

**SOWK 616**

**CLINICAL PRACTICE WITH OLDER ADULTS**

**Spring 2008**

**Instructor:** Maria P. Aranda, Ph.D., L.C.S.W.  
**Office:** MRF #321  
**Telephone:** (213) 740-0286      FAX: (213) 740-0789  
**Office hours:** TBA  
**E-mail:** [aranda@usc.edu](mailto:aranda@usc.edu)  
**Section:** 60569R  
**Location:** TBA  
**Day/Time:** Tuesdays—1:00-3:50 p.m.

**I. COURSE DESCRIPTION**

This course provides an intensive examination of practice issues related to strengths based, empowerment-oriented social work practice with older adults and their families in urban, complex environments. Given the phenomenal growth of the older adult population in the U.S., the social work practitioner is likely to encounter clients who are dealing with the challenges of their own aging and/or that of family members. Clinical competence in gerontological social work requires a keen understanding of developmental issues of adulthood and late life, as well as the application of empirically-supported assessment and interventions in real life situations. Students gain an increased understanding of the needs, strengths and sociocultural diversity of older adults and their caregivers. This understanding serves as a basis for the application of practice concepts and critical thinking skills gained in previous semesters to the development of purposive interventions responsive to the particular issues facing diverse older adults and their caregivers. Attention is given to empowerment and evidenced-based interventions at the clinical and organizational levels for older populations with severe mental health conditions.

**II. COURSE OBJECTIVES**

Upon completion of the course, students will be able:

1. To critically evaluate the value conflicts and ethical dilemmas represented by personal, professional and societal values and their application to social work practice in real world situations and settings.

2. To formulate working definitions of strengths-based, empowerment-oriented, evidenced-based practice with older adults and their caregivers in complex, urban, multicultural environments.
3. To develop the analytic tools necessary to integrate and apply multiple, sometimes competing practice perspectives using the case study method and/or other learning formats.
4. To identify the special influence of diversity (e.g., age, gender, class, race, ethnicity, culture, sexual orientation, disability and religion) on clinical social work practice with older adults and their caregivers.
5. To demonstrate knowledge of the biopsychosocial and life span development of individuals in later adulthood.
6. To demonstrate understanding of how theories and perspectives address populations-at-risk and the factors that promote social and economic justice.
7. To demonstrate understanding of the role that research plays in generating, supporting, and revising knowledge and the relative gap of evidence across theories and populations.
8. To develop the facility for oral and written expression and analytic thinking necessary for professional social work practice.

### III. COURSE FORMAT

The class format will consist of two modes of instruction: (1) didactic instruction with large and small group discussions of the material; and (2) seminar format in which each student takes an active and facilitative role in the presentation and discussion of material. As needed, case vignettes, videos, guest speakers, experiential exercises, computer and interactive modalities, and/or other learning aids will complement the course instruction.

The online teaching and learning environment provided by the University's Blackboard Academic Suite™ System (<https://blackboard.usc.edu/>) will support access to course-related materials and communication.

### IV. COURSE EVALUATION AND GRADING

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive a *no credit*. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a *no credit* grade in this seminar, they will be required to repeat this class.

Grades pertaining to the assignments and course grades will be based on the following rubric:

93 – 100	A
90 – 92	A-
87 – 89	B+

83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

Evaluation of the student’s academic productivity for the course will be determined as follows:

- 10% Class participation: Ongoing
- 10% Assignment #1: Oral and written assignment based on class readings (TBA)
- 35% Assignment #2: Midterm—written take-home assignment (due week of March 11, 2008)
- 45% Assignment #3: Final Assignment (oral and written assignment; written portion due on May 7, 2008)

### **Assignments**

Detailed hand-outs describing the assignments and expectations will be distributed in class with ample time to complete the assignments. Assignments are due on the day and time specified. Extensions will be granted only for extenuating circumstances, and is left to the discretion of the course instructor. If the assignment is late without permission, the grade will be affected accordingly. A final grade of “Incomplete” can only be given under extreme circumstances.

Assignments must adhere to the citation and referencing standards put forth in the *2001 Publication Manual* of the American Psychological Association (5<sup>th</sup> Ed.).

