THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number: S W S393R 14/ SW360/WGS S393   **Instructor:** Dr. Dorie Gilbert
Unique Number: 92215, 87585   **Office:** SSW 3.130H
Semester: 2nd Summer Session—2015   **Office Phone:** 512-471-8229
Meeting Time: MTWTH 8:30-10:30 am   **Office Hours:** T/W 10:30-11:30

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

I. Course Description
From individual counseling to community practice settings, many helping professionals find themselves lacking the appropriate knowledge and techniques to assist and empower African American individuals and families. This course fills a void in traditional theories and counseling approaches by incorporating American Psychological Association (APA) multicultural psychotherapy and African-centered intervention training. The course will prepare students to apply knowledge about historical trauma and current psychosocial factors impacting African –descent people in designing assessment procedures, psycho-education and intervention modules, community-based 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 and African descent people (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 Readings
     SELECTED CHAPTERS. Parham, Thomas A. (Ed.). (2002). Counseling Persons of African Descent: Raising the Bar of Practitioner Competence. Thousand Oaks, CA: Sage Publications.
     Richardson, B. (2000). What mama couldn't teach us about love: Healing the emotional legacy of slavery, celebrating our light. LaPort, IN: Harper Collins.

Required Course packet: ON-LINE via CANVAS

Reference Texts (on reserve at LRC)
     Jones, R. L. (1996). Handbook of tests and measurements for Black populations (Vols. 1 & 2). Hampton, VA: Cobb & Henry.
     Logan, S. (2008). Social Work with People of African Descent. CSWE Press.
     Dana, R (2000). (Ed.). Handbook of cross-cultural and multicultural personality assessment. Mahwah, NJ: Lawrence Erlbaum
     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 fostering discussions.

Electronic Devices in Classroom: Use of laptops/ipads/tablets FOR CLASS USE ONLY and only if students sign a contract. No cell phones allowed in class.

Confidentiality: Students are expected to adhere to the standards of professional confidentiality.

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

<u>OTHER POLICIES:</u>

The University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Policy on Scholastic Dishonesty
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://www.utexas.edu/depts/dos/sjs/).

Documented Disability Statement
Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

Religious Holidays
By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students
Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

Behavior Concerns Advice Line (BCAL)
 If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line
 to discuss by phone their concerns about another individual's behavior. This service is provided through a
 partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the

Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Use of Canvas in Class

The professor uses Canvas—a Web-based course management system with password-protected access at https://canvas.utexas.edu/—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

V. COURSE REQUIREMENTS

1. Preparation, Contribution, & Critical Thinking Papers (15% of grade)

Students are expected to attend all class sessions and actively participate by raising questions and issues in class discussions and exercises. Students should be prepared to respond to the instructor's discussion questions. To foster contributions, students will be asked to respond in writing to key questions about the readings. These written critical thinking assignments will be assigned as homework and will focus on the selected week's class readings.

2. Weekly Quizzes (30% of grade)

There will be four quizzes (Monday, Weeks 2, 3, 4, 5) containing objective (70%) and essay questions (30%).

3.   Undergraduate Students:
         Final Exam (Objective and Essay format)
         Graduate Students--Research & Project Implementation Paper and Presentation*

Grading and Weighting of Assignments

	Undergraduate Students	Graduate Students
Attendance, Contribution & Critical Thinking Exercises	15%	15%
Quizzes	30%	30%
Research/Project Paper		45%
Project Presentation		10%
Final exam	55%	
Total	100%	100%

* Graduate students will propose a major research-based project or paper, proposal due by July 28th.

GRADING SCALE (Graduate & Undergraduate)

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

WEEK	DATE	TOPIC ASSIGNMENTS/READINGS
Week 1		**SELF ASSESSMENT & INTRO TO AFRICAN-CENTERED CONSCIOUSNESS**

Day 1   July 13   Introductions and Self Assessment Exercises

Herbert, Bob (Dec, 2006). A New Civil rights movement, with responses

Film: *Ethnic Notions: Black people in the minds of white people*

Day 2   July 14   Race, Origin & Theory: History & Overview

Discuss Sorting People Exercise

*Tatum, B. (1992). Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom. Harvard Educational Review, Vol 62 (1), p 1-24.

*McIntosh, P. (2005). Unpacking the invisible knapsack. in P. S. Rothenberg (Ed.).White Privilege: Essential readings on the other side of racism. Worth Publishers, NY, NY.

Whiteness: The power of the past in P. S. Rothenberg (Ed.).White Privilege: Essential readings on the other side of racism. Worth Publishers, NY, NY.

Pharr, S. (1988). The common elements of oppression. Chardon Press.

