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# Black Content in Schools: a Model of Black Content in a School of Social Work's Curriculum

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BLACK CONTENT IN SCHOOLS  
A Model of Black Content in a School  
of Social Work's Curriculum

by

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## Preface

This research was undertaken in response to the many questions raised by Black social work students concerning the need for Black content to be included in the social work curriculum at Portland State University. Black students at social work institutions throughout the country are presently attempting to develop a curriculum that will improve the delivery of social services in the Black community. Therefore, we have developed in the following pages a rationale and a suggested model for the introduction of appropriate Black content into the social work curriculum.

The words of Herbert Aptekar, Dean of the School of Social Work at University of Hawaii, are especially relevant in this regard. He recently stated that there are five main parties in any curriculum reconstruction endeavor:

...the student body, the instructional staff, the professional school as a whole (including its curriculum committee, administrative officers, and non-faculty advisory groups), the University at large, and the community and society of which all of the above are separate parties. 1

Significantly, Dean Aptekar puts its importance in the informal curriculum (what students learn on their own) as well as in the formal one:

It may seem to be granting too big a role to say that they should play a central part in changes in the curriculum, but is it? If one recognizes that the essential purpose of the curriculum is to develop a generation of professionals who have a capacity to contribute to the profession, then one must raise the question, where and when do they start contributing? Certainly they cannot start as passive recipients of the knowledge and wisdom of their elders. They must start as actual givers of what they bring in their role as students.<sup>2</sup>

This philosophy represents essentially the basics from which this research project was initiated. This project was undertaken by these researchers during their second year of study for the Master of Social Work degree at Portland State University School of Social Work.

The primary purpose of this study is, in general, to inform schools of social work of a method to include Black content within their curricula, and in particular to sensitize the faculty at Portland State University to the importance of including Black content into the school's curriculum.

In this research design, a select population was used as well as a specific body of knowledge from the Human Behavior and Social Environment sequence to develop a model to introduce Black content in the social work curriculum.

## Scope and Method of Study

This research project is an exploratory study of the need for Black content to be included in the curricula of schools of social work. This study stems in part from the researchers' desire to sensitize the faculty and student body at Portland State University to a deeper understanding of the cultural, psycho-socio, socio-psycho, and historical attributes of the Black population in order to:

1. Improve the delivery of social services to the Black community.
2. Improve the professional competence of the school's future graduates.

This study also reflects a significant concern set forth by the Council on Social Work Education concerning ethnic minority content in the social work curriculum which states that each:

school of social work must make a special continual effort to enrich its program by providing racial, ethnic, and cultural diversity in its student body and at all levels of instructional and research personnel, and by providing corresponding educational support.<sup>3</sup>

This study will be reported in three parts. The first part consists of an analysis of data which was a result of a questionnaire administered to recipients of Aid to Dependent Children who received services at the Albina Multi-Service Center. The questionnaire surveyed their attitudes toward schools of social work training future professionals. The second part consists of an analysis of a workshop which surveyed attitudes of social work practitioners in the Model Cities area regarding the need to include Black content in schools of social work curricula. Part three is a proposed course content model for a Human Behavior and Social Environment sequence and also a model for the integration of Black content in the Social Research, Social Policy, and Social Work Practice sequences. A critical examination and review of literature that can be used to teach this content is included in the appendix.

## Methodology

Data was gathered from three different sources. In June, 1973, a questionnaire was designed to be administered to recipients of Aid to Dependent Children who receive social services at the Albina Multi-Service Center in Northeast Portland. During the months of July and August, planning was underway at Portland State University to conduct a mini workshop entitled, "Black Content in the

Social Work Curriculum." Throughout the months of June, July, and August of 1973, the researchers were also reviewing literature that could be used to begin development of Black content in the social work curriculum at Portland State University.

Figures representing the total population of families who are receiving Aid to Dependent Children were obtained from the manager of the Children's Services Division at the Albina Multi-Service Center. At the time of the survey, there were two thousand one hundred and twenty-seven families (2,127) receiving A.D.C. Of that total population, a random sample of one hundred A.D.C. recipients were given a questionnaire to complete while visiting the Center during the month of September.

On September 7, 1973, a mini workshop of social work practitioners was held at the Albina Multi-Service Center. The practitioners participating in the workshop were randomly selected from a list of practitioners employed in the Model Cities area of Northeast Portland. A random sample of thirty practitioners were invited to attend the workshop.

Throughout the data collection the research staff held a number of joint meetings in order to pool notes and information, check individual impressions, and attempt to systematize data as well as impressions.

#### Limitations of the Study

The major limitations of the study may be summarized in two categories: those having to do with the scope and method of the study and those having to do with the methods and time employed for gathering and analyzing data. These limitations should serve as overall guidelines for the interpretation of the data collected as well as factors to be considered in drawing any conclusions from the findings.

The several limiting factors are:

1. The scope of the study was limited by the selection and size of the population surveyed. It was confined to a random sample of one hundred recipients of Aid to Dependent Children receiving services at the Albina Multi-Service Center, which serves the Model Cities area in the city of Portland, Oregon.
2. The review of the literature examined to develop the course content model in this study is limited to a specific body of knowledge due to a lack of research and curriculum development in this general area.



3. Finally, the method used to gather data, i.e., the choice of a paper and pencil questionnaire excluded an important variable which we failed to consider when designing the study. A measurable portion of the population surveyed was considered illiterate, which required the researchers to administer the questionnaire verbally.

## Findings

### Description of Sample

At the time the study was conducted there were a total of three thousand four hundred and forty-eight (3,448) families receiving public assistance. Of these families, two thousand one hundred and twenty-seven (2,127) families were receiving Aid to Dependent Children.

A random sample of one hundred families who received Aid to Dependent Children were administered questionnaires related to whether or not there is a need for Black content in social work education. Of the one hundred families surveyed, eighty-two (82) families responded. Of these families, 8.4 percent were males and 91.5 percent were females. The respondents' ages ranged from sixteen to fifty years with the median age being 26.7. The age and sex distribution of the respondents is illustrated in Table I.

TABLE I

#### Age and Sex Distribution of Respondents

Years of Age	Females		Males		Total
16-20	22	26.8%	- 0 -		22
21-25	20	24.4	1 1.2%		21
26-30	17	20.7	2 2.4		19
31-35	3	3.7	1 1.2		4
36-40	7	8.5	- 0 -		7
41-45	3	3.7	2 2.4		5
46-50	3	3.7	1 1.2		4
					N=82

Percentages in Table I were rounded off indicating the total percentage as being 99.9 percent. The true sum of the percentage is equal to 100 percent.

