Cross-School Interdisciplinary Teaching Grant
Course Proposal
2010

Title  Interdisciplinary Perspectives in Geriatric Care: Clinical and Research Issues

Course Preceptors

Brian Carpenter, PhD, Associate Professor, Department of Psychology, Arts & Sciences
Nancy Morrow-Howell, PhD, Professor, George Warren Brown School of Social Work
Susan Stark, PhD, OTR/L, FAOTA, Assistant Professor of Occupational Therapy and
Neurology, Washington University School of Medicine

Significance and Curricular Need

Older adults will make up an increasingly large proportion of the U.S. population in the
coming years, rising from 13% in 2010 to 20% by 2030 (Administration on Aging, 2009). The
success of health care brings new challenges in caring for an aging society. High-quality
healthcare for these older adults depends on a sufficient cadre of clinicians and researchers
trained to address the unique needs and issues of older patients. Unfortunately, the number of
healthcare professionals and scientists who are prepared to work with older adults is
inadequate, and the prospects look even more dim for the future. A recent Institute of Medicine
(2008) report identified an impending workforce crisis, where the supply of health care providers
is inadequate to meet the growing health and psychosocial needs of the aging population.

One key element of competent care for older adults (e.g., “geriatric care”) is an ability to
work with the multiple healthcare disciplines who are needed to provide holistic care. Older
adults have needs that cross physical, psychological, and social boundaries, and quality
healthcare must address the multifactorial nature of presenting symptoms and issues. A typical
older adult at a primary care visit is likely dealing with not only physical symptoms and multiple
medications, but also longstanding chronic illness, general frailty, and stress related to work,
housing, finances, and caregiving. To provide the support this kind of older adult needs to
remain healthy and productive, it takes a team of clinicians, each of whom brings unique
expertise to the enterprise.

Although interdisciplinary care is a foundation of geriatric care (Seigler, Hyer, Fulmer, &
Mezey, 1998), students in each discipline tend to be trained with little exposure to the theories,
methods, and techniques of other, complementary disciplines. Curriculum content and structure
follow disciplinary lines. Physicians interact with nurses with some frequency, but neither gets
much experience knowing how a social worker conceptualizes a patient’s situation or what
behavioral interventions a psychologist might be able to recommend. They, in turn, may know
little about the theories underlying occupational therapy interventions or how a chaplain
identifies important spiritual issues. Individually, they provide expert focused care;
collaboratively, they provide care that is greater than the sum of its parts.

Washington University has a number of nationally-recognized training programs for
graduate students in allied health fields. The University also has a tradition of training students
to conduct research and clinical work with older adults. Up to this point, however, there has been little training across schools, leaving students isolated in their own disciplines when the patients with whom they work need collaborative care. Students also have not had the benefit of learning about the research methods and empirical approaches unique to other disciplines. Training in interdisciplinary care is critical for successful treatment and innovative research in geriatrics, but no such training exists at Washington University, despite many successful cross-disciplinary research collaborations. To address this shortfall, in this course we propose to bring together students across schools and disciplines who are training to work with older adults. We plan to expose these students to the theories and methods typical of each discipline while promoting a model of interdisciplinary care that is essential in high-quality geriatric care.

**Curricular Approach**

We are planning a 3-credit graduate level course for 20-30 students interested in clinical or research careers in aging. The course will be open to graduate students across the University and will offer didactic and field activities from an interdisciplinary team of faculty and community agency leaders. Students will emerge from the course with knowledge about the clinical and research approaches used by an array of disciplines and with an appreciation of how to work effectively in a geriatric health care team. In the process, course faculty will have new opportunities to foster further research and teaching collaborations. In preparing the course, we will capitalize on the infrastructure provided by the Harvey A. Friedman Center for Aging and the strong history of training students in aging issues at the Brown School, the Department of Psychology, and the Program in Occupational Therapy. This course will advance the teaching mission of the Center for Aging and will contribute substantially to the workforce needs of a growing aging population.

There is a rich literature on interdisciplinary healthcare teams and on team training for practitioners (e.g., Lavin, Ruebling, Banks, et al., 2001; Mellor, 2006). We propose to base our course content on the Basic Model of Integrated, Interdisciplinary Health Care developed for geriatric care by the American Psychology Association (2007). The model is characterized by a high degree of collaboration among various health professionals who work independently then together to produce a biopsychosocial assessment and treatment plan (see Figure 1 on the next page). Further, diversity issues are central, as the team is trained to recognize aspects of difference (e.g., cultural, ethnic, racial, language, sexual orientation, class status, etc.) that are important for patient-centered care. With the assistance of an advisory committee and key informants, we will apply this model as we develop our course.

Our didactic approach is also informed by the literature on interdisciplinary practice, in particular, the work of Lary et al. (1997) that encourages team members from different disciplines to work together on collaborative assessment and treatment planning. As outlined below, students will participate in a series of stepped activities throughout the semester to expand their interdisciplinary skills. Further, we will use an approach recommended by Lough et al. (1996) and Edwards and Smith (1998) wherein community engagement is a key factor as students meet with practitioners in the health and social service settings where clinical care is provided.
Figure 1. Basic Model of Integrated, Interdisciplinary Health Care

Assessment by each professional's scope of practice

Medicine (Geriatrics and other specialties) Nursing
Psychology
Physical, Occupational and Speech Therapy
Social Work

Treatment plan coordination with team
Multidisciplinary care plan developed
Comprehensive "Bio-psycho-social" plan results

Treatment carried out by each individual professional across a continuum of care

Hospital
Skilled Nursing Facility
Outpatient Rehabilitation
Community
Home based care

Note. "Integrated health care is also often referred to as interdisciplinary health care or interprofessional health care. This approach to care is characterized by a high degree of collaboration across the various health professionals serving patients in assessment, treatment planning, treatment implementation, and outcome evaluation." (APA, 2008)

Target Students

This course is designed for (but not limited to) graduate students in the following schools and/or programs:

- George Warren Brown School of Social Work and Public Health
- Population Health Science
- Medical Anthropology
- Public Health
- Business (MBA Concentration; Business of Health Care)
- Department of Psychology Clinical Psychology program
- Program in Occupational Therapy
- Program in Physical Therapy
- Medical students with interest in Geriatrics, Geriatric Psychiatry, Emergency Medicine, Neurology, and other specialties

We plan to offer this course once during each academic year, and we anticipate an enrollment of 20-30 students. (If enrollment exceeds 30 in the first year, we will consider modification of the course to include sections in subsequent years.) This enrollment projection
reflects, at a minimum, potential in the schools/departments of the three course preceptors. At the Brown School, MSW students in two fields of concentration (health and gerontology) will find the course directly relevant and their current curricula have flexibility for electives. Further, the new public health curriculum at the Brown School requires electives, and many public health students have clinical interests. In Psychology, students in the Clinical Geropsychology program could take this course as a complement to a two-course sequence focused on clinical work with older adults (i.e., Psychological Assessment with Older Adults, Psychological Interventions with Older Adults). Occupational Therapy students may take this course as part of their area of specialization in aging. Students who are enrolled in the Rehabilitation and Participation Science, Master of Science in Occupational Therapy and Occupational Therapy Doctoral program also would be eligible to take this course.

**Course Aims**

1. Familiarize students with discipline-specific theories and methods of assessment and treatment when working with older adults.

2. Expose students to discipline-specific theories and methods used in research with older adults.

3. Teach students principles associated with interdisciplinary geriatric healthcare teams.

4. Improve interdisciplinary communication regarding older adults through increased understanding of discipline-specific language and perspectives.

5. Increase skills in completing interdisciplinary assessments and treatment plans.

To accomplish these aims we are planning a 15-week course that will include both didactic seminars and field activities. The seminars will be led by professionals from a range of disciplines, each of which addresses the needs of older adults in its clinical work and research. The seminars will include a review of key theories and methods central to each discipline. Course readings and discussions will focus on how the discipline conceptualizes patient issues, formulates assessments, and designs and executes treatments. In class students also will be exposed to research methods commonly used in the discipline. Field activities will take students to the practice settings in which each discipline traditionally operates so they can observe the pragmatics of care delivery.

**Development of Course Materials**

**Advisory Committee.** Drs. Carpenter, Morrow-Howell, and Stark will form a working Advisory Committee composed of at least one graduate student from psychology, social work, and occupational therapy and at least one community practitioner from each of these three disciplines. We will meet at least monthly during the planning period (in the community, on the WU campus, or via Go-to-Meeting). Additionally, a physician, nurse, physical therapist, and
pharmacist will be identified as key informants who will consult on various key decisions and course activities. At the conclusion of the planning period, we will have a final syllabus, with selected readings for each session, and with a committed team of interdisciplinary health care providers who will provide classroom and field experiences.

**Video Learning Tools.** Videotape is an effective teaching approach to expose students to real team and patient interaction activities (Hyer et. al, 2004). In preparation for this course, we will prepare a set of videotapes that 1) demonstrate how team interactions can have an impact treatment outcomes, and 2) provide students with the opportunity to observe professionals conduct assessments and treatment planning sessions.

We will develop a set of video sessions for the course. To develop the videos we will convene our Advisory Committee and key informants in a series of planning sessions. Using the resources of that group, we will develop a set of learning objectives and domains of learning for each video. Next, a script of simulated healthcare interactions will be prepared and reviewed by the Advisory Committee to ensure that they address the learning objectives. Next, we will tape the segments and prepare a discussion guide for use in conjunction with the videos. Below are details about the two videos.