Film: White Privilege and its Consequences (Tim Wise)

Day 3   July 15

Review African American Timeline

Diop, C. A. (1974). The African origin of civilization: Myth or Reality. Lawrence Hill Books: Chicago, IL. What were the Egyptians?   Chapter 1 (Who were the Egyptians?) and Chapter 2 (Birth of the Negro myth), pps. 1-42.

Film: *African History*

Parham, T. (2005).   Counseling African Africans: The current state of affairs, pp. 1-9

Karenga, M & Karenga, (2007). The Nguzu Saba and the Black family: Principles and practice of well-being and flourishing. In H. P. McAdoo (Ed.), Black families, 4th Edition (pp. 7-28). Thousand Oaks, CA: Sage.

Day 4   July 16   Parham, T.   Chapter 9 (Raising the bar for what passes as competence, pp.141-148.

Gilbert, D. J., Harvey, A. R., & Belgrave, F. Z. (2009). Advancing the Africentric paradigm shift discourse: Evidence-based Africentric interventions in social work practice with African Americans.   Social Work, 54 (3), 243-252.

Gilbert, D. J. & Sims, G. (2006). Working with American Indian students and families. In C. Franklin, M. B. Harris, & P. Allen-Meares   (Eds).,The School Social Work and Mental Health Worker's Training and Resource Manual. Oxford University Press.

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**Attewell, P, Lavin, Domina, T, Levey, T. (2004). The Black middle class: Progress, prospects, and puzzles. <u>Journal of African American Studies, V8 (1,2),</u> pp. 6-19.

Graham, L. O. (1999, February 15). Living in a class apart: The separate world of America's Black elite. U.S. News & World Report, 48-52.

Week 2		**ADULT RELATIONSHIPS: GENDER, RACE, CLASS, & IDENTITY**
Day 1	July 20	Quiz 1

Film: Black Family-Marriage

Day 2	July 21	

Franklin, J. H. (2007). African American families: A historical note. In H. P. McAdoo (Ed.), <u>Black families</u>, 4th Edition (pp. 3-6). Thousand Oaks, CA: Sage

Hill, R. B. (2007). The impact of welfare reform on Black families In H. P. McAdoo (Ed.), <u>Black families</u>, 4th Edition (pp. 328-338). Thousand Oaks, CA: Sage.

Eckholm, E. (2006). Studies sound alarm on plight of black males. New York Times, 03/06, A1.

Chapman, A. B. (2007). In search of love and commitment: Dealing with the challenging odds of finding romance. In H. P. McAdoo (Ed.), <u>Black families</u>, 4th Edition (pp. 285-296). Thousand Oaks, CA: Sage.

* Hammond, W. P. (2005). Being a man about it: Manhood meaning among African American men. <u>Psychology of men and masculinity</u>, 6 (2), pp.114-126.

Ochberg, B. (2005). When Fathers and Sons Spend Time Together. <u>University of Michigan School of Public Health</u>, Spring, p 27-31.

Day 3	July 22	

*DeFrancisco, V. L. & Chatham-Carpenter, A. (2001). Self in community: African American women's views of self-esteem. <u>Howard Journal of Communication</u>, 11(20), 73-92.

Thomas, A. J. (2001). African American women's spiritual beliefs: A guide for treatment. <u>Women & Therapy</u>, 23(4). 1-11.

Hodge, D., Williams, T. (2002) Assessing African American Spirituality with Spiritual Ecomaps. <u>Families in Society: The Journal of Contemporary Human Services</u>, Vol 83 (5), p 585-595.

*Smith, J. R. & Wormeling, L. (2007). Counseling preferences of African American women. <u>Adultspan: Theory, Research, and Practice</u>, 6 (1). 4-14.

Wade, J. (2006). The case of the angry Black man. In Scher, Stevens, Good & Eichenfield (Eds). <u>Handbook of Counseling & Psychotherapy with Men.</u>

Text: Chapter 7, Parham, T. Counseling models for African Americans, pp.100- 118

Film: Dawn's Case

Day 4	July 23	What Mama Couldn't Tell Us About Love, read in full

Offner, P. (2002). What's love got to do with it?: Disparity between black men and women. *The Washington Monthly*, 34 (3), 15-19.

Raspberry, W. (2002). Successful women who are childless. The Washington Post, 04/02, P. A11

Edwards, A. (2002). Bring me home a black girl. Essence, 33 (3), p. 176.

McLarin, C. (2006). Race wasn't an issue for him, which was an issue for me. NYT, 09/03/2006

Evans, E. (01-12-09). Dark and lovely, Michelle. *The Root* www.theroot.com

Bethea, P., D. (1995). African American women and the male-female relationship dilemma: A counseling perspective. Journal of Multicultural Counseling & Development, 23 (2). 87-96.

