



<b>Course Title:</b>	<b>Culturally-responsive practice in African American Communities: Prevention and Intervention Strategies for Racial Microaggressions</b>
<b>Course Number and Term:</b>	SW659, Fall 2020
<b>CLASS MEETS:</b>	Thursdays: In-person 9/10, 10/1, 10/22, and 11/12; 6pm – 9pm Online – 12/5 Asynchronous
<b>PLACE:</b>	B760 School of Social Work Bldg.
<b>Credit Hours:</b>	1
<b>APPLIES TO, AND METHODS TYPE:</b>	Practice Method Concentration, Advanced IP Methods
<b>INSTRUCTOR:</b>	Yatesha Robinson, LMSW, MA
<b>Pronouns:</b>	She, her
<b>Contact info:</b>	<a href="mailto:yatesha@umich.edu">yatesha@umich.edu</a> <b>Phone:</b> 734-764-6996 (leave message)
<b>Office Hours:</b>	By appointment

**Course Description:**

Distrust based on a history of unsatisfactory experiences with human service professionals and low retention in, and premature termination of services can reduce successful outcomes for members of African American communities. Participants in this course will examine racial microaggressions in practice as a source of these outcomes. Participants will define and identify racial microaggressions and their impact on clients and on the professional relationship. Attention will be given to the cultural context in the way racial microaggressions are experienced and dilemmas about how to respond. The effect of power differentials on the interpretation of racial microaggressions will be examined. Using an African-centered perspective, the course will be knowledge-, skills-, and values-based and will include assigned readings, power point presentations, video-clips, case studies, and small-group problem-solving. Participants will practice alternative methods of intervening when in the presence of racial microaggressions.

**Course Objectives:**

1. Explain mistrust Black people often bring to social work services, its historical basis, and implications for engagement outcomes.
2. Define racial microaggressions and their relation to racism.
3. Discuss similarities and differences in same-race and cross-racial social work services situations.
4. List and explain three forms of racial microaggressions and the themes observed in the various forms.
5. Explain competing perspectives in labeling or interpreting the occurrence of a racial microaggression
6. Discuss dilemmas Black people face in identifying and addressing racial microaggressions.
7. Explain effects of racial microaggressions on the physical, social, and psychological well-being of Black people as identified in current research literature.
8. Describe the impact of encounters with racial microaggressions on outcomes of social work services.
9. Label, categorize, and address racial microaggressions in one-on-one, community, management and policy advocacy and practice interactions.

10. Describe cultural respect as an alternative to racial microaggressions in early interactions with Black service recipients.
11. Intervene in the occurrence of a racial microaggression in a one-on-one, community, management, or policy advocacy and practice interaction.
12. Create an atmosphere of sensitization to racial microaggressions in social work services systems.

### **Relationship to the Four Curricular Themes:**

1. *Multiculturalism and Diversity* will be addressed through the discussion of racial microaggressions experienced by Black individuals receiving social work services. Readings, case-studies, class discussion, and small group activities will reflect this theme.
2. *Social Justice and Social Change* are addressed through the discussion of power/privilege differentials and competing perspectives of racial microaggressions.
3. *Promotion, Prevention, Treatment, and Rehabilitation* are addressed through the identification of intervention and prevention strategies for racial microaggressions in social work practice.
4. *Behavioral and Social Science Research* will be incorporated throughout the course, drawing on the history and impact of racial microaggressions and implications for practice.

***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. The NASW Code of Ethics are available to give students direction about these ethical issues. This course will focus on social issues as they have implications for African American clients in particular. Examples are commitment to clients, self-determination, cultural competence and social diversity, privacy and confidentiality, respect, administration, and competence.

### **Course Requirements:**

1. Students are expected to attend **all** class sessions and to actively engage in class discussions. **The instructor must be notified in the event of a possible absence. Extreme tardiness will be marked as an absence.** If there is an emergency or documented illness, a make-up assignment will be offered.
  - a. **Health-Related Class Absences**  
Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is *not* required.
2. Engaged participation either online or in-person – VIDEOS are required for online participants.
3. Completion of a 2-4 page paper on integrating this coursework into one's professional life, group discussions and uploading a microaggression case studies.

**Grading will be satisfactory or unsatisfactory for the course.**

**Accommodations for students with disabilities:**

If you need or desire accommodation for a disability, I encourage you to contact me at your earliest convenience. Many aspects of the course can be modified to facilitate participation and progress throughout the course. Resources are available (i.e. services for students with disabilities, adaptive technology, computing site, etc.) to make learning more effective for you. To the extent permitted by the law, the information will be treated as private and confidential.

**Religious Observances:**

Please notify me if religious observances conflict with class attendance for due dates for assignments so that we can make appropriate arrangements.

**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-ADAcpliance@umich.edu](mailto:ssw-ADAcpliance@umich.edu).  
Office of Student Services School of Social Work | Room 1748, [734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

If you are having problems with the course, problems completing work, or making it to class, please feel free to contact me via email ([yatesha@umich.edu](mailto:yatesha@umich.edu)).