### **Class Participation**

Class participation is an important component of the student’s grade and socialization into professional social work practice. Participation is more than class attendance. It involves coming to class prepared to participate actively in the class discussions. Class participation involves meaningful discussion based on having read the required readings for the week. Participation may involve such activities as raising meaningful questions for clarification, but more importantly, offering critical thinking regarding issues under discussion or extending the discussion to related material from other social work courses. Failure to meet these expectations may result in reduction in grades.

## **V. ATTENDANCE POLICY**

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which

could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

## **VI. COURSE EXPECTATIONS AND GUIDELINES**

Students are expected to attend class sessions, complete all reading assignments, participate in class discussions and activities, submit work on the date and time specified by the instructor, and contribute to an atmosphere of mutual respect and civil discourse. Students will be expected to regularly access their E-mail accounts and/or Blackboard accounts for posted messages, documents, etc., and any other avenue of communication requested by the class instructor.

## **VII. REQUIRED TEXTBOOKS**

Berkman, B. (Ed.). (2006). *Handbook of Social Work in Health and Aging*. New York: Oxford University Press.

### **Recommended textbooks:**

Enguidanos, S.M. (Ed.). (2006). *Evidenced-based interventions for community dwelling older adults*. New York: The Haworth Press, Inc.

Gibbs, L.E. (2003). *Evidenced-based practice for the helping professions: A practical guide with integrated multimedia*. Pacific Grove, CA: Brooks/Cole.

McInnis-Dittrich, K. (2002). *Social work with elders: A psychosocial approach to assessment and interventions*. Boston: Allyn & Bacon.

## **VIII. ACADEMIC ACCOMMODATIONS**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

## **IX. EMERGENCY RESPONSE INFORMATION**

To receive information, call main number (213)740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website; <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

### University Park Campus

MRF – Lot B

SWC – Lot B

WPH – McCarthy Quad

VKC – McCarthy Quad

### City Center

Front of the building (12<sup>th</sup> & Olive)

### Orange County Campus

Faculty Parking Lot

### Skirball Campus

Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.

## **X. ACADEMIC INTEGRITY**

Students at the School of Social Work are expected to follow the standards of academic integrity as set forth by the University. Please refer to the Student Handbook (SCampus) and University Catalogue regarding academic integrity standards.

**CLINICAL PRACTICE WITH OLDER ADULTS (SOWK 616)  
SPRING 2008**

**Course Outline and Assignments**

**NOTE:** Readings published before 2000 have been carefully scrutinized and are included in the syllabus because they provide key or seminal information for the overall course content.

**PART I. EVIDENCE-BASED PRACTICE IN THE CONTEXT OF  
STRENGTHS-BASED, EMPOWERMENT FRAMEWORKS**

**SESSION 1: Week of January 14**

Welcome and introductions  
Introduction to the theoretical frameworks of the course  
Overview of the learning contract/syllabus  
The demographics of an aging and global society

*Course objectives: 1-8*

**Recommended Readings**

The following list of readings is intended for background information only.

Federal Interagency forum on Aging Related Statistics. (2006). *Older Americans update 2006*. <http://www.agingstats.gov> Briefly review slides on Population, Economics, and Health Status.

AARP. (2005). *Global report on aging, special Issue*.  
[http://assets.aarp.org/www.aarp.org/articles/livable\\_communities/GRA\\_Summer2005.pdf](http://assets.aarp.org/www.aarp.org/articles/livable_communities/GRA_Summer2005.pdf)

Kinsella, K., & Velkoff, V.A. (2001). *An aging world 2001. International population reports*. Washington, DC: U.S. Department of Health and Human Services.

McDevitt, T.M., & Rowe, P.M. (2002). *The United States in international context: 2000. Census 2000 brief*. Washington, DC: U.S. Census Bureau.

President's New Freedom Commission on Mental Health. (2003). *Achieving the promise: Transforming mental health care in America*. Rockville, MD: The President's New Freedom Commission on Mental Health. Briefly review content under heading "Goal 1".  
<http://www.mentalhealthcommission.gov/reports/FinalReport/downloads/FinalReport.pdf>

Zastrow, C.H. & Kirst-Ashman, K.K. (2007). *Understanding human behavior and the social environment (7<sup>th</sup> Ed.)*. Belmont, CA: Thomson Learning, Inc. Chapter 1: Theoretical perspectives on human behavior and the social environment (pp. 1-41). (You can review any HBSE foundation text with similar material.)

