



COURSE TITLE/SECTION: SOCW7338/19107 Community Empowerment with Elders of Color

TIME: Tue 1:00pm- 4:00pm

LOCATION: GCSW 107A

FACULTY: Dr. Steven Applewhite

**OFFICE HOURS: T-Th 1:00-3:00 pm or
by appointment**

E-mail: sapplewhite@uh.edu

Phone: 713.743.8099

FAX: 713.743.8149

I. Course

A. Catalog Description

Cr. 3. (3-0). Prerequisite: Consent of the instructor. Practice elective open to all graduate students interested in integrating foundation curriculum, knowledge of community empowerment, and multicultural practice with elders of color.

B. Purpose

This course examines the principles and strategies of community empowerment with elders of color. The emphasis will be on elderly African Americans, Latinos, Asian/ Pacific Islanders, and Native Americans, and the application of empowerment strategies based on personal, interpersonal, and community participation and capacity building.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following competencies:

1. Demonstrate an understanding of the needs and capabilities of multicultural elderly populations focusing on cultures, values and beliefs that help shape personal, interpersonal, and community interactions.
2. Articulate the socio-cultural, historical, economic, and political issues for application in multicultural community assessment of elders of color.
3. Analyze the impact of race/ethnicity, gender, social class, sexual orientation, religion and language on the community empowerment process with multicultural elderly populations.
4. Apply theories of empowerment, culture and social justice in multicultural practice with elders of color.
5. Demonstrate the ability to assess community and organizational issues, develop culturally competent strategies for change, and evaluate the effectiveness of these interventions for multicultural practice with elders of color.

6. Apply principles of social work values and ethics, advocacy, intercultural communication, community education, community participation, and capacity building in the empowerment process.
7. Identify and integrate different types of natural support systems in the empowerment process with elders of color.

III. Course Content

This course focuses the sociocultural aspects of aging from an individual, interpersonal, community, and political perspective and the relevance of the aging network of programs and services. This course will include, but is not limited to, content on

- Socio-demographic characteristics of ethnic elderly populations
- Programs and services for elderly populations
- Assessing community needs and asset mapping
- Issues in service planning and delivery
- National, state and local policies in aging
- Principles and strategies of culturally competent practice

IV. Course Structure-optional

This course is a combination of classroom, Blackboard, and field related activities. Attendance and active participation by all class members will make this a more engaging and positive learning environment. Attendance is maintained and two or more absences, whether excused or unexcused, will result in a grade change. Habitual tardiness will also result in a grade change.

V. Textbooks

Gelfand, D. E. (2003). *Aging and ethnicity* (2nd ed.). New York: Springer.

Niles-Yokum, K., and Wagner, D. L. (2011). *The aging network* (7th ed.). New York: Springer.

VI Course Requirements

- A. Student Attendance, Readings, and Participation** **5%**
Students are expected to attend class each week and on time prepared to participate in class discussion. Three absences in the semester regardless of circumstances will automatically result in a full letter grade penalty. Tardiness and/or early departure in three or more classes constitute an absence. **Texting, internet browsing, or phone calls during class time is not permitted.**
- B. Ethnographic Interview** **40%**
Students will conduct one ethnographic interview with an elderly person in the community and chronicle significant life course events from early adulthood to the present with attention to elderhood. Consider such areas as individual, interpersonal, and social events and accomplishments, social and cultural capital, community engagement, self-

definition of aging, special concerns, and cultural strengths. From this interview you will develop a set of themes that will be written from a Life Course Perspective paper with a cultural map to structure the paper and presentation at the end of the semester. The paper should incorporate theories, concepts, and principles to enhance the interview data. Additional guidelines will be provided on this this assignment. The final paper should be 10-12 pages typed, double spaced, in Time New Roman, 12 Font, APA format plus a title page and bibliography.

C. Blackboard Discussion 30%

Students will be required to engage in three discussion topics on Blackboard Vista. The topics will enable students to explore and integrate readings, and provide well thought out responses to their peers, Each person will post their Initial Post to the issue with relevant and well referenced comments and follow up with at least three Responses to other students. Initial Post should be substantive and include concepts and relevant content from the readings and related sources. In the body of the text, please cite the author and page number of the source when posting comments. At the end of your Initial Post, include a bibliography in APA style.

D. Student Led Discussion 25%

Each week 1-2 students will be assigned a topic from the readings and asked to do additional research on the topic. Each presenter will provide the class a well-developed outline of the topic and current research that describes current programs, policies and/or services, and the cutting edge issues embedded in the topic. You should pose several questions to the class during and after the discussion to encourage critical thinking and class dialogue. Class participation is required by both lead presenters and total class since both will be graded for participation and quality of presentation. A rubric will be provided.

