SYLLABUS OUTLINE

COURSE DESCRIPTION:
This course will apply African-centered values and principles in historical and contemporary context to the implementation of 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. Throughout the course, students examine values and ethics as well as issues of race, ethnicity, gender, sexual orientation, socio-economic status, age, religion, and ability as these relate to interpersonal practice with African American families.

COURSE CONTENT:
This course builds on theoretical and practice-related concepts associated with African-centered social work and African psychology. African American families are considered as having their source in the highest forms of health and excellence. Behavioral and social problems are understood within the context of the social devastation suffered historically and contemporarily by African descended people throughout the diaspora. Therapeutic intervention involves a cleansing of these effects and a return to families’ original inspirational source of health and excellence.

COURSE OBJECTIVES:
Upon completion of the course, students will be able to:
1. Summarily describe the historical contributions of African people to world civilization.
2. Explain the concept of the Maafa and the way it is reflected in the problems presented by families of African descent who seek or are referred for interpersonal social work practice services.
3. Explain the concept of Sankofa and the way it is reflected in the history and contemporary progression of African descended people.
4. Explain the common meanings and elements of African psychology and African-centered social work.
5. List and describe the origin and principles underlying the Ntu model of psychotherapy and their relationship to traditional African values.
6. List and describe the phases of the Ntu model of psychotherapy.
7. Apply the Ntu model in conducting psychotherapy with African American families, including
   a. Engaging
   b. Assessing
   c. Planning
   d. Intervening
   e. Evaluating,
   f. Terminating the intervention relationship.
8. Describe the empirical basis of the Ntu model.

COURSE DESIGN:
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 and guest lecturers and utilizing relevant reading materials (placed on CTools), experiential activities, and electronic media. In-class activities will build on pre-class work. The course is divided into two general modules – the first focusing on the Africentric perspective (African and African American history, culture, and worldview) and the second focusing specifically on interpersonal (clinical) practice with African American families using an Africentric model.

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 clienchthood 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 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 and with and regarding African American clients in particular. 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 issues as they have implications for African American clients in particular. Examples of such issues are confidentiality, privacy, client rights and prerogatives, the client’s best interest, proper and improper relationships with clients, and sensitivity to the culture of African American clients and to their own competence as sources of knowledge and experience in African and African American culture.

Required Readings:
All readings, videos, and other course materials will be available on our course CTools site.

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 27, 2013 for Fall 2013).

Assignments:
• Weekly
  o Class attendance and participation in pre-class and in-class learning activities. Five points for full attendance at, and active preparation for/participation in each of 12 classes, not including the first class. 60 points maximum
• Mid-term paper
  o Philosophy Statement Draft - 15 points maximum. Due Monday, October 29, 2012, 5:00PM. A template will be distributed to guide the writing of weekly journal entries regarding experiences related to course work. Prior to the time for submission of the Integrative Portfolio, students will be paired by assignment and will take turns facilitating an integrative interview with the partner. (Questions to guide the integrative interview will be placed on CTools.) This interview will be used in the preparation of the 4-6 page statement of the student’s emerging
Final paper.

- Philosophy Statement Paper – Final version – **25 points maximum. Due Monday, December 16, 2013.** Students will independently write an 8-10 page philosophy statement paper. This paper will build on the mid-term philosophy statement to add and integrate the student’s development as it has occurred during the second half of the semester. However, the assignment will also call for a detailed demonstration of how the student would apply an Africentric practice model to engage, assess, plan, intervene with, evaluate, and terminate with an African American family presented in a case study.

**Course Outline:**

**September 9. Introduction and orientation to the course.**

**September 16. Contributions of African people to world civilization.**

**September 23. The Maafa and the African presence in America.**

**September 30. Sankofa and the resistance movements in the diaspora.**

**October 7. Maat and the contemporary African world view/Africentric perspective**

**October 14: FALL BREAK. Class will not meet.**

**October 21. Conducting the integrative interview (preparation for Draft philosophy statement)**

**October 28. African psychology**

**Draft Philosophy Statement is Due**

**November 4. Black experienced/African-centered social work practice**

**November 11. The Ntu model of psychotherapy: Principles and values**

**November 18. The Ntu model of psychotherapy: Phases of practice. Begin role simulations with case studies.**

**November 25. The Ntu model: Empirical base. Role simulations using case studies.**

**December 2. Role simulations using case studies continues. Post-tests are completed.**

**December 9. Last class. Review and synthesis. Kwanzaa Karamu (Feast)**

**December 16. CLASS WILL NOT MEET. Final Integrative Paper is Due.**
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.