The marital status of these families is shown in Table II. Of the families surveyed, the highest percentage of the families were single-parent families.

TABLE II  
Marital Status of A.D.C. Families

Marital Status	Number of Respondents	Percentage of Respondents
Single	38	46.3%
Widow	6	7.3
Separated	18	22.0
Married	9	11.0
Divorced	11	13.4
N=82		100.0%

Table III represents the educational status of the eighty-two families participating in the study. 40.7 percent of the families had attained grade levels ten through eleven, while only 31 percent of the families were high school graduates or above.

TABLE III  
Educational Status of Families with Aid to Dependent Children

Educational Level	Number of Respondents	Percentage of Respondents
0 -- 5 Grades	5	7.0%
6 -- 9 Grades	11	13.4
10-- 11 Grades	33	40.2
High School Graduate	26	31.0
1 -- 3 Years of College	7	8.5
College Graduate	0	0.0
N=82		100.0%

## Analysis of Data

This part of the study has been designed to survey attitudes of social work consumers and social work practitioners concerning the need for Black content in social work education. This analysis will be divided into two parts. The first will include the responses of the recipients of Aid to Dependent Children, and the second will include the responses of social work practitioners. These responses are listed in several categories: Black Content in Social Work Education, Black Family Life, and Living Conditions in the Black Community, Black Clients and Non-Black Social Workers, and The Recruitment of Black Social Work Students and Faculty in the Schools and the Profession of Social Work Education. The following report of findings includes only the responses of A.D.C. recipients.

In examining the aspect of Black Content in Social Work Education, our findings show a significantly high percentage of respondents agreeing that schools of social work should include Black content in the curriculum as well as teaching courses in Black history. 100 percent of the respondents agree that schools of social work should include Black content in the curriculum while 97.6 percent agree that social work students should take classes in Black history. These findings support the need for schools of social work to include Black content in social work education.

### Black Family Life

Black content in social work education should include the life experiences and living conditions of the Black family. The respondents were asked to respond to the following statements concerning the distinction between White and Black family life in America:

1. Black family life is different than White family life.
2. Blacks experience different life experiences than Whites.
3. A Black child raised in Black family develops differently than a White child raised in a White family.

Tables IV through VI indicate the responses of the respondents to the above statements.

TABLE IV

A.D.C. Families' Responses to the Statement:  
"Black family life is different than White family life."

Type of Response	Number of Respondents	Percentage of Respondents
Agree	76	92.7%
Disagree	6	7.3
	N=82	100.0%

TABLE V  
A.D.C. Families' Responses to the Statement:  
"Blacks experience different life experiences than Whites."

Type of Response	Number of Respondents	Percentage of Respondents
Agree	75	91.4%
Disagree	7	8.6
	N=82	100.0%

TABLE VI  
A.D.C. Families' Responses to the Statement:  
"A Black child raised in a Black family develops  
differently than a White child raised in a White family."

Type of Response	Number of Respondents	Percentage of Respondents
Agree	75	91.4%
Disagree	7	8.6
	N=82	100.0%

The above findings show that a very small percentage of the respondents disagree that Black family life is different than White family life, and that Black experience different life experiences than Whites. Of the respondents who disagree that Black family life is different from White family life, 3.6 percent of the 8.6 percent were in the 40--50 age range. This age range represents the older respondents among the A.D.C. families participating in this study. 91.4% of the respondents agree that living conditions in the Black community are different than conditions in other communities.

#### Black Clients and Non-Black Social Workers

The question of Black and non-Black social workers working with Black clients is of considerable interest to the profession of social work. In this study, we sought to ascertain the preference of Black clients to Black or non-Black social workers. 89.1% of the respondents agree that Black clients would be better off if they had Black caseworkers while 10.9% disagree with the statement. 80.5% of the respondents agree that non-Black social workers do not work effectively with Black clients, and 19.5% disagree with the statement. This is illustrated in Table VII.

TABLE VII  
A.D.C. Families' Responses to the Statement:  
"Non-Black social workers do not work effectively with Black clients."

Type of Response	Number of Respondents	Percentage of Respondents
Agree	66	80.5%
Disagree	16	19.5%
	N=82	100.0%

## Recruitment of Black Faculty and Students in Schools of Social Work

The data in Tables VIII and IX strongly support the need for the recruitment of Black faculty and students in social work education. 98.8 percent of the respondents agree that schools of social work should employ Black teachers, and 98.8 percent also agree that the field of social work needs more Black social workers. This is illustrated in Tables VIII and IX.

TABLE VIII  
A.D.C. Families' Responses to the Statement:  
"Schools of social work that train social workers  
should employ Black instructors."

Type of Response	Number of Respondents	Percentage of Respondents
Agree	81	98.8%
Disagree	1	1.2
	N=82	100.0%

TABLE IX  
A.D.C. Families' Responses to the Statement:  
"The field of social work needs more Black workers."

Type of Response	Number of Respondents	Percentage of Respondents
Agree	81	98.8%
Disagree	1	1.2
	N=82	100.0%

The findings from the questionnaire indicate that consumers of Aid to Dependent Children are of the opinion that Black content should be integrated within curricula of schools of social work.

To determine whether this is also a dominant theme among social work practitioners the mini workshop was planned to focus on the topic, "Black content in social work education at Portland State University." The workshop took place at the Albina Multi-Service Center in Portland, Oregon, September 7, 1973. The participants included social work practitioners, graduate social work students, and agency representatives.

An informal introduction dealing with the rationale and purpose of the workshop was given by Kay Toran, Assistant Professor of Social Work at Portland State University. Three graduate social work students from Portland State University, Dorothy Baker, Alex Richberg, and Isaac White, were facilitators of the workshop group discussion.

The workshop discussion was focused on the following questions:

What is Black content?  
How should it be integrated into the curriculum?  
Who should be responsible for the implementation?  
Should there be a time schedule for the implementation of  
Black content in social work education?

The highlight of the discussion group was the identification of several issues that appear to be pertinent to social work education at Portland State University. The general issues discussed were as follows:

1. That Black people are African people and that Black behavior be defined from a historical experience;
2. That institutional racism, capitalism, imperialism, and colonialism are all forms of oppression that contribute to the social problems that are experienced by Black clients;
3. That the social problems that confront Black people from day to day are problems that were created and developed by a system that has historically oppressed and exploited Black people;
4. That present medical and psycho-analytical models of social work practice, emphasize the disorganization and pathology of the individual. They inclusively fail to deal with the disorganization and pathology of the larger social, economic, and political system. It is this oppressive condition that prevents the total liberation of Black people;
5. That the nature and function of Black content in social work education would require structural changes within the total system of social work education.

