolm Payne and Gurid Aga Askeland (2008) *Globalization and international Social work: Postmodern change and challenge*. USA: Ashgate Publishing Company.
- Manfred B. Steger (2008) *Globalization: a very short introduction*. Oxford: Oxford University Press.
- Revenhill, John (2005) *Global political economy*. New York: Oxford University Press.
- Richard Hugman (2010) *Understanding international social work: a critical analysis.* UK: Palgrave MacMillan.
- Sachs, Jeffrey, et al. (2004) "Ending Africa poverty Trap", Brookings Papers on economics activity.
- Stiglitz, Joseph, E. (2006) *Making globalization work*. New York: W.W. Norton & Co.

Module 2

1. **Module code:** ASPC 5613

2. **Module title**: Administration of schools and promotion of child care institutions

3. **Level**: 5   **Semester**: 1   **Credits: 20**

4. **First year of presentation:** 2013

5. **Administering School:** Faculty of Social Work

6. **Pre-requisite modules:** Introduction to early childhood and family studies, Child education and teaching methods

7. Allocation of study and teaching hours

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
ASPC 5613	Administration of schools and promotion of child care institutions	-Administration of schools	50	50	100	10
		-Promotion of child care business in the community	50	50	100	10
Total			**100**	**100**	**200**	**20**

8. Learning outcomes

Having successfully completed this module, students should be able to demonstrate:

Knowledge and Understanding

- To make a demand for a day-care center or a preschool
- To initiate a community-based preschool or a day-care center
- To start childhood business in community
- To market a business and interest the community
- To prepare a budget for a child care business

Skills/competencies

Upon completion of this module student should be able to demonstrate the following competencies
- to initiate good policies on child care business in the community
- to promote initiatives of parents' involvement in child care business in the community
- open and operate a child care center

Attitudes

Having successfully completed the module, students should be able to demonstrate the following attitudes:

- Recognizing child care needs
- keeping children safe
- be able to prevent and diagnonise child neglect/child abuse

9. Indicative content
- Conceptualisation of key concepts related to administration, business and control-monitoring.
- Caring for the children

- To operate a day-care center
- Competences required for the exercise of an administrative task.
- Qualities of a social services administrator

10. Learning and teaching strategy

- Lectures
- Field visits
- Class presentations

11. Assessment strategy

Students will be assessed taking into consideration the level of their participation
in class and an ongoing evaluation throughout the course sessions will be necessary
(presentations in class; field visits reports; etc.). At the end, a final exam covering the whole
content of the Module will be given.

12. Assessment Pattern

Component	Weighting (%)	Learning objectives covered
Individual assignments	10	1
Group work and Field visit	20	2
Exposes in class	30	1, 2
Final assessment	40	1, 2, 3

13. Strategy for feedback and student support during module

- Written feedback from students after each lecture
- Fix time to receive students in office for individual support and guidance
- Allow exchange of emails with students for support and guidance

14. Indicative resources

Key websites and on-line resources

- http://www.procaresoftware.com 2009

- http://www.guidetonlineschools.com/child_day_care_management.html 2009

- http://www.elearning.com/programs/child_day_care.htm 2009

- http://www.pennfoster.edu/daycare 2009

- http://www.associatedcontent.com/ Article, 2009

- http://www.everythingpreschool.com/articles/busmanagement/index..htm

- http://www.keepkidshealth.com/preschool-time-management.html Preschool management community-based

- http://www.ccccnsw.org.au/nsw children's services forum/ march 2009

- http://www.cache.org.uk/CACHE/ level 2 certificate in preschool practice, 2006
- (CACHE: Council for Awards in Children's Care and Education)

- http://www.aapgrandrounds.aappublications.org/cgi
- AAP (American Academy of Pedantries)
- Parents training Management for Preschool ADHD

