University of Missouri – St. Louis

The Graduate School
Announcement

An oral examination in defense of the dissertation for the degree
Doctor of Philosophy in Education with an emphasis in Education Leadership and Policy Studies

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M.A in Social Work May, 2000, St. Louis University
B.A. in History and Sociology, May, 1995, Lincoln University

Afrocentric Curriculum: A Paradigm for Healing and Education

Date: April 22, 2016
Time: 2:00 p.m. to 4:00 p.m.
Place: 411 Woods Hall

Abstract

As a result of the plight of some African-American men, changes are required within the mental health systems' curriculums and practices. Culturally-relevant curriculum is key to addressing the needs of this underserviced population. Afrocentric psychotherapy has been suggested as the culturally-relevant framework to address the needs of African-American men clinically. The purpose of this study was to explore culturally-relevant curriculum and, more specifically, the effects derived of an Afrocentric curriculum used with African-American men in therapy. The participants included eight African-American men who were active or had successfully completed Afrocentric therapy at a center in a large metropolitan area in the Midwestern United States. Four themes emerged: African Consciousness or Black Consciousness, We or Group Self-Awareness, Spirituality as a Therapeutic Process, and Ontology of Self-hatred and Pain.

Defense of Dissertation Committee
E. Paulette Isaac-Savage, Ed.D. (Chair)
Angela Coker, Ph.D.
Talmadge C. Guy, Ed.D.
Virginia Navarro, Ph.D.