**Effective Interdisciplinary Teams.** This video will include segments that demonstrate interdisciplinary team interactions. We will develop a set of scenarios that demonstrate effective/ineffective team interactions and their potential consequences (e.g., the team discovers important information that would have been missed by a single professional, conflict reduces the effectiveness of the treatment plan). These scenarios will be tied to the course and learning objectives identified by the Advisory Committee.

**Patient Assessment.** This video will give students the opportunity to practice their assessment skills and tie their results to an interdisciplinary treatment plan. We will develop a standardized patient scenario and script based on a patient students are likely to encounter in their clinical practice. Scripts will be developed in which individual disciplines complete an assessment with the patient. Written reports from each discipline's perspective will be included in the discussion guide. Finally, a mock team meeting in which discussion the results of the individual assessments for the patient will be videotaped. This team meeting will demonstrate examples of effective team interactions.

The videos will be used in a capstone project for the course. Students will choose a professional role and observe the video of their chosen profession, writing their own draft assessment based on their observations. Next they will compare their assessment to the actual assessment provided in the discussion guide. Then, students will convene their own team meeting and develop a treatment plan based on what they have observed. Finally, students will review the video of the actual professional treatment team, comparing the student team with the actual team. Discussion of the interactions will be led by the course preceptors.
## Course Schedule

Below is a tentative course schedule, with potential instructors and field activities.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Potential instructors</th>
<th>Didactic session</th>
<th>Potential field activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Interdisciplinary Geriatric Care</td>
<td>Course Preceptors</td>
<td>Principles of geriatric care, interdisciplinary team dynamics</td>
<td>Interdisciplinary team videos</td>
</tr>
</tbody>
</table>
| 2 & 3| Medicine                                    | David Carr, MD
Ellen Binder, MD
Consuelo Wilkins, MD | Theories and research methods                     | Outpatient Geriatric Clinic, Inpatient skilled nursing facility |
| 4 & 5| Nursing                                     | Judy Smith, PhD
Jan Palmer, PhD | Theories and research methods                     | Clinical Simulation Institute at Goldfarb School of Nursing |
| 6    | Pharmacology, Speech & Language Therapy, Chaplaincy | Patrick Fontane, PhD
(St. Louis College of Pharmacy)
Travis Threats, PhD
(SLU))
Doug Brown, PhD | Theories and research methods                     | Panel presentation                                    |
| 7 & 8| Physical Therapy                           | Michael Mueller, PT, PhD                           | Theories and research methods                             | Observation in the Applied Biomechanics Laboratory at WUSM |
| 9 & 10| Occupational Therapy                       | Susy Stark, PhD                                   | Theories and research methods                             | Visits/interviews in the homes of community dwelling older adult research participants with chronic conditions |
| 11 & 12| Psychology                                | Brian Carpenter, PhD                              | Theories and research methods                             | Observe mock assessment session; review videotapes of psychotherapy sessions |
| 13 & 14| Social Work                                | Nancy Morrow-Howell, PhD                          | Theories and research methods                             | Interviews with older adults in day care, senior centers, and other settings. Observe in-home assessments with Missouri State Unit on Aging |
| 15   | Conclusion & Assessment                    | Course Preceptors                                | Group presentations on assessment/treatment planning       | No field activity                                |
Assessment Plan

Faculty assessment. Each faculty preceptor (Carpenter, Morrow-Howell, Stark) will complete an independent, written evaluation of course structure and content. The evaluations will be pooled into a summary document listing recommendations for future offerings of the course.

Impact statement. This summary document will include the following:

- enrollment figures, by school;
- quantitative ratings and qualitative comments from student evaluations;
- test results gauging student learning;
- quantitative ratings and qualitative comments from each discipline-specific instructor;
- a jointly-authored conference presentation and manuscript describing course development and execution.

Project Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Apr '11</th>
<th>May '11</th>
<th>Jun '11</th>
<th>Jul '11</th>
<th>Aug '11</th>
<th>Sep '11</th>
<th>Oct '11</th>
<th>Nov '11</th>
<th>Dec '11</th>
<th>Jan '12</th>
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<tr>
<td>Award announcement</td>
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<tr>
<td>Develop syllabus</td>
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<tr>
<td>Identify disciplinary speakers</td>
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<td>Identify and schedule field activity sites</td>
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<td>Produce training videos</td>
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<tr>
<td>Develop course reading packet</td>
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<tr>
<td>Create mechanisms for feedback and assessment</td>
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<tr>
<td>Course begins</td>
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<td>Course is evaluated and improved</td>
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<td>Dissemination via conference presentation and manuscripts</td>
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Proposed Budget

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<th>Item</th>
<th>Justification</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Course planning stipend</td>
<td>Support for course preceptors (Carpenter, Morrow-Howell, &amp; Stark) during course development</td>
<td>$15,000</td>
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<tr>
<td>Development of video teaching materials</td>
<td>For use in class to demonstrate interdisciplinary team dynamics, assessment and treatments</td>
<td>$10,000</td>
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<td>Graduate Student Teaching Assistants</td>
<td>Three graduate students (1 each from Psychology, Social Work, &amp; OT)</td>
<td>$9,000</td>
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<td>Transportation</td>
<td>Van to/from field activities</td>
<td>$800</td>
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<tr>
<td>Course materials</td>
<td>Printing, copying</td>
<td>$200</td>
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<td>Advisory Committee meeting expenses</td>
<td>Parking expenses, breakfast or lunch meetings</td>
<td>$400</td>
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<td>Honorarium for lecturers</td>
<td>A modest honorarium will be provided to each lecturer</td>
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<td>Course sustainability</td>
<td>Transportation, course materials and honorarium costs will be held in reserve for future (4) years of the course.</td>
<td>$3,600</td>
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<td>Offset</td>
<td>Remaining funds directed to schools for offsetting course relief</td>
<td>$10,200</td>
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<td>TOTAL</td>
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<td>$50,000</td>
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</table>

References


BRIAN D. CARPENTER, Ph.D.
[updated August 5, 2010]

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Campus Box 1125
Washington University
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e-mail: bcarpenter@wustl.edu

Home contact:
6515 Wydown Blvd.
Campus Box 20021
St. Louis, MO 63105
(314) 726-1789
MO Clinical Psychologist
License #: 2000166306

ACADEMIC APPOINTMENTS

The Pennsylvania State University
Adjunct Faculty

Washington University in St. Louis
Associate Professor

EDUCATION

Williams College
B.A. cum laude, Psychology & English
1982 - 1986

Case Western Reserve University
Ph.D., Clinical Psychology
Dissertation Chair: Milton E. Strauss, Ph.D.
Title: Attachment and Adult Child–Older Parent Caregiving
1991 - 1997

New Orleans VA Medical Center
Predoctoral Intern
1996 - 1997

Philadelphia Geriatric Center
Postdoctoral Fellow
Training Director: Holly Ruckdeschel, Ph.D.
1997 - 1998

University of Pennsylvania
NRSA Postdoctoral Fellow
Principal Investigators: Ira Katz, M.D., and M. Powell Lawton, Ph.D.
1998 - 2000

Portland Veterans Affairs Medical Center
Interdisciplinary Postdoctoral Fellow in Palliative Care
Supervisors: Elizabeth Goy, Ph.D., and Linda Ganzini, M.D.
2008 - 2009
AWARDS AND HONORS

- National Merit Corporate Scholarship Recipient 1982 - 1986
- Graduate Dean’s Instructional Excellence Award 1994
- American Psychological Association Division 20/Retirement Research Fund Graduate Research Proposal Award 1996
- Marie Haug Student Award of the University Center on Aging and Health, 1997
- American Psychological Association Division 12/Section II Student Research Award 1997
- NIH National Research Service Award 1998 - 2000
- Washington University Kemper Grant for Teaching Enhancement 2001
- Brookdale National Fellowship 2002 - 2004
- NIMH Advanced Research Institute in Geriatric Mental Health Scholar 2004 - 2006
- Outstanding Teaching Award, Department of Psychology, Wash U 2008