In addition to these issues the discussion group identified, as major obstacles in social work education at Portland State University, problems surrounding the recruitment and retention of Black faculty and students, and the development of funding resources for the implementation of Black content.

Though the discussion centered around these problem areas, solutions to these concerns were not the major products of the discussion.

Several suggestions and strategies for the implementation of Black content in social work education were presented at the end of the workshop discussion. These suggestions will be further discussed in the conclusion of this report.

The sample of thirty social work practitioners in the Model Cities neighborhood were selected randomly and mailed questionnaires concerning the need for Black content to be included in social work curricula. Of the thirty questionnaires mailed, a total of twenty-three were completed and returned. 65.1 percent of these practitioners were males and 34.9 percent were females. The practitioners ranged from 25 to 59 years of age with the median age being 36.8 years. 82.7 percent of them were Black and 17.3 were White. The age and sex distribution of the social work practitioners is illustrated in Table X.

TABLE X  
Age and Sex Distribution of Social Work Practitioners

Years of Age	Female		Male		Total
25--29	1	4.4%	6	26%	7
30--34	1	4.4	3	13	4
35--39	2	8.7	3	13	5
40--44	0	-0-	1	4.4	1
45--49	1	4.4	2	8.7	3
50--54	0	-0-	0	-0-	0
55--59	3	13.0	0	-0-	3

N-23

Table XI represents the educational status of the twenty-three practitioners in this study. 82.6 percent of the practitioners have attained postgraduate level education.

TABLE XI  
Educational Status of Social Work Practitioners

Educational Levels	Number of Practitioners	Percentage of Practitioners
Some College	3	13.0%
College Graduate	1	4.4
Postgraduate	19	82.6
N=23		100.0%

The following findings include the responses of the social work practitioners and their attitudes toward the need to include Black content in social work education

100 percent of the social work practitioners agree that schools of social work should make a special effort to include Black history within the curriculum as a requirement. These findings also support the contention that schools of social work also should include Black content in their curricula.

95.6 percent of the social work practitioners agreed that Black family life is different than White family life and that Blacks experience different life experiences than Whites, while 4.4 percent disagree. This is illustrated in Tables XII and XIII.

TABLE XII  
Social Work Practitioners' Responses to the Statement:  
"Black family life is different than White family life."

Type of Response	Number of Respondents	Black Practitioners	White Practitioners	Percentage of Respondents
Agree	22	18	4	95.6%
Disagree	1	1	0	4.4%
N=23				100.0%

TABLE XIII  
Social Work Practitioners' Responses to the Statement:  
"Blacks experience different life experiences than Whites."

Type of Response	Number of Respondents	Black Practitioners	White Practitioners	Percentage of Respondents
Agree	22	18	4	95.6%
Disagree	1	1	0	4.4
N=23				100.0%

A high percentage of social work practitioners also agreed that a Black child raised in a Black family develops differently than a White child raised in a White family. (See Table XIV.)

The findings shown in Table XIV indicate that a high percentage of the social work practitioners also agree that life experience and living conditions in the Black community are different than life experiences in other communities. One of the unique



differences that exist in the Black community is the special dialect. All of the social work practitioners agree that social workers should be aware of language differences when working with Black clients.

TABLE XIV  
Social Work Practitioners' Responses to the Statement:  
"A Black child raised in a Black family developes  
differently than a White child raised in a White family."

Type of Response	Number of Respondents	Black Practitioners	White Practitioners	Percentage of Respondents
Agree	20	16	4	87.0%
Disagree	3	3	0	13.0%
N=23				100.0%

95.6 percent of the social work practitioners agree that social services in the Black community do not adequately meet the needs of Black clients. This finding strongly suggests that new methods of social work intervention are needed in the delivery of social services to Black clients. 100 percent of the social work practitioners surveyed supported the need for schools of social work to develop new methods of social work intervention techniques with Black clients.

17.3 percent of social work practitioners disagree with the statement that most Black people would be better off if they had Black caseworkers, while 82.7 percent of social work practitioners agree to this statement. The 17.3 percent that disagree are all Black social work practitioners within the median age range of the sample. This finding is illustrated in Table XV.

TABLE XV  
Social Work Practitioners' Responses to the Statement:  
"With things as they are, most Black people would  
be better off if they had Black caseworkers."

Type of Response	Number of Respondents	Black Practitioners	White Practitioners	Percentage of Respondents	Median Age of Respondents
Agree	19	15	4	82.7%	36.2
Disagree	4	4	0	17.3	39.4
N=23				100.0%	

All of the social work practitioners agree that the social work profession needs more Black practitioners and that schools of social work that train social workers should employ more Black instructors. These findings support the need for the recruitment of the retention of Black faculty and students in schools of social work education.

This research project set out to prove the need for Black content to be included in the curriculum of schools of social work. Both surveyed groups, A.D.C. recipients and practitioners, indicated significantly that this content should be integrated into the curriculum.

The results of the survey indicate also that the age, sex and race variables had no significant influence on the responses of the consumers or the practitioners.

Based on the results of this study, it appears that there is a need for Black content to be included in social work education programs. Because of this need, the following model has been designed as a means of integrating this content into the curriculum.

For many years, schools of social work have been operating under the assumption that social workers should be competent to practice in any community. However, schools have not included in their curriculum the necessary content to ensure this competency within the Black community.

Presented in the following pages are course models which can be used to develop courses in the four major sequences in schools of social work. Primary emphasis will be on the effects of institutional racism, colonialism, and capitalism on the social, psychological, economical, and political development of the Black family and the Black community.

### Proposed Models

The majority of the social issues and problems that confront Black Americans today are a direct result of their being an oppressed minority within Anglo-American society.