Module 3

1. **Module Code:** ECRI 5611
2. **Module Title:** Entrepreneurship and project management
3. **Level: 5   Semester: 1   Credits: 10**
4. **First year of presentation: 2010**
5. **Administering Faculty: Faculty of Social Work**
6. **Pre-requisite modules:** Rural economics and cooperative management & management and leadership
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
DEPG1623	**Entrepreneurship and project management**	**-Entrepreneurship** **-Project management**	**25** **25**	**25** **25**	**50** **50**	**5** **5**
Total			**50**	**50**	**100**	**10**

8. Learning Outcomes

On successful completion of this module students will be able to demonstrate:

Knowledge and Understanding
- Critically analyze models of managerial decision-making.
- become competent in the areas of building the capacity to think "entrepreneurially:
- develop an entrepreneurial idea for a micro enterprise
- develop effective "team work" abilities

- develop effective leadership skills
- Understanding of the meaning and importance of entrepreneurship, business planning process and methods, entrepreneurship environment in Rwanda, small and medium enterprises policy and promotion in Rwanda.
- be able to demonstrate skills to organise, operate and assume the risks associated with a business venture
- Be able to identify and develop opportunity idea in the form of a business vision.

Skills/Competences
Having successfully completed this module, students should demonstrate the following competences

- Illustrate the process of creativity for innovation
- Demonstrate characteristics of a good entrepreneur
- Distinguish between administrative management and project management

Attitudes

Having successfully completed the module, students should be able to demonstrate the following attitudes:

- Be able to initiate innovative project
- Be able to assume the role of project managers in their own businesses created

9. Indicative Content
- Fundamentals of entrepreneurship.
- Characteristics, qualities and competencies of successful entrepreneurs.
- Creativity as a prerequisite to innovation
- Innovation and entrepreneurship
- The concept of management within the current global business environment.
- Synthesize knowledge and experience on the nature of organizations, by considering competing perspectives on the nature of management
- Characteristics of Project Management.
- Potential Benefits and Challenges of Project Management.

10. Learning and Teaching Strategy

The module is delivered by a range of techniques, including lectures, case analysis and role-play. A variety of teaching methods are adopted for the delivery of the course.
The reliance shall be primarily on hands on management of small enterprise ,self-learning, critical reasoning, innovative & creative approaches to problem solving, logically presenting solutions and gain and reflect on the learning in the class.

11. Assessment Strategy

Assignments, tests and practices will help the learner to demonstrate his / her ability to think through unseen problems.

A written final exam at the end of semester will be organized

12.Indicative Resources

- Colin Hales, 2000; Cengage Learning Business Press (2 edition); Managing Through Organization: The Management Process, Forms of Organization and the Work of Managers; ISBN-10: 1861525702.
- Paul H Hersey , Kenneth H Blanchard , Dewey E Johnson; 2007; Prentice Hall (9 edition) Management of Organizational Behavior (9th Edition); ISBN-10: 0131441396
- Steve Mariotti; 2008; Pearson Prentice Hall; Entrepreneurship: Starting and Operating a Small Business with CDROM; ISBN-10: 0536467625
- Steve GOTTRY; 2005; Collins Business; Common Sense Business: Starting, Operating, and Growing Your Small Business--In Any Economy! ISBN-10: 0060778385.
- Bowler, A. and Dawood, M.S (1995). *Entrepreneurship and Small Business Management*. First ed., Nasou: Cape Town
- Filion, L.J (1992). *Ten steps to entrepreneurial teaching*. Quebec University
- Joseph T Straub and Raymond F Attner (1988). *Business*. Wadsworth: Boston

Module 4

1. **Module code:** CETM 5611
2. **Module title:** Child Education and Teaching Methods
3. **Level:** 5   **Semester:** 1   **Credits:**10
4. **First year of presentation: 2012**
5. **Administering School:** Faculty of Social Work
6. **Pre-requisite or co-requisite modules:** Introduction to early childhood and family studies
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
CETM 5611	Child Education and Teaching Methods	Child Education	25	25	50	5
		Teaching methods	25	25	50	5
Total			**50**	**50**	**100**	**10**