## **SESSION 2: Week of January 21**

Values and ethics in clinical social work practice with older adults:  
Ageism, stigma, and social justice  
Empowerment and strengths-based frameworks: Theoretical and practice formulations

*Course objectives: 1-8*

### **Required Readings**

Chapin, R., Nelson-Becker, H., & MacMillan, K. (2006). Strengths-based and solutions-focused approaches to practice. In B. Berkman (Ed.), *Handbook of social work in health and aging* (pp. 789-796). New York: Oxford University Press.

Levy, B.R., Slade, M.D., Kunkel, S.R., & Kasl, S.V. (2001). Longevity increased by positive self-perceptions of aging. *Journal of Personality and Social Psychology*, 83, 261-270.

McInnis-Dittrich, K. (1997). An empowerment-oriented mental health intervention with elderly Appalachian women: The Women's Club. *Journal of Women and Aging*, 9(1/2), 91-105.

Parsons, R.J., Gutiérrez, L.M., & Cox, E.O. (1998). A model for empowerment practice. In L.M. Gutiérrez, R.J. Parsons, & E.O. Cox (Eds.), *Empowerment in social work practice* (pp. 3-23). Pacific Grove, CA: Brooks/Cole Publishing Co.

Saleebey, D. (1997). Introduction: Power in the people. In D. Saleebey (Ed.), *The strengths perspective in social work practice* (pp. 1-20). New York: Longman.

### **Recommended Readings**

NASW Code of Ethics ([www.naswdc.org/code.htm](http://www.naswdc.org/code.htm)).

## **SESSION 3: Week of January 28**

Evidence-based practice with older adults: Rationale, process, implications.  
Elder abuse assessment

Course objectives: 1-8

### **Required Readings**

Bartels, S.J., et al. (2002). Evidence-based practices in geriatric mental health. *Psychiatric Services, 53*, 1419-1431.

Myers, J.E., & Harper, M.C. (2004). Evidence-based effective practices with older adults. *Journal of Counseling and Development, 82*, 207-218.

Bass, D.M., Anetzberger, G.J., Ejaz, F.K., & Nagpaul, K. (2001). Screening tools and referral protocol for stopping abuse against older Ohioans. *Journal of Elder Abuse & Neglect, 13*, 23-38.

Spangler, D., & Brandl, B. (2007). Abuse in later life: Power and control dynamics and a victim-centered response. *Journal of the American Psychiatric Nurses Association, 12(6)*, 322- 331.

Tomita, S., (2006). Mistreated and neglected elders. In B. Berkman (Ed.), *Handbook of social work in health and aging* (pp. 219-230). New York: Oxford University Press.

### **Recommended Readings**

Bartels, S.J. (2003). Improving the United States' system of care for older adults with mental illness. Findings and recommendations for the President's New Freedom Commission on Mental Health. *American Journal of Geriatric Psychiatry, 11(5)*, 486-497.

Crook, W.P., & Vinton, L. (2000). A study of case managers' decision-making processes. *Care Management Journals, 2(4)*, 211-215.

Howard, M. O., McMillen, C. J., & Pollio, D. E. (2003). Teaching evidence-based practice: Toward a new paradigm for social work education. *Research on Social Work Practice, 13(2)*, 234-259. *Briefly review.*

Lachs, M.S., & Pillemer, K. (2004). Elder abuse. *The Lancet, 364*, 1263-1272.

Nelson H.D., Nygren, P., McInerney, Y., Klein, J. (2004). Screening women and elderly adults for family and intimate partner violence: A review of the evidence for the U.S. Preventive Services Task Force. *Annals of Internal Medicine, 140(5)*, 387-396.



## **SESSION 4: Week of February 4**

Evidence-based practice with older adults

Screening for late-life dementia

*Course objectives: 1-8*

### **Required Readings**

Alzheimer's Association. (2003). Tools for early Identification, assessment, and treatment for people with Alzheimer's disease and dementia. <http://www.alz.org/national/documents/CCN-AD03.pdf>

Aranda, M.P., Villa, V., Trejo, L., Ramirez, R., & Ranney, M. (2003). The El Portal Latino Alzheimer's Project: A model program of Latino caregivers of Alzheimer's disease-affected persons. *Social Work, 48*(2), 259-271.