**Course Assignments:****Racial Microaggression Case Study: Flipgrid Presentation**

*Upload video to Flipgrid by Sunday, **December 6, 2020** before 11:59 PM*

Develop a five minute video using the online platform, Flipgrid, describing a case study involving a racial microaggression incident and share options for intervening in the racial microaggression. Please include an examination of competing perspectives.

**Personal Strategy Reflection Paper (2 - 4 pages).**

*Submit through CANVAS by Tuesday, **November 24, 2020** before 11:59 PM.*

Students will write a 2 - 4 page reflection on how they will integrate the knowledge that they have gained about racial microaggressions within the context of their social work practice.

**Flexible Course Schedule:**

<b><u>Date</u></b>	<b><u>Topics (Lecture and discussion)</u></b>
9/10/20	<p><b>Understanding racial microaggressions</b></p> <ul style="list-style-type: none"> <li>• In-class reading and discussion groups</li> <li>• Definition</li> <li>• Distinguishing from racism</li> <li>• 3 forms</li> <li>• 6 themes with examples</li> </ul> <p>(Individual activity and report-outs)</p> <p><b><u>Reading assignment for class discussion:</u></b></p> <p>Sue, D. W., Capodilupo, C M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., &amp; Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. <i>American Psychologist</i>, 62(4), 271-286. <b>On CANVAS.</b></p>
10/1/20	<p><b>Mistrust among African Americans toward social work services</b> (Small group activity)</p> <ul style="list-style-type: none"> <li>• Interpretations and competing perspectives</li> <li>• Dilemmas (Small group activity)</li> <li>• Same-race vs. cross-racial considerations</li> </ul> <p>Effects of racial microaggressions on Black Americans (what's known)</p> <p><b><u>Required reading assignment for class discussion:</u></b></p> <p>Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., &amp; Rasmus, M. (2014). The impact of racial microaggressions on mental health: Counseling implications for clients of color. <i>Journal of Counseling &amp; Development</i>, 92, 57-66, <b>On CANVAS.</b></p>
10/22/20	<p><b>Prevention and intervention</b></p> <ul style="list-style-type: none"> <li>• Impact of racial microaggressions on the therapeutic alliance (What's known from the research) <ul style="list-style-type: none"> <li>○ Examples (Small group activity by method/practice area and report-outs) <ul style="list-style-type: none"> <li>▪ Interpersonal</li> <li>▪ Community practice</li> <li>▪ Management of human service</li> <li>▪ Policy and evaluation</li> </ul> </li> </ul> </li> </ul> <p><b>Conversations about race and racial microaggressions (Do's and Don'ts)</b></p>
11/12/20	<p><b>Intervening when a racial microaggression has occurred</b> (Paired exercise and report-outs)</p> <p><b>Barriers and obstacles</b></p> <p><b>Competing Perspectives Group Discussions</b></p>
12/6/20	<p><b><u>Racial Microaggression Case Study Presentations via Flipgrid</u></b></p>

### **COVID-19 Statement - Required**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

### **Recording Class**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

**Additional references:**

- Constantine, M. G. (2007). Racial microaggressions against African American clients in cross-racial counseling relationships. *Journal for Counseling Psychology, 54*(1), 1-16, DOI: 10.103/0022-0167.54.1.1
- Falkenstrom, F., Hatcher, R. L. (2015). Development and validation of a 6-item working alliance questionnaire for repeated administrations during psychotherapy. *Psychological Assessment, 27*(1), 169-183.
- Helms, J. E., Cook, D. A. (1999). *Using race and culture in counseling and psychotherapy: Theory and process*. Needham heights, MA: Allyn & Bacon.
- Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., Rasmus, M. (2014). The impact of racial microaggressions on mental health: Counseling implications for clients of color. *Journal of Counseling & Development, 92*, 57-66. DOI:10:1002/j.1556-6676.2014.00130.x
- Ricard, L. (2014) Are we more racist than we think? Recognition of racism and racial microaggressions. *Honors Theses*. Paper 50.
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life. *American Psychologist, 62*(4), 271-286. DOI: 10.1037/0003-066X.62.4.271
- Sue, D. W., Lin, A. I., Torino, G. C., Capodilupo, C. M., & Rivera, D. P. (2009), Racial microaggressions and difficult dialogues on race in the classroom. *Cultural diversity and ethnic minority psychology, 15*(2), 183-190.
- Sue, D. W., Nadal, K. L., Capodilupo, C. M., Lin, A. I., Torino, G. C., & Rivera, D. P. (2008). Racial microaggressions against Black Americans: Implications for counseling. *Journal of Counseling & Development, 86*, 330-338.
- Waites, C., Macgowan, M. J., Pennell, J., Carlton-LaNey, I., Weil, M. (2004). *Increasing cultural responsiveness of family group conferencing*. National Association of Social Workers, Inc.
- Wright, P. G. (2013). Implications of microaggressions in social work. *Academic Exchange Quarterly*, pp. 45-50.