FAYETTEVILLE STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF SOCIAL WORK
MASTER OF SOCIAL WORK PROGRAM

LOCATOR INFORMATION:
Course Number and Name: SWRK 516: Social Work Practice With Black Families
Semester Hours of Credit: 3 S.H.
Day/Time Class Meets:
Bldg/Room. Where Class Meets:
Instructor’s Name:
Office Phone#:
Email Address:
Office Location:
Secretary’s Phone:
Fax:
Office Hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

COURSE DESCRIPTION:

This course examines the past and current status of Black families and alerts students to specific knowledge, skills, values and strategies required to work successfully and culturally with the target group. It incorporates the study and analysis of problems and issues faced by social workers in working effectively with Black families, including the integration of theory, cultural factors, social policy, human behavior and social work practice. A particular emphasis is placed upon greater understanding of the challenges and dynamics affecting practice with Black families, including economic and social justice, empowerment, and oppression. Additionally, from an empowerment and strengths perspective, this course will examine historically the traditional African African-American beliefs, values, capabilities and strengths of Black families and how such capabilities and strengths can be used in effective social work practice with Black families.

REQUIRED TEXTBOOKS:

American experience. (2nd.) New York Guilford Press.


SUPPLEMENTAL MATERIAL:


Suggest you purchase your books on line from some source such as; amazon.com. Most of the prices from such a source will easily out do the costs from a regular book store.

COURSE COMPETENCIES:

By the end of the course, students should be able to:

1. Develop an all-inclusive conceptual framework and theoretical perspectives for examining Black families and have specific socio-historical knowledge about the experiences of Black families in the United States.

2. Understand how oppression and inequality work through societal factors including social policies and practices to weaken the power of many American Black families and their access to resources.

3. Develop skills and knowledge that will facilitate more effective social work practice with American Black families.

4. Develop greater self-awareness of one’s own cultural and ethnic identities, and of personal values, attitudes, and patterned responses to human diversity in relations to working with Black families. Understand how these may shape approaches and influence professional social work practice.

5. Apply critical thinking skills to the analysis of issues pertaining to Black families.

6. Demonstrate an ability to clarify social work values in the context of dominant societal values and in contrast to Black family values, and the ability to identify value conflicts
and make informed value choices in regards to greater culturally competent social work practice situations with Black families.

7. Demonstrate an understanding of human and family diversity within the Black family as sources of strength and identify such strengths within clients/consumer while identifying problems and issues and in seeking solutions to their problems.

8. Demonstrate and analyze relationships, dynamics of Black families and the theoretical factors which impact environment, family systems and human behavior within a social work framework focusing on economic and social justice, oppression and discrimination.

9. Demonstrate cultural competence and ethnic-sensitive social work practice by exploring diversity within the Black family and understand the impact of discrimination, oppression and economic deprivation upon Black families by recognizing that these may be contributing factors in the problem-situation that may need to be targets of change within the families.

10. Demonstrate an ability to apply appropriate/culturally competent social work interventions in working with families of African descent.

**COURSE EVALUATION AND GRADING SCALE**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Observation Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**CLASS FORMAT:**
This is a seminar and lecture/discussion class. Students are expected to have completed required readings before class and are expected to participate in class activities and to bring relevant information and questions to class for discussion. Students are expected to be able to present to the class the assigned reading for that particular session. I would suggest that one outline the reading and save the outline on a flash drive so that it can be used to present in class.

**ACADEMIC SUPPORT RESOURCE:**
Students can use Smart Thinking and the University Writing Center in the Chick Building for assistance with writing and are encouraged to do, if needed.

**COURSE REQUIREMENTS AND EXPECTATIONS:**

**ATTENDANCE:**
Students are expected to attend each class and arrive on time. Tardiness is not acceptable. In the rare event you are unable to attend or will be late for class, you are expected to notify the professor in advance whenever possible. This class is to prepare you for professional social work practice, therefore it is expected that you give the class and the instructor the same priority and consideration as you would do an employer. Upon the second missed class you will receive a five point (5) deduction from your final grade. An excused absence will affect your attendance and participation grade but not the final grade.

