



<b>Course title:</b>	An Afrocentric Approach to Practice w/ African Amer/Black Indiv., Families & Communities	
<b>Course #/term:</b>	611 01, Winter 2023	
<b>Time and place:</b>	Wednesday, 2-5, 3752 SSWB	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	None	
<b>Instructor:</b>	Daicia Price. LMSW	
<b>Pronouns:</b>	[She, her, hers]	
<b>Contact info:</b>	<b>Email:</b> daiciars@umich.edu	<b>Phone:</b> 734. 615.3079 (ofc) 734.330.3663 (cell)
	You may expect a response within 72 Business hours	
<b>Office:</b>	UMSSW 3834	
<b>Office hours:</b>	By appointment	

## 1. Course Statement

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### 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. 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 the literature that exemplifies the integration of the African-centered perspective in practice with African-descent clients; and 3) demonstrate the application of knowledge gained.

**b. 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 worldview 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.

**c. Course design**

This course is designed as a weekly 2hr 45min class session. In-person and web-based participation will be required. The 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.

**d. 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**

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**a. Text and class materials**

**REFERENCE TEXT:**

- Morgaine & Capous-Desyllas (2014): Anti-Oppressive Social Work Practice: Putting Theory Into Action.
- Harvey (2018): A READER OF AFRI-CENTRIC THEORY & PRACTICE
- Schiele (2000): Human Services and the Afrocentric Paradigm

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\*

**\*Subject to change. Changes will be announced using Canvas**

Agenda	Required Readings & Assignments
Module 1 Introductions and Overview of Course & Policies Introductions Review of course syllabus Pouring of Libations	Syllabus Review Canvas <u>Nguzo Saba: 7 Principles of Kwanzaa</u>  Leslie D. Hollingsworth & Frederick B. Phillips (2016): Afrocentricity and social work education, Journal of Human Behavior in the Social Environment, DOI: 10.1080/10911359.2016.1259928
Module 2: Putting things into context: Racism and racial microaggressions: Is cultural competence achievable?	<b>Watch:</b> <u>Post Traumatic Slave Syndrome</u> <u>Racial Microaggressions</u> <b>Read:</b> <ul style="list-style-type: none"> <li>● Culture of White Supremacy</li> <li>● The Obligation of White Women</li> <li>● Examining the Role of Microaggressions and Ethnicity on Cortisol Responses to an Acute Stressor Among Young Adults</li> </ul> <b>Supplementary Resources:</b> Lewis, JA., Mendenhall, R., Harwood, SA., Hunt, M.B. (2016). "Ain't I a Woman?": Perceived Gendered Racial Microaggressions Experienced

	<p>by Black Women. <i>Counseling Psychologist</i>, (44), 758-780</p> <p>Wong, G., Derthick, A. O., David, E. J. R., Saw, A., &amp; 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>Module 3 Who Started This..... Exploring HIStory</p>	<p><b>Read:</b> A is for African American</p> <p><b>Review:</b> <u>National Association of Black Social Workers</u></p> <p>Resources: <u>Black Social Work History</u> M. K. Asante &amp; A. Mazama (Eds.), Encyclopedia of black studies (pp. 9-14). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781412952538.n5</p>
<p>Module 4 The African World View</p>	<p><b>Watch</b> The Africentric Therapist</p> <p><b>Assignment:</b> <a href="#">IAT</a></p> <p><b>Read:</b> Gilbert, D. J., Harvey, A. R., &amp; Belgrave, F. Z. (2009). Advancing the africentric paradigm shift discourse: building toward evidence-based Africentric interventions in social work practice with African Americans. <i>Social Work</i>, 54(3), 243+ <a href="#">The African-Centred Worldview:</a> <a href="#">Download The African-Centred Worldview:</a> Developing a Paradigm for Social Work</p> <p><b>Resources:</b> “I Am Blacker Than You”: Theorizing Conflict Between African Immigrants and African Americans in the United States Benjamin Aigbe Okonofua</p>