FUNDED RESEARCH GRANTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Role</th>
<th>Agency</th>
<th>Amount</th>
<th>Period</th>
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<tr>
<td>Attachment bonds between adult daughters and their older mothers: Associations with different types of caregiving</td>
<td>Principal Investigator</td>
<td>Retirement Research Foundation</td>
<td>$2,000</td>
<td>1996 - 1997</td>
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<td>Preferences for everyday living: Developing an instrument to inventory lifestyle choices</td>
<td>Consultant PI: Kimberly Van Haitsma</td>
<td>Fan Fox &amp; Leslie R. Samuels Foundation</td>
<td>$271,227</td>
<td>5/15/98 - 6/14/00</td>
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<td>Depression in dementia: A pilot project to develop a psychotherapeutic approach for persons residing in the nursing home</td>
<td>Project Director PI: Kimberly Van Haitsma</td>
<td>Intervention Research Center, NIH/NIMH/Univ. of Pennsylvania, Ira Katz, PI</td>
<td>$15,000</td>
<td>9/1/98 - 8/30/00</td>
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<td>Intergenerational awareness of psychosocial preferences</td>
<td>Principal Investigator</td>
<td>Fan Fox &amp; Leslie R. Samuels Foundation</td>
<td>$49,000</td>
<td>4/1/99 - 12/31/00</td>
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<td>Treatment of depression after coronary bypass surgery</td>
<td>Consultant PI: Ken Freedland</td>
<td>National Institutes of Health</td>
<td>$465,153</td>
<td>4/1/01 - 3/31/05</td>
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<tr>
<td>Treatment manual for a psychotherapy for long-term care residents with depression and dementia</td>
<td>Co-Principal Investigator</td>
<td>Veteran’s Administration Mental Illness Research, Education and Clinical Centers</td>
<td>$4,020</td>
<td>7/1/01 - 6/30/02</td>
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<td>Patient-valued outcomes:</td>
<td>Principal</td>
<td>Washington University Alzheimer's Disease Research Center / NIA</td>
<td>$26,750</td>
<td>5/1/01 - 4/30/02</td>
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<td>Concordance within families</td>
<td>Investigator</td>
<td>American Psychological Foundation</td>
<td>$4,899</td>
<td>3/1/02 - 4/30/03</td>
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<td>Family dynamics among in-laws: Integration, expectations, and well-being</td>
<td>Principal</td>
<td>Brookdale Foundation</td>
<td>$105,000</td>
<td>3/1/02 - 5/1/02</td>
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<td>Principal Investigator</td>
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<td>Administration on Aging</td>
<td>$56,428</td>
<td>8/1/02 - 10/30/03</td>
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<td>Improving family communication about services</td>
<td>Principal Investigator</td>
<td>Washington University Center for the Study of Human Values</td>
<td>$1,050</td>
<td>9/02 - 4/03</td>
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<td>Ethical facets of decision making within families</td>
<td>Coordinator</td>
<td>University of Missouri Advisory Board of the Alzheimer's Disease and Related Disorders Research Program</td>
<td>$30,000</td>
<td>4/1/03 - 3/31/04</td>
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<td>Patient-valued preferences: Examining agreement within families</td>
<td>Principal Investigator</td>
<td>Washington University Center for Aging Research Development Grant</td>
<td>$1,972</td>
<td>5/1/03 - 4/30/04</td>
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<td>Promoting social contact among older adults: A comparison of methods</td>
<td>Principal Investigator</td>
<td>Washington University Diabetes Education &amp; Training Center</td>
<td>$4,190</td>
<td>10/1/03 - 12/31/03</td>
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<td>The social dynamics of diabetes management</td>
<td>Co-Principal</td>
<td>Washington University Alzheimer's Disease Research Program</td>
<td>$30,000</td>
<td>3/1/04 - 2/29/05</td>
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<td>Effects of Alzheimer's disease disclosure</td>
<td>Co-Principal</td>
<td>University of Missouri Advisory Board of the Alzheimer's Disease and Related Disorders Research Program</td>
<td>$30,000</td>
<td>3/1/04 - 2/29/05</td>
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<td>Improving communication among older parents and their adult children</td>
<td>Principal Investigator</td>
<td>Washington University Faculty Research Grants</td>
<td>$4,480</td>
<td>2/1/05 - 9/1/05</td>
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<td>Developing a research agenda for end-of-life care</td>
<td>Principal Investigator</td>
<td>Washington University Center for Programs</td>
<td>$7,500</td>
<td>12/1/07 - 11/30/08</td>
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<td>Disclosing a dementia diagnosis: Analysis of a triadic healthcare encounter</td>
<td>Principal Investigator</td>
<td>National Institute on Aging</td>
<td>$79,164</td>
<td>6/1/09 - 5/31/11</td>
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<td>Lifespan legacy videos: Students documenting the lives of older adults in St. Louis nursing homes</td>
<td>Principal Investigator</td>
<td>Gephart Institute for Public Service, Washington University</td>
<td>$1,996</td>
<td>1/1/11 - 5/1/11</td>
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<td>Managing multiple identities: Improving awareness and the campus climate for faculty and staff</td>
<td>Principal Investigator</td>
<td>Washington University Coordinating Council for Diversity Initiatives</td>
<td>$15,000</td>
<td>1/1/10 - 12/31/10</td>
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<td>Maturity and its muse: A study of visual artists in St. Louis over age 70</td>
<td>Principal Investigator</td>
<td>Missouri Arts Council</td>
<td>$1,985</td>
<td>8/1/10 - 4/30/11</td>
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**PEER-REVIELED PUBLICATIONS**

* Underlined names are students.


Alzheimer's Disease, 12, 258-271.


**OTHER PUBLICATIONS**


**PRESENTATIONS**


Carpenter, B. (November, 2007). Stress management for long-term care employees. Little Sisters of the Poor Nursing Home, St. Louis, MO.

Carpenter, B. (June, 2008). Professional-personal boundaries in hospice care. Professional staff in-service conducted for the Visiting Nurse Association Hospice, St. Louis, MO.


Carpenter, B. (February, 2009). Disclosing a dementia diagnosis: How it’s done and what it does. Institute on Aging, Portland State University, Portland, OR.

Carpenter, B. (May, 2009). Disclosing a diagnosis of dementia: What providers do and how people react. Alzheimer’s Disease Center, Oregon Health and Science University, Portland, OR.

Carpenter, B. (May, 2009). Healthcare communication: Clinical issues, research opportunities, and one example. Clinical Intern and Postdoctoral Fellow Didactic Seminars, Portland Veterans Affairs Medical Center, Portland, OR.


Carpenter, B.D. (April, 2010). Mental health at the end of life: Its essential role in living and dying. Columbia Veterans Affairs Medical Center Palliative Care Grand Rounds, Columbia, MO.

PROFESSIONAL EXPERIENCE

Teaching
Introduction to Psychology
Johns Hopkins University, Center for Talented Youth (1994, 1995)
The Pennsylvania State University (1998, 1999)
Washington University (2005, 2007)
Social Gerontology
The Pennsylvania State University (2000)
Introduction to Psychological Treatments
Washington University (2005-2009)
Assessment with Older Adults
Intervention with Older Adults
Living, Dying, & Death
Washington University (2010)
Introduction to Clinical Psychology
Washington University (2002)
The Psychology of Death and Dying
Case Western Reserve University (1994)
Abnormal Psychology
Case Western Reserve University (1992)
The Pennsylvania State University (1999)

Student supervision

Graduate students
Sarah Zoller primary research mentor 2009-
Erin Sakai primary research mentor 2008-
Alexandra Zaleta primary research mentor 2007-
Elizabeth Mulligan primary research mentor 2005-
Emily Porensky primary research mentor 2004-
Erik Shumaker subject matter committee 2009
Ben Anderson dissertation committee 2009-
Chris Davoli dissertation committee 2009-2010
Veronica Shead subject matter and dissertation committees 2006-2010
Jamie Manwaring dissertation committee 2005-2009
Wingyun Mak primary research mentor 2004-2009
Pat Brown subject matter and dissertation committees 2006-2009
Steve Balsis primary research mentor 2001-2009
Jeanne Gabriele dissertation chair, subject matter committee 2005-2008
Denise Zona dissertation committee, subject matter comm. 2005-2008
Sharon Bowland Social Work, dissertation committee 2005-2008
Song-Jee Hong Social Work, dissertation committee 2007-2008
Monica Lee  primary research mentor  2004-2007
Mi Jin Lee Social Work, dissertation committee  2004-2005
Joseph Pickard  Social work, dissertation committee  2003-2004
Rachel Wells  dissertation and subject matter committees  2002-2004
Jennifer Burbridge  dissertation committee  2002-2003
Rachael Ragsdale  primary research mentor  2001-2004
David Johnson  dissertation committee  2000-2003
Amie Braman  dissertation committee  2001-2002
Philip Rozario  Social Work, dissertation committee  2001-2002
Ann Pearman  subject matter committee  2001
Lori Veiel  subject matter committee  2000

Undergraduate students

Laura April  independent study  2010
Alissa Rotblatt  independent study  2009
Namratha Reddy  independent study  2009
Marissa Astor  independent study  2009
Laura Hawkes  independent study  2008-2009
D'Andrala Alexander  independent study  2008-2009
Hilary Meyer  independent study  2008
Danny Kaiserman  independent study  2007-2008
Glenn Kunkes  independent study  2007-2008
Courtney Miller  independent study  2007-2008
Jennifer Logan  independent study  2007
Kyle McGarty  independent study  2007
Andy Shields  independent study  2007
Emily Fridman  independent study  2006
Bennet Goldstein  independent study  2006
Angel Mehta  independent study  2006-2007
Steve Swartz  thesis advisor  2006
Rachel Tepper  independent study  2006
Maura Linzer  thesis committee  2005
Bianca Ummat  independent study  2006
Rachel Tepper  independent study  2006
Ashley Johnson  independent study  2005
Cody Elam  independent study  2005
Kendall Smith  independent study  2005
Lindsay Rhodes  research assistant  2005
Michele Fontaine  research assistant  2005
Miriam Ostrov  independent study  2004-2005
Peter Osthus  independent study  2004
Shaun English UMSL independent study  2004
Sara Cherney  independent study  2004
Mike Packer  independent study  2003-2004
Christina Banister  independent study  2003-2004
Brian Shier  independent study  2003-2004
Suzy Digby  independent study  2003
Keren Levahot  independent study  2002-2003
Matthew Hu  independent study  2002
Patrick Lewis  independent study  2002
Jessie Wetherbe  independent study  2002
Cara Shugoll  independent study  2003
Deepthi Ramakrishna  independent study  2003
Blake Westra  independent study  2003
Chesney Fowler  independent study  2003
Terra Rea  independent study  2002
Stefi Kaplan  independent study  2002
Brent Dolezalek  independent study  2001
Erin Podolny  independent study  2001
Jeffrey Fields  independent study  2001
Ben Finder  independent study  2001
Sarah Buday  independent study  2001
Elizabeth Pund  independent study  2001

