



Course title:	An Afrocentric Approach to Practice w/ African Amer/Black Individ., Families & Communities	
Course #/term:	611, Winter 2021	
Time and place:	Wednesdays 2-5pm	
Credit hours:	3	
Instructor:	Candace Ziglor, LMSW	
Pronouns:	She, Her, Hers	
Contact info:	Email: cziglor@umich.edu	Phone: 248-636-2839
	You may expect a response within 72 hours	
Office:	3798 SSWB	
Office hours:	By appointment	

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 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:

Morgaine & Capous-Desyllas (2014): Anti-Oppressive Social Work Practice: Putting Theory Into Action.

Other written materials may be assigned during the course, and will either be 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. Class schedule

Date/Time	Agenda	Required Readings & Assignments
Week 1 1/20/2021	Introductions and Overview of Course & Policies Introductions Review of course syllabus Pouring of Libations	Syllabus First Day of Class
Week 2 1/27/2021	<p>1. 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</p> <p>2. Racism and racial microaggressions: What does being culturally competent really mean?</p>	<p>Post Traumatic Slave Syndrome</p> <p>Lewis, JA., Mendenhall, R., Harwood, SA., Hunt, M.B. (2016). "Ain't I a Woman?": Perceived Gendered Racial Microaggressions Experienced by Black Women. <i>Counseling Psychologist</i>, (44), 758-780</p> <p>Wong, G., Derthick, A. O., David, E. J. R., Saw, A., & Okazaki, S. (2014). The what, the why, and the how: A review of racial microaggressions research in psychology. <i>Race and Social Problems</i>, 6, 181-200. DOI 10.1007/x12552-013- 9107-9.</p>

<p>Week 3 2/3/2021</p>	<p>1. 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</p>	<p>The Hate U Give Tupac Shakur McPhatter, A. (2016) Urban social work with African Americans: Critical perspectives, concepts, and theories In Wells-Wilbor, R., McPhatter, A., Vakalahi, H. (Eds.), <i>Social work practice with African Americans in urban environments</i> (pp.1-19)</p>
<p>Week 4 2/10/2021</p>	<p>Historical Context</p>	<p>Asante, M. (2005). African Americans. In M. K. Asante & A. Mazama (Eds.), <i>Encyclopedia of black studies</i> (pp. 9-14). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781412952538.n5</p>
<p>Week 5 2/17/2021</p>	<p>African Centered Perspectives</p>	<p>Maat, S. R. E. K. (2012) & Carroll, K. K. (2012). African-centered theory and methodology in Africana studies: An introduction. <i>The Journal of Pan African Studies</i>, 5(4), 1-11.</p>
<p>Week 6 2/24/2021</p>	<p>NO CLASS: WELLNESS BREAK</p>	
<p>Week 7 3/3/2021</p>	<p>African Centered Perspective</p>	<p>Randolph, S. M. (2009) Women's liberation or...Black liberation, you're fighting the same enemies. In D. F. Gore, J. Theoharis, & K. Woodard (Eds.), <i>Want to start a revolution? Radical women in the Black freedom struggle</i>, pp. 223-247. New York: New York University Press.</p>
<p>Week 8 3/10/2021</p>	<p>African Centered Perspectives in Contrast</p>	<p>Leslie D. Hollingsworth & Frederick B. Phillips (2016): Afrocentricity and social work education, <i>Journal of Human Behavior in the Social Environment</i>, DOI: 10.1080/10911359.2016.1259928</p>