Black Americans in this country are the greatest victims of racist attitudes and practices.... Racism continues to deny the Black man the vital recognition of human dignity; equal protection of the law; equal access to opportunity; equal justice in the judicial process; equal housing; equal health opportunities; and equal educational opportunities in integrated settings.<sup>4</sup>

Its implications for social work education are expressed in the following examples:

1. There is little difference between the ghetto and the old African colonies. The military is the police, the mercantile is the White ghetto storekeeper who exploits the community and takes the money back to the suburbs, and the missionary is the social worker who helps the Blacks to 'adjust' to their state of oppression.<sup>5</sup>
2. Social work theory still insists that the socio-psychological environment of Black Americans is the same -- or is certainly only a shade different from -- the environment of White Americans. In spite of the continuous hostility heaped on Blacks solely because they are Black (in addition to all the normal pressures of life), most social work theorists persist in contending that Blacks do not develop some unique responses or do not have different needs or physical requirements from Whites. Such theorists arrogantly submit that this body of response is not worth attention equal to that given the body of

response is not worth attention equal to that given the body of socio-psychological knowledge undergirding social work curricula for work with clients (often called the "general public").<sup>6</sup>

3. ...in working with Black clients White practitioners tend to relate themselves only to the responsible Negroes--those who agree to behave White and think White. When a Black person deviates from this expectation, he immediately tends to be thrust into the role of militant with all the anxiety-producing characteristics that White people have assigned this role. In reality, such a response says, "I will love you and help you if you agree to continue to hate yourself!"<sup>7</sup>

The crucial factor involved in social work education is the Black person's perception of social work. Within the Black community there is deep antagonism towards social work and social workers, and a repudiation of it, along with the rest of White society, as an instrument of oppression.<sup>8</sup>

Indeed it is the contention of this research group that social work education should become more sensitive to this antagonism that exists among the Black population. This simply means that social work education must become sensitive to the strengths, problems, needs, and the total liberation of Black people.

Therefore, it must include the necessary curriculum that will expose students to the skills necessary for the liberation of Black people. It must prepare students who will be committed to social change and have the commitment and competence to deal with social problems and institutional racism. For Portland State University this can partially be achieved by including Black content in four basic sequences, and developing content that can also be taught in courses outside these sequences. Listed below is a model for integration of Black content into the Social Environment and Human Behavior sequence, the Social Welfare Policy sequence, and the Social Work Practice sequence, and the Social Research sequence.

Content which shall be included in the four sequences will relate to any cultural knowledge about the Black experience that both complements and enhances significant elements already included in the sequences: Human Behavior and Social Environment, Social Work Practice, Social Work Policy, and Social Work Research.

The Human Behavior and Social Environment sequence can use a comparative approach to define commonalities and differences in patterns of socialization, family structure, cultural values and

orientation as well as class differences among Blacks, minorities, and Whites. Students will develop awareness and understanding of the stereotypes, fallacies, myths, and misconceptions about the Black population which have been perpetuated by social scientists and practitioners over the course of time.<sup>10</sup>

Special emphasis will be given in this sequence to the fact that Blacks were brought to this country as slaves and that the Judeo-Christian White society, seeking a rationale for the enslavement of human beings, cited the blackness of the slaves as indicative of inherent inferiority. Thus 'Black' was equated with inferiority consequently excluding the Black man from the major institutions within this society.<sup>11</sup> Consequently this experience has had devastating effects on the social and psychological development of the Black family and the Black community.

The Human Behavior and Social Environment sequence described below is an introductory course designed to increase students' awareness of the culture, values, and history of the Black population.

SEQUENCE: Human Behavior and Social Environment

COURSE TITLE: Human Behavior and Adaptation in the Black Family

This is an introductory course on the study of the origin, history, culture, and adaptation of the Black family in Anglo-America.

Introduction:

The primary focus of this course will be to explore, evaluate, and examine the culture, history, language, values, and norms of the Black family. It is intended that particular attention will be given to racism as a vital social problem affecting the psyche as well as the socio-economic status of the Black family. Primary attention will be given to adaptive behavior patterns, ego development, and coping mechanisms developed by the Black family as survival tools in a pathological and dysfunctional society.

Objective:

The broad objectives of this course are:

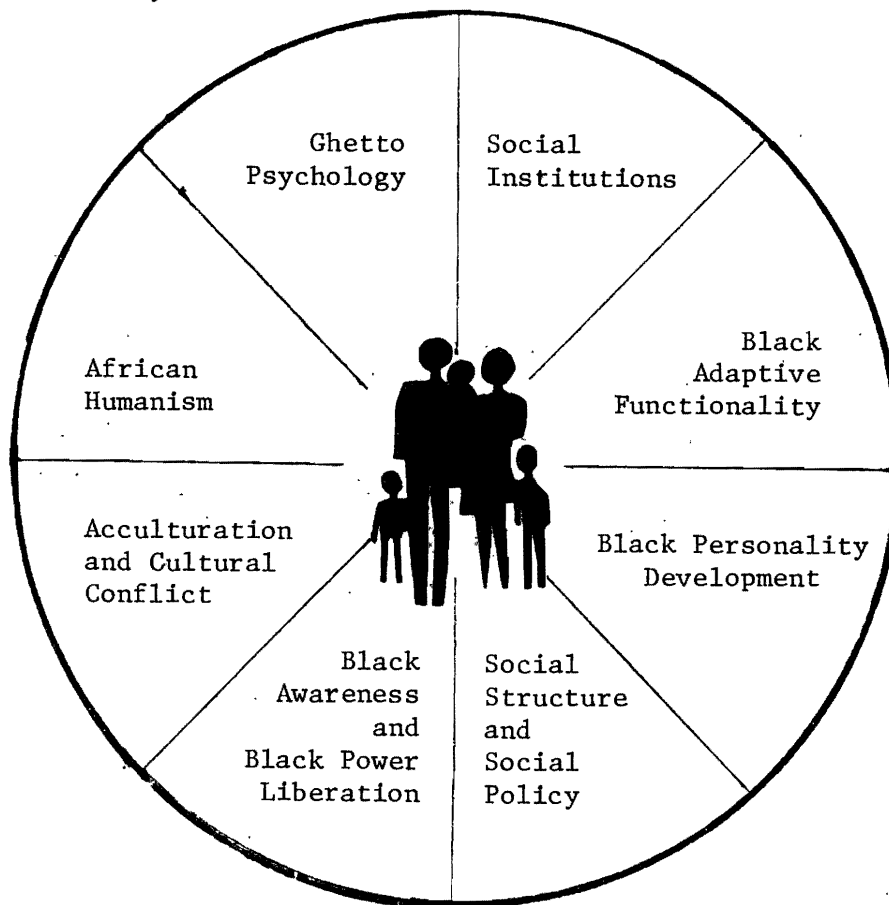
1. To provide information about the historical development of racism and the Black family.
2. To demonstrate the strengths of the Black family in spite of the adverse effects of slavery and discrimination.

3. To examine the cultural and environmental factors that influence behavior and personality development of the Black family.

The learning objectives for students are:

1. To demonstrate an understanding of the Black family's long history of denial, exploitation, and oppression.
2. To demonstrate an awareness of the cultural factors affecting the psychological development of the Black family.
3. To demonstrate an understanding of racism and its impact on ego development and maturation.
4. To be able to identify adaptive behavior patterns, and coping mechanisms developed by the Black family in response to environmental stresses.