Administrative
2010 to present  Faculty Fellow  Washington University Residential Life
2009 to present  Chair  Provost’s Exit Interview Committee
2009 to present  Member  Provost’s Diversity Committee
2007 to present  Member  Washington University GLBT Advisory Board
2009 to present  Representative  Section II (Clinical Geropsychology) representative to APA Division 12 (Clinical)
2007 to present  Member  Continuing Education Committee, APA Division 20
2006 to present  Coordinator  Undergraduate Internships, Psychology Department
2006 to present  Faculty Rep.  University Committee on Alcohol
2002 to present  Psychology Rep.  Washington University Admissions Office
2001 to present  Member  Undergraduate Studies Committee, Psychology Department, Washington University
2001 to present  Member  Alzheimer’s Disease Research Center, Education Committee, Washington University
2009 to 2010  Member  GLBT Coordinator Search Committee
2007 to 2009  Panel Member  American Bar Association and American Psychological Association Capacity Assessment of Older Adults Project
2005 to 2009  Member  Freshman Reading Program Steering Committee
2006 to 2007  Member  Behavioral Minimal Risk Subcommittee, Washington University Institutional Review Board
2002-04, 2005-10  Faculty Associate  Residential Life, Washington University
2002 to 2006  Faculty Advisor  Mental Health Outreach Program, Washington Univ.
2003-2005  Participant  Freshman Orientation Faculty Perspectives program
2001 to 2002  Member  Center for Mental Health Services Research Ethno-Cultural Work Group, George Warren Brown School of Social Work, Washington University
1998  Academic Dean  Johns Hopkins University, Center for Talented Youth
1997  Selection  New Orleans VA Medical Center Psychology Internship Program, New Orleans, LA
1996  Faculty representative  Department of Psychology, Case Western Reserve University, Cleveland, OH

Memberships
American Psychological Society
American Psychological Association
Division 12, Section II, Clinical Geropsychology
Division 20, Adult Development and Aging
Gerontological Society of America
Behavioral and Social Sciences Section
John D. & Catherine T. MacArthur Foundation Research Network
on Successful Midlife Development

Invited lectures

<table>
<thead>
<tr>
<th>Year</th>
<th>Topic</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>1990</td>
<td>Ethics and dementia</td>
<td>Boston University, Boston, MA</td>
</tr>
<tr>
<td>1993</td>
<td>Depression in older adults</td>
<td>Cleveland State University, Cleveland, OH</td>
</tr>
<tr>
<td>1994</td>
<td>Psychopathology and developmental disabilities</td>
<td>Koinonia Homes, Cleveland, OH</td>
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<tr>
<td>1995</td>
<td>Recognizing and treating personality disorders</td>
<td>Koinonia Homes, Cleveland, OH</td>
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<tr>
<td>1995</td>
<td>Coping with depression</td>
<td>Montefiore Nursing Home, Cleveland, OH</td>
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<td>1999</td>
<td>Mental health issues in AD</td>
<td>Eastern PA Alzheimer’s Association</td>
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<tr>
<td>2000</td>
<td>Coping with stress</td>
<td>Jewish Community Center, St. Louis, MO</td>
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<tr>
<td>2001</td>
<td>Beating the blues</td>
<td>Jewish Community Center, St. Louis, MO</td>
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<tr>
<td>2002</td>
<td>What would your mom want?: Research on late-life family dynamics</td>
<td>Washington University Behavioral Health Seminar</td>
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<tr>
<td>2002</td>
<td>Healthy family relationships: Balancing independence and intimacy</td>
<td>Lifelong Learning Institute, Washington University, St. Louis</td>
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<td>2002</td>
<td>Understanding relocation and the long-term care system</td>
<td>Visiting Nurse Association Hospice, St. Louis, MO</td>
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<tr>
<td>2002</td>
<td>A systems approach to supporting residents in long-term care</td>
<td>Visiting Nurse Association Hospice, St. Louis, MO</td>
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<tr>
<td>2003</td>
<td>Father knows best (unless I know better): Older parents and their children face the challenges of aging</td>
<td>Washington University Development Office Alumni Salon, Bala Cynwyd, PA</td>
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<tr>
<td>2003</td>
<td>A research program on lifespan family dynamics</td>
<td>Williams College, Williamstown, MA</td>
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<td>Year</td>
<td>Event Description</td>
<td>Location/Event Details</td>
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<tr>
<td>2004</td>
<td>Father knows best (unless I know better): Older parents and their children face the challenges of aging</td>
<td>Washington University Century Club lecture</td>
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<tr>
<td>2004</td>
<td>Healthy family relationships: Balancing closeness &amp; independence</td>
<td>St. Louis Jewish Community Center</td>
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<tr>
<td>2004</td>
<td>Family dynamics in the exam room and beyond</td>
<td>Washington University Geriatrics Seminar Series</td>
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<tr>
<td>2004</td>
<td>Responding to the needs of an aging workforce.</td>
<td>Magellan Health Services Customer Education Conference</td>
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<td>2005</td>
<td>Communicating with health care professionals</td>
<td>Wash U. Alzheimer’s Disease Research Center (education program for caregivers)</td>
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<tr>
<td>2005</td>
<td>Breaking the silence with your parents</td>
<td>5th/3rd Bank and Gallop, Johnson, &amp; Neuman client seminar</td>
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<tr>
<td>2006</td>
<td>Research on late-life family dynamics</td>
<td>Haverford College, Haverford, PA</td>
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<td>2008</td>
<td>Giving a dementia diagnosis to families</td>
<td>Minneapolis Veterans Affairs Medical Center, Dementia Demonstration Project, Minneapolis, MN</td>
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<tr>
<td>2008</td>
<td>Welcome address to January Scholars</td>
<td>Washington University</td>
</tr>
<tr>
<td>2008</td>
<td>Plenary address to Junior Jumpstart</td>
<td>Washington University</td>
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<tr>
<td>2009</td>
<td>Giving a dementia diagnosis to families: A (short-term) longitudinal perspective.</td>
<td>Mild Cognitive Impairment Symposium, Mt. Sinai Medical Center, Miami, FL</td>
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<tr>
<td>2009</td>
<td>To tell or not to tell: Reaction to a dementia diagnosis</td>
<td>Issues in Aging Conference, Wayne State University, Detroit, MI</td>
</tr>
<tr>
<td>2009</td>
<td>What would your mother want: Helping families prepare for the challenges of aging</td>
<td>Washington University Alumni &amp; Development salon, Portland, OR</td>
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<td>2009</td>
<td>Telling someone they have dementia: What physicians do and how people react</td>
<td>Brookdale Foundation Respite Conference, St. Louis, MO</td>
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<tr>
<td>2010</td>
<td>Welcome address to January Scholars</td>
<td>Washington University</td>
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<tr>
<td>2010</td>
<td>Making the most out of your relationships with faculty.</td>
<td>Washington University January Scholars program</td>
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<tr>
<td>2010</td>
<td>Communicating your wishes to family</td>
<td>Jewish Community Center Naturally-Occurring Retirement Community lecture series, Creve Coeur, MO</td>
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<td>2010</td>
<td>Considering counseling</td>
<td>Aphasia – The Insider’s Connection Conference, Barnes Jewish Extended Care</td>
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<td></td>
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<td>Aphasia Conversation Connection, St. Louis</td>
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</tbody>
</table>
Review activities

Psychology and Aging
Journal of Abnormal Psychology
Journals of Gerontology
Journal of Marriage and Family
Family Relations
Alzheimer's Disease & Associated Disorders
International Journal of Aging & Human Development
International Journal of Behavioral Development
Psychosomatic Medicine
Psychological Assessment
Psych-Oncology
Research in Aging
Gerontological Society of America, Behavioral and Social Sciences section
American Psychological Association, Division 20, Adult Development and Aging
Washington University Alzheimer's Disease Research Center

COMMUNITY SERVICE ACTIVITIES

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Organization</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>1992 - 1996</td>
<td>Volunteer therapist</td>
<td>The Free Clinic of Greater Cleveland</td>
<td>Cleveland, OH</td>
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<tr>
<td>1998 - 1999</td>
<td>Volunteer</td>
<td>Little Brothers / Friends of the Elderly</td>
<td>Philadelphia, PA</td>
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<td>1999 - 2000</td>
<td>Volunteer</td>
<td>CommuniCare Elder Services</td>
<td>Philadelphia, PA</td>
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<tr>
<td>2001 - 2003</td>
<td>Speaker’s Bureau</td>
<td>Visiting Nurse Association Hospice</td>
<td>St. Louis, MO</td>
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<td>2003 - present</td>
<td>Volunteer</td>
<td>Visiting Nurse Association Hospice</td>
<td>St. Louis, MO</td>
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<tr>
<td>2010 - present</td>
<td>Volunteer</td>
<td>BJC Home Care and Hospice</td>
<td>St. Louis, MO</td>
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</table>

