UNIVERSITY of HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK WWW.SW.UH.EDU

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

TIME: **Tue-Wed-Thu 9:00Am-12:00 Pm** **LOCATION: GCSW 107A**

FACULTY: **Dr. Steven Applewhite** **OFFICE HOURS**: **T-Th 1:00-3:00 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

Community empowerment with elders of color focuses on a continuum of practice that includes individual, interpersonal, community, and political levels of community participation. This course will include the following content areas:

Models of empowerment-based practice
Socio-demographic profiles of elders of color
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 keep up with assigned readings and be prepared to lead class discussion on an assigned topic from the readings. Class attendance, active participation and preparedness are factored into your final grade. Readings from internet sites such as AARP, NIA, AoA, etc. will enable students to discuss current and emerging issues.

B. Written Assignments and Concept Map Presentation 55%

Students will conduct one intensive life course interview with an ethnic elder of the community and submit a paper at the end of the semester. You will chronicle significant events with special attention to the influence of culture, ethnicity, and empowerment on their life experiences from a cultural strength perspective. Additional guidelines will be provided in class on this this assignment. Each interview should tape recorded,

transcribed and included as an appendix on your written paper. The final paper should be typed, double spaced, in Time New Roman, 12 font, 8-10 pages in APA format.

C. Blackboard Projects 40%

Students will be required to engage in discussion topics posted each week on Blackboard Vista. The topic will enable students to explore and integrate readings and provide well thought out responses to their peers in timely fashion, with relevant, and focused manner well referenced comments.

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 <u>must</u> set the quote in quotation marks <u>or</u> 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 Schedule and Reading Assignments

Week One: Historical to Current Context.

- What are some dominant theories and concepts that help explain aging in America?
- Who and what provided the impetus for a minority & ethnic aging perspective or ethnogerontolgy?
- What is the demographic profile of ethnic elders today?
- What are the implications of a disparate system of health care for ethnic elders?
- How would you describe the state of the art of ethnogerontolgy relative to research and theory development today?
  Readings: Gelfand, Ch. 1,2,3
  Niles-Yokum, Ch 1, 14-15
  Supplemental Readings on Blackboard

Week Two: Social Services Programs, Policies, and Ethnic Aged

- What are the most critical issues in service utilization today?
- Is there a viable cultural continuum of services for ethnic elders? What does it look like?
- Are community resources for underserved ethnic elders 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 was the significance of the Older Americans Act and the aging network in the U.S?
- What kind of progress has been made in policy-making arenas in the last 15 years that has significantly improved the quality of life for elders of color? Toward the future?
  Readings: Gelfand Ch. 6, 7 8
  Niles- Yokum, Ch 2, 14
  Supplemental Readings on Blackboard

Week Two: Aging Network Services and Community Empowerment

- What type of natural support systems do ethnic elders rely on to survive and thrive in their communities?
- What are the underlying principles of personal, interpersonal, community and political empowerment?
- How would you characterize ethnic communities today and the role of elders?
- What role do elder have in the empowerment process?
- Are there exemplary models of community empowerment? Why are they so unique?

- What is preventing organizations and communities from empowering elders today?
  Readings: Gelfand, Ch 4;
  Niles- Yokum, Ch 3-7, 11
  Supplementary chapters assigned on Blackboard.

Week Four: 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 that incorporates empowerment as a core principle?
  Supplementary Readings on Blackboard.

Note that additional assignments may be added to supplement readings in specialized areas.

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.