WEEK 3   YOUTH, MEDIA, CHILDREN & FAMILIES, EDUCATION

Day 1	July 27	Quiz

Film: Hip Hop Beyond Beats & Rhymes

Day 2	July 28	Watts, R., Abdul-Adil, J., & Pratt, T. (2002). Enhancing critical consciousness in young African men: A psycho-educational approach. Psychology of Men and Masculinity, 3(1), 41-50.

Found: 85, 000 Black gay households. *Essay by Alain Dang & Somjen Grazer.*

Pitts, L (1998) The choice to be gay/Watson, J (2004). Strange Bedfellows (2 1-pagers)

Text: Chapter 4. Parham, T. (2002). Understanding personality and how to measure it, pp. 38-47.

Fullilove, M., Fullilove, R. (1997). Homosexuality and the African American Church: The Paradox of the "Open Closet". Though I Stand at the Door and Knock. The Balm in the Gilead, New York City.

Gilbert, D. J. and Williams, L. (2007). Deconstructing the down-low: A systems-ecological perspective on African American men who have sex with men. Human Behavior in the Social Environment: An African American Perspective. 501-517

Day 3	July 29	

Tatum, B. D. (2004). Family life and school experiences: Factors in the racial identity development of black youth in white communities Journal of Social Issues, 60 (1),117-135.

Belgrave, F. Z., et al. (2000). The effectiveness of a culture-and gender-specific intervention for increasing resiliency among African American preadolescent females. Journal of Black Psychology, 26 (2), 133-147.

Gilbert, D. (2003). *Multicultural Assessment, Chapter 10 (p 351-383).* Clinical Assessment for Social Workers: Quantitative and Qualitative Methods. Lyceum Books, Chicago IL.
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Day 4	July 30	*Film: Boys of Baracka*

Steptoe, S. (2004). Closing the gap. Time 164(22), p54-56.

Pluviose, D. (2006). Study: "Acting White" accusations has damaging legacy for black students. Diverse Issues in Higher Education, V23 (4), 8-8.

Noguera, P. (2002) The Trouble with Black Boys. In Motion Magazine, http://www.inmotionmagazine.com/er/pntroub3.html

**Baum, S., Olenchak, R. (2002). The Alphabet Children: GT, ADHD, and More. Exceptionality, Vol 10 (2), p 77-91.

SEE OPTIONAL READINGS

WEEK 4   **HEALTH, MENTAL HEALTH, & SOCIAL JUSTICE DISPARITIES**

Day 1	August 3	Quiz #3

Film: Unhealthy Causes: Is inequality making us sick?

Day 2	August 4	Krieger, N. (2003). Does Racism Harm Health? Did Child Abuse Exist before 1962? On Explicit Questions, Critical Science, and Current Controversies: An Ecosocial Perspective. American Journal of Public Health, Vol 93 (2), p 194-199.

Cozier, Y., Palmer, J., Horton, N., Fredman, L., Wise, L., Rosenberg, L. (2006). Racial Discrimination and the Incidence of Hypertension in US Black Women. AEP, Vol 16 (9), p 681-687.

African American Community Mental Health Fact Sheet (2004). from www.nami.org

Survey suggests link between racism, high blood pressure in African Americans. Black Issues in Higher Education,10/25/01 18(18), p14.

Snowden, L. (2003). Bias in mental health assessment and intervention theory and evidence. American Journal of Public Health, 33 (2), 239-242.

Byrant-Davis, T., Ocampo, C. (2005). Racist Incident-Based Trauma. The Counseling Pyschologist, 33 (4), p 479-500.

Day 3	August 5	Joe, S. (2006). Implications for National Suicide Trends for social work practice with Black youth. Child and Adolescent Social Work, 23(4), 458-468.

Gadson, S. (2006). The Third World Health Status of Black American Males. National Medical Association, Vol 98 (4), p 488-491.

Longshore, D., Grills, C. (1998). Promoting Recovery from Drug Abuse: An Africentric Intervention. Journal of Black Studies, Vol 28 (3), p 319-333.

Day 4   August 6   *Film: Out of Control*

                                     Peterson, Wingwood, DiClemente, Harrington, & Davies (2007). Images of
                                     sexual stereotypes in rap videos and health of African American female
                                     adolescents. Journal of Women's Health, 15 (8), 1157-1166.

                                     Nobles, W., Goddard, L., & Gilbert, D. (2009). The Healer Women Fighting
                                     Disease Integrated Substance Abuse And HIV Prevention Program (HWFD)
                                     for African American Women: A Model for Reducing Health Disparities in the
                                     African American Community. Journal of Black Psychology, 35 (2), 228-246.

Week 5   August 10   Quiz 4

               August 11   Presentations

               August 12   Presentations

               August 13   Presentations

               PRESENTATIONS, COURSE EVALUTATIONS, FINAL EXAM/PAPERS

Week 6
               August 17   Final Exam/Papers due