

**University of Southern California**

**School of Social Work**

**SOWK 616**

**CLINICAL PRACTICE WITH OLDER ADULTS**

**Spring 2009**

**Instructor:** María P. Aranda, Ph.D., L.C.S.W.  
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**Section:** TBA  
**Location:** TBA  
**Day/Time:** Thursdays—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 complex, urban and multicultural 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 individual and programmatic levels for older populations with mental health and chronic care conditions.

**II. COURSE OBJECTIVES**

Upon completion of the course, students will be able to:

**Values and Ethics**

1. Critically evaluate the value conflicts and ethical dilemmas represented by personal,

professional and societal values and their application to social work practice in complex, urban, multicultural environments.

### **Assessment**

2. Demonstrate knowledge of the biopsychosocial and life span development of individuals in later adulthood.
3. Critically discuss the application of evidence-based, multidisciplinary assessments and diagnostic tools to older adults.

### **Intervention**

4. Critically evaluate strengths-based, empowerment-oriented, evidenced-based practice with older adults and their caregivers.
5. Critically evaluate practice theories and perspectives that address diversity, populations-at-risk, and social and economic justice.

### **Research**

6. Demonstrate understanding of the role that research plays in generating, supporting, and revising knowledge and the relative gap of empirical evidence across theories and populations.
7. Understand demographic and epidemiological trends which highlight the global aging patterns in the 21<sup>st</sup> Century.

### **Professional Development**

8. 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% | Homework Assignments (5).  |
| 35% | Midterm—written take-home assignment with brief in-class presentation (due March 12, 2009).                                    |
| 45% | Assignment #3: Final Assignment (oral portion is scheduled for last two class sessions; written portion is due on May 7, 2009) |

#### **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**

There is no required textbook for this course. Below is a list of books recommended by the instructor. All required readings outlined below will be available on-line.

### **Recommended textbooks:**

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

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 2009**

**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. Some readings have been grouped together to facilitate comprehension of concepts, to offer examples, etc.

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| <b>PART I. EVIDENCE-BASED PRACTICE IN THE CONTEXT OF<br/>STRENGTHS-BASED, EMPOWERMENT FRAMEWORKS</b> |
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**SESSION 1: 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**

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.

(Review of lifespan content discussed earlier in SOWK 503 and 505).

Chapter 14: Biological aspects of later adulthood  
Chapter 15: Psychological aspects of later adulthood  
Chapter 16: Sociological aspects of later adulthood

Centers for Disease Control and Prevention and National Association of Chronic Disease Directors. (2008). *The State of Mental Health and Aging in America Issue Brief 1: What Do the Data Tell Us?* Atlanta, GA: National Association of Chronic Disease Directors.

Federal Interagency forum on Aging Related Statistics. (2008). *Older Americans update 2008*. <http://www.agingstats.gov>. Review content under these headings: Population, Economics, and Health Status.

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>

## **SESSION 2: January 22**

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: 1,2,4,5,6,8*

**Homework #1 due.**

### **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.

NASW Code of Ethics (rev 1999). ([www.naswdc.org/code.htm](http://www.naswdc.org/code.htm)).

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.

## **SESSION 3: January 29**

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

**Homework #2 due.**

Course objectives: 1,3,4,6,8

**Required Readings**

***Group A***

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

Thyer, B. (2006). What is evidence-based practice? In A.R. Roberts & K.R. Yeager (Eds.), *Foundations of evidence-based social work practice* (pp.35-46). New York: Oxford University Press, Inc.

***Group B (briefly review)***

National Council on Aging. (2006). *Issue Brief. Evidence-Base Health Promotion Series*. Center for Healthy Aging Model Health Programs for Communities.  
[http://www.healthyagingprograms.org/resources/EB\\_IssueBrief\\_3.pdf](http://www.healthyagingprograms.org/resources/EB_IssueBrief_3.pdf)

Also, see web links of AoA Grants Program- Community Awards mentioned in the PDF listed above:  
<http://www.healthyagingprograms.org/content.asp?sectionid=32>

***Group C***

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.

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: February 5**

Evidence-based practice with older adults  
Screening for late-life dementia

Course objectives: 1,2,3,6,8

**Homework #3 due.**

#### **Required Readings**

##### ***Group A***

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>

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

##### ***Group B***

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

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: February 12**

Evidence-based practice with older adults: How to search for the best available evidence in depression care.

Instructor-led computer demonstration session

*Course objectives: 3,4,5,6,7,8*

**Homework #4 due.**

### **Required Readings**

#### ***Group A***

Thomlison, B., & Jacobs, R.J. (2006). Developing a systematic evidence-based search plan for a client with co-occurring conditions. In A.R. Roberts & K.R. Yeager (Eds.), *Foundations of evidence-based social work practice* (pp.163-180). New York: Oxford University Press, Inc.