Cummings, J. et al. (2002). Guidelines for managing Alzheimer's disease: Part I. Assessment. *American Family Physician, 65*(11), 2263-2272.

Toseland, R.W., & Parker, M. (2006). Older adults suffering from significant dementia. In B. Berkman (Ed.), *Handbook of social work in health and aging* (pp. 117-127). New York: Oxford University Press.

### **Recommended Readings**

Alzheimer's Association. (2007). Inside the brain. (Interactive tour). [http://www.alz.org/alzheimers\\_disease\\_4719.asp](http://www.alz.org/alzheimers_disease_4719.asp)

Edwards, D.F., et al. (1999). Home-based multidisciplinary diagnosis and treatment of inner-city elders with dementia. *The Gerontologist, 39*, 483-488.

## **SESSION 5: Week of February 11**

Evidence-based practice with older adults

Depression care

*Course objectives: 1-8*

### **Required Readings**

Arean, P.A., Perri, M.G., Nezu, A.M., et al. (1993). Comparative effectiveness of social problem-solving therapy and reminiscence therapy as treatments for depression in older adults. *Journal of Consulting and Clinical Psychiatry, 61*, 1003-1010.

Blumenthal, J.A., et al., (1999). Effects of exercise training on older patients with major depression.

Husaini, B.A. et al. (2004). Group therapy for depressed elderly women. *International Journal of Group Psychotherapy*, 54(3), 295-319.

Knight, B.G., & Satre, D.D. (1999). Cognitive behavioral psychotherapy with older adults. *Clinical Psychology: Science and Practice*, 6, 188-203.

Unutzer, J., et al. (2003). Depression treatment in a sample of 1,801 depressed older adults in primary care. *Journal of the American Geriatrics Society*, 51, 505-514.

## **SESSION 6: Week of February 18**

Evidence-based practice with older adults  
Issues of acceptance and adherence

Course objectives: 1-8

Aranda, M.P. (2006). Older Latinos: A mental health perspective. In B. Berkman (Ed.), *Handbook of social work in health and aging* (pp. 283-292-127). New York: Oxford University Press.

Ell, K. (2006). Depression care for the elderly: Reducing barriers to evidence-based practice. In S.M. Enguidanos (Ed.), *Evidenced-based interventions for community dwelling older adults* (pp.115-148). New York: The Haworth Press, Inc.

Landreville, P., Landry, J., Baillargeon, L., & Guerett, A. (2001). Older adults' acceptance of psychological and pharmacological treatments for depression. *The Journals of Gerontology*, 56B(5), P285-P291.

Quijano, L.M., et al. (2007). Health IDEAS: A depression intervention delivered by community-based case managers serving older adults. *Journal of Applied Gerontology*, 26(2), 139-156.

### **Recommended Readings**

Chou, K-L. et al. (2004). Effect of tai chi on depressive symptoms amongst Chinese older patients with depressive disorders: a randomized clinical trial. *International Journal of Geriatric Psychiatry*, 19, 1105–1107.

Grote, N.K., & Frank, E. (2003). Difficult-to-treat depression: The role of contexts and comorbidities. *Biological Psychiatry*, 53(8), 660-670.

### **SESSION 7: Week of February 25**

Evidence-based practice with older adults  
Schizophrenia and severe mental illness  
Instructor-led computer demonstration session

*Course objectives: 1-8*

#### **Required Readings**

Bartels, S.J. (2004). Enhanced skills training and health care management for older persons with severe mental illness. *Community Mental Health Journal*, 40(1), 75-90.

Bellack, A.S. (2006). Scientific and consumer models of recovery in schizophrenia: Concordance, contrasts, and implications. *Schizophrenia Bulletin*, 32, 1-10.

Test, M.A. (1998). Community-based treatment models for adults with severe and persistent mental illness. In J.B.W. Williams & K. Ell (Eds.), *Advances in mental health research: Implications for practice* (pp. 420-436). Washington, D.C.: NASW Press.

