SOWK 4040/8046 WORKING WITH MINORITY ELDERLY
(3 credit hours)

SYLLABUS

1.0 Course description information

1.1 Catalog description: This course is designed to provide the student with knowledge of the differing status, attitudes and experiences of the elderly within minority groups. This course examines various service systems and practice models in terms of their relevance and effectiveness in meeting needs of the minority elderly.

1.2 Prerequisites of the course:
Undergraduate: SOWK 3320 prior to or concurrent.
Graduate: SOWK 8130 prior to or concurrent, or BSSW degree.

1.3 Overview of content and purpose of the course: This course is designed to provide the student with knowledge of the differing status, attitudes and experiences of the elderly within minority groups. This course examines various service systems and practice models in terms of their relevance and effectiveness in meeting needs of the minority elderly. The purpose of this course is to increase students’ awareness and knowledge toward issues impacting older adults who are people of color. Topics include but are not limited to differential access to services, ageism, economic conditions and several other pertinent issues.

1.4 Unusual circumstances of the course: This course is offered as SOWK 4040 for undergraduate students. This course is offered as SOWK 8046 for graduate students. This course may be taken as part of the gerontology certificate for either undergraduate or graduate students. This course is cross listed with GERO 4690 and GERO 8696. Most sections are taught using service-learning.

2.0 Course justification information

2.1 Anticipated audience/demand:
Undergraduate: This course is intended for upper division undergraduate social work students, and meets the requirements for the minority or social work elective.
Graduate: This course is a social work elective in the MSW program.

2.2 Indicate how often this course will be offered and the anticipated enrollment: The course is offered every Spring semester.
Undergraduate: Enrollment is anticipated to be 10 students.
Graduate: Enrollment is anticipated to be 10 students.

2.3 If it is a significant change to an existing course, please explain why it is needed:
The course objectives have been revised to meet accreditation standards. Course
objectives and assignments are now linked with CSWE EPAS competencies and practice behaviors. The bibliography has also been updated.

3.0 Course objective information

3.1 List of performance objectives stated in learning outcomes in a student’s perspective:

By the end of this course, students will be able to:

1. Describe who and where the minority aged are, their historical and social environment, and the familial and group support systems available.
2. Identify impacts of environment and bicultural experiences during senescence.
3. Examine selected problems confronting the minority elderly, i.e., medical, social, psychological and economic problems and issues.
4. Analyze cultural variables in provision of services to minority elderly.
5. Utilize skill development in communication needs, assessment and service provision with and for the minority elderly.
6. Examine the availability and relevance of community resources and services for the minority elderly.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>EPAS Competencies</th>
<th>Generalist Practice Behaviors</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe who and where the minority aged are, their historical and social environment, and the familial and group support systems available.</td>
<td>Comp #4 Engage diversity and difference in practice.</td>
<td>Gen 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
<td>Quizzes, Research Paper, Agency Report/Community Project and (Graduate Presentation)</td>
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<td></td>
<td>Comp #7 Apply knowledge of human behavior and the social environment.</td>
<td>Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. Gen 7.2 Critique and apply knowledge to understand person and environment.</td>
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<td>2. Identify impacts of environment and bicultural experiences during senescence.</td>
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<td>3. Examine selected problems confronting the minority elderly, i.e., medical, social, psychological and economic problems and issues.</td>
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<td>Apply knowledge of human behavior and the social environment.</td>
<td>Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. Gen 7.2 Critique and apply knowledge to understand person and environment.</td>
<td>NB: Report of findings from Agency / Community Project assignment will identify barriers and gaps in policy that reduce benefit to minority elders, and will provide case-based evidence supported by reference to the literature – i.e., the underpinnings of informed advocacy for changes to improve policy.</td>
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<tr>
<td>Comp #8</td>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>Gen 8.1 Analyze, formulate and advocate for policies that advance social well-being.</td>
<td></td>
</tr>
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<td>Engage diversity and difference in practice.</td>
<td>Gen 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
<td>Quizzes, Research Paper, Agency Report / Community Project and Graduate Presentation</td>
</tr>
<tr>
<td>Comp #5</td>
<td>Advance human rights and social and economic justice.</td>
<td>Gen 5.1 Understand the forms and mechanisms of oppression and discrimination. Gen 5.2 Advocate for human rights and social and economic justice. Gen 5.3 Engage in practices that advance social and economic justice.</td>
<td>NB: Report of findings from Agency / Community Project assignment include critical assessment of needs, barriers and gaps which must be situated in the literature.</td>
</tr>
<tr>
<td>Comp #6</td>
<td>Engage in research-informed research.</td>
<td>Gen. 6.2 Use research evidence to inform practice.</td>
<td></td>
</tr>
<tr>
<td>Comp #10</td>
<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>ENGAGEMENT Gen 10.2 Use empathy and other interpersonal skills. ASSESSMENT Gen 10.4 Collect, organize, and interpret client data. Gen 10.5 Assess client strengths and limitations. Gen 10.6 Develop mutually agreed-on intervention goals and objectives. INTERVENTION Gen 10.10 Help clients resolve problems.</td>
<td>Quizzes, Research Paper, Agency Report/ Community Project</td>
</tr>
</tbody>
</table>
4.0 Content and organization information

