1. Course Statement

a. Course description
This course will apply African-centered values and principles in historical and
contemporary context to the implementation of methods in broadly-defined practice with
African-descent client systems.
b. Course content
The course is bounded by an affirmative 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 African-centered perspective in practice with African-
descent clients; and 3) demonstrate application of knowledge gained.
c. Course objectives and competencies
1. Explain the pre-colonization and pre-enslavement history and contributions of
indigenous African people
2. Explain the history and residual effects of colonization, enslavement, and continued
oppression on Black people
3. Explain traditional African Affirmative values and principles (i.e. African-centered
world view or perspective) and their potential or implications for the healing of the
residual effects of historical and contemporary race-based oppression
4. Discuss the African-centered world view or perspective from a broader social justice
standpoint (beyond people of African descent)
5. Demonstrate the integration of the student’s current knowledge of African-
Affirmative values and principles with the student’s historic experience as it relates
to African-descent people.
6. Discuss the elements (principles and methods) of at least one published theory-based model of African Affirmative (African-centered) social work practice.
7. Describe a published example of the application of African Affirmative/African-centered practice in each of four methods concentration areas - interpersonal, community, nonprofit management, and social policy and evaluation.
8. Describe actual or planned application of African Affirmative/African-centered practice to a case study situation in your chosen method and practice concentration areas.

d. Course design
This course is designed as a weekly 2hr 45min class session. In person and web based participation will be required. 1 hour of the class session from 4-5pm will be utilized for web based learning and engagement. Seminar is devoted to integrating materials from the text and other sources with the practice framework. There will be lectures, individual and group exercises, films, community engagement, occasional guest speakers, etc.

e. Curricular themes

**Multiculturalism and 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 and Social Change** 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 3 themes are integrated into this course through the use of case examples and case scenarios that students will submit and the instructor will supplement to exemplify skills in practice.

**Promotion, Prevention, Treatment, and 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

f. Relationship to social work ethics and values
Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues and with and
regarding African American clients. The NASW Code of Ethics and other ethical codes are available to give students direction about these ethical issues. This course focuses on personal and social issues as they have implications for African American clients in particular. Examples are confidentiality, privacy, client rights and prerogatives, the client’s best interest, proper and improper relationships with clients, and sensitivity to culture and to clients’ own competence as sources of knowledge and experience in African and African American culture. ‘Client’ is defined from a micro and macro perspective. Students are required to abide by the NASW Code of Ethics while enrolled in the program.

g.  Intensive focus on PODS

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 practice with African American individuals, families and communities.

2. Class Requirements

a.  Text and class materials

REFERENCE TEXT:


Other written materials may be assigned during the course, and will either be handed out in class, e-mailed, or made available on Canvas.

- Readings will be posted to Canvas within one week of the assigned reading
- To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.
- Students will provide current readings to engage colleagues in discussion during seminar.

b.  Assignments
### Assignment Details

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Group Facilitation</td>
<td>As scheduled/sign up Submit outline on canvas and bring a copies of references to class for group. Submit reflection form in class.</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Philosophy Statement</td>
<td>2/27/19 Quiz will be completed on Canvas</td>
<td>100</td>
</tr>
<tr>
<td>End of Term Presentation</td>
<td>4/24 Case presentation outline submitted on Canvas</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Ongoing Attendance and participation in 13 classes.</td>
<td>65</td>
</tr>
</tbody>
</table>

**c. Attendance and class participation**

The purpose of classroom work and participation is to encourage a setting in which students share information and learn from each other. Student is expected to attend class on time and be prepared for class. Student is expected to participate in classroom discussions and activities.

Students are able to miss one class session without negatively impacting their grade. Students are expected to notify instructor if a session is missed. The Policy on Class Attendance can be found in the MSW Student Guide.

**Grading**

Students will be evaluated on their overall success in integrating course content with their final presentation. The degree of participation in the weekly seminars, individual commitment to the course goals and reflective practices, together with demonstrated learning that results from the experience, is key to my evaluation of each individual student’s course progress and final grade.

Late assignments will be accepted with a deduction of 10 points for each week beyond the due date.

The policy on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances can be found in the MSW Student Guide.

The following grading scale will be utilized for final grades:
Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%*</td>
<td>A</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>63-66%</td>
<td>D</td>
</tr>
<tr>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td>&lt;60%</td>
<td>E</td>
</tr>
</tbody>
</table>

A+ grades are reserved for students that go above and beyond expectations.

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism

STUDENT RESOURCES AND INFORMATION ACCOMMODATIONS

If students think they may need an accommodation for a disability, they need to let the instructor know as soon as possible. Some aspects of this course, the assignments, the in-seminar activities, and the way the course is usually taught may be modified to facilitate a student’s participation and progress. The earlier students make instructor aware of their needs, the more effectively they can work with the Services for Students with Disabilities Office (SSD) (734) 763-3000 to help determine appropriate academic accommodations. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information students provide is private and confidential, and the seminar facilitators will (to the extent permitted by law) treat that information as private and confidential.

STUDENT MENTAL HEALTH AND WELLBEING

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at 734-764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at 734-764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

References and Referencing Style

When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association.
(APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (6th Edition) is accessible via internet. Additionally, you may access APA examples at: http://owl.english.purdue.edu/owl/resource/560/01/ for further help citing references in course assignments.

**Intellectual Honesty and Plagiarism**

It is your responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook.

**SAFETY & EMERGENCY PREPAREDNESS**

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
734-936-0961

For more information view the annual Campus Safety Statement HERE!

Register for UM Emergency Alerts HERE!