Neumeyer-Gromen, A., Lampert, T., Stark, K., & Kallischnigg, G. (2004). Disease management programs for depression: A systematic review and meta-analysis of randomized controlled trials. *Medical Care*, 42(12), 1211-1221.

#### ***Group B***

Bartels, S.J. et al. (2004). Improving access to geriatric mental health services: A randomized trial comparing treatment engagement with integrated versus enhanced referral care for depression, anxiety, and at-risk alcohol use. *American Journal of Psychiatry*, 161, 1455-1462.

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.

### **Recommended Readings**

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.

Areán, 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. *Archives of Internal Medicine*, 159, 2349-2356.

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.

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.

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

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

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.

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.

## **SESSION 6: February 19**

Evidence-based practice with older adults:  
Student-led computer session  
Instructor-student consultations

Course objectives: 3,4,5,6,7,8

**Homework #5 due.**

### **Recommended Readings**

Gibbs, L.E. (2003). *Evidence-based practice for the helping profession: A practical guide with integrated multimedia* (pp.53-87). Pacific Grove, CA: Brooks/Cole-Thomson Learning.

### **SESSION 7: February 26**

Examples of the role of social work in providing empirically supported interventions: Care Management and PST.

Course objectives: 1,2,3,4,5,6,8

### **Required Readings**

Gellis Z., & Kenaley B. (2008). Problem-solving therapy for depression in adults: A systematic review. *Research on Social Work Practice* 18, 117-131.

Ciechanowski, P., Wagner E., Schmalting K.B., Schwartz S., Williams B., Diehr P., Kulzer J., Gray S., Collier C., & LoGerfo J. (2004). Community-integrated home-based depression treatment in older adults: A randomized controlled trial. *Journal of the American Medical Association*, 291, 1569-1577.

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.

Review web link regarding IMPACT Evidence-Based Depression Care: <http://impact-uw.org/>. Focus your reading on the information under “Tools”

### **Recommended Readings**

Nezu, A.M., Maguth Nezu, C., Friedman, S.H., Faddis, S., & Houts, P.S. (1998). *Helping cancer patients cope: A problem-solving approach*. Washington, DC: American Psychological Association.

### **SESSION 8: March 5**

A look at prevention of frailty: Physical activity programs for older adults

Course objectives: 1,2,4,5,6,7,8

### **MIDTERM ASSIGNMENT DUE**

Guest speaker (TBN)

### **Required Readings**

Review web links regarding exercise programs:

Healthy Moves for Aging Well (Partners in Care, Burbank)  
<http://www.ncoa.org/Downloads/ModelProgramsHealthyMoves.pdf>

National Institute of Health:  
<http://nihseniorhealth.gov/exercise/toc.html>

**EnhanceFitness, EnhanceWellness:**  
[http://www.projectenhance.org/ind\\_enhancefitness.html#](http://www.projectenhance.org/ind_enhancefitness.html#)

## **SESSION 9: March 12**

*Course objectives: 1-8*

Brief presentations by students of their midterm papers.

**\*\*March 12-16, 2009: SPRING RECESS (NO CLASS SESSION)\*\***

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| <b>PART II. SOCIOCULTURAL AND EMPOWERMENT PRACTICE</b> |
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## **SESSION 10: March 26**

Sociocultural and Empowerment Adaptations:  
Theoretical formulations and applications

*Course objectives: 1-8*

### **Required Readings**

#### ***Group A***

Bernal, G., Bonilla, J., & Bellido C. (1995). Ecological validity and cultural sensitivity for outcome research: issues for the cultural adaptation and development of psychosocial treatments with Hispanics. *Journal of Abnormal Child Psychology*, 23(1), 67-82.

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

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.

### ***Group B***

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.

Lee, M.Y., & Mjelde-Mossey, L. (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**

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.

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.

## **SESSION 11: April 2**

Explanatory Models and Illness Beliefs

Course objectives: 1,4,5,6,7,8

### **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.

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

### **Recommended Readings**

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

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

## **SESSION 12: April 9**

Psychosocial Resources—Coping, Spirituality, and Social Support

Course objectives: 1,2,3,5,6,8

### **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. (2008). The relationship between immigrant status, religious attendance, private prayer and psychological well being in a clinical sample of older Latinos. *Health and Social Work*, 33(1), 9-21.

### **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.

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.

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.

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

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.

### **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.

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

## **SESSION 13: April 16**

Sociocultural and Empowerment Adaptations: Programmatic considerations.

*Course objectives: 1,2,3,5,6,8*

### **Required Readings**

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.

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.

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.



Refer to web link on Gay Lesbian Elder Housing in Los Angeles:  
<http://www.gleh.org/>

**SESSION 14: April 23**

Student Presentations

*Course objectives: 1-8*

**SESSION 15: Week of April 30**

Student presentations (cont.)

Course review and wrap-up

*Course objectives: 1-8*

***Final Assignment Due: May 7, 2009***