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


Supplementary

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%

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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**  
   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**  
   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.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100%</td>
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<tr>
<td>A-</td>
<td>92-95.9%</td>
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<td>88-91.9%</td>
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<td>B</td>
<td>84-87.9%</td>
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<tr>
<td>B-</td>
<td>80-83.9%</td>
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<tr>
<td>C+</td>
<td>76-79.9%</td>
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<td>C</td>
<td>72-75.9%</td>
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<tr>
<td>C-</td>
<td>68-71.9%</td>
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<td>D</td>
<td>64-67.9%</td>
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<tr>
<td>F</td>
<td>Below 64%</td>
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**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 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?

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


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.
### Reading Assignments

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

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

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<table>
<thead>
<tr>
<th>Week 3</th>
<th>Ethnicity, Culture &amp; Theories of Aging</th>
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<tbody>
<tr>
<td>Jan 28</td>
<td>G 1   Ethnicity, Culture, and Theories of Aging pp. 1-30 (30)</td>
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<td></td>
<td>Blackboard: Yehieli and Grey (PPT). Reaching Out to Elderly Minorities, Immigrant and Refugees</td>
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<td>Blackboard: Hooyman &amp; Kiyak. (PPT) Social Theories &amp; Aging</td>
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<tr>
<th>Week 4</th>
<th>Older Americans Act and Aging Network</th>
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<tr>
<td>Feb 4</td>
<td>N-Y 2   Older American Act Legislation and Evolution of Aging Network</td>
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<td>N-Y 3   Programs and Services for Older Americans xvii-xxi (5)</td>
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<td>N-Y 15  Challenges for the Aging Network</td>
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<td>Blackboard: Niles &amp; Yokum Chapter 2, 3, 15 PPT’s</td>
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<td>Blackboard: AOA Administration on Aging Older Americans Act (PPT)</td>
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<th>Week 5</th>
<th>National Needs Assessment and Paradigms</th>
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<tr>
<td>Feb 11</td>
<td>G 6   Reaching and Meeting Ethnic Aged Needs</td>
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<td>G 8   Paradigms, Assumptions, and Assessment</td>
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<td></td>
<td>Blackboard: Hooyman &amp; Kiyak. Social Policies to Address Social Problems(PPT)</td>
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<td>Blackboard: Elderly African American populations</td>
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<tr>
<th>Week 6</th>
<th>Social Capital &amp; Empowerment</th>
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<tbody>
<tr>
<td>Feb 18</td>
<td>Blackboard: Gutierrez, Principles of Empowerment</td>
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<tr>
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<td>Blackboard: Putnam, Social Capital PPT</td>
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<td>Blackboard: Empowerment of Elders of Color</td>
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<tr>
<th>Week 7</th>
<th>Senior Centers</th>
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<tbody>
<tr>
<td>Feb 25</td>
<td>Blackboard: Niles and Yokum Chapter 4  PPT</td>
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<tr>
<td></td>
<td>Qualitative Research with Ethnic elderly Populations</td>
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<tr>
<td></td>
<td>Blackboard: Applewhite, Qualitative Research in Educational Gerontology</td>
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<td>Blackboard: Rubin and Babbie, Qualitative Interviewing</td>
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<tr>
<th>Week 8</th>
<th>Health and Mental Health</th>
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<tr>
<td>Mar 4</td>
<td>G 3   Ethnic Aged Health Status in the US</td>
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<td>N-Y 7   Physical and Mental Health</td>
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<td>N-Y 11  Protecting Rights &amp; Well Being of Older Americans</td>
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<td>Blackboard: Applewhite et al, Health and mental health perspectives on elderly Latinos in the United States</td>
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<td>Blackboard: Applewhite, et al Psychology of Latino American older adults</td>
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<td>Blackboard: Niles and Yokum Chapter 7 PPT</td>
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<td>Blackboard: Hooyman &amp; Kiyak. (PPT) Health and Long Term Care Policies/Programs</td>
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<tr>
<th>Week 9</th>
<th>NO CLASS Spring Break</th>
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<td>Mar 11</td>
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Week 10  Income Security
Mar 18  N-Y 5  Income, Retirement and Employment

Blackboard: Niles & Yokum Chapter 5 PPT
Blackboard: Social Security Administration Income Security (PPT)
Blackboard: Hooyman & Kiyak. Social Policies to Address Social Problems(PPT)

Week 11  Housing Types
Mar 25  N-Y 8  Housing

Blackboard: Niles and Yokum Chapter 4 & 8 PPT
Blackboard: Hooyman & Kiyak Living Arrangements and Social Interactions

Week 12  Family Caregiving, Religious and Social Service Support
Apr 1  N-Y 9  Support for Older Adults and Caregivers
G 5  Family and Religious Organizations

Blackboard: Niles & Yokum, Chapter 9 PPT
Blackboard: Niles & Yokum, Chapter 4 PPT
Blackboard: Hooyman & Kiyak, Opportunities & Challenges- Informal Caregiving
Blackboard: Mendez-Luck. Latina Elderly Caregivers

Week 13  Transportation, I&R, and Emergency Preparedness
Apr 8  N-Y 10  Transportation,
N-Y 4  Information and Referral and PPT
N-Y 12  Disaster Preparedness and Emergency Assistance & PPT

Blackboard: Niles & Yokum Chapter 10 PPT
Blackboard: USDOT Transportation Services (PPT)
Blackboard: AARP/NCOA Types and Challenges in Securing Transportation

Week 14  Civic Engagement, Retirement, Volunteerism, Education
Apr 15  N-Y 6  Volunteerism and Civic Engagement
N-Y 13  Education and Lifelong Learning

Blackboard: Niles & Yokum Chapter 6 & 13 PPT
Blackboard: Hooyman & Kiyak. Productive Aging: Paid and Nonpaid Roles and Activities (PPT)

Week 15  Student Presentation of Elderly Interviews
Ethnographic Interviews Due

Apr 22  Wrap-Up

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