CLINICAL TRAINING & ACTIVITIES

<table>
<thead>
<tr>
<th>Year</th>
<th>Department</th>
<th>Organization</th>
<th>Placement Type</th>
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<tbody>
<tr>
<td>1992 - 1993</td>
<td>Psychology Department</td>
<td>Cleveland Psychiatric Institute</td>
<td>Assessment placement</td>
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<tr>
<td>1992 - 1993</td>
<td>Geriatric Psychiatry</td>
<td>University Hospitals of Cleveland</td>
<td>Independent study</td>
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<td>1993 - 1995</td>
<td>University Counseling Svs.</td>
<td>Case Western Reserve University</td>
<td>Psychotherapy placement</td>
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<td>1993 - 1996</td>
<td>HIV Early Intervention Prog.</td>
<td>The Free Clinic of Greater Cleveland</td>
<td>Volunteer psychotherapist</td>
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<td>1995 - 1996</td>
<td>Geriatric Psych. &amp; Geriatric Eval. &amp; Management</td>
<td>Cleveland Veterans Affairs Medical Center</td>
<td>Assessment and psychotherapy placement</td>
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<td>1996 - 1997</td>
<td>Psychology Service</td>
<td>New Orleans Veterans Affairs Medical Center</td>
<td>Psychology Intern</td>
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<tr>
<td>Years</td>
<td>Position</td>
<td>Institution</td>
<td>Role</td>
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<td>1997 - 1998</td>
<td>Psychology Department</td>
<td>Philadelphia Geriatric Center</td>
<td>Postdoctoral Fellow</td>
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<td>2008 - 2009</td>
<td>Psychology Service</td>
<td>Portland Veterans Affairs Medical Center</td>
<td>Interdisciplinary Fellow in Palliative Care</td>
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<td>2000 - present</td>
<td>Independent practice</td>
<td>St. Louis, MO</td>
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</tr>
</tbody>
</table>
Nancy Morrow-Howell, MSW, ACSW, PhD  
George Warren Brown School of Social Work  
Washington University  
St. Louis, Missouri

EDUCATION
1984 Ph.D. University of California, Berkeley  
1975 M.S.W. University of Kansas, Lawrence, Kansas  
1974 B.S.W. University of Kansas, Lawrence, Kansas

Academic Honors
2008 Outstanding Faculty Mentor Award, Washington University  
2007, '04, '02, '01 Special Recognition, Outstanding Mentoring, Washington University  
1999 Leadership Award, Association of Gerontology Education in Social Work  
1998 Fellow, Gerontological Society of America  
1997 Distinguished Faculty Award, Washington University  
1997 Distinguished Faculty, George Warren Brown School of Social Work  
1982 Advanced to Candidacy for Ph.D. with Honors  
1981-1982 Regent's Fellow at the University of California, Berkeley  
1973 Member of Mortar Board, University of Kansas  
1970-1973 Scholastic Scholarships, University of Kansas

Research Interests
Productive and civic engagement in late life  
Older adults and civic service  
Community services to older adults  
Mental health services to older adults

Teaching Interests
Gerontology  
Research methods

PROFESSIONAL EMPLOYMENT HISTORY
1987-present Faculty, George Warren Brown School of Social Work, Washington University  
Ralph and Muriel Pumphrey Professor of Social Work, 2004-present  
Chair, Ph.D. Program, 2000-2006  
Professor, 2002-present  
Associate Professor, 1993-2001  
Assistant Professor, 1987-1993

1984-1987 Adjunct Faculty, Department of Psychology, Maryville College, St. Louis

1976-1980 Clinical social worker, Crittenton Center, Psychiatric Treatment Facility, Kansas City, Missouri

1975-1976 Clinical social worker, Youth Center at Topeka, Kansas Juvenile Corrections, Topeka, Kansas
RESEARCH EXPERIENCE

2010-present  Co-Principal Investigator (with Michael Sherraden)
Assets and Aging: Planning grant
Atlantic Philanthropies, Direct Cost Awarded: $50,000

2006-2009  Co-Principal Investigator (with Enola Proctor)
Improving CLTC System Response to Late Life Depression
National Institutes of Mental Health. Direct Cost Awarded: $405,000

2005-present  Principal Investigator
Investigating the Impacts of Experience Corps
The Atlantic Philanthropies. Direct Cost Awarded: $2,000,000

2005-2007  Principal Investigator
Activity Portfolios: Engagement and Health in Later Life
Longer Life Foundation. Direct Cost Awarded: $67,923

2004-2006  Co-Principal Investigator (with Enola Proctor)
Improving Depression Treatment in the Missouri Delta
National Institute of Mental Health. Direct Cost Award: $70,000

2004-2006  Principal Investigator
Older Volunteers in Service to Society: Assessing Capacity for Productive Engagement
Metropolitan Life Foundation. Direct Cost Awarded: $126,000

2000-2006  Principal Investigator (with Enola Proctor)
Community Long Term Care Services and Outcomes
National Institute on Aging. Direct Cost Awarded: $1,159,689

2000-2002  Principal Investigator
Productive Engagement in Later Life: Effects on Well-being of Older Adults.
Longer Life Foundation. Direct Cost Awarded: $73,000

1999-2003  Co-Principal Investigator (with Letha Chadiha)
Service Use and Functioning among Rural/Urban African-American Caregivers.
National Institute on Aging. Direct Cost Awarded: $486,599

1998-1999  Principal Investigator
Productive Aging: Toward a Knowledge-Building Agenda.
National Institute on Aging. Direct Cost Awarded: $26,000.

1996-2002  Principal Investigator (with Enola Proctor)
Service Use of Depressed Elders after Acute Care.
National Institute of Mental Health. Direct Cost Awarded: $804,000

1994-1996  Grant writer and Research Consultant
Advancing and Evaluating Link-Plus: A program for elders at risk of suicide.
Retirement Research Foundation. $65,000 award to Life Crisis, Inc., St. Louis.

1994-1996  Investigator
Center for Mental Health Services Research, George Warren Brown School of Social Work, Washington University.
1993-1995  Co-Principal Investigator (with Enola Proctor and Letha Chadiha)
Post Hospital Care of African-American Elderly, 5R01H506406.
Agency for Health Care Policy and Research. Direct Cost Awarded: $127,303

1991-1993  Co-Principal Investigator (with Letha Chadiha)
Increasing the Awareness of Alzheimer's Disease and Assessing the Unmet
National Alzheimer's Association. Direct Cost Awarded: $24,948

1991-1993  Co-Principal Investigator (with Enola Proctor)
Elderly Patients Discharged Home: Impairment, Home Care Services, and
Community Maintenance.
American Heart Association.

1990-1993  Co-Principal Investigator (with Enola Proctor)
Adequacy of Home Care for Chronically Ill Elderly, 1RO1HS06406-01.
Agency for Health Care Policy and Research, Public Health Service,
Department of Health and Human Services.
Supplement received to investigate minority issues (with Letha Chadiha and
Enola Proctor).

1989-1990  Co-Principal Investigator (with Martha Ozawa)
Evaluation of the Older Volunteer Service Bank.
Contracted by Grace Hill Neighborhood Services to evaluate this program.
Robert Woods Johnson Foundation.

1987-1988  Co-Principal Investigator (with Enola Proctor)
Factors in Effective Discharge Planning, HS 05804-01.
National Center for Health Services Research-OASH, Public Health Service,
Department of Health and Human Services.

1987-1988  Co-Principal Investigator (with Enola Proctor)
Effective Discharge Planning Under the Medicare Prospective Payment System.
AARP Andrus Foundation.

1985-1986  Research Associate
Case Management Services by the Volunteer Elderly.
Funded by the Administration on Aging.
Principle Investigator: Martha Ozawa, Washington University.

1984-1985  Research Associate
Life Span Determinants of Economic Well-Being in Retirement.
Funded by AARP Andrus Foundation.
Principle Investigator: Joel Leon, Washington University.

1980-1984  Research Associate
Evaluation Unit of the Multipurpose Senior Services Project, State of
California, Berkeley, California.
Principle Investigator: Leonard Miller, University of California, Berkeley.

1978-1979  Principal Investigator
The Concept of the Treatment Oriented Group Home.
Funded by Kansas City Trust and Foundation.
PUBLICATIONS

Journal Articles


Spring, 63-67.


postdischarge care of elders hospitalized for major depression. *Psychiatric Services, 57*, 1446-1451.


Books


Book chapters, special issues, and encyclopedia entries


**Articles reprinted as book chapters**


**Manuscripts**


**SELECTED PRESENTATIONS, CONSULTATIONS, AND RELATED ACTIVITIES**

2010  Keynote speaker, Singer Institute, “Civic engagement in an aging society.” St. Louis, September.


2010  Appointed to the St. Louis County Executive’s Aging Initiatives Action Team (Charlie Dooley, County Executive).


2009  Symposium moderator and presenter at the Gerontological Society of America, “Building
the evidence base of Experience Corps.” Atlanta, November


2009 Instructor, New York Times Knowledge Network Course “Encore Careers in the Non-Profit Sector”


2009 Appointed member, Sloan Center on Aging and Work Strategy Council, Boston College.


2009 Invited participant. Research-agenda setting meeting on Encore Careers; sponsored by Civic Ventures and the Research Center for Leadership in Action at New York University, April.

2009 Keynote speaker, Sustainable communities for an ageing population, University of Otago, University of Auckland, New Zealand, March.


2008 Keynote speaker, Graduation, Center on Age and Community, University of Wisconsin, Milwaukee, May.


2006 Keynote address, NASW Missouri chapter. “Embracing diversity in geriatric social work.” St. Louis, October.

2006 Invited participant. Older adult civic engagement meeting, organized by the Atlantic Philanthropies, Tarrytown, NY, October.


2005 At large delegate to the 2005 White House Conference on Aging, Washington DC.

2005 Presentation at the Missouri Aging Summit, "Depression in Later Life." Lake of the Ozarks, Missouri, March.


2003 Presentation at “Youth versus Elder Service.” St. Louis, September.


2002 Keynote speaker at Florence Cellar conference, “Successful aging through the life span,” sponsored by the Center for Health and Aging, Case Western Reserve University, Cleveland, October

2002 Consultant to the Center for Health and Aging, Case Western Reserve University. Grantwriting workshop. Cleveland, September.