The diagram below represents the model from which this course can be taught. This model presents a socio-psychological approach to assessing personality development and socio-economic status of the Black family.



Listed below is an explanation of the concepts included in this model. These concepts will be developed further during the instruction and implementation of the proposed course.

1. African Humanism

African Humanism is a concept that describes and explains the Black family's early African way of life. It provides a historical understanding of Black family life, Black value system, and Black behavior. African Humanism offers an insight into the African nature of the Black family structure, patterns of behavior, and Black life style. To understand this concept is vitally necessary if one is to understand the significance of African culture in the life style of Black Americans.

2. Ghetto Psychology

Ghetto psychology is the science that deals with the inferior schools, substandard housing, menial jobs, unemployment, delinquency, narcotic addiction, poor health care, homicide, and adult crime in the Black community. The reason for these conditions can be traced to the social pathology of a society that needs to maintain these conditions. Social work education must expose students to the realities of such a psychology in order to ensure that students are competent to deal with these realities.

3. Black Personality Development

Black personality development must be understood, analyzed, and assessed from the early slave experience which alienated, colonized, and oppressed Black people. Social work education must recognize that societal economic forces and the resultant institutional racism may be a major factor that creates stress in Black communities and limits the realization of potential in Black individuals.<sup>12</sup>

Leon Chestang points out the significant effect of institutional racism on Black personality development. He defines injustice, inconsistency and impotence as three crucial conditions that affect character development in the Black personality. For example, he describes the effect of impotency on character development as follows:

The fruits of impotence are a loss of autonomy, a diminished sense of self-worth, and low self-esteem. The feeling of impotence generates fear, inadequacy, and insecurity, which transcend all classes of Blacks. These feelings, while more behaviorally apparent among poor Blacks, are no less real to Blacks of middle and upper income levels. This is true only because our

society assigns all Black people to a single category, regardless of attainments, income, or any criteria by which it extends recognition. A Black person's potential for ego enhancement is always reduced by the need to question whether recognition represents an acknowledgement of his contribution or the expediency of adhering to guide lines and meeting quotas.<sup>13</sup>

Social work education needs to expose students to all the forces affecting Black development to ensure that students use the most appropriate intervention technique when treating and understanding Black clients.

#### 4. Black Power

Black Power is a concept that was carved and coined for Black people by Black people. It describes an awakening, an awareness, a consciousness, and a movement by oppressed Black people. The quest for Black power denotes that the Black population will no longer accept tokenism or any form of oppression by Anglo America. Black people are seeking liberation and power to plan and control their own destinies. The concept Black Power includes many things, but for social work education it can best be described to mean the following: Providing social work students with the necessary content in the social work curriculum that will prepare them to be advocates for Black people in the pursuit of Black power--equality!

#### 5. Acculturation and Cultural Conflict

This concept will expose students to the dynamics of cultural fusion in a dominant "Anglo World." The social acculturation process among Black Americans is not necessarily self-wished, nor self-imposed but is rather a process forced upon Blacks by an Anglo society that fails to accept, know, and understand Black Americans.

#### 6. Black Adaptive Functionality

There are three characteristics of Black behavior which are key elements in understanding the above concept. These three characteristics are as follows:

1. The history of enslavement, exploitation, and discriminatory practices against the Black family.
2. The development of coping mechanisms by the family for survival under these oppressive conditions.
3. The adaptation of the Black family to survive and remain functional in this society denotes great strength. All of



the three characteristics above make up the concept, "Black Adaptive Functionality" and will be further examined to increase social work students' awareness of functional adaptive behavior patterns developed by Blacks in a dysfunctional society.

#### 7. Social Institutions

The concept of social institutions and their influence on the Black family must be understood and approached from a dual operational context. Dual operational context includes the influences of major institutions in the wider White society and major institutions in the Black community that affect the psychology, health, economy, education, and the total welfare of the Black family. For example, the church is considered one of the basic social institutions in the Black community. It has served as a model for reinforcing positive self concept and self esteem in the Black family, while social institutions outside of the Black community have historically excluded the Black family from equal participation and active involvement in their operations. It is vitally necessary that social work students begin to understand the interplay that is apparent between these two groups' major institutions.

#### 8. Social Structure and Social Policy

Social structure and social policy are concepts that must be analyzed to determine the influence or impact each has on Black family life and the community. Social workers need to have some knowledge and insight into how social structure (the Black church; care of the young, elderly; values) affects life styles, and decision-making of Black people. In addition, workers need to be cognizant of social policy which may be functional for one group, but be quite destructive and dysfunctional to the growth and development of Black individuals. Social work education must prepare students to critically examine these areas to be effective in working in the community.

The Social Welfare Policy sequence will include a historical perspective of the values and systems of racism and capitalism and its impact on the economic security and profile of the Black community. It will also include conceptual knowledge about the national, social, and economic policy which accounts for the plight of Black people.<sup>14</sup> Topics of basic significance in this sequence will include the interaction of the Black community with social welfare systems; the history of Blacks in social welfare; and the history and impact of Black organizations on social policy. Special attention will be given to racist policies and practices and their impact on the survival of the Black community.

Content dealing with social policy that is a result of, or reaction to racism shall also be included in this sequence. An example of this can be seen in education "compensatory" programs. These programs are geared toward building the skills and changing the attitudes of ghetto children. These programs are not designed to force structural changes within the school system which contribute to the problems the children are experiencing in school. Another example of social policy that deals with the symptom rather than the cause is in community mental health programs. Within these programs the tendency is for the clinician to attempt to strengthen the Black family through working with egos and psyches rather than dealing with the sociological problems that are a result of racist practices--unemployment, improper inadequate housing, improper nutrition, and poor health.<sup>15</sup> This sequence will expose students to the impact of social policy on Blacks in general and on poor Blacks specifically.

SEQUENCE: Social Welfare Policy

COURSE TITLE: The Black Community and Social Policy

This is a course on the development of social welfare policy programs and services in the Black community.

Introduction:

This course will attempt to sensitize students to the linkage between poverty, policy, and race. It will focus on an examination of social policy and how it effects the economic, political, and social development of the Black community. Primary emphasis will be on the Black community's perception of racism in terms of social policy and their response to racism through institutional change, community control, and alternative proposal for liberation and justice.

