



COURSE TITLE:	Advanced Topics in Social Work: An Africentric Approach to Interpersonal Practice with African American Families Fall 2014
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, 6:00 – 9:00PM
PLACE:	3816 SSWB
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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 African worldview and its components

3. Explain the Africentric perspective including:
 - a. The concept of Maat and its historical and contemporary meaning.
 - b. 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.
 - c. The concept of Sankofa and the way it is reflected in the history and progression of African descended people.
 - d. The Nguzo Saba.
4. Explain African-centered (black experience-based) social work and its relation to African psychology.
5. List and describe the origin and principles underlying the Ntu model of psychotherapy and their relation to traditional African values.
6. List and describe the phases of the Ntu model of psychotherapy.
7. Apply the Ntu model in interpersonal social work practice with African American families, including
 - a. Engaging
 - b. Assessing
 - c. Planning
 - d. Intervening
 - e. Evaluating, and
 - f. Terminating the intervention relationship.
8. Describe the empirical basis of the Ntu model specifically and Africentric models broadly as they have been applied in at least one problem area or practice area surrounding African American families.

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 extensive pre-class work. The course is divided into three general modules – the first focusing on African and African American history; the second focusing on the Africentric perspective (principles and values); and the third 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 ETHICS¹:

Multiculturalism & Diversity are included in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics explore how the difference between worker 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 (individuals, 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 available to give students direction about these ethical issues. In particular, this course focuses on personal and social 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:

Karenga, M. (1993). *Introduction to Black Studies, Second edition*. Los Angeles: University of Sankore Press.

This book contains information that will be useful throughout the course and afterwards. Although more recent editions are available, reviews indicate that the **2nd edition** is most useful for the purposes of our course. It can be purchased used through Amazon at a very minimal cost.

All other readings, videos, and other course materials will be available on our 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.

Assignments:

- A. Weekly class attendance and participation in pre-class and in-class learning activities. (Maximum available: 36 points).ⁱⁱ**
- Three points for full attendance at, and active preparation for participation in each of 12 classes beginning September 8th through December 8th, 2014 – not including the first class.
- B. Small group presentations/class discussion facilitation (Maximum available: 20 points)**
- Class members will be randomly assigned to seven groups of three persons each. Each group will be assigned one of the seven principles of Kwanzaa (Nguzo Saba). Each week, between September 22nd and November 10th, small groups will take turns giving a presentation to the class on their assigned principle and leading the class in a discussion of how that principle might apply to or be practiced in one's daily life, professionally or personally. Didactic and interactive methods are encouraged. Grades will be assigned individually depending on individual preparation and performance.
- C. Mid-term paper (Maximum available: 24 points)**
- Philosophy Statement. Due Monday, October 27th, 6:00PM. 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 philosophy statement, 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 5-8 page statement of the student's emerging philosophy of interpersonal practice with African American families from an Africentric perspective.ⁱⁱⁱ This paper should be written according to guidelines of the APA Publications Manual, 6th edition, including citations and a reference list for works the student draws from in developing the philosophy statement (e.g., articles, videos, other materials).
- D. Final presentation and research abstract paper. (Maximum available: 20 points)**
- Students will independently conduct a review of the available literature on research that investigated the application of Africentric practice models to special problems or populations involving African-descended persons. The review should include:
 - The problem or population group investigated.
 - The criteria the student used to determine the admission of a research study into the review.
 - The types of participants included in the study or studies reviewed.
 - The main results, statistical and theoretical, including similarities and contrasts across studies (when more than one study was included in the review).
 - Conclusions from the studies reviewed, including limitations.
 - Implications of findings for theory, policy, practice and/or future research.

- Students will be randomly scheduled for oral presentations of their findings on November 24th or December 1st. A 4-5 page paper covering the above should be submitted via CTools by December 8th.

Assignment Summary:

Assignment	Points
A. Class attendance/participation	36 points maximum possible (3 per class)
B. Small group presentation/discussion facilitation	20 points maximum possible
C. Philosophy statement paper	24 points maximum possible
D. Final research presentation and paper	20 points maximum possible
Total	100 points maximum possible

***Please note that grades are based on a 100 point system.**

Grading

Grades are earned by successfully completing the assignments as described above.

A+	100-99			
A	95-98	C+	78-79	F <50 (no credit)
A-	90-94	C	74-77	
B+	87-89	C-	70-73	
B	84-86	D	60-69 (no credit)	
B-	80-83	E	50-59 (no credit)	

Course Outline

September 8th Introduction. Orientation to the course.

Pre-surveys are completed. Discussion of goals of, approaches to the course. (What this course is and is not.)

Pouring Tambiko (Libation), using Tamshi La Tambiko (The Libation Statement).
Discussion to follow.

September 15th Maat and historical contributions of African people to world civilization.

Required readings and videos: To be distributed

September 22nd The Maafa in America and on the African continent

Small group presentation and class discussion facilitation: *Umoja: Unity*

Required readings and videos: To be distributed

September 29th Sankofa and the resistance movements.

Small group presentation/class discussion facilitation: *Kujichagulia: Self-Determination*

Required readings and videos: To be distributed.

October 6th The African worldview and the Africentric social work perspective

Small group presentation/class discussion facilitation: *Ujima: Collective work and responsibility*
 Required readings and videos: To be distributed.

October 13th FALL STUDY BREAK (Class will not meet!)

October 22nd Conducting the integrative interview (final preparation for philosophy stmt.)

Small group presentation/class discussion facilitation: *Ujamaa: Cooperative economics*
 Required readings and videos: To be distributed.

October 27th African psychology Philosophy Statements Are Due

Small group presentation/class discussion facilitation: *Nia: Purpose*
 Required readings and videos: To be distributed.

November 3rd Black experience-based/African-centered social work practice

Small group presentation/class discussion facilitation: *Kuumba: Creativity*
 Required readings and videos: To be distributed

November 10th The Ntu model: Principles and values

Small group presentation/class discussion facilitation: *Imani: Faith*
 Required readings and videos: To be distributed.

November 17th The Ntu model: Phases of practice

Required readings and videos: To be distributed.

November 24th Student presentations of research on the application of Africentric practice methods to special problems and populations.

December 1st Student presentations continue.

December 8th What can we conclude from the research literature about an Africentric approach to social work practice as empirically grounded?

Last class.

Course evaluations

Post-surveys are completed.

FINAL RESEARCH ABSTRACT PAPERS ARE DUE.

Sign up to bring a dish to pass – foods representing the African diaspora.

Note: See endnotes – next page.

ⁱ The four curricular themes are addressed within the context of the focus on Africans and African Americans.

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 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 (personal journal entries).