WORKING WITH MINORITY ELDERLY

SOWK 4040/8046 | 3 credit hours
Class Meetings: TBD

Instructor: TBD

Office: TBD

Office Phone: TBD

Email: TBD

Office Hours: TBD

Department: Grace Abbott School of Social Work
Main Office: 206 CPACS
Dept. Phone: 402.554.2793
Dept. Email: graceabbott@unomaha.edu

COURSE INFORMATION
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.

Prerequisites of the course

Undergraduate: SOWK 3320 prior to or concurrent.
Graduate: SOWK 8130 prior to or concurrent, or BSSW degree

Rationale/Overview

This course is designed to provide the student with the knowledge of how racism and oppression impact the differing status, attitudes and experiences of aging populations and communities. This course examines various systems, including but not limited to differential access to services, ageism, economic conditions, and other pertinent issues, while keeping in mind the relevance and effectiveness of meeting the needs of diverse groups of intersectionality.

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.

Course Objectives/Student Learning Outcomes
1. Articulate the role culture plays in social work practice with aging communities.
2. Examine culturally appropriate assessment methods in social work practice with older adults.
3. Consider frameworks to guide the processes of assessment, intervention, and evaluation through the lens of anti-racism, diversity, equity, and inclusion (ADEI).
4. Assess supportive and oppressive system factors influencing the day-to-day experiences of diverse aging communities.
5. Critique evidence-based practices regarding engagement, assessment, and intervention with minority elderly communities. (Graduate students only)

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS
Required text(s)

TBD

COURSE STRUCTURE/FORMAT
Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 [date]	• Introduction to gerontology and discussion of course • Orientation to the project • Introduction: Culture and Clinical Care	
Session 2 [date]	• 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
Session 3 [date]	• Health and welfare and public policy • Social security • Medicare and Medicaid	**Dye:** CH. 5 **Briefing:** Social Security **Briefing:** Medicare & Medicaid
Session 4 [date]	• Security and ethnic elderly • Family, religious assistance • Service utilization, accessibility	**Gelfand:** CH. 4-6
Session 5 [date]	• Guest speaker: Hispanic American elders • Guest speaker: Native American elders • Culturally competent and respectful services	**Gelfand:** CH. 7 **Culture and Clinical Care:** Introduction
Session 6 [date]	• 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	---

Session/Date	Topic	Assignment
	• Teams meet to plan	
Session 7 [date]	• Guest speaker: Culturally black/ African American elders • Guest speaker: Asian American elders • Paradigms, Services, Assessment	**Gelfand:** CH. 8
Session 8 [date]	• Exam • Teams meet/ Investigators meet	--- Exam
Session 9 [date]	• Fieldwork • Teams work in the community with advisor (instructor)	---
Session 10 [date]	• Class process meeting	---
Session 11 [date]	• No class (Spring Break)	
Session 12 [date]	• Fieldwork • Teams work in the community with advisor (instructor)	---
Session 13 [date]	• Fieldwork • Assembling, drafting report, and drafting presentation	--- Investigators submit project action log and summary
Session 14 [date]	• Processing community teams' experiences • Processing intergenerational investigators' experiences	--- **Community teams-** draft presentation outlines due **Investigators-** papers due
Session 15 [date]	• Fieldwork • Teams finalize team paper and presentation	---
Session 16 [date]	• Class meets at the UNO Collaborating Center (115 S. 49th St.) • Presentations of community fieldwork to class, advisors, instructor, and other guests	--- Presentations due Individual journals/ action logs due
Session 17 [date]	• No class (Finals week)	--- Final team papers due Teamwork process comments due

IMPORTANT DATES
Last day to drop a course (via MavLink) and receive a 100% refund TBD
Last day to withdraw from a course (via MavLink) with a grade of "W" TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

Assignment	Undergraduate	Graduate
Research Paper	35	35
Delivery system critique	25	25
Quizzes (3)	40	40
Graduate Presentation		20
Total Points	100	120

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

GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

WRITING GUIDELINES
Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT
In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

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.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.

ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult Information Technology Services and the Criss Library, for more information on equipment locations and availability.

TECHNICAL SUPPORT

Technical support for common university systems, including Canvas and email, is available from Information Technology Services technical support located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

CRISS LIBRARY
UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the Criss Library website.

EMERGENCY PREPAREDNESS
The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's emergency information page. If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER
In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER
The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER
The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY
A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the Division of Student Success.

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)
Council on Social Work Education (CSWE) Competencies
The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Polices and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, economic, and environmental justice.
3. Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course objectives are italicized to distinguish them from the core competencies set forth by the CSWE's 2022 EPAS.

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
2 = Advance Human Rights and Social, Racial, Economic, and Environmental Justice	1. Articulate the role culture plays in social work practice with aging communities. 4. Assess supportive and oppressive system factors influencing the day-to-day experiences of diverse aging communities.		K
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	3. Consider frameworks to guide the processes of assessment, intervention, and evaluation through the lens of anti-racism, diversity, equity, and inclusion (ADEI).		K, S, CAP
4 = Engage in Practice-Informed	5.Critique evidence-based practices regarding		

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
Research and Research-Informed Practice	engagement, assessment, and intervention with minority elderly communities. (Graduate students only)		
7 = Assess Individuals, Families, Groups, Organizations, and Communities	2. Examine culturally appropriate assessment methods in social work practice with older adults. 3. Consider frameworks to guide the processes of assessment, intervention, and evaluation through the lens of anti-racism, diversity, equity, and inclusion (ADEI).		K
8 = Intervene with Individuals, Families, Groups, Organizations, and Communities	3. Consider frameworks to guide the processes of assessment, intervention, and evaluation through the lens of anti-racism, diversity, equity, and inclusion (ADEI).		
9 = Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	3. Consider frameworks to guide the processes of assessment, intervention, and evaluation through the lens of anti-racism, diversity, equity, and inclusion (ADEI).		