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college. Please use this scale to assign final course letter grades.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. The mutually agreeable arrangements for an Incomplete must be worked out in order for students to complete the course requirements NLT early the next semester. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements. A grade of "I" must be changed by

fulfilling course requirements within one year of the date awarded or it automatically reverts to "F" (or "U" -Unsatisfactory- in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements; the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

IX. Policy on Academic Dishonesty and Plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

X. Course Overview

Historical to Current Context.

- What does the demographic profile of ethnic elders look like today?
- What are some dominant theories and concepts that help explain ethnic aging in America?
- How would you describe the influence ethnicity and culture on ethnogerontological practice, research and theory development?
- Who and what provided the impetus for a minority aging research and the development of ethnogerontology?
- What are some major implications of current policies and programs for ethnic elderly Americans?

The Aging Network: Policies, Programs & Services

- What is the Aging Network?
- What was the significance of the Older Americans Act and the aging network for elders of color?

- To what extent does the aging network empower ethnic elders? In what ways?
- Is there a need or demand for a cultural continuum of services to address the needs of ethnic elders? If not why? If yes, what might be the elements of such a continuum?
- Are community resources for ethnic elders sufficient to address the growing needs of ethnic elderly populations? Are resources expected to decrease, increase or remain the same in the coming years? What can be done to prepare for the future?
- What type of barriers prevents elders from effectively utilizing existing services?
- What kind of progress has been made in policy-making arenas in the last 15 years that has significantly improved the quality of life of elders of color? Toward the future?
- Is social capital useful in working with elders of color in diverse communities?

Cultural Competence

- What does cultural competence mean and how has it impacted gerontology today?
- Is there such a notion as culturally competent policy? Culturally competent research? Culturally competent organizations? And a culturally competent community?
- Is cultural competence ever really achievable at the individual, organizational or policy level when one considers the diversity of elderly populations today?
- Can you conceive of a culturally competent system of care for elders of color that incorporates empowerment and the strength perspective as core principles?

Community Empowerment

- In what ways can the principles of personal, interpersonal, community and political empowerment be employed with elders of color?
- What role do elders have in the empowerment process?
- Are there exemplary models of community empowerment? What makes them unique?
- What prevents many communities from empowering elders of color today?

Ethnographic Applications

- What is ethnography and how can it help in learning about elders of color?
- Are there strategies for applying this type of research in agencies?
- Why is this method often preferred over more conventional survey methods?

XI. Bibliography

Diller, J.V. (2011). *Cultural diversity: A primer for the human services* (4th ed.). Belmont, CA: Brook/Cole.

Grillo, E. (2000). *Black Cuban, Black American*. University of Houston: Arte Publico Press.

Villareul, F.A. Carlo, G. et. Al. (2009). *Handbook of U.S. Latino Psychology*. Los Angeles: Sage.

Gutierrez, L., Parsons, R.J., Cox, E.O. (1998). *Empowerment in social work practice: A sourcebook*. Pacific Grove, CA: Brooks Cole.

Gutierrez, L. A. & Lewis, E. A. (1999). *Empowering women of color*. New: Columbia University Press.

Whiteman, V. (2001). *Social security*. Boston: Allyn & Bacon.

Winer, M. & Ray, K. (2000). Collaboration handbook. St. Paul, MN. Wilder Publishing Center.

XII. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

XIII Schedule and Reading Assignments

Chapter Topics in Niles-Yokum & Wagner (N-Y):

- N-Y 0 Introduction xvii-xx (4)
- N-Y 1 Demographic Characteristics of Older Americans (7)
- N-Y 2 Older American Act Legislation and Evolution of Aging Network (12)
- N-Y 3 II. Programs and Services for Older Americans (4)
- N-Y 4 Information and Referral, (20)
- N-Y 5 Income, Retirement and Employment (16)
- N-Y 6 Volunteerism and Civic Engagement (6)
- N-Y 7 Physical and Mental Health (19)
- N-Y 8 Housing (30)
- N-Y 9 Support for Older Adults and Caregivers (12)
- N-Y 10 Transportation (14)
- N-Y 11 Protecting Rights & Well Being of Older Americans (8)
- N-Y 12 Disaster Preparedness and Emergency Assistance (9)
- N-Y 13 Education and Lifelong Learning (4)
- N-Y 14 Nexus of Policy, Program and Practice (20)
- N-Y 15 Challenges for the Aging Network (8)

Chapter Topics in Gelfand (G):

- G xi Introduction (7)
- G 1 Ethnicity, Gerontological Theory and Ethnic Aged (15)
- G 2 Ethnicity, Immigration and the Ethnic Aged (18)
- G 3 Ethnic Aged in the US (25)
- G 4 Security and Ethnic Elderly (17)
- G 5 Family and Religious Organizations (25)
- G 6 Reaching and Meeting Ethnic Aged Needs (21)
- G 7 Programs, Services, and the Ethnic Aged (26)
- G 8 Paradigms, Assumptions, and Assessment (20)

Note: Supplement readings will be added to your reading assignments and placed on Blackboard Vista to enhance the Weekly content areas.