	<a href="#"><u>Cultural Principles and Practices to Support Wellness for People of African Ancestry</u></a>
Module 5 World Views in Social Work: Strength-Based Approach to Practice	<b>Theoretical Reflection Assignment Due for peer Review</b>  : Tricia Bent-Goodley, Colita Nichols Fairfax & Iris Carlton-LaNey (2017) The significance of African-centered social work for social work practice, Journal of Human Behavior in the Social Environment
Module 6 Preparation to Move Forward to Practice	Borum, V. (2008). Why we can't wait! An Afrocentric approach in working with African American Families. Journal of Human Behavior in the Social Environment, 15(2-3), 117-135.
Module 6 An African Affirmative Framework	: Tricia Bent-Goodley, Colita Nichols Fairfax & Iris Carlton-LaNey (2017) The significance of African-centered social work for social work practice, Journal of Human Behavior in the Social Environment  Borum, V. (2008). Why we can't wait! An Afrocentric approach in working with African American Families. Journal of Human Behavior in the Social Environment, 15(2-3), 117-135.  Jones, L. V., Hopson, L. M., and Gomes, A. (2012). Intervening with African Americans: Culturally specific practice considerations. Journal of Ethnic & Cultural Diversity in Social Work,
Module 7 Resistance as Praxis	<b>Read</b>  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. Journal of Black Studies, 20(10), 1-18.

	<p>DOI: 10.1177/0021934708315441</p> <p>Gore, J. Theoharis, &amp; K. Woodard (Eds.), Want to start a revolution? Radical women in the Black freedom struggle, pp. 223-247 and We Do whatever becomes necessary pp 317-338. New York: New York University Press.</p>
<p>Module 8 Perspectives in Affirmative Practice Anti-Racist Strategies</p>	<p><b>Read:</b></p> <p><a href="#">Combating AntiBlackness and White Supremacy in organizations recommendations for anti-racist actions in MENTAL HealthCare</a></p> <p><a href="#">Prevalence and perceived importance of racial matching in the psychotherapeutic dyad: A national survey of addictions treatment of clinical practices.</a></p> <p><a href="#">NTU Psychotherapy: An Afrocentric Approach</a></p> <p><b>Watch</b></p> <p><a href="#">Module 3: African-Centered Behavioral Health</a></p>
<p>Module 9: Micro Practice from an African Centered Perspective</p>	<p>Philosophy Statement Due</p> <p><a href="#">NTU Psychotherapy: An Afrocentric Approach</a></p> <p><a href="#">Anti-Oppressive Statement</a></p> <p><b>Watch</b></p> <p><a href="#">Module 3: African-Centered Behavioral Health</a></p>

Module 10 Macro practice from an African-centered Perspective	<p><b>Read:</b></p> <p><a href="#">Black Feminist-Centered Community Organizing as a Framework for Developing Inclusive Mixed-Income Communities:</a></p> <p>Nicetown CDC's Village Network and Outreach Initiatives in Philadelphia</p> <p><a href="#">Toward a Village</a> Consciousness: Organizing in the African American Cultural Tradition</p> <p><b>Watch</b></p> <p><a href="#">Our Story Docuseries Episode 1</a></p>
Module 11 SUMMARY	Review of objectives and concepts
PRESENTATIONS	
PRESENTATIONS	

c. Assignments

[Provide an explanation of assignments and expectations. You may want to include a description and evaluation criteria or rubrics for each assignment as well its point or percentage value for the overall course grade (or direct students to review detailed assignment instructions on Canvas). Consider linking assignments to course objectives and/or social work competencies. Here is an example]:

Assignment	Percent of overall grade
Theoretical Reflection	15%
Philosophy Statement	30%
Final Presentation	35%

Attendance and Participation	20%
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d. Attendance and class participation [Required if part of grade calculation]

Students should plan to attend each class prepared to participate. If students are unable to attend or participate in the scheduled session, an email to the instructor is required. If more than two absences occur without contacting the instructor, the student will not receive 50 % of the credit for points earned throughout the course of the semester. Students are expected to respect others opinions and comments and be prepared to learn and educate in a respectful manner. Students that are unable to participate in respectful dialogue will be asked to exit the classroom and will not receive points for attendance or participation.

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%

Instructor Note:

Students needing to contact the instructor are asked to do so via email at [daiciars@emich.edu](mailto:daiciars@emich.edu). Students will need to communicate utilizing formal standards and include their name, course and if they are requesting a response.

Communications requesting a response will be addressed within 72 business hours during the semester.

Communications that utilize informal language such as Hey, What's Up, etc, will not receive a response. Students that wish to meet with the instructor should email the instructor with the preferred date and time frame (ex: before or after class)

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#### 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course 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 and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. 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.

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*