COURSE TITLE: Advanced Topics in Social Work: An Africentric Approach to Interpersonal Practice with African American Families

COURSE NUMBER: 713 (Section 002)
CREDIT HOURS: 3
PREREQUISITES: INTP 521, Comparable course or permission of instructor
METHODS TYPE: Advanced IP Methods, Elective
INSTRUCTOR: Leslie Doty Hollingsworth, PhD, ACSW, LMSW
CLASS MEETS: Mondays, 5:00PM-8:00PM
PLACE: 3728 SSWB
E-MAIL ADDRESS: lholling@umich.edu
TELEPHONE NO.: (734) 763-6572 O.; (734) 929-5562 H; 734) 276-0747 C
FAX: (734) 763-3372
OFFICE HOURS: Wednesdays, 10:30AM-12Noon or by appointment.

SYLLABUS OUTLINE (Final syllabus will be made available in the first class.)

Course Description:
This course will apply African-centered values and principles in historical and contemporary context to the implementation of traditional methods in interpersonal practice with African American families. The course is bounded by a strengths and resilience framework in which students will 1) obtain an overview of the African worldview and the history, culture, and contributions to world civilization of African-descended people; 2) become familiar with literature that exemplifies the integration of the Africentric perspective in practice with African American families; and 3) utilize the case study method to apply knowledge gained.

Course Content:
The course will be offered in a seminar format in which students have an active role in structuring their own learning, building on content delivered by instructor lectures and guest lecturers and utilizing relevant reading materials (CTools), experiential activities, and electronic media.

Course Objectives:
Upon completion of the course, students will be able to:

1. Discuss the importance of integrating knowledge derived from African culture, contributions, principles, and values in interpersonal social work practice with African American families. (9-10-2012)
2. Summarize the rise, fall, and resurgence of African civilization and culture in the diaspora. (9-17-2012)
3. Summarize the contributions of African musical performers in the diaspora. (9-24-2012)
4. Describe the influence of religion and religious reform on the family in West Africa. (10-1-2012)
5. Describe ways women have influenced outcomes in the diaspora. (10-8-2012)
6. Describe contemporary transformations in African cultural practice and their effects. (10-22-2012)
7. Explain what is meant by an African-centered perspective/world view and its relevance to the profession of social work. (10-29-2012)
8. Describe and discuss the dimensions of one theoretical model of interpersonal practice from an African-centered world view, and its scientific qualities. (11-5-2012)
9. Describe and apply one model of practice that is builds from an African-centered theoretical model. (11-12-2012)
10. Describe and apply the dimensions of one evidence-based model of therapy with families containing adolescents with serious externalizing problems. (11-19-2012)
11. Describe and apply the dimensions of one evidence-based model of therapy with families with a history of child abuse and neglect. (11-26-2012)
12. Integrate the dimensions of an African-centered practice model and an evidenced model and demonstrate how the integrated model can be applied to interpersonal practice with African American families. (12-3-2012 and 12-10-2012)

**RELATIONSHIP OF THE COURSE TO THE SCHOOLS’ FOUR CURRICULAR THEMES AND TO SOCIAL WORK VALUES AND ETHICS:**

Multiculturalism & Diversity is included in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics explore how the difference between work and client impact and shape these critical dimensions of social work practice. Critical consciousness about power imbalances between worker and client and between client and agency are explored.

Social Justice is central to the topic of various roles assumed by social workers and in the clienthood process in social agencies. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change is reflected in PIE, ecological assessment, and in the experience of applicants as they enter social agencies. These themes are integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.

Promotion, Prevention, Treatment & Rehabilitation are themes reflected in various purposes and models of contemporary social work practice. In addition, this course emphasizes skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

Behavioral and Social Science Research is reflected in the theoretical base developed in this course to support practice methods, skills, and assessment procedures.

*Social Work Ethics and Values* are addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics and other ethical codes are presented to give students direction about these ethical issues. In particular, this course focuses
on client issues, i.e. confidentiality, privacy, client rights and prerogatives, the client’s best interest, proper and improper relationships with clients, cultural sensitivity and competence.

**Required Readings:**
All readings, including case studies and articles offered by guest presenters, will be available on our course CTools site immediately following the first class.

**Learning Needs and Accommodations**
If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier you make me aware of your needs, the more effectively we will be able to use the resources available to us such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements. NOTIFICATIONS TO ME OF YOUR LEARNING AND ACCOMMODATION NEEDS MUST BE RECEIVED BEFORE THE END OF THE DROP-ADD PERIOD (September 26, 2012 for fall 2012).

**Assignments:**
- **Weekly**
  - Class attendance and participation in in-class lectures, discussion of weekly assigned readings, and experiential group activities presentations. (3 points/full attendance at, and participation in each of 12 classes, not including the first class. 36 points maximum)\(^{ii}\)
- **Mid-term**
  - Integrative Portfolio (DRAFT) - reflecting weekly logs according to a template to be distributed – **12 points maximum**. Due Monday, October 29, 2012, 5:00PM. (Instructions to be placed on CTools)\(^{iii}\)
- **Final exam week. (CLASS WILL NOT MEET)**
  - Final paper (take home). Written analysis and development of a plan, using an African-centered perspective, for a case study of an African American family presenting for or receiving services. Instructions to be placed on CTools. Due: Friday, December 14, 2012, 5:00PM. **(30 points maximum)**
  - Final Integrative Portfolio is due. Grading is based on thoroughness in addressing requirements of the assignment.) Instructions to be placed on CTools. Due: Monday, December 17, 2012, 5:00PM. **(22 points maximum).**

**Course Outline:**
SEGMENT #1: African history and culture in historical context.
September 10. Introduction and orientation to the course.

September 17. The History and Culture of Africa-Descended People in the Diaspora.”
Required readings: To be posted on CTools.
SEGMENT #2: Then and now: Who’s doing what research on African history and culture?
Required readings: To be posted on CTools.

Required readings: To be posted on CTools.

Required readings: To be posted on CTools.

October 15: FALL BREAK. Class will not meet.

Required readings: To be posted on CTools.

SEGMENT #3: The Africentric perspective.
Required readings: To be posted on CTools.

November 5. “Principles and measurement of an Africentric theoretical model.”
Required readings: To be posted on CTools.

SEGMENT #4: Application and integration of the Africentric model in interpersonal practice.
November 12. “An Africentric interpersonal practice model applied”
Required readings: To be posted on CTools.

Required readings: To be posted on CTools.

Required readings: To be posted on CTools.

Required readings: To be posted on CTools.
SEGMENT #5: Where do we go from here?

December 14, 2012: Final papers are due.

December 17. Final Exam Week: CLASS WILL NOT MEET. Integrative Portfolios are due.

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i The four curricular themes are addressed within the context of the focus on Africans and African Americans as one specific population group.

ii Attendance and participation points are based on full attendance. If you must miss up to two classes, you’ll be responsible for making up the missed readings and in-class activities. Please see me for instructions. Classes missed beyond the two allowed for make-up will result in a deduction of attendance and participation points for the day missed. Missing one-half of a class will count as one of your two missed classes for which make-up work is allowed.

iii Instructions for the Integrative Portfolio (mid-term and final) will be posted on our CTools site but will require weekly logs.