## Course Objectives:

The broad objectives of this course are:

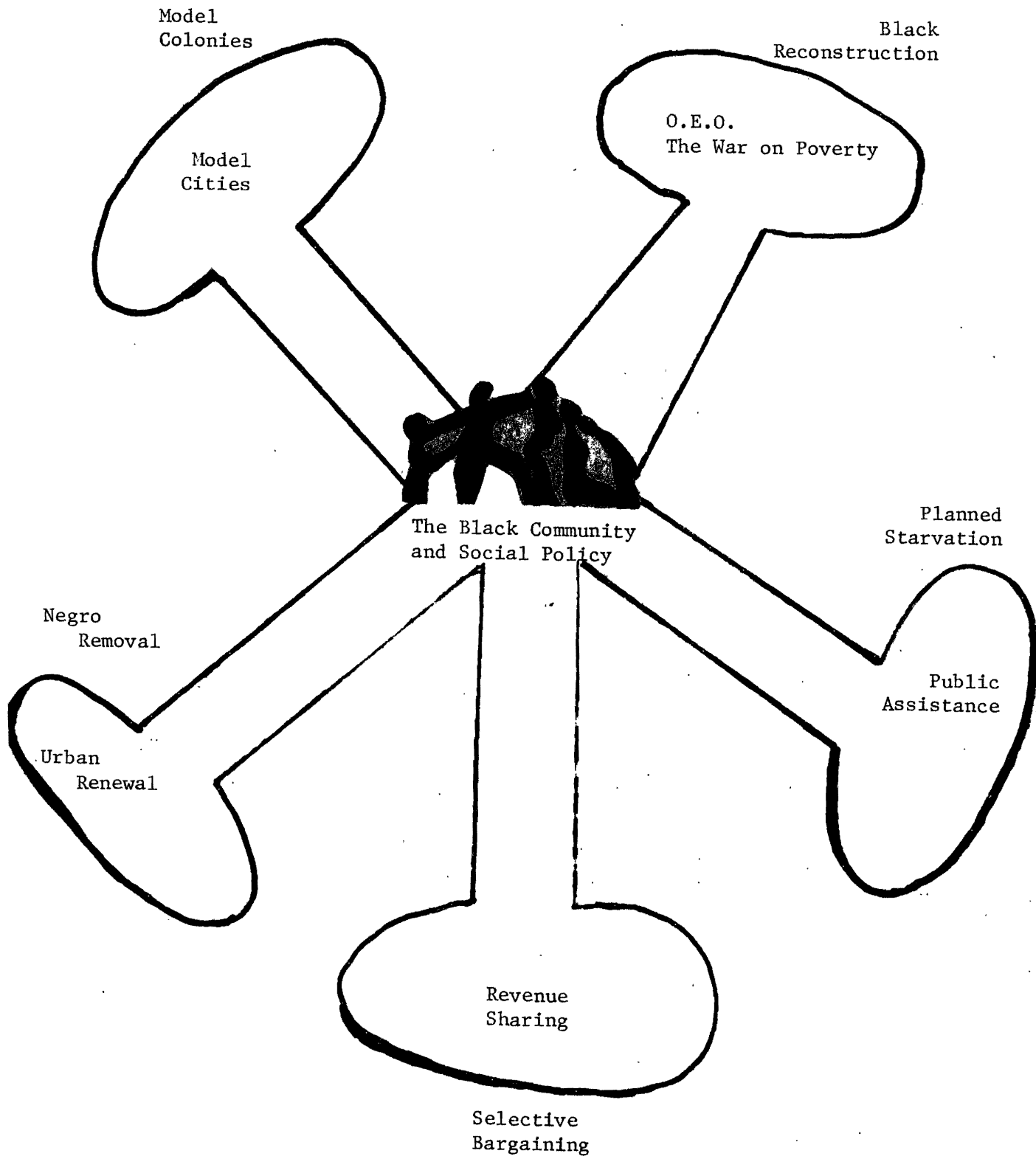
1. To acquaint students with the myth of national social and economic policy on the alleviation of poverty.
2. To demonstrate the interrelatedness of racism and capitalism on current welfare policy.
3. To examine the current trends in policies and social services program and how they affect the welfare of the Black community.

The learning objectives of this course are:

1. To demonstrate an understanding of the history of institutional racism as a structural control in national policy that affects the Black community.
2. To demonstrate an awareness of the alternative programs, proposals, and organization development by the Black community in response to social policy and practices.
3. To increase understanding and awareness of social policy that attempts to de-ghettoize the Ghetto.

This model can be implemented with an introductory course taught in the Social Work Policy sequence, entitled "The Black Community and Social Policy." The model from which this course can be taught is represented in a following diagram. (See next page.)

The model will increase students awareness of the role and function of social policy and programs in the Black community. Programs in the model will be evaluated and analyzed according to the stated objectives in the proposed course content model. This model will examine the influences and the development of poverty, social policy and programs on the welfare of the Black community. This means that special consideration will be given to social policy and racism and its effects on the social, political and economic development of the Black community. This model will expose students to the realities of social policy in the Black community and will introduce students to new models developed by Blacks as a means of dealing with these realities, such as the Nation of Islam, the National Welfare Rights Organization, and the Republic of New Africa. The model represents a programmatic attempt to avoid dealing with racism.



The Social Work Practice sequence will include knowledge from the Human Behavior and Social Environment sequence. This sequence will expose students to treatment modalities and interventions based on liberation rather than adjustment. Liberation will encompass exposing students to the skills and knowledge necessary for the total enrichment of Black family life. J. Chun and H. Stanback believe that,

all of these skills should speak to changing, eliminating, and creating systems that cause or can solve problems of Black people. It must be understood that the target for change is not simply within the Black community.<sup>16</sup>

Therefore, this sequence should expose students to the following themes for the treatment of Black clients:

- a. The appropriate determination of goals for Black clients;
- b. New means of forming treatment contracts with inner city clients;
- c. The effect of race and culture of the client upon treatment planning and methods;
- d. Issues presented by assigning a White worker or a Black worker to a Black client;
- e. New modes for professional behavior when working with Black clients;
- f. The impact of communication patterns of these clients upon diagnosis and treatment;
- g. Critique of theoretical formulation and practice currently employed with such clients, and
- h. New treatment strategies for work in the inner city.<sup>17</sup>

The above themes can be implemented by requiring that students participate in a third day of field practice. The third day of field practice will consist of a seminar designed to provide students with necessary skills and techniques for treating Black clients.

Listed below is a proposed seminar developed for a third day of field practice at Portland State University.

SEQUENCE: Social Work Practice

SEMINAR: Social Work Intervention with Black Clients

The topic of the seminar will be "Social Work Intervention With Black Clients." The seminar will combine discussion of case histories, case studies, and process recordings of Black clients. (The seminar will include Black clients, and Black professionals, and paraprofessionals as lecturers.)