8. **Learning outcomes**

The general aim of the module course is to gain solid knowledge base in theories of child development and learning; knowledge and understanding of the importance and complex characteristics of children's families and community; Have familiarity with a variety of technological tools to access resources which may be useful in teaching and learning; Have acquired knowledge and understanding about becoming an ethical, resourceful, critical, and reflexive professional; Apply understanding of children's development and learning to create healthy, respectful, supportive, and challenging environments; Involve families and communities

in their children's development and learning, using a wide range of approaches, including the use of technology,…

At the end Students should be able to establish the following:

Knowledge and understanding
- ✓ Establish the early childhood development
- ✓ explain the role of the early childhood educator/facilitator
- ✓ understand culture and diversity and its impacts on young children
- ✓ identify strategies for developing partnerships
- ✓ define quality in early childhood education environments

Skills/Competences
- ✓ discuss critical skills for educators
- ✓ list local professional contacts and resources
- ✓ compare a variety of philosophical approaches to teaching young children
- ✓ describe issues in early childhood education, parenting and family support, mental health , poverty and other risk factors
- ✓ use the library catalogue, renew materials…internet to locate information and evaluate information from internet sources
- ✓ access online learning resources

Attitudes
- ✓ Incorporate the parent and educator behaviors
- ✓ Establish the teacher-to-children role model behaviors
- ✓ Avoid plagiarism in academic writing

9. Indicative content

This course will focus on the following core components:

- ✓ Definition of key concepts
- ✓ Philosophy of teaching founded on respect for cultural and individual learning styles
- ✓ Solid commitment to families and the role of parents as the child's first teacher
- ✓ Use technological tools to access resources
- ✓ Family and community involvement in their children's development and learning, using a wide range of approaches, including the use of technology

10. Learning and teaching strategy

- ✓ Teaching practices
- ✓ Group work activities
- ✓ Action-research activities in the surroundings day care centres and preschools;
- ✓ Field visits;
- ✓ Presentations in class.

11. Assessment strategy

Students will be assessed through presentations in class, field visits reports, teaching practices and a final exam.

12. Assessment pattern

Component	Weighting (%)
Individual assignments	60
Group work and Field visit	
Exposes in class	
Teaching practices	
Final Exam	40

13. Indicative resources
- Shapiro, N.; Nager (1999). "The Developmental-Interaction Approach to Education: Retrospect and Prospect". *Occasional Paper Series* (New York: Bank Street College of Education).
- Farquhar, Sarah-Eve (2008). "The Benefits & Risks of Childcare (ECE) for Young Children: A Review of the Best Available NZ and International Research". New Zealand: ChildForum.
- Casper, V; Theilheimer, R (2009). *Introduction to early childhood education: Learning together*. New York: McGraw-Hill.
- Taber, K. S. (2011). Constructivism as educational theory: Contingency in learning, and optimally guided instruction. In J. Hassaskhah (Ed.), Educational Theory.

Module5:

1. **Module Code**: PISJ 5613
2. **Module Title**: Poverty issues and Social Justice
3. **Level**: 5   Semester:1   Credits:20
4. **First year of presentation**:2013
5. **Administering School:** Faculty of Social Work
6. **Pre-requisite modules:** Development perspectives and gender issues & , Human rights and conflict management
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
PISJ5613	Poverty issues and Social Justice	-Poverty issues and challenges for development	50	50	100	10
		-Equality and social justice in development	50	50	100	10
Total			**100**	**100**	**200**	**20**

8. **Learning outcomes**

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

Knowledge and understanding:
- Understand the concepts of poverty, inequality and social justice
- Distinction between the concepts of equality vs. inequality
- Explain basic principles of Social justice
- Distinction between the concepts of social justice and human rights
- Understand Social justice and economic realities (e.g. in the context of Rwanda)
- Understand the moral guidelines based on social justice