*Dimensions Key:
    K = Knowledge
    S = Skills
    V = Value
    CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS
References
Blitstein, R. (2009). Weathering the storm: Racism's hidden toll. *Miller-McCune: Turning Research into Solutions, 2*, 48-57

Butts, H. F. (2002). The black mask of humanity: Racial/ethnic discrimination and Post-Traumatic
    Stress Disorder. *J Am Acad Psychiatry Law, 30,* 336-339.

Cruikshank, M. (2009). *Learning to be old: Gender, culture, and aging.* Lanham, MD: Rowman &
    Littlefield Publishers.

Gassoumis, Z. D., Wilber, K. H., Baker, L. A., & Torres-Gil, F. M. (2010). Who are the Latino baby
    boomers? Demographic and economic characteristics of a hidden population. *Journal of Aging
    and Social Policy, 22,* 53-68.

Jha, A. K., Orav, E. J., Jie, Z., & Epstein, A. M. (2008). The characteristics and performance of
    hospitals that care for elderly Hispanic Americans. *Health Affairs, 27,* 528-537.

June, A., Segal, D. L., Coolidge, F. L. & Klebe, K. (2009). Religiousness, social support, and reasons
    for living in African American and European American older adults: An exploratory study.
    Aging & Mental Health, 13, 753-760.

Kelley-Moore, J. A. & Ferraro, K. F. (2004). The black/white disability gap: Persistent inequality in
    later life? *Journals of Gerontology Series B: Psychological Sciences & Social Sciences, 59B*,
    34-44.

Larkin, H. (2004). The justice implications of a proposed Medicare prescription drug policy. *Social
    Work, 49,* 406-414.

LaVeist, T. A. (2003). Pathways to progress in eliminating racial disparities in health. *Public Policy
    and Aging Report, 13*, 19-22.

Levy, B., & Banaji, B. (2002). Implicit ageism. In T. Nelson (Ed.), *Ageism: Stereotyping and prejudice
    against older persons* (pp. 49-76). Cambridge: MIT Press.

Martin, S. S., Trask, J., Peterson, T., Martin, B. C., Baldwin, J., & Knapp, M. (2010). Influence of
    culture and discrimination on care-seeking behavior of elderly African-Americans: A
    qualitative study. *Social Work in Public Health, 25,* 311-326.

Whitbourne, S., & Sneed, J. (2002). The paradox of well being, identity processes and stereotype
    threat: Ageism and its potential relationships to the self in later life. In T. Nelson (Ed.), *Ageism:
    Stereotyping and prejudice against older persons* (pp. 247-276). Cambridge: MIT Press.

Whitfield, K. (Ed.). (2004) *Closing the gap: Improving the health of minority elders in the new
    millennium.* Washington, DC: The Gerontological Society of America.

Whitfield, K. E., & Hayward, M. (2003). The landscape of health disparities among older adults.
    Public Policy and Aging Report, 13, 1, 3-7.

Xu, K. T., & Borders, T. F. (2007). Racial and ethnic disparities in the financial burden of prescription
    drugs among older Americans. *Journal of Health & Human Services Administration, 30,* 28-49.

Classic resources

Barranti, C. & Cohen, H. (2001). Lesbian and gay elders: An invisible minority. In R. Schneider, N.
    Kropf and A. Kisor (Eds.), *Gerontological social work: Knowledge, service settings and
    special populations* (pp. 343-368). Belmont, CA: Brooks/Cole.

Blando, J. A. (2001). Twice hidden: Older gay and lesbian couples, friends, and intimacy. *Generations,
    25*, 87-90.

Bonder, B., Martin, L, & Miracle, A. (2001). Achieving cultural competence: The challenge for clients
    and healthcare workers in a multicultural society. *Generations, 25,* 35-43.

Calasanti, T. M., & Slevin, K. F. (2001). A gender lens on old age. In T. M. Calasanti & K. F. Slavin (Eds.), *Gender, social inequalities and aging* (pp. 13-28)*.* Walnut Creek, CA: Altamira Press.

Cohen, E. S. (2001). The complex nature of ageism: What is it? Who does it? Who perceives it? *The Gerontologist, 41*, 576-577.

Levy, B. (2001). Eradication of ageism requires addressing the enemy within. *The Gerontologist, 41*, 578-579.

McFadden, S. (2001). Feminist scholarship as a meeting ground for age and disability studies. *The Gerontologist, 42*, 133-137.

Mills, T. L., & Henretta, J. C. (2001). Racial, ethnic, and sociodemographic differences in the level of psychosocial distress among older Americans. *Research on Aging, 23*, 131-153.

Palmore, E. (2001). The ageism survey: First findings. *The Gerontologist, 41*, 572-575.

Torres, G. & Moga, K. (2001). Multiculturalism, social policy and the new aging. *Journal of Gerontological Social Work, 36*, 12-32.