The primary focus of this seminar will be to explore new treatment modalities and intervention with Black clients. It is intended that particular attention will be given to the examination of social problems and societal pathology as vital factors in establishing treatment plans for Black clients. Thus, although there will be some discussion of literature with a broader coverage, an experiential approach to problem solving with Black clients will be the primary thrust of this seminar. Video taping, on-site visits to the Black community, and rap sessions with Black clients will be some of the key tools used for instruction in this seminar.

The seminar will be organized as follows:

1. The first six weeks of the quarter, there will be general discussions and reading relating to social work intervention with the Black client.
2. Meetings during the remaining part of the quarter will be devoted to video taping, and rap sessions with Black clients. To facilitate this, each student will be expected to submit a proposal for a strategy for social work intervention with Black clients.
3. In addition to the above, each student will participate in a group project in the Black community that will increase his understanding of life experiences and living conditions in the Black community.

The learning objectives for students in this seminar are as follows:

1. To demonstrate an awareness of the effects of race and racism on the helping interview.
2. To identify the socio-economic factors and forces that interfere with treatment planning for Black clients.
3. To demonstrate an awareness of cultural differences that affect diagnosis and treatment process of Black clients.

4. To demonstrate an awareness of self and one's own reaction to racial differences.

SEQUENCE: Research

Research is a vitally important sequence within the School of Social Work. The research experience in education lays the foundation for research as a professional. All students need to be taught proper research techniques that will enable them to do a meaningful research practicum or thesis which is a requirement for the degree.

Schools of social work will need to make it mandatory that a significant number of research projects include studies which are completed in the Black community.

A course model per se for the research sequence cannot be developed. This is largely related to the fact that most research practicums are individually conceived. However, it becomes the schools' responsibility to direct students to those areas of life where there exists a dearth of research data. This is certainly true of Black communities. It is of great importance that students have a proper understanding of Black life before they begin research in a Black community. One only needs to be reminded of the fallacious Moniyhan report<sup>18</sup> to understand the problems that may arise in attempting to research a group without adequate knowledge and background about that group.

There are currently many hypothesis which can be tested by students that relate to the growth and development of Black individuals; Black family life; Black community development; social programs; economic development; political power or powerlessness in the Black community and on and on and on. It seems that any graduate school which is not having research completed in these and other areas related to the urban population is seriously remiss in its responsibility to students, the community, and the profession.

## Conclusion

The findings in this research study support conclusively the hypothesis that there is a need for Black content to be included in the curriculum of schools of social work. Course models have been developed by this research group to give guidance and direction to those schools of social work which are planning to include this content in their educational program. The models, of course, represent only a beginning. Though a beginning, the models do provide a framework from which comprehensive courses in Black content can be taught.

Schools must realize that the models alone will not be sufficient to achieve the objective of making social work education more relevant, i.e., establishing a curriculum that is representative of the real world. In addition to the models, it is necessary that schools have a representative faculty as well as a representative student body. To be more specific, schools of social work must hire Black faculty and have a significant number of Blacks enrolled as students to insure that social work education is relevant and is addressing pertinent Black issues.

These recommendations are made as a result of the activity and involvement of this research group with recipients and practitioners. The need for Black content has been proven; the conclusion has been expressed. Now it is time for schools to act expeditiously and begin addressing that need. Hopefully, the proposed models will provide to those schools the knowledge necessary to be successful in this effort.



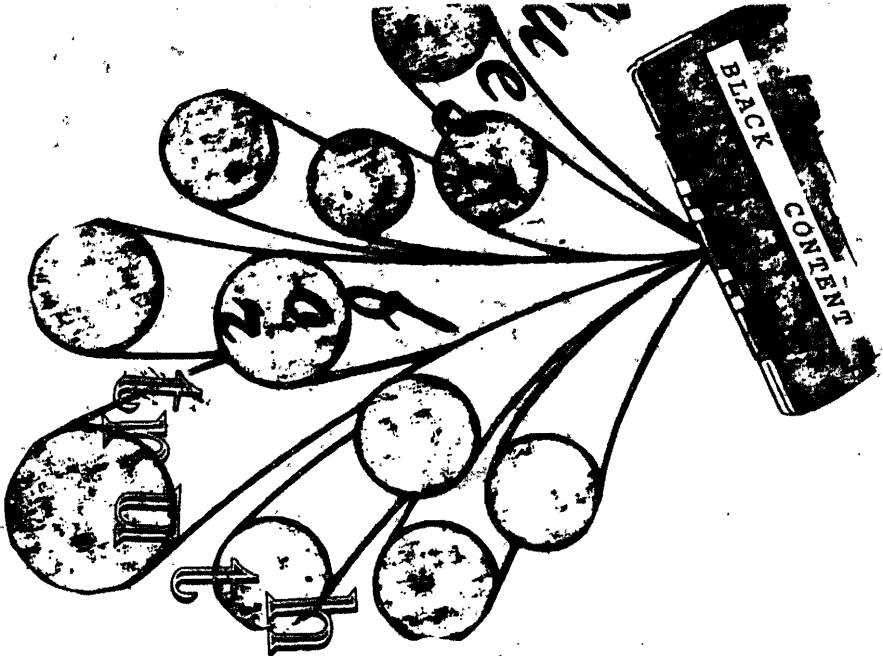
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A P P E N D I X

"The need for Black Content in the social work curriculum at Portland State University School of Social Work - A QUEST FOR TRUTH - to improve the delivery of social service in the black community."



TOWARD.....  
the development of a new social work theory based on liberation rather than adjustment. An increased awareness of the culture context of the black family.

MODERATOR  
Kay Toran, Asst. Professor  
P.S.U. School of Social Work

General Assembly - 1:00 - 1:30 p.m.

Small Group Sessions

Group A - Kay Toran  
Facilitator

Group B - Doty Baker  
Facilitator

Group C - A. Richberg  
Facilitator

Group D - I. White  
Facilitator

Eight participants in each group

SESSION 1 1:30 - 2:30 p.m.

Ten Minute Break

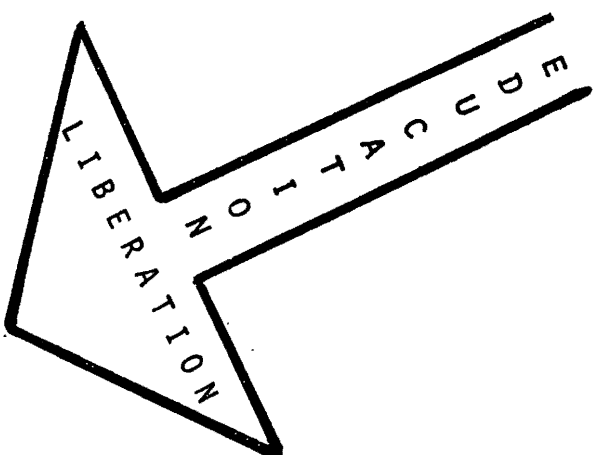
SESSION 2 2:40 - 3:30 p.m.