Skills/competences

Having successfully completed the module, students should be able to demonstrate the following competences:
- Demonstrate professional skills to deal with the consequences of poverty, inequality and Social injustice and how to help those affected by the consequences
- Explain theories of social justice

Attitudes
- Mobilise people about government of Rwanda strategies and policies to reduce poverty
- Promoting social justice
- Play role of mobiliser in poverty reduction

9. **Indicative Content**
- Introduction: definition of poverty, social development and MDGs in the context of Rwanda
- Factors that contribute to poverty in Africa
- Status of poverty in Rwanda, causes and consequences
- Perspectives on gender, poverty and social development
- Government of Rwanda strategies for reducing poverty
- The role of social work in poverty reduction
- Different causes, forms and levels of poverty
- Income inequality between countries and within-country
- Basic principles of social justice
- Social justice and economic realities
- Moral guidelines based on social justice
- The evolution and characteristics of poverty and inequality in Rwanda
- Conclusions and way forward

10. **Learning and teaching strategy**

This module will be taught based on participative methods. It will be organized on the form of lectures, discussions, cases analysis, field visit and presentations.

11. **Assessment strategy**

- Attendance and participation in class
- Class assignments and presentation
- Individual short essays
- Final exam

12. Assessment strategy

Students will be assessed taking into consideration the level of their participation in class and an Ongoing evaluation throughout the course sessions will be necessary (presentations in class; case studies; etc.). At the end, a final exam covering the whole content of the Module will be given.

13. Assessment pattern

Component	Weighting (%)
Class participation	10
Assignments (individual and Group assignments)	20
Class presentation	10
Case studies	20
Final exam	40

14. Strategies for feedback and students support

During the module, plenary discussions and advices through the corrections of exercises and exams will be used to help students deepen the understanding of the module. Furthermore, individual appointments in the office will be provided but also communication with students through internet will be favoured.

15. **Indicative resources:**

- Dubois, H.F.W. &Fattore, G. (2009), 'Definitions and typologies in public administration research: the case of decentralization', International Journal of Public Administration, 32(8): 704–727.
- Jeong Chun Hai @Ibrahim, &NorFadzlinaNawi. (2007). *Principles of Public Administration: An Introduction.* Kuala Lumpur: Karisma Publications. ISBN 978-983-195-253-5
- Smith, Kevin B. and Licari, Michael J. *Public Administration — Power and Politics in the Fourth Branch of Government*, ISBN 1-933220-04-X
- White,Jay D. and Guy B. Adams. *Research in public administration: reflections on theory and practice*.1994.
- Donald Menzel and Harvey White (eds) 2011. *The State of Public Administration: Issues, Challenges and Opportunity*. New York: M. E. Sharpe.

Module 6

1. **Module Code: INTS 5623**
2. **Module Title: Internship**
3. **Level: 5   Semester: 2   Credits: 20**
4. **First year of presentation: 2013-2014**
5. **Administering Faculty: Social Work**
6. **Pre-requisite modules : Practicum I & II ; Research Methods**
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
INTS 5623	**Internship**			200	200	20
Total				200	200	20

8. **Brief description of aims and learning outcomes**

8.1.Description of aims

Internship reinforces students' knowledge and equips them with the professional skills through action research.
Briefly, it aims to:
   (1) Empower students to have a deep understanding in relation to their future profession, and its challenges and related constructive solutions.
   (2) Enable students to improve their professional skills through critical thinking, dialogue, discussions, group work and social attitudes.