**Missed or Late Work:**
In the event of a missed class, it is the student’s responsibility to obtain class notes, assignments and other materials given during the class missed. All assignments are to be turned in on time. If you are absent from class on the due date of an assignment, the assignment must be submitted prior to the due date. Assignments are to handed in to the professor and he/she will sign off on your attendance card that the assignment was turned in. Late assignments will be graded will lose points from the final grade. A late assignment can receive no higher than a B grade.

**Assignments:**
Promptness in completion of assignments and assigned readings is a requirement. You are expected to contribute to class discussion and be prepared for class. Preparation includes reading, studying and analyzing the assigned readings prior to class and being prepared to discuss the readings in class. You must be prepared to present the reading in class.

**Written Work:**
Written work must show thoroughness, clarity, and professionalism. This includes first writing, reviewing, editing and then rewriting. All work should be carefully proofread and corrected. Papers should be free of errors. All assignments must be typed, doubled-spaced, and include a titled page. Papers are to following the APA style of writing in the Publication Manual of the American Psychological Association (latest edition).

**Grading Criteria:**
A: Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

C: Meets minimum course requirements.

D: Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.

F: Did not meet minimum course requirements.

**Indicators of Exemplary Performance:**
Regarding written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented “action or intervention horizon” beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

CLASSROOM BEHAVIOR:
Telephones and /or beepers are to be turned off during class. Please do not attend to any other business, other than this course while in class. Be respectful of the professor and other students. This is the academy and all reasonable and respectful views are acceptable and open to discussion.

FSU Policy on Disruptive Behavior in the Classroom (Optional) The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes. FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class. The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

STUDENTS WITH DISABILITIES:
Students with disabilities who need the assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.
TEACHING STRATEGIES:
The teaching strategies used in the class will consist of lectures, class discussions, group activities, oral presentations, in class experiential activities, and resource speakers. Audio and visual materials will be utilized as supplementary materials as appropriate.

Written Work:
The APA style of writing is required for all social work courses. Written work must show thoroughness, clarity, and professionalism. This includes first writing, reviewing, editing and then rewriting. All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar and punctuation and must be typed, doubled-spaced, with pages numbered and a titled page. Papers written from sources must include citations following the APA style of writing in the Publication Manual of the American Psychological Association (5th edition). Suggest the use of the writing center in the Chick Building, or Smart Thinking, if necessary.

All papers must also meet the following standards:
Structure: identifiable introduction, purpose or thesis statement, logical organization, transitions between paragraphs, effective summary or conclusion.
Content: significant content related to the purpose of the paper, appropriate content to support the purpose of the paper or thesis, documentation of sources using the APA style.
Presentation or style: correct voice, person, and variety in sentence structure as appropriate.
Mechanics: correct punctuation, grammar, standard English, spelling. All proofreading and corrections must be made w/ computer or typewriter.
Format: All papers must be double-spaced. Font size should be 12. Papers should have a cover sheet with name, title of paper, course number and name, date and instructor’s name. If a paper is poor enough to require a rewrite, then the grading for the rewrite will start at a B (89) for the rewritten paper.

REQUIREMENTS AND ASSIGNMENTS:
1. Black Family Observation Research Analysis Paper:

The assignments will allow students to give thoughts of how to integrate knowledge, values, skills, theory and practice into work with Black families. More information will be provided in class. Suggested length of paper 5-7 typewritten pages. Further information will be given in class.

2. Research Problem/Issues Paper:
This project will constitute an individual effort, student’s choice to produce a stellar research paper. Each student is to choose an issue/concern/ problem and relate it to Black Family Life. This means that you must take into consideration the Black family’s traditional values, mores, family structure, principles, historical involvement in the United States etc. in the description of the issue/concern/problem. You must explain why and how it is a problem for Black Families in particular. This paper is to demonstrate your understanding of the course, though it is expected that you will include supplemental material from the readings (cite them), class lectures, visual presentations etc. in the paper. The maximum number of pages is 12.