1999 Co-Principal Investigator on planning grant from Hartford Foundation to develop a model of field education for gerontological social work students.


1998 Organized and hosted scientific meeting, "Perspectives on productive aging". Washington University, December.


1997 Presentation at the International Conference on Depression in Primary Care. "Informal care to older adults hospitalized for depression." Washington, D.C., September.


1997  Presentation at One McKnight Place, a retirement community, as part of Washington University lecture series. “Depression in older adults.” St. Louis, Missouri, April.


1997  Keynote address at the 10th Annual Gerontology Workshop Series, “Issues in transition to dependence in later life.” Webster University, St. Louis, Missouri.


1996  Course taught for the Family Resource and Training Center, Treatment Evaluation, Singapore, May.


1996  Panel participant in Discharge Planning Criteria Conference, organized by the American Medical Association, February, Chicago.


1995  Consultant to OASIS, Inc., to design and supervise an evaluation of the impact of program participation.


1995  Paper presented at the Grand Round Series of the Department of Occupational Therapy, “Post-hospital needs and service arrangements for the elderly.” Washington University School of Medicine, St. Louis, Missouri, February.

1995  Invited participant (one of ten nationally selected educators) at the California Geriatric Education Center’s Forum on the Educational Response to Population Aging.


1993  Training workshop on “Systematic planned practice for social workers.” Minneapolis Regional Medical Center, Department of Veterans Affairs. Minneapolis, Minnesota, July.


1991 Workshop on "The adequacy of informal care for Medicare patients going home from the hospital." Missouri Hospital Association, Lake of the Ozarks, Missouri, November.

1991 Workshop on "Discharge planning in pediatric care." Children's Mercy Hospital, Kansas City, Missouri, July.


1991 Lecture entitled, "Evaluating volunteer programs for the elderly." University of Missouri, St. Louis, Missouri, February.


1990 Lecture entitled, "Ethical dilemmas in discharge planning." Research and Quality Assurance in Discharge Planning Conference, VA. Hospital, St. Louis, Missouri, June.


1990 Lecture entitled, "Networking on behalf of older adults." 4th Annual Gerontology Workshop, Webster University, St. Louis, Missouri, March.


through evidence: Documenting the process and impact of discharge planning." Chicago, Illinois, November.


1986 Research results presented at the Human Development Research and Demonstration Conference, Region VII. "Case management services by volunteer elderly." Kansas City, Missouri, July.


1982 Workshop leader on Job Burnout for Big Brothers, Sacramento, CA.


SERVICE

Service to the Community
2009-present OASIS Institute, Inc. Research Group
2008-present Advisory Committee, St. Louis Efforts for AIDS.
1990-present Quality Assurance Committee, Alzheimer's Association
2008-2009 Appointed by Mo. Governor to Single-Entry Point oversight committee
1995-2000 Advisory Committee to the Jewish Community Center's Adult Day Care
1994-2005 Advisory Board of the St. Louis Times, a magazine for older adults
1994-1998 The Pension Center Advisory Board, Older Women's League
1993-1995 Research Committee, Social Work Services, St. Louis VA Hospital
1991-1996 Life Crisis volunteer, developing Link-Plus program to serve the elderly
1989-1998 Advisory Committee on Guardianship and other Protective Services, Jewish Family & Children's Services
1988-1993 Advisory Committee on Service Credit Exchange System, Grace Hill Neighborhood Services, Inc.

Service to the School & University
2010-present Chair, Personnel Advisory Committee
2010-present Member, Washington University's Academic Freedom & Tenure
2007-present Coordinator of Gerontology Concentration, Brown School
2007-2009 Member, Washington University's Academic Freedom and Tenure
2006-2008  Member, Brown’s Economy Work Group
2006-2008  Washington University Human Subjects Committee
2003-2006  Member of Washington University’s committee to liaison with Missouri
           Foundation for Health
2001-2007  Chair, Pilot Project Committee, Washington University Center for Aging
2003-2005  Member, Graduate Council Executive Committee, Washington University
2000-2006  Chair, Ph.D. program
2000-2002  University Judicial Board (University)
1998-2000  Personnel Advisory Committee
1998-2003  Faculty Promotion Committee, Program on Occupational Therapy
1998-2003  Hilltop Committee on Research Integrity (University)
1997-2000  Administrative Committee of the Ph.D. Program
1994-1995  Uncapping Retirement Committee (University)
1994-1995  Personnel Advisory Committee
1993-1995  Administrative Committee for the Ph.D. Program
1993-1996  Honorary Degree Selection Committee (University)
1990-1994  Affirmative Action Committee
1987-1996  Coordinator of Gerontology Concentration
1987-1997  Curriculum Committee (Chair, 1993-1997)
1990-1992  Olin Fellowship Selection Committee
1988-1990  Personnel Advisory Committee
1987-1988  Practicum Advisory Committee

**Service to the Profession**

2009-present  Strategy Council Sloan Center for Work and Aging, Boston College
2008-present  Executive Committee and Editorial Board of the Journal of Gerontological
              Social Work
2008-present  Chair, SRPP section of the Gerontological Society of America
2000-present  Advisory Committee for the Hartford Doctoral Fellowship Program
1999-2010    National mentor for the Hartford Geriatric Social Work Scholars Program
1997-present  Editorial Board of *The Gerontologist.*
2006-2010    Editorial Board, *Journal of Gerontology: Social Sciences*
2007-2008    Advisory Committee, New York Academy of Medicine’s Social Work
              Leadership Institute’s Center on Aging Policy
2006-2008    Chair, Advisory Committee for American Society on Aging Civic
              Engagement Initiative
2004-2007    Member of Expert Workgroup, Civic Engagement in an older America,
              Gerontological Society of America
2003-2005    Social Research, Policy, and Practice Representative to the Publications
              Committee of the Gerontological Society of America
2002-2004    National Advisory Board for the Institute for Geriatric Social Work,
              Boston University in Geriatric Social Work
1993-2002    Executive Board of *Journal of Social Service Research*
2004-2007    Section Editor, Practice Concepts, *The Gerontologist*
1997-1999    Section Editor, Practice Concepts, *The Gerontologist*
1995-1999    Consulting Editor for *Social Work*
1994-1997    Board member, Association for Gerontology Education in Social Work
1994-1997    Chair or Co-chair of the Gerontology Symposium, Conference on Social
              Work Education
1992-1994    Vice President, Association for Gerontology Education in Social Work
Reviewer for the following journals:
Families in Society
Health and Social Work
Hong Kong Journal of Social Work
Journal of Gerontology: Social Sciences
Journal of Social Service Research
Medical Care
Research on Social Work Practice
Journal of Aging and Health
Journal of Applied Gerontology
Journal of Gerontological Social Work
Social Work
The Gerontologist

Professional Associations

Academy of Certified Social Workers
Association for Gerontology Education in Social Work
Council on Social Work Education
Gerontological Society of America
National Association of Social Workers

December, 2010
SUSAN LYNN STARK

Date    September 2010

1. Personal Information:
   a. Sex     Female
   b. Date of Birth  9/27/66
   c. Place of Birth  Flint, Michigan

2. Citizenship: USA

3. Address and Telephone Number:

   Washington University School of Medicine
   Program in Occupational Therapy
   4444 Forest Park
   Campus Box 8505
   St. Louis, Missouri  63108

   Phone:         314-286-1626
   Fax:           314-286-0631
   e-mail         starks@wusm.wustl.edu

4. Present Position:

   Assistant Professor of Occupational Therapy and Neurology

5. Education:

   Undergraduate
   1988    Bachelor of Science in Exercise and Health Science, Alma College,
           Alma, Michigan, cum laude

   Graduate
   1989    Master of Science in Occupational Therapy, Washington
           University School of Medicine, Program in Occupational Therapy,
           Saint Louis, Missouri

   1998    Ph.D., Environment and Behavior Science, University of Missouri,
           Columbia, Missouri
6. Academic Positions / Employment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
<th>Location</th>
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<tbody>
<tr>
<td>2005-present</td>
<td>Assistant Professor</td>
<td>Program in Occupational Therapy and Neurology</td>
<td>Washington University School of Medicine, St. Louis, Missouri</td>
</tr>
<tr>
<td>2005</td>
<td>Coordinator</td>
<td>Occupational Therapy Doctoral Program</td>
<td>Washington University School of Medicine, St. Louis, Missouri</td>
</tr>
<tr>
<td>1999-2005</td>
<td>Instructor</td>
<td>Program in Occupational Therapy</td>
<td>Washington University School of Medicine, St. Louis, Missouri</td>
</tr>
<tr>
<td>1997</td>
<td>Adjunct Faculty</td>
<td>Program in Occupational Therapy</td>
<td>Maryville College, St. Louis, Missouri</td>
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<td>1996</td>
<td>Occupational Therapist</td>
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<td>Child Haven, St. Louis, Missouri</td>
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<td>1996</td>
<td>Occupational Therapist</td>
<td>Home Care</td>
<td>Alexian Brothers Hospital, St. Louis, Missouri</td>
</tr>
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<td>1994-1996</td>
<td>Occupational Therapist</td>
<td></td>
<td>Edgewood School, Webster Groves, Missouri</td>
</tr>
<tr>
<td>1992-2005</td>
<td>Instructor</td>
<td>Program in Occupational Therapy</td>
<td>Washington University School of Medicine, St. Louis, Missouri</td>
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<tr>
<td>1991-1992</td>
<td>Lecturer</td>
<td>Program in Occupational Therapy</td>
<td>Washington University School of Medicine, St. Louis, Missouri</td>
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<tr>
<td>1990-1992</td>
<td>Senior Staff Occupational Therapist</td>
<td></td>
<td>Veterans Administration Medical Center, St. Louis, Missouri</td>
</tr>
<tr>
<td>1989-1990</td>
<td>Staff Occupational Therapist</td>
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<td>Veterans Administration Medical Center, St. Louis, Missouri</td>
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</table>
7. University and Hospital Appointments and Committees:

2008-present  Institute on Public Policy Faculty Member
2008-present  Institute of Clinical and Translational Sciences, Faculty Member
2007-present  Human Research Protection Office, IRB Committee Member
2005-present  Washington University Center on Aging Curriculum Committee
2005-2007  Occupational Therapy Doctoral Program Curriculum Committee, Program in Occupational Therapy, Committee Chair
2005-2007  Administrative Council, Washington University School of Medicine, Program in Occupational Therapy

8. Medical Licensure and Board Certification:

1989-2002  National Board of Occupational Therapy Certification
1999-2002  Missouri Board of Registration

9. Military Service: (optional)

N/A

10. Honors and Awards:

2010  The Arlene and Meyer Kopolow Award for excellence in Geriatrics, Psychiatry and Neurology
2006  Psi Theta Epsilon Honorary Member
2005  White House Conference on Aging Delegate
2005  Roster of Fellows, American Occupational Therapy Association
2004  Washington University Center for Aging, Proposal Development
Award

1998  Adeline Hoffman Scholarship Award, University of Missouri, Department of Human Environmental Science

1997  Phi Upsilon Omicron

1994  Presidents Committee on Employment of Persons with Disabilities

11. Editorial Responsibilities:

2010  Reviewer
      National Academies, Division of Behavioral and Social Sciences and Education Reports.

2009-present
      Reviewer
      European Journal of Aging

2009-present
      Reviewer
      Journal of the American Geriatrics Society

2008
      Reviewer
      Longer Life Foundation

2007-present
      Reviewer
      Disability and Rehabilitation

2005-present
      Reviewer
      Scandinavian Occupational Therapy Journal

2005
      Standing Committee Member
      National Institute of Disability and Rehabilitation Research

2005-2007
      Reviewer
      Gerontologist

      Editorial Board

2003
      Rosalynn Carter Institute for Human Development, Building Community Capacity

2002-present
      Reviewer
      Archives of Physical Medicine and Rehabilitation
Grant Reviewer
Prince Salman Center for Disability Research
2001-2003

Grant Reviewer
The Retirement Research Foundation
2000-2001

Editorial Board, Guest Reviewer
Occupational Therapy Journal of Research
2000-2007

Conference Reviewer
Environmental Design Research Association
2000

Reviewer
American Occupational Therapy Association Practice Guide
2000

Reviewer
American Occupational Therapy Association Home Modification Practice Guide
2000

Advisory Board
Psychosocial Occupational Therapy: A Clinical Practice
1998

12. Professional Societies and Organizations:

2009-present
Member
World Federation of Occupational Therapists

2001-2004
Member
American Public Health Association

2001-2004
Member
Disability Special Interest Group

2000-2004
Chairperson
Physical Environments and Aging Special Interest Group

1999-present
Member
American Occupational Therapy Association

1999-present
Representative
World Health Organization for the International Classification of
Functioning, Disability and Health

1998-2002 Member
Environmental Design Research Association

1998-present Member
Gerontological Society of America

1998-present Member
Physical Environments and Aging Special Interest Group

1996-1998 Member
ADA/Home Modification Consultant Network

1989-present Member
American Occupational Therapy Association

13. Major Invited Professorships and Lectureships:

1. Stark S., The International Classification of Functioning, Disability and Health in the United States, Tri-Service General hospital and National Defense Medical Center, First International Conference Taiwan ICF System Develop (2009)


14. Consulting Relationships and Board Memberships:

Consulting:

2009 Center for International Rehabilitation Research Information and Exchange, New York

2009 Sedgwick Claims Management Services, Inc, Missouri

2009 The Police Retirement Board of St. Louis, Missouri

2005 ProRehab, St. Louis, Missouri
<table>
<thead>
<tr>
<th>Year</th>
<th>Organization and Location</th>
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<tr>
<td>2002-2004</td>
<td>Boone County Group Homes and Family Support, Columbia, Missouri</td>
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<tr>
<td>2002</td>
<td>Extended Home Living Services, Chicago, Illinois</td>
</tr>
<tr>
<td>2002</td>
<td>Center for Universal Design, North Carolina</td>
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<tr>
<td>2000-2002</td>
<td>Doorways, St. Louis, Missouri</td>
</tr>
<tr>
<td>1997-1998</td>
<td>Boone County Group Homes, Columbia, Missouri</td>
</tr>
<tr>
<td>1997</td>
<td>Doorways, St. Louis, Missouri</td>
</tr>
<tr>
<td>1996-1998</td>
<td>St. Louis Zoological Park, St. Louis, Missouri</td>
</tr>
<tr>
<td>1994-1996</td>
<td>Metro Ministry, Shalom House, Homeless Shelter, St. Louis, Missouri</td>
</tr>
<tr>
<td>1995</td>
<td>Paraquad, Inc., St. Louis, Missouri</td>
</tr>
<tr>
<td>1995</td>
<td>St. Louis Bread Company, St. Louis, Missouri</td>
</tr>
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<td>1995</td>
<td>St. Louis Cooperative School District, St. Louis, Missouri</td>
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<tr>
<td>1994</td>
<td>Pattonville School District, St. Louis, Missouri</td>
</tr>
<tr>
<td>1993</td>
<td>Ladue School District, St. Louis, Missouri</td>
</tr>
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</table>

Board Memberships:

<table>
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<tr>
<th>Year</th>
<th>Organization and Location</th>
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<tbody>
<tr>
<td>2005-2007</td>
<td>Mayor’s Office on Disability Advisory Committee</td>
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<tr>
<td>2003-2005</td>
<td>Home Services, Inc. (Vice-president)</td>
</tr>
<tr>
<td>2000-2007</td>
<td>St. Louis Area Agency on Aging Advisory Committee</td>
</tr>
<tr>
<td>1998-present</td>
<td>Home Services, Inc.</td>
</tr>
<tr>
<td>1994-1995</td>
<td>Support Dogs Inc., St. Louis, Missouri</td>
</tr>
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<td>1990-1994</td>
<td>Access Resources of Missouri, St. Louis, Missouri</td>
</tr>
</tbody>
</table>
15. Research Support (role, title, duration, amount):

a. Governmental

2010-2011 
Pilot Principal Investigator, Risk of Falls in Preclinical Alzheimer's Disease: A Prospective Study, Alzheimer’s Disease Research Center grant, National Institutes of Aging, John Morris, PI, $2,903,793. NIA P50 AG05681-27

2010-2013 
Principal Investigator, The Effectiveness of a Fall Prevention Program, Housing and Urban Development, $599,937.

2007-2010 
Trainee, K-01, Centers for Disease Control and Prevention, Disability prevention for mobility impaired older adults, $450,000 1K01DD00033301

2007-2008 
Co-Investigator, Disability Business Technical Assistance Center, National Institute on Disability and Rehabilitation Research, J. de Jong, PI H133A060089

2006-2007 
Trainee, K-12 Multidisciplinary Clinical Research Training Program, National Institutes of Health, Victoria Fraser, PI, K12RR02324902

2002-2004 
Co-Investigator, Assistive technology in the community, National Institute on Disability and Rehabilitation Research, David Gray, PI, Total amount of award: $1,500,000 H133A010701

2002-2004 
Co-Investigator, Naturally occurring retirement communities, Administration on Aging/subcontract through Jewish Federation, John Morris, M.D., PI Total amount of award: $1,684,000 90AM2612

2000-2003 
Co-Investigator, Development of a community health environment checklist, Centers for Disease Control David Gray, PI Total amount of award: $960,000.00 R04/CCR718778

1997-2000 
Co-Principal Investigator, Development of an evaluation for environmental barriers which affect persons with mobility impairments, Centers for Disease Control, David Gray, PI Total amount of award: $1,160,000.00 R04/CCR713134
b. Non-governmental

2010-2012  Principal Investigator, The Effectiveness of a Fall Prevention Program, Barnes Hospital Foundation, $165,128.