Semester Schedule & Reading Assignments

Unit 1 Introduction and Overview

- N-Y Introduction xvii-xx (4)
- G xi Introduction (7)

Unit 2 Population Demographics

- N-Y 1 Demographic Characteristics of Older Americans pp. 3-9 (7)
- G 2 Ethnicity, Immigration and the Ethnic Aged pp. 32-50 (18)
Hooyman and Kiyak. The Resilience of Elders of Color (PPT)

Unit 3 Ethnicity, Culture & Theories of Aging

- G 1 Ethnicity, Culture, and Theories of Aging pp. 1-30 (30)
Hooyman & Kiyak. (PPT) Social Theories & Aging
Yehieli and Grey (PPT). Reaching Out to Elderly Minorities, Immigrant and Refugees

Unit 4 Older Americans Act and Aging Network

- N-Y 2 Older American Act Legislation and Evolution of Aging Network pp. 11-24 (12)
- N-Y 3 II. Programs and Services for Older Americans xvii-xxi (5)
- G 7 Programs, Services, and the Ethnic Aged pp. 25-28 (4)
AOA Administration on Aging Older Americans Act (PPT)
Hooyman & Kiyak., Social Policies to Address Social Problems (PPT)
N-Y 14 Nexus of Policy, Program and Practice (20)
N-Y 15 Challenges for the Aging Network (8)

Unit 5: Needs Assessment, Asset Mapping & Social Capital

- G 6 Reaching and Meeting Ethnic Aged Needs pp. 132-152 (21)
- G 8 Paradigms, Assumptions, and Assessment pp. 183- 202 (20)
Beaulieu, Asset Mapping (PPT)

Unit 6 Social Capital & Empowerment

- Gutierrez, Principles of Empowerment
- Putnam, Social Capital

Unit 7 Qualitative Research in Community Practice

- Applewhite, Qualitative Research in Educational Gerontology
- Rubin and Babbie, Qualitative Interviewing

Unit 8 Health and Mental Health

- G 3 Ethnic Aged Health Status in the US pp. 52-77 (25)
- N-Y 7 Physical and Mental Health pp. 77-95 (19)
- N-Y 11 Protecting Rights & Well Being of Older Americans pp. 165-174 (8)

Unit 9 Cultural Competence & Health Disparities

U.S. Office of Minority Health, Center for Linguistic and Cultural Competency Publications.

Unit 10 Income Security

N-Y 5 Income, Retirement and Employment 51-66 (16)
G 4 Security and Ethnic Elderly pp. 82-99 (17)
Social Security Administration Income Security (PPT)
Hooyman & Kiyak. (PPT). Social Policies to Address Social Problems

Unit 11 Housing Types

N-Y 8 Housing pp. 101-130 (30)
USHUD Housing (PPT)
Hooyman & Kiyak (PPT). Living Arrangements and Social Interactions

Unit 12 Family Caregiving, Religious and Social Service Support

G 5 Family and Religious Organizations pp. 101-126 (25)
N-Y 9 Support for Older Adults and Caregivers pp. 135-147 (12)
Hooyman & Kiyak (PPT) Opportunities and Challenges of Informal Caregiving.

Unit 13 Transportation

N-Y 10 Transportation, pp. 149-162 (14)
USDOT Transportation Services (PPT)
AARP/NCOA Types and Challenges in Securing Transportation
N-Y 4 Information and Referral, 29-49 (20)
N-Y 12 Disaster Preparedness and Emergency Assistance pp. 177-185 (9)

Unit 14 Civic Engagement, Retirement, Volunteerism, Education

N-Y 6 Volunteerism and Civic Engagement 69-74 (6)
N-Y 13 Education and Lifelong Learning (4)
Hooyman & Kiyak (PPT). Productive Aging: Paid and Nonpaid Roles and Activities

Unit 15 Ethnographic Interviews Due

Student Presentation of Elderly Interviews
Wrap-Up