3. Mid Term Exam:
The midterm exam covers all the material covered up to the date of the exam. The examination will evaluate mastery of reading assignments, discussions, lectures, and Blackboard notes. The format for the exam will include essay questions.

4. Final Paper Project:
Each person from the small groups shall assume the responsibility for formulating an evidence-based and culturally-proficient intervention paradigm that specifically seeks to address issues articulated within the scope of the mid-term project. Format: eight page paper; APA style.

5. Final Oral Group Presentation:
Students are required to do a group project on an aspect of Black Family Life, Issue or Problem that impact the Black Community. The effort is to be a presentation of the issue/concern/problem presented in the mid-term project and the intervention process presented in the final paper. Presentations will be 30 to 45 minutes long and may be in the form of a role-play, panel discussion, skit, video, or other creative format. Each group will submit a brief report that includes:

1. The purpose of the project
2. Statement of the problem
3. Literature Review (at least 20 references)
4. Theory based Interventions (including techniques).
5. Contribution of the group project to social work practice with Black families

COURSE OUTLINE and CLASS READINGS
NOTE: The content of this syllabus is subject to change depending on the scheduling demands of the instructor and other circumstances. All changes will be announced in class or forwarded to students thru Black Board/email. Assigned reading required.

Week One:
Introductions: Course & Syllabus Overview: Major Content Areas Significant concepts; Historical and Conceptual Framework for working with Black families
*Readings: (texts) Chapters 1: Boyd-Franklin, Martin & Martin; and Logan, Freeman & McRoy, Overview Historical and Conceptual Framework
Chapter 1: A Historical and Theoretical Overview (Martin & Martin);
Chapter 1: A Historical Overview of Black Families (McRoy)
Chapter 1: Overview (Boyd-Franklin)

Week Two:
Historical and Conceptual Framework continue
Chapter 1: A Historical and Theoretical Overview (Martin & Martin);
Chapter 1: A Historical Overview of Black Families (McRoy)
Chapter 1: Overview (Boyd-Franklin)
*Readings: Evolution and Historical Aspect of Black Social Work Practice
Chapters 4: Social Work & Moanin’ (Martin & Martin)
Chapter 5: The Social Context of Moanin’(Martin & Martin)
Chapter 3: Evolution of Black Social Work and Its Pitfalls (Schiele)
Week Three:
Evolution and Historical Aspect of Black Social Work Practice

Chapters 4: Social Work & Moanin’ (Martin & Martin)
Chapter 5: The Social Context of Moanin’
Chapter 3: Evolution of Black Social Work and Its Pitfalls (Schiele)

*Readings:
Harvey, A. Afrocentricity (handout)

Weeks Four & Five:
Traditional Values And Afrocentric Worldview
Chapter 2: Schiele Afrocentric Worldview; Nobles

*Readings: Chapter 3: Boyd-Franklin, N. Extended Family Patterns, Kinship Care and Informal Adoptions, African American Family Strengths:

*Black Family Observation Paper Due.

Weeks Six and Seven
Conceptualization of African American Families

*Readings Chapter 1: A Strengths Perspective on Black Families: Then and Now (Logan)

*Mid-Term Exam

Week Eight
Strengths and Issues in African American Families
Chapter 1: A Strengths Perspective on Black Families: Then and Now (Logan)
*Readings: Chapter 2: Boyd-Franklin: Racism, Racial Identity, and Skin Color, Chapter 6: Separation, Divorce, Remarriage, and Stepparenting

Week Nine *--no class

Week Ten:
Strengths and Issues in African American Families

1. Racism
2. Sexism
3. Domestic Violence
4. Absence of the Male and related issue
5. Separation and Divorce


Chapter 4: Black Family Life Cycle (Freeman)

Week Eleven:
Assessment of Black Families
Chapter 4: Black Family Life Cycle (Freeman);

*03/20/12 Research Problem/Issues Paper Due

Weeks Twelve, Thirteen: Theories and Interventions

Weeks Fourteen, Fifteen:
Theories and Intervention Continue

*Group Paper Due and Group Presentations
Week Sixteen: Wrap –Up & Evaluation