#### **Recommended Readings**

Bazelon Center. (2003). Last in Line: Barriers to Community Integration of Older Adults with Mental Illnesses and Recommendations for Change. Washington, D.C.: Bazelon Center for Mental Health Law.

Breggin, P.R. (2003). Psychopharmacology and human values. *Journal of Humanistic Psychology*, 43, 34-49.

### **SESSION 8: Week of March 3**

Caregiving for older adults with health and/or mental health conditions  
Evidence-based assessment and intervention issues

*Course objectives: 1-8*

#### **Required Readings**

Refer to required text, Berkman (2006):  
Chapters 28 through 33, and 47 (caregiving-related chapters)

**SESSION 9: Week of March 10 (Midterm Assignment DUE)**

Risk, protection, resilience

Case study application: The Delaney Sisters

*Course objectives: 1-8*

**Required Readings**

Fraser, M.W., Richman, J.M., & Galinsky, M.J. (1999). Risk, protection, and resilience: Toward a conceptual framework for social work practice. *Social Work Research, 23*, 131-143.

Patterson, J.M. (2002). Integrating family resilience and family stress theory. *Journal of Marriage and Family, 64*, 349-360.

Simon, J.B., Murphy, J.J., & Smith, S.M. (2005). Understanding and fostering family resilience. *The Family Journal: Counseling and Therapy for Couples and Families, 13*, 427-436.

**Recommended Readings**

Secombe, K. (2002). “Beating the odds” versus “changing the odds”: Poverty, resilience, and family policy. *Journal of Marriage and Family, 64*, 384-394.

**Week of March 17, 2008: SPRING RECESS (NO CLASS SESSION)**

**PART II. SOCIOCULTURAL AND EMPOWERMENT PRACTICE**

**SESSION 10: Week of March 24**

Explanatory Models and Illness Beliefs

*Course objectives: 1-8*

**Required Readings**

Henderson, J.N., & Henderson, L.C. (2002). Cultural construction of disease: A “supernormal” construct of dementia in an American Indian tribe. *Journal of Cross-Cultural Gerontology, 17*, 197-212.

Houston, H.R. (2002). Asian and Pacific Islander Dementia Care Network Project. Unpublished report commissioned by the Alzheimer's Association of Los Angeles.

Karasz, A. (2005). Cultural differences in conceptual models of depression. *Social Science & Medicine* 6, 1625–1635.

Marwaha, S., & Livingston, G. (2002). Stigma, racism or choice. Why do depressed ethnic elders avoid psychiatrists? *Journal of Affective Disorders*, 72, 257-265.

### **SESSION 11: Week of March 31 (Midterm Assignment DUE)**

Psychosocial Resources—Coping, Spirituality, and Social Support

*Course objectives: 1-8*

#### **Required Readings**

Abraido-Lanza, A.F., Vasquez, E., & Echeverria, S.E. (2004). En las manos de Dios [in God's hands]: Religious and other forms of coping among Latinos with arthritis. *Journal of Consulting and Clinical Psychology*, 72, 91-102.

Aranda, M.P. (in press). The relationship between immigrant status, religious attendance, private prayer and psychological well being in a clinical sample of older Latinos. *Health and Social Work*.

Bennett, G.G., Merritt, M.M., Sollers, J.J., Edwards, C.L., Whitfield, K.E., Brandon, D.T., & Tucker, R.D. (2004). Stress, coping, and health outcomes among African-Americans: A review of the John Henryism hypothesis. *Psychology and Health*, 19(3), 369-383.

Harris, W.S. et al. (1999). A randomized, controlled trial of the effects of remote, intercessory prayer on outcomes in patients admitted to the coronary care unit. *Archives of Internal Medicine*, 159, 2273-2278.

Krause, N. (2006). Church-based social support and mortality. *Journal of Gerontology: Social Sciences*, 61B(3), S140-S146.

#### **Recommended Readings**

Adams, B.M., Aranda, M.P., Kemp, B. J., & Takagi, K. (2002). Ethnic and gender differences in appraisal, coping and social support: A comparison of White-American, African-American, Japanese-American and Mexican-American spousal caregivers of persons with dementia. *Journal of Clinical Geropsychology*, 8(4), 279-301.