2009-2011  Principal Investigator, Retirement Research Foundation, Does home modification improve activity levels for frail community dwelling older adults Grant #2008-271 Total amount of award: $116,300

2005-2006  Principal Investigator, Longer Life Foundation, Environmental features that influence social engagement of older adults residing in congregate living facilities grant #2005-002 Total amount of award: $5,000

2004      Principal Investigator, Jewish Federation, Longitudinal follow up home modification program in the NORC Total amount of award: $10,000

2002-2004  Principal Investigator, Family Caregiver Support Program Award # 02-606B Total amount of award: $10,830

2000-2003  Principal Investigator, Deans Fund, The impact of the removal of environmental barriers in the home Total amount of award: $45,000

2000-2001  Principal Investigator, Needs of the City of St. Louis residents who have disabilities, City of St. Louis Total amount of award: $40,000

16. Patents

N/A
17. Clinical Title and Responsibilities:

2005-2007    Interim Clinical Coordinator, Program in Occupational Therapy
2000-2005    Coordinator, In-Home Occupational Therapy Services Program

18. Teaching Title and Responsibilities:

Current Courses
M015162 Environments that Impact Participation in Daily Life
M01574D Applied Clinical Research III: Disability
M01750D Directed Practice Research: Social Participation
M01751D Directed Practice/Research Disability I
M01752D Directed Practice/Research Disability II
M01572D Applied Clinical Research I: Participation

Previous Courses
OT5833 Communications Skills for Mental Health Practice
(developer/course master)
OT5223 Health Conditions (developer/co-course master)
OT5301 Problem Based Learning Tutorial: Clinical Reasoning
(developer/course master)
OT5331 Innovative Practice Models in Home, Work, School and
Community (participation module leader)

Medical School Courses/Clinical Education
M25 507 Practice of Medicine (community discussant)
Intern Ambulatory Lecture Series (lecturer)

Masters Projects, Program in Occupational Therapy, Committee Chair: (selected)

Ashley Brock
Adherence to Home Modification Intervention, 2009-2010

Lauren Adams
Activity of Daily Living Performance Post Emergency Room Discharge, 2009-2010

Casey Green
Establishment of Baseline Activity Levels in Older Adults, 2008-2009

Morgan Rothenberger
Falls and Functional Status, 2008-2009

Bethany Burge
Using GPS to Evaluate Out-of-Home Participation of Older Adults, 2008-2009

Katherine Jenkins
Adapting the In-Home Occupational Performance Evaluation for Caregivers, 2008-2009

Erin Hanna
The effect of home modifications on mortality of community dwelling older adults, 2007-2008

Brian Yu
Evaluation of community based home modification intervention for older adults, 2007-2008

Emily Somerville
Interrater reliability of the IHOPE, 2006-2007

Trisha Ruby
How home modifications influence falls, 2005-2006

April Valle
Factors that influence home modifications, 2005-2006

Kathleen Bowman
The receptivity of religious buildings, 2004-2005, chair

Kristin Collins
Architectural barriers in the homes of community dwelling persons with stroke, 2003-2004, chair

Melissa Gottheim
Cost benefit analysis of home modifications, 2003-2004, chair

Shannon Briscoe
Effect of barriers in the home environment on socialization among older adults living in a NORC, 2002-2003, chair

Shannon Enslin

Meghan Suman
The effects of environmental barriers in the home on elderly caregivers living in a NORC, 2002-2003, chair

Loretta Brumbaugh
The effectiveness of sensitivity training on architecture students, 2001-2002, chair

Tina Butterfield
Cognitive mapping: Community accessibility for persons with mobility limitations, 2001-2002, chair

Doctoral Dissertation Committee Member (Program in Occupational Therapy):

Aliza Smason
The Personal Factors Associated with Home Modification Acceptance, 2008-2010

Sara Kolb
The Interrater Reliability of the ICF-CY, 2008-2010

Jami Croston
A study of the face validity of driving assessments for individuals referred to an outpatient driving evaluation clinic, 2005-2008

Claire Yang
Environmental support in assisted living facilities, 2004-2007

Jason Sparrow
Building a home modification system, 2004-2006

Kathleen Gwost
Community barriers in a naturally occurring retirement community, 2002-2003, chair

Dory Sabata
Validation of the Home Card Sort, 2000-2002, chair

Doctoral Dissertation Committee Member (Psychology):

Anna MacKay Brandt
Washington University, Training and transfer of attentional control in older adulthood, 2009

Jessica Paxton
Washington University, Effects of goal maintenance training on executive control, 2009

Patrick James Brown
Washington University, Department of Psychology, Quality of life and affect across the adult lifespan, 2009

Ellen Mary Skladzien
Washington University, Age differences in output monitoring accuracy in a prospective memory task, 2007

Masters in Architecture Committee Member:

Neena Gupta
Design of a school for children who have autism, 2000

19. Bibliography:

a. Peer-Reviewed Manuscripts:


Solomon G & Stark S. Comparison of elderly and young alcoholics and
prescription drug abusers: Historical and clinical presentation. Clinical

b. Invited publications:

Contributor. Draft report Chapter 6, Environment facilitators and barriers. 

for home modifications, in Christenson, M. & Chase, C., (Eds.) Occupational
Therapy and Home Modifications: Promoting Safety and Supporting 
Participation. American Occupational Therapy Association, Bethesda, MD.

of community receptivity and participation by people with mobility impairments. 
Entretiens de L'Institut Garches.

home modifications. In: Christenson M & Chase C, eds. Occupational therapy
and home modifications: Promoting safety and supporting participation.,

Rigby P, Stark S, Letts L, & Ringart L. OT Evaluation and Intervention: 
Environments. In: Crepeau EB, Cohn E & Schell BA, eds. Willard and 
Spackman's Occupational Therapy (11th ed.). Lippincott Williams & Wilkins;
2008.

Putnam M & Stark S. Aging and disability: Promoting healthy aging &
community participation. In: Berkman B, ed. The handbook of social work in
70-91.

Stark S & Sanford J. Environmental performance enablers and their impact on
occupational performance. In: Christiansen C & Baum C, eds. Occupational

Functioning, Disability, and Health: Procedural manual and guide for a
standardized application of the ICF: A manual for health professionals, Sample 

Stark S. Home modifications that enable occupational performance. In: Letts L,
Rigby P & Stewart D, eds. Using environments to enable occupational 


c. Movies, videotapes, etc:


Edwards D & Perkinson M. Social Engagement and Aging in Place in a Suburban NORC. Participant. Presented at the 59\textsuperscript{th} Annual Scientific Meeting of The Gerontological Society of America, Dallas, TX; 2006.


Stark S. Family Caregiving I. Presented at the 55\textsuperscript{th} Annual Scientific Meeting of The Gerontological Society of America, Boston, MA; 2002.

Stark S. Aging in Place: How Environmental Modifications Impact Performance of Older Adults with Disabilities. Presented at the 54\textsuperscript{th} Annual Scientific Meeting of The Gerontological Society of America, Chicago, IL; 2001.


Stark S. Aging in Place; How Older Adults with Disabilities Solve Environmental Problems. Presented at the 52nd Annual Scientific Meeting of The Gerontological Society of America, San Francisco, CA; 1999.


d. Invited Presentations:

Stark S & Bufka L. Actualizing the International Classification of Functioning, Disability and Health in a Clinical Setting, Gillette Hospital, Minneapolis MN; 2009.


Reed G & Stark S. The International Classification of Functioning, Disability and Health, A workshop presentation at the American Academy of Physical Medicine and Rehabilitation, Boston; 2006.


Stark S. Aging issues and research trends, Naturally Occurring Retirement Community Conference, St. Louis, MO: Jewish Federation for the Aged; 2003.

Stark S. Environmental barriers in the homes of older adults with disabilities, Alzheimer’s Disease Research Center Tuesday Seminar; 2001.


Stark S. National Committee on Vital and Health Statistics, Subcommittee on Populations ICIDH Beta-2, comments from The American Occupational Therapy Association; 2000.


Stark S. ADA and your rights as a worker, Multiple Sclerosis Society, St. Louis, MO; 1995.

Stark S. The group process, Women with Mental Illness, School of Occupational Therapy, St. Louis University, St. Louis, MO; 1995.

Stark S. ADA and your rights as a worker, Multiple Sclerosis Society, St. Louis, MO; 1994.

Stark S. Considerations of design for persons with cognitive disabilities, School of Architecture, Washington University, St. Louis, MO; 1993.
Stark S. How to interact with persons who have disabilities, School of Architecture, Washington University, St. Louis, MO; 1993.


Stark S. Barrier free access to the physical environment, Regional Meeting for Human Development Corporation, St. Louis, MO; 1992.

Stark S. Modification of the physical environment to provide accessibility, Fair Housing Workshop, Department of Housing and Urban Development, St. Louis, MO; 1992.

Stark S. The role of the architect and the occupational therapist in the removal of architectural barriers, School of Architecture, Washington University, St. Louis, MO; 1989.

e. Peer-reviewed abstracts:


Stark S, Somerville E & Morris J. Adherence rates of a home modification program to support aging in place. The Gerontological Society of America, Atlanta, GA; 2009.


Stark S, & Morris J. The longitudinal effects of home modifications on older adults with chronic conditions. Research and Training Symposium, Washington University, St. Louis, MO; 2007.


Stark S. Differential patterns of participation between older and younger adults with mobility impairments. Gerontological Society of America Annual Meeting, Dallas, TX; 2006.


Stark S. Use of cognitive mapping to understand environmental characteristics that support social participation of individuals with mobility impairments. American Psychological Association Annual Meeting, Philadelphia, PA; 2003.


Stark S. Employing an occupational performance measurement model with the elderly. World Federation of Occupational Therapy, Stockholm, Sweden; 2002.

Stark S, Bricout J, Morgan K, Hollingsworth H & Gray D. The use of cognitive mapping to understand environmental characteristics that support social
participation of individuals who have mobility impairments. National Center for Birth Defects, CDC; 2002.


Stark S. How older adults solve environmental problems. 52nd Annual Scientific Meeting of Gerontological Society of America, San Francisco, CA; 1999.


Stark S. Accessible kitchen design: An application of the ecological model using two case studies. Environmental Design Research Association Annual Conference, St. Louis, MO; 1998.
Stark S, Phillips R & Gray D. Patterns of environmental elements that support the performance of older adults with disabilities. 51st Annual Scientific Meeting of Gerontological Society of America, Philadelphia, PA; 1998.


Stark S & Edwards D. Clinical implications for practice: Providing treatment for persons with psychosocial disability as a result of traumatic injuries to the upper extremity. Workshop of the Canadian and American Joint Annual Occupational Therapy, Boston, MA; 1994.