<p>Week 9 Mar 17, 2021</p>	<p>Resistance & Radicalism</p>	<p>Asante, M. (2005). African Americans. In M. K. Asante & A. Mazama (Eds.), <i>Encyclopedia of black studies</i> (pp. 9-14). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781412952538.n5</p> <p>Codrington, J. (2013). When your liberation is tied up with mine: social justice work as a tool for resistance, empowerment, and nation building for African-descended peoples (pp. – 176).</p> <p>J. A. Kottler, M. Englar-Carlson, & J. Carlson (Eds), <i>Helping beyond the 50-minute hour: Therapists involved in meaningful social action</i>, Wells-Wilbon, R., Jackson, N. D., & Schiele, J. H. (2008). Lessons from the Maafa: Rethinking the legacy of slain hip-hop icon Tupac Amaru Shakur. <i>Journal of Black Studies</i>, 20(10), 1-18. DOI: 10.1177/0021934708315441</p>
<p>Week 10 Mar 24, 2021</p>	<p>Practice Methods: IP</p>	<p>Heath, T., & Arroyo, P. (2014). 'I gracefully grab a pen and embrace it ': Hip-hop lyrics as a means for re-authoring and therapeutic change. <i>The International Journal of Narrative Therapy and Community Work</i>, (3), 31-38.</p> <p>Jones, L. V., Hopson, L. M., and Gomes, A. (2012). Intervening with African Americans: Culturally specific practice considerations. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>,</p> <p>Martin, E. P., & Martin, J. M. (2005). The foundation of black-experience based social work: A practice model. In <i>Social work and the black experience</i>, pp. 250-277. Washington, DC: NASW Press.</p>

<p>Week 11 Apr 7, 2021</p>	<p>Practice Methods: Family</p>	<p>Gray, S. S., & Nybell, L. M. (1990). Issues in African-American family preservation. <i>Child Welfare</i>, 69, 513–523.</p> <p>Lawrence-Webb, C., & Okundaye, J.N. (2006). Kinship and spirituality: Utilizing strengths of caregivers. <i>Journal of Health and Social Policy</i>, <i>22</i> (3-4). Retrieved from http://www.tandfonline.com/doi/abs/10.1300/J045v22n03_07#.VSNX55TF8kQ</p> <p>Marks, L. D., Hopkins, K., Chaney, C., Monroe, P. A., Nesteruk, O., & Sasser, D. D. (2008). "Together we are strong." A qualitative study of happy, enduring African American marriages. <i>Family</i></p>
<p>Week 13 Apr 14, 2021</p>	<p>Practice Methods: Community & Organizations</p>	<p>Lewis, K. M., Andrews, E., Gaska, K., Sullivan, C., Bybee, D., & Ellick, K. (2012). Experimentally evaluating the impact of a school-based African-centered emancipatory intervention on the ethnic identity of African American adolescents. <i>Journal of Black Psychology</i>, <i>38</i>(3), 259-289.</p> <p>Moore-Thomas, C., & Day-Vines, N. L. (2010, October). Culturally competent collaboration: school counselor collaboration with African American families and communities. <i>Professional School Counseling</i>, <i>14</i>(1), 53</p> <p>Schiele, J. (1997). An Africentric perspective on social welfare philosophy and policy. <i>Journal of Sociology and Social Welfare</i>, <i>24</i>(2), 21-39.</p>
<p>Week 14 April 21, 2021</p>	<p>Presentations</p>	

c. Assignments

Assignment	Due date	Points
Theoretical Group Facilitation	As scheduled/sign up Submit outline on canvas and bring a copy of references to class for group. Submit reflection form in class.	100
Midterm Philosophy Statement	2/17/21 Quiz will be completed on Canvas	100
End of Term Presentation	4/21/21 Case presentation outline submitted on Canvas	100
Class Participation	Ongoing Attendance and participation in 13 classes.	65

d. 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.

e. 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:

A+ = 100%	B+= 89 – 91%	C+= 78 – 80%
A = 96 – 99%	B = 85 – 88%	C = 74 – 77%
A- = 92 – 95%	B- = 81 – 84%	C- = 70 – 73%

f. Class Recording and Course Materials

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 a recording is occurring. 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.

g. COVID-19 Statement

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](#).

h. 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.

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 1748734-936-0961 For more information view the annual Campus Safety Statement. Register for UM Emergency Alerts!

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*