



**COURSE TITLE/SECTION: SOCW7338/20261**

**Community Empowerment  
with Elders of Color**

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

**LOCATION: GCSW 107A**

**FACULTY: Dr. Steven Applewhite**

**OFFICE HOURS: Th 1:00-4:00 pm or  
by appointment**

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**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 an 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
- Strategies for community empowerment 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

This course is a combination of classroom, Blackboard assignments, and field related activities. Attendance and active participation by all class members will make this a more engaging and positive learning environment. Attendance is recorded three or absence will result in a grade change. Habitual tardiness will also result in a grade change.

### V. Required and Supplementary Textbooks

#### Required

Gelfand, D. E. (2003). Aging and ethnicity (2<sup>nd</sup> ed.). New York: Springer.

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

#### Supplementary

Hooymann, N.R. & Kiyak, H.A. (2011). Social gerontology (9<sup>th</sup> ed.). New York Allyn & Bacon

### VI Course Requirements

#### A. Student Attendance, Readings, and Participation

**10%**

Students are expected to attend class each week 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.** Please address all work related issues before or after class.

#### B. Ethnographic Interview & Presentation

**40%**

Students will conduct one ethnographic interview with an elderly person of color to gain their perspectives on aging and ethnicity. From this interview you will write a brief 10 page paper that chronicles significant life events with two to three major themes. You should discuss these themes and incorporate theories, concepts, and principles from gerontological literature to enhance your paper.

**C. Blackboard Discussion**

**30%**

Students will be required to participate in three discussion topics on Blackboard Vista. Your Initial Post should be well thought out and written with substantive content. Include concepts and relevant information from two or more different sources. Two follow-up responses to other class members' are also required for a total of three posts. Cite your references at the end of your posts.

**D. Student Led Discussion**

**20%**

Each week 2 students will be asked to co-lead class discussion on an assigned topic. You are asked to prepare for this discussion by doing research on the topic and engaging the class in critical dialogue beyond what the text provides.

**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 Topics for Blackboard and Student Led Discussion**

Historical to Current Context.

- What does the demographic profile of ethnic elders of color look like today?
- What are some dominant theories and concepts that help explain ethnic aging in America?
- How would you describe the differences and influences of race and ethnicity on an aging elderly population of color?
- Who and what provided the impetus for a minority aging research and the development of ethnogerontology? What is the current state of the art?

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?
- 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?
- What are some proposed changes to current health, social, and economic policies for ethnic elderly Americans?

## Community Empowerment

- In what ways can the principles of personal, interpersonal, community and political empowerment be employed with elders of color?
- What role do elder 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?

## Cultural Competent Ethnogerontology

- 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?
- What would a culturally competent system of care for elders of color look like and how could you incorporate empowerment and the strength perspectives as core principles?
- What is ethnography and how can it help in learning about elders of color?

## **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.

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.

Mui, A.C. & Shibusawa, T. (2008). Asian American elders in the twenty-first century. New York: Columbia University Press.

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

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 Reading Assignments

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

#### Chapter Topics in Gelfand

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

**Note: Supplementary readings will be placed on Blackboard Vista to enhance the weekly content areas where chapter topics are too brief.**

#### Semester Schedule & Reading Assignments

##### **Week 1 Introduction and Course Overview**

**Jan 14** N-Y Introduction xvii-xx (4)  
G xi Introduction (7)

##### **Week 2 Population Demographics**

**Jan 21** N-Y 1 Demographic Characteristics of Older Americans pp. 3-9  
Blackboard: Niles & Yokum Chapter 1 & PPT

G 2 Ethnicity, Immigration and the Ethnic Aged

Blackboard: Hooyman and Kiyak. The Resilience of Elders of Color (PPT)  
Latino Baby Boomers Article/PPT

- Week 3**  
**Jan 28**      **Ethnicity, Culture & Theories of Aging**  
G 1      Ethnicity, Culture, and Theories of Aging pp. 1-30 (30)
- Blackboard: Yehieli and Grey (PPT). Reaching Out to Elderly Minorities, Immigrant and Refugees  
Blackboard: Hooyman & Kiyak. (PPT) Social Theories & Aging
- Week 4**  
**Feb 4**      **Older Americans Act and Aging Network**  
N-Y 2      Older American Act Legislation and Evolution of Aging Network  
N-Y 3      Programs and Services for Older Americans xvii-xxi (5)  
N-Y 15      Challenges for the Aging Network
- Blackboard: Niles & Yokum Chapter 2, 3, 15 PPT's  
Blackboard: AOA Administration on Aging Older Americans Act (PPT)
- Week 5**  
**Feb 11**      **National Needs Assessment and Paradigms**  
G 6      Reaching and Meeting Ethnic Aged Needs  
G 8      Paradigms, Assumptions, and Assessment
- Blackboard: Hooyman & Kiyak. Social Policies to Address Social Problems(PPT)  
Blackboard: Elderly African American populations
- Week 6**  
**Feb 18**      **Social Capital & Empowerment**  
Blackboard: Gutierrez, Principles of Empowerment  
Blackboard: Putnam, Social Capital PPT  
Blackboard: Empowerment of Elders of Color
- Week 7**  
**Feb 25**      **Senior Centers**  
Blackboard: Niles and Yokum Chapter 4 PPT
- Qualitative Research with Ethnic elderly Populations**  
Blackboard: Applewhite, Qualitative Research in Educational Gerontology  
Blackboard: Rubin and Babbie, Qualitative Interviewing
- Week 8**  
**Mar 4**      **Health and Mental Health**  
G 3      Ethnic Aged Health Status in the US  
N-Y 7      Physical and Mental Health)  
N-Y 11      Protecting Rights & Well Being of Older Americans
- Blackboard: Applewhite et al, Health and mental health perspectives on elderly Latinos in the United States  
Blackboard: Applewhite, et al Psychology of Latino American older adults  
Blackboard: Niles and Yokum Chapter 7 PPT  
Blackboard: Hooyman & Kiyak. (PPT) Health and Long Term Care Policies/Programs
- Week 9**  
**Mar 11**      **NO CLASS Spring Break**