Hawkins, R.S., Siang-Yang, T., & Turk, A.A. (1999). Secular versus Christian inpatient cognitive-behavioral therapy programs: Impact on depression and spiritual well-being. *Journal of Psychology and Theology, 7*(4), 309-318.

Hill, T.D., Angel, J.L., Ellison, C.G., & Angel R.J. (2005). Religious attendance and mortality: An 8-Year Follow-Up of Mexican Americans. *Journal of Gerontology: Social Sciences, 60B*, S102-S109.

Pinquart, M., & Sörensen, S. (2005). Ethnic differences in stressors, resources, and psychological outcomes of family caregiving: A meta analysis. *The Gerontologist, 45*(1), 90-106.

Youn, G., Knight, B.G., Jeong, H. & Benton, D. (1999). Differences in familism values and emotional outcomes among Korean, Korean-American, and White caregivers. *Psychology and Aging, 14*, 355-364.

## **SESSION 12: Week of April 7**

Sociocultural and Empowerment Adaptations:  
Individual/Consumer Level

Course objectives: 1-8

### **Required Readings**

Aranda, M.P., & Morano, C. (2007). Sociocultural considerations in the development of psychoeducational strategies for Latino caregivers of persons with late-life dementia. In C. Cox (Ed.), *Dementia and Social Work Practice: Research and Interventions* (pp. 189-203). New York: Springer Publishing.

Chen, S.W-H., & Davenport, D. (1005). Cognitive-behavioral therapy with Chinese American clients: Cautions and modifications. *Psychotherapy: Theory, Research, Practice, Training, 42*, 101-110.

Congress, E.P. (2004). Cultural and ethical issues in working with culturally diverse patients and their families: The use of the *culturagram* to promote cultural competent practice in health care settings. *Social Work in Health Care, 39* (3/4), 249-262.

Lee, M.Y., & Mjelde-Mossey. (2004). Cultural dissonance among generations: A solution-focused approach with East Asian elders and their families. *Journal of Marital and Family Therapy, 30*(4), 497-513.

### **Recommended Readings**

Bernal, G. (2006). Intervention development and cultural adaptation research with diverse families. *Family Process, 45*, 143-151.

Chadiha, L.A., Brown, E., & Aranda, M.P. (2006). Social work practice with older African Americans and other black populations. In B. Berkman (Eds.), *handbook of social work in aging* (pp. 247-256). New York: Oxford University Press.

### **SESSION 13: Week of April 14**

Sociocultural and Empowerment Adaptations:  
Individual/Consumer Level (cont.)

*Course objectives: 1-8*

### **Required Readings**

Fredriksen, K. I. (1999). Family caregiving responsibilities among lesbians and gay men. *Social Work, 44* (2), 142-155.

Thompson, B., & Colon, Y. (2004). Lesbians and gay men at the end of their lives: Psychosocial concerns. In J. Berzoff and P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 482-498). New York: Columbia University Press.

Zodikoff, B.D. (2006). Services for lesbian, gay, bisexual, and transgender older adults. In B. Berkman (Ed.), *Handbook of Social Work in Health and Aging* (pp. 569-576). New York: Oxford University Press.

### **Recommended Readings**

Interian, A., & Díaz-Martinez, A. (2007). Considerations for culturally competent cognitive-behavioral therapy for depression with Hispanic patients. *Cognitive and Behavioral Practice, 14*, 84-97.

Mui, A.C. (2001). The Program of All-Inclusive Care for the Elderly (PACE): An innovative long-term care model in the United States. *Journal of Aging and Social Policy, 13*, 53.

Salari, S. (2002). Invisible in aging research: Arab Americans, Middle Eastern immigrants, and Muslims in the United States. *The Gerontologist, 42*(5). 580-588.

Weiner, J., Aguirre, A., Ravenell, K., Kovath, K., McDevit, L., Murphy, J., Asch, D., & Shea, J.A. (2004). Designing an illustrated patient satisfaction instrument for low-literacy populations. *The American Journal of Managed Care*, 10(2), 853-860.

**SESSION 14: Week of April 21**  
Student Presentations

*Course objectives: 1-8*

**SESSION 15: Week of April 28**  
Student presentations  
Course review and wrap-up

*Course objectives: 1-8*

***Final Assignment Due: May 7, 2008***