4.1 List the major topics central to this course:

Orientation to underlying concepts.
A. Aging in post-industrial society: psychosocial science perspective.
B. Culture as a determinant of individual, group and social behavior.
C. Cultural pluralism vs. cultural assimilation; the failure of the "Melting Pot" concept--cultural democracy vs. cultural annihilation.
D. Acculturation and the bicultural experiences--the impact of minority status and a hostile environment on human development and social functioning. Learned helplessness, the spiral of senility, the "new ethics."
E. A general systems approach to the understanding and analysis of individuals and groups.

Understanding the elderly in four major minority cultures.
A. Common characteristics of the four minority cultures selected for study--Asian Americans, African Americans, American Indians, Latinos.
B. Major problems and issues, i.e., finances, physical health and mental health, housing, employment, crime and widowhood.

Engaging the specific minority elderly in a helping relationship
A. Understanding the use of valid communications
B. Understanding the use of the natural helping networks and support systems such as family, church, reference groups
C. The problem-solving approach as a practice modality in working with minority elderly.

Exploration of resources and delivery systems for each specific minority elderly group.

Typical schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1    | 1/11 • Introduction to gerontology and discussion of course  
<p>|      |    • Orientation to the project            |                                                                              |                      |
|      |    • Introduction: Culture and Clinical Care|                                                                              |                      |</p>
<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
</table>
| 2    | 1/18 • Theories and definitions; Research and impacts of ethnicity on elders  
      • Demographics of the ethnic aged in the U.S.  
      • Ethnicity and immigration          | **Gelfand:** CH. 1 & 2  
      **Briefing:** Demographic of the Ethnic Aged in the U.S. | Set up class participation web contact pages |
| 3    | 1/25 • Health and welfare and public policy  
      • Social security  
      • Medicare and Medicaid          | **Dye:** CH. 5  
      **Briefing:** Social Security  
      **Briefing:** Medicare & Medicaid |                                                      |
| 4    | 2/1 • Security and ethnic elderly  
      • Family, religious assistance  
      • Service utilization, accessibility          | **Gelfand:** CH. 4-6 |                                                      |
| 5    | 2/8 • Guest speaker: Hispanic American elders  
      • Guest speaker: Native American elders  
      • Culturally competent and respectful services          | **Gelfand:** CH. 7  
      **Culture and Clinical Care:** Introduction |                                                      |
| 6    | 2/15 • Meet at UNO Collaborating Center (115 S. 49th Ave.)  
      • Meet with community advisor; group orientation and planning  
      • Discuss fieldwork, the journal, and the team report  
      • Teams meet to plan          | --- |                                                      |
| 7    | 2/22 • Guest speaker: Culturally black/ African American elders  
      • Guest speaker: Asian American elders  
      • Paradigms, Services, Assessment          | **Gelfand:** CH. 8 |                                                      |
| 8    | 3/1 • Exam  
      • Teams meet/ Investigators meet          | --- | Exam |
| 9    | 3/8 • Fieldwork  
      • Teams work in the community with advisor (instructor)          | --- |                                                      |
| 10   | 3/15 • Class process meeting          | --- |                                                      |
| 11   | 3/22 • No class (Spring Break)          | --- |                                                      |
| 12   | 3/29 • Fieldwork  
      • Teams work in the community with advisor (instructor)          | --- |                                                      |
| 13   | 4/5 • Fieldwork  
      • Assembling, drafting report, and drafting presentation          | --- | Investigators submit project action log and summary |
| 14   | 4/12 • Processing community teams’ experiences  
      • Processing intergenerational investigators’ experiences          | --- | Community teams- draft presentation outlines due  
      Investigators- papers due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>* Fieldwork&lt;br&gt;Teams finalize team paper and presentation</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>* Class meets at the UNO Collaborating Center (115 S. 49th St.)&lt;br&gt;* Presentations of community fieldwork to class, advisors, instructor, and other guests</td>
<td>---</td>
<td>Presentations due&lt;br&gt;Individual journals/action logs due</td>
</tr>
<tr>
<td>17</td>
<td>* No class (Finals week)</td>
<td>---</td>
<td>Final team papers due&lt;br&gt;Teamwork process comments due</td>
</tr>
</tbody>
</table>

5.0 Teaching methodology information

5.1 Methods: Lectures, discussing, presentation, audio-visual materials, guest speakers and panels; involvement in bicultural community experiences. A schedule of guest speakers and student presentations will be developed early in the semester. Appropriate reading assignments will be indicated on the class schedule.