8.2.Learning Outcomes
The internship program aims to help students to:
- Apply acquired knowledge in the class situation to real life situations;
- Give the opportunity to work with qualified professionals;
- Foster self- confidence and learn to interact professionally with peers;
- Identify self-strengths and weaknesses by referring to future career;
- Establish contacts and networks for future employment;
- Improve ways to address issues and solve problems through action research.
- Internship program engages student in service activities for the purpose of providing enough experiences that enhance their learning and appropriate professional skills;
- Internship program enhances students' creativity and critical thinking, promotes interest in their future career, creates a network and contact with all internship stakeholders and contributes to the accomplishment of the academic requirements;
- Internship program equips students with scientific skills and interest for the identification of their final research project.

9. Indicative Content

- The internship is a period of time spent by interns in different hosting services aiming at getting in touch with the realities of the work and it is a hands-on training in view of testing learned content and solving real problems. Interns are under supervised by local and Faculty staff
- Interns write an orderly report of detailed the activities performed during the internship period. They should also describe other possible findings in relation to their career.
- The report is an opportunity offered to interns to apply but also suggest solutions to difficulties encountered.
- The Introduction defines the subject of the report and objective or goal of the internship crisply stated and conceptually separated from the background and the method used.
- The Body of the report should be the longest part of the report. The body should mainly be composed of two parts: (l) literature in relation to the activities performed during the course of internship; (2) discussion of the activities and possible findings. The results of internship contribute to actual or potential identification of solution to an existing problem, preferably of national interest or for discovering a hidden knowledge. The conclusions should specifically emphasize on whether the objectives or goals of internship have been met or not. Recommendations are made of different suggestions on how handle practical problems or improve efficiency on the side of hosting institutions or for CUR.

10. Learning And Teaching Strategy

The internship is conducted under supervision of a field instructor and a field supervisor. Both have the opportunity of showing practices in career and make the student benefit abundantly from experience gathered over years. The intern is committed to work hard and regularly ask any question related to encountered problems.

11. Assessment Strategy

The internship should assessed by both the Field Instructor and the field supervisor. The assessment report should be brought by the Field Supervisor to the Field Coordinator one week after the internship period.

COMPONENT	WEIGHT / 100
Field Instructor's Assessment	40
Field Supervisor's Assessment	30
Students' reports	30

Internship evaluation items

Designation	MARKS
Client oriented attitude	15%
Motivation/innovation	10%
Team spirit	10%
Decision making	10%
Communication	10%

Planning skills and Regularity	15%
Internship Report	30%
Total MARKS	

11. Assessment Pattern
The module will be assessed in the following ways:
- Grades/marks will be assigned based on the achievement of goals and objectives of field education.
- Referring to the general academic regulation of CUR, the passing mark for internship is 50%.
- Student who will score below the passing mark will re-do the internship any time within the following academic year after fulfilling the financial requirements for retaken courses.

13. Strategy for feedback and student support during the module
The student is mentored by field instructor and field supervisor along the various steps of the internship and prompt feedback is given to him as required for regular improvement. The intern is required to correct all mistakes as indicated by the supervisors and a report of improvement is sent to the field coordinator.

14. Indicative Resources

- CUR Internship Policy
- FSW Field Education Manual

15. UNIT APPROVAL
- See contributing team at the end of all modules of this department

Module 7

1. **Module Code: FIPR 5623**
2. **Module Title: Final Project**
3. **Level: 5   Semester: 2   Credits: 20**
4. **First year of presentation: 2013-2014**
5. **Administering Faculty: Social Work**
6. **Pre-requisite modules : Research Methodology**
7. **Allocation of study and teaching hours**

Course Code	Module title	Units	Lecture hours	Practical hours	Total hours	Credits
FIPR 5623	**Final Project**			**200**	**200**	**20**
Total				**200**	**200**	**20**

8. Brief description of aims and learning outcomes

8.1. Description of aims

Final Project is an integral and compulsory part of the program of each faculty. All students will take a project module in final year of an honors degree. The undergraduate Final Project will consist of original research, investigation, compilation or experimentation, making some contribution for discovering a new knowledge in the relevant discipline.