General Assembly 3:30 - 4:30 p.m.



TOWARD.....  
support efforts to make P.S.U. School of Social Work relevant to the needs of black people... a new responsibility for P.S.U. School of Social Work!

"Black social work students at Portland State University believe that the School of Social Work should be providing social work students with relevant and viable education necessary for the liberation of black people."



TOWARD.....  
introducing, developing and including appropriate black content in the social work curriculum at P.S.U.

QUESTIONNAIRE / General Information

A. Age \_\_\_\_\_

B. Sex  
1 Male \_\_\_\_\_  
2 Female \_\_\_\_\_

C. Marital Status

1 Single \_\_\_\_\_ 2 Married \_\_\_\_\_  
3 Widowed \_\_\_\_\_ 4 Divorced \_\_\_\_\_  
5 Separated \_\_\_\_\_

D. Ethnic Background

1 Black \_\_\_\_\_ 2 White \_\_\_\_\_  
3 Chicano \_\_\_\_\_ 4 Native American \_\_\_\_\_  
5 Asian-American \_\_\_\_\_ 6 Other \_\_\_\_\_

E. Are you currently employed?

1 Yes \_\_\_\_\_ 2 No \_\_\_\_\_  
3 If "Yes," what is your occupation? \_\_\_\_\_  
4 If "No," what is your source of income? \_\_\_\_\_

F. What is your approximate monthly income?

1 Less than \$200 \_\_\_\_\_ 5 500--699 \_\_\_\_\_  
2 200--299 \_\_\_\_\_ 6 700--899 \_\_\_\_\_  
3 300--399 \_\_\_\_\_ 7 900 or more \_\_\_\_\_  
4 400--499 \_\_\_\_\_

G. Are you affiliated with a religious organization?

1 Yes \_\_\_\_\_ 2 No \_\_\_\_\_

H. If "Yes," what group? \_\_\_\_\_

I. What is the highest grade completed in school?

1 0--5 \_\_\_\_\_ 4 High School Graduate \_\_\_\_\_  
2 6--9 \_\_\_\_\_ 5 1--3 Years College \_\_\_\_\_  
3 10--11 \_\_\_\_\_ 6 College Graduate \_\_\_\_\_

J. How many members are in your immediate family? \_\_\_\_\_

Listed below are some statements which some people agree to and some disagree with. Please indicate to what extent you agree or disagree with the following:

1. Social workers should take classes in Black history.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

2. Schools that train social workers should make a special effort to teach Black content.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

3. Living conditions and life experiences in the Black community are different than conditions in other communities.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

4. With things as they are, most Black people would be better off if they had Black caseworkers.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

5. Non-Black social workers do not work effectively with Black clients.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

6. Black family life is different than White family life.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

7. Blacks experience different life experiences than Whites.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

8. A Black child raised in a Black family develops differently than a White child raised in a White family.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

9. White social workers need to understand Black history in the U.S.A. to work effectively with Black clients.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

10. Present social service in the Black community does not adequately meet the needs of Black clients.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

11. Non-Black social workers should be aware of language differences with Black clients.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

12. Non-Black social workers tend not to trust Black clients.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

13. Social workers do not willingly assist Black clients.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

14. Social workers tend not to get involved with the Black community.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

15. Schools of social work that train social workers should employ Black teachers.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

16. The field of social work needs more Black workers.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

17. School of social work that train social workers should include Black clients to participate in classroom discussions, lectures, and rap sessions.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

QUESTIONNAIRE / WORKSHOP PARTICIPANTS

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General Information

A. Age \_\_\_\_\_

B. Sex  
Male \_\_\_\_\_

Female \_\_\_\_\_

C. Position Title \_\_\_\_\_

Employer \_\_\_\_\_

D. Ethnic Background

Black \_\_\_\_\_ White \_\_\_\_\_

Chicano \_\_\_\_\_ Native American \_\_\_\_\_

Asian-American \_\_\_\_\_ Other \_\_\_\_\_

E. Number of Years of College \_\_\_\_\_

Degree Received \_\_\_\_\_

Field or Major \_\_\_\_\_

IW/cc  
8/9/73



Listed below are some statements which some people agree to and some disagree with. Please indicate to what extent you agree or disagree with the following:

1. Social workers should take classes in Black history.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

2. Schools that train social workers should make a special effort to teach Black content.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

3. Living conditions and life experiences in the Black community are different than conditions in other communities.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

4. With things as they are, most Black people would be better off if they had Black caseworkers.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

5. Black family life is different than white family life.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

6. Blacks experience different life experiences than Whites.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

7. A Black child raised in a Black family develops differently than a White child raised in a White family.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

8. White social workers need to understand Black history in the U.S.A. to work effectively with Black clients.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

9. Present social service in the Black community does not adequately meet the needs of Black clients.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

10. Non-Black social workers should be aware of language differences with Black clients.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

11. Social workers tend not to get involved with the Black community.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

12. Schools of social work that train social workers should employ Black teachers.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

13. The field of social work needs more Black social workers.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

14. Schools of social work that train social workers should include Black clients to participate in classroom discussions, lectures, and rap sessions.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

15. An increased knowledge of the culture, values, and norms of Black people would make me more effective in working with Black clients.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

16. Schools of social work should develop new treatment modalities, interventions, and strategies for the treatment of Black clients.

\_\_\_ Strongly \_\_\_ Slightly \_\_\_ Slightly \_\_\_ Strongly  
\_\_\_ Agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Disagree

17. Schools of social work should make a special effort to develop awareness and understanding of the stereotypes, fallacies, myths, and misconceptions about the Black population.

☐ Strongly Agree    ☐ Slightly Agree    ☐ Slightly Disagree    ☐ Strongly Disagree

18. Participating in this workshop has been a different and rewarding experience for me.

☐ Strongly Agree    ☐ Slightly Agree    ☐ Slightly Disagree    ☐ Strongly Disagree

19. More workshops on the Black client would increase my knowledge and competence in working with Black people.

☐ Strongly Agree    ☐ Slightly Agree    ☐ Slightly Disagree    ☐ Strongly Disagree

IW/cc  
8/9/73

SEQUENCE

BIBLIOGRAPHIES

\*\*\*\*

Human Behavior and Social Environment

Social Research

Social Welfare Policy

Social Work Practice

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