5.2 Student role in the course: Students will be expected to be active participants in the course.

6.0 Evaluation information

6.1 Describe the typical types of student projects that will be the basis for evaluating student performance:
   Undergraduate
   - Student will prepare a major research paper regarding one diverse culture (people of color) (10 pages, use 10 references).
   - Student will visit and critique one delivery system serving diverse target populations. The delivery system may be specifically ethnic sponsored or have a large diverse clientele. Analysis of this delivery system should be based upon its goals and effectiveness. Or, Student will develop and execute an intervention with a community group of minority elders – the purpose of the intervention will be to enhance elders’ quality of life while allowing the student to assess gaps in and barriers to service. A report of findings and evaluation should be minimum of 10 pages in length. Arrangements for the visit and appointments to interview key personnel should be made in advance. You may select any agency whose primary target population is the elderly, i.e., nursing home, nutrition site, senior citizens’ center, or Nebraska Office on Aging. You can include an interview with an older adult who utilizes or may utilize this delivery system. Life review material should be solicited in the interview.
   - Three quizzes over readings, lectures, guest speakers and other materials as delivered.
   Graduate
   - Student will prepare a major research paper regarding one diverse culture (people of color) (15-20 pages, 15 references).
• Student will visit and critique one delivery system serving diverse elderly target populations. The delivery system may be specifically ethnic sponsored or have a large diverse clientele. Analysis of this delivery system should be based upon its goals and effectiveness. A report of findings and evaluation should be minimum ten pages in length. Arrangements for the visit and appointments to interview key personnel should be made in advance. You may select any agency whose primary target population is the elderly, i.e., nursing home, nutrition site, senior citizens' center, or Nebraska Office on Aging. You can include an interview with an older adult who utilizes or may utilize this delivery system. Life review material should be solicited in the interview. A presentation date will be listed on the class schedule.

• Three quizzes over readings, lectures, guest speakers and other materials as delivered.

6.2 Describe the typical basis for determining the final grade (e.g. weighting of various student projects):
Grading will be based on the following weighting of the course requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Delivery system critique</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes (3)</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Graduate Presentation</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
<td>120</td>
</tr>
</tbody>
</table>

Note – may add a requirement for a Learning Journal to these “typical” requirements.

6.3 Grading type:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98% or above</td>
</tr>
<tr>
<td>A</td>
<td>94 to 97.9%</td>
</tr>
<tr>
<td>A-</td>
<td>91 to 93.9%</td>
</tr>
<tr>
<td>B+</td>
<td>88 to 90.9%</td>
</tr>
<tr>
<td>B</td>
<td>84 to 87.9%</td>
</tr>
<tr>
<td>B-</td>
<td>81 to 83.9%</td>
</tr>
<tr>
<td>C+</td>
<td>78 to 80.9%</td>
</tr>
<tr>
<td>C</td>
<td>74 to 77.9%</td>
</tr>
<tr>
<td>C-</td>
<td>71 to 73.9%</td>
</tr>
<tr>
<td>D+</td>
<td>68 to 70.9%</td>
</tr>
<tr>
<td>D</td>
<td>64 to 67.9%</td>
</tr>
<tr>
<td>D-</td>
<td>61 to 63.9%</td>
</tr>
<tr>
<td>F</td>
<td>60.9% and below</td>
</tr>
</tbody>
</table>

7.0 Resource material information

7.1 Textbooks or other required readings used in course:

7.2 Other student suggested reading material:
Journals
Aging
• Aging and Human Development
• Journal of the American Geriatric Society
• Social Work
7.3  Current bibliography and other resources:
Classic resources


8.0 Other information

8.1 Accommodations statement
Reasonable accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact UNO Disability Services (EAB 117, Phone: 554-2872, TTY: 554-3799) or go to the website: www.unomaha.edu/disability

8.2 Plagiarism/academic integrity
In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source. Never let it appear that ideas and information gleaned from other sources are your own.

The UNO Academic Integrity policy defines plagiarism as “presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting . . . academic work in whole or in part as one’s own when such work has been prepared by another person or copied from another person.”

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

UNO Faculty Senate, March, 2010
Additional note on plagiarism/academic integrity from the UNO School of Social Work:

The School of Social Work views plagiarism as a very serious offense. The NASW Code of Ethics includes a high value on integrity and the importance of behaving in a trustworthy manner (see NASW Code of Ethics, www.socialworkers.org/pubs/code/default.asp, 4.04 and 4.08). In addition, the Publication Manual of the APA (2010) states, “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author, you need to credit the source in the text” (p. 15).

The School of Social Work will hold a Level 2 or 3 Student Review for any student who is alleged to have plagiarized or cheated in any of their academic courses.

8.3 Procedures regarding student grades/papers

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.4 Resources for students:

- UNO Counseling Center, http://counseling.unomaha.edu
- UNO Speech Center, http://www.unomaha.edu/speechcenter
- UNO Writing Center, www.unomaha.edu/writingcenter
- Online Writing Lab (OWL) at Purdue, http://owl.english.purdue.edu/owl

11-11-2011