To conduct, under supervision, a sustained and significant individual project work within related domain of the student's choice. In this module, student will develop both their technical skills and knowledge accompanied with a demonstration of wider, generic skills associated with practical project work within an engineering environment. Also the students will undergo in an industrial attachment to develop projects in the companies and institutions.

8.2. Learning outcomes

- Acquire sufficient capacity of correctly writing English ,
- Think accurately and producing synthesis,
- Apply techniques and methods of his/her discipline, applying new technologies of information in his/her discipline and
- Master the problem pertaining to regional and Rwandan socio-economic development along his/her undergraduate studies.
- Conduct a sustained and significant (technical) individual led project.
- Scope and plan a programme of work appropriate for an individual for the project.
- Development of individual time management skills, through setting and achieving deliverables at fixed time points in a project.
- Select and use tools/methodologies appropriate to the (project) tasks and domain.
- Specify, design, test and implement solution(s) appropriate to the (project) task and domain
- Document progress and achievement in a manner appropriate to professional practice.
- Formally present, in an oral manner, project progress and outcomes to technically literate, expert and no expert, audiences.
- Formally present, in written form, project progress and outcomes to technically literate, expert and no expert, readers.
- Demonstrate individual technical expertise and knowledge pertinent and relevant to that specific project domain.
- Understand and demonstrate an ability to undertake practical work in a manner appropriate to professional practice, including issues such as safety, standards and ethics.

9. Indicative content

The Final Project report is an orderly presentation of the results of an investigation, compilation or experiments related to the area of specialization and contributing to actual or potential identification of solution to an existing problem, preferably of national interest or for discovering a hidden knowledge.

The Final Project topics are approved basing on research proposals submitted to the department composed of the following elements: One page abstract, an introduction or background highlighting interest/significance of the topic of the research from the literature review, problem

statement, objectives, research questions, hypotheses, Material and Methods, results presentation and discussion. The report is ended by a conclusion and recommendations.

Library Training: introduction to tools/methodologies appropriate to research.

Presentation Skills: How to be an effective presenter

Careers Workshop: two seminars addressing career development issues (CV development, recruitment processes, interview skills and assessment methods.

Training within the Project includes Project Planning, Technical Report Writing, recording. The supervisor also provides technical guidance and advice along with general mentoring.

10. Learning and teaching strategy

The final project research is conducted under supervision of a permanent staff with eventually the help of a co-supervisor designated by the Faculty.

11. Assessment strategy

The projects will be assessed in two parts. The first consists of the thesis or project work documentation submitted by the students in regard with its content, style, formation, grammar, effective use of graphics and pictures, statistical results. The second part consists the oral presentation of the research work by the students.

12. Assessment Pattern

Assessment is based upon the following:

- Final Report
- Poster Presentations

- Assessment of written document : 40 % of total marks
- Oral presentation: 60% of total marks
- The Chairperson reads these marks to the panel at the time of awarding the final grade.

13. Strategy for feedback and student support during module

Students will keep in touch with the lecturer or the supervisor of its project work to get assistance. The student is mentored by supervisor(s) along the various steps of the research and prompt feedback is given to him and the department. After the oral presentation, the candidate is required to correct all mistakes as indicated by the panel and reader of the final version of the work.

14. Indicative Resources

- Research and Internship Policy

- http://www.cse.ust.hk/ct/FYP/content/TOC_final_report.htmlTable of Contents for the FYP Final Report

- Final project - Health Sciences *Information - Google Sites*

https://sites.google.com/a/jeffloo.com/inls705/Assignments/Assignment-2

-www.fons.org/library/projectreports.aspx, guidelines for writing a final report

Acknowledgements

This curriculum is a fruit of the efforts of the following FSW lecturers

Fr Dr Joseph BISHYANUKA

Mrs Yvette KAYONGA

Mrs Epiphanie MUKUNDIYIMANA

Mr Christopher Asaba MUYOBOKE

Mr Emmanuel HAKIZIMANA

Thanks a lot.