

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number: SW393R/SW360K/WGS393/WGS340

Unique Number: 96115/96035/90191/90146

Semester: Summer 2008

Meeting Time: MTWTH 8:30-10:30 p.m.

TA: Jennifer McCall, jbmccall96@hotmail.com

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Office Hours: W- 10:30-11:30 &
by Appointment

**Counseling African American Individuals, Couples, and Families:
Africentric Interventions**

I. Course Description

From individual counseling to community practice to simple awareness and advocacy, many helping professionals find themselves lacking the appropriate tools and techniques to assist and empower African American individuals and families. While a major strength of African Americans/Blacks is the ability to adapt and survive in a context of racism and adversity, many current problems of African Americans are traced to the historical trauma resulting from slavery and persistent societal oppression. Accordingly, this course will emphasize Africentric-based psychological intervention and prevention models which instill traditional African and African American health and mental health promotion and cultural values (such as the African-centered behavior change model shown to be effective across several areas, including substance abuse, HIV prevention, and positive identity development). The course fills a void in traditional theories and approaches to psychological intervention and prevention services that fail to consider sociocultural aspects that contribute to the distress and concerns of African Americans. The course will prepare students to apply knowledge about the historical and current sociocultural factors impacting African Americans in designing assessment procedures, psychological interventions, prevention programs, and individual, couples, and family counseling models.

II. Course Objectives

Upon completion of this course, the students should be able to:

1. Demonstrate an understanding of how the legacy of slavery, economic and socio-political forces have impacted the contemporary challenges facing African American men, women, children, older adults, families, and communities.
2. Demonstrate self-awareness regarding our existence in a multicultural society with particular attention to conflicting values, ethical dilemmas, empowerment and social justice.
3. Demonstrate an ability to identify similarities and differences between traditional, eurocentric approaches to theory and practice and africentric approaches.
4. Demonstrate skill in identifying diverse value orientations, life experiences, and worldviews of African Americans (intergroup and intragroup differences/similarities with regard to culture, class, gender, sexual orientation, religion/spirituality, physical or mental ability, age/generation, and national origin) which affect the type and nature of psychological intervention and/or prevention models needed.
5. Demonstrate skill in critically evaluating the appropriateness of assessments, standardized measures, intervention and prevention strategies, and research designs related to characteristics of African American populations.
6. Demonstrate skill in designing and presenting a workshop or proposal for a culturally consistent and theory-driven africentric-based psychological intervention and/or prevention model.

III. Teaching Methods

The teaching methods for this course include lectures, discussions, informal student presentations, guest speakers, video and audio materials, and community collaborations in designing final projects.

IV. Required and Recommended Texts/Readings

Required

Eyerman, R. (2001). Cultural Trauma: Slavery and the Formation of African American Identity. Cambridge University Press, New York.

Richardson, B. (2000). What mama couldn't teach us about love: Healing the emotional legacy of slavery, celebrating our light. LaPort, IN: Harper Collins. *****Read in full by JUNE 18 class period*****

Required Course packet: ON-LINE (or available at Speedway Copies)

Recommended Texts (on reserve at LRC)

Jones, R. L. (1996). Handbook of tests and measurements for Black populations (Vols. 1 & 2). Hampton, VA: Cobb & Henry.

Dana, R. (2000). (Ed.). Handbook of cross-cultural and multicultural personality assessment Mahwah, NJ: Lawrence Erlbaum Associates

Parhan, T. (2004). Social Work with People of African Descent. CSWE Press.

Bibliography (Available online)

V. CLASS POLICIES

Class Meetings: Class will be conducted as a seminar with students having responsibility to review case studies, discuss concepts from readings, and show evidence of critical thinking. Students are expected to attend all class sessions and actively participate by raising questions and issues in all class discussions and exercises. Participation is essential to the student's learning progress. Assigned readings must be completed before the class meeting. Students using a computer in class to conduct work unrelated to the course will be asked to leave the classroom.

Confidentiality: Students are expected to adhere to the standards of professional confidentiality in discussing clients and related matters.

Attendance & Late Assignments: Attendance is mandatory. Beyond one absence, each absence will result in 5 points being subtracted from the final grade points. A three-point penalty per day will be applied to late assignments. An individual exception will be made only in the event of documented unavoidable circumstances beyond the student's control.

Scholastic Dishonesty: Students are encouraged to study and work together; however, all papers are expected to reflect your own work and to conform to rules of scholastic honesty as described in the General Information Bulletin of The University of Texas at Austin. For further information, students may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs>).

Students' Needs: Student feedback is welcome. Students are encouraged to provide feedback during office hours and by appointment, if they desire. Also, students with special needs and concerns are responsible for making the instructor aware of these needs/concerns. Please notify the instructor of any special accommodations that you may need prior to the end of the first week of class.

V. COURSE REQUIREMENTS

1. Attendance, Preparation, Contribution, Reflection (10% of grade)

Students are expected to attend all class sessions and actively participate by raising questions and issues in class discussions and exercises. Students are expected to be prepared to respond to the instructor's discussion questions. Participation includes balancing speaking with listening to the ideas of others. To foster contributions, students may be asked to respond (in writing) to key questions about the readings. Review and sign active learning contract for part of this grade.

2. Weekly Quizzes (25% of grade)

There will be four weekly quizzes (Monday, Weeks 3, 4, 5, 6) containing a combination of objective (70%) and short answer questions (30%).

3. Critical Thinking Papers and Interactive Exercises (10%)

These will be assigned as homework and will focus on the main themes of the selected week's class readings.

4. Research & Practice Paper and Presentation

Paper (25% of grade)

Presentation of Paper (5% of grade)

Students will be required to write a 12-page research paper that will focus on experiences of one or more African American sub-groups. Papers are required to be typed, double-spaced, 12-font and adhere to APA 5th edition journal format. Students will be responsible for turning in a paper proposal that identifies the paper topic, specific issues they plan to cover and how they will go about researching their topic. See Guide to completing Research & Practice Paper.

5. Final Examination (25% of grade)

This comprehensive exam will contain a combination of objective and essay questions.

Grading and Weighting of Assignments

	Undergraduate Students
Attendance, Contribution & Reflection	10%
Critical Thinking Exercises	10%
Quizzes	25%
Research Paper	25%
Paper Presentation	5%
Final exam	25%
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Total	100%

Quality of writing, grammar, organization and adherence to APA format will be considered in evaluation of all written assignments. Grades will be assigned as follows:

GRADING SCALE (Graduate)

100 - 94 = A	93 - 90 = A-	89 - 87 = B+
86 - 84 = B	83 - 80 = B-	79 - 77 = C+
76 - 74 = C	73 - 70 = C-	69 - 67 = D+
66 - 64 = D	63 - 60 = D-	59 and below = F

GRADING SCALE (Undergraduate)

A = 90-100
B = 80-89
C = 70-79
D = 60-69

CRITERIA for GRADING

A/A-	SUPERIOR: Significantly exceeds assignments/performance expectations; demonstrates a high level of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment guidelines and exceptional integration of ideas and course material.
B+/B/B-	GOOD: Assignment/overall performance in course meets all the requirements with evidence of critical thinking and analysis.
C+/C/C-	AVERAGE: Assignments/performance meets the requirements or has minor gaps; lacks evidence of in-depth thinking and analysis
D+/D/D-	BELOW AVERAGE: Important gaps exist in meeting the requirements and evidence of critical thinking and analysis.

