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Welcome from the *AGHExchange* Editor



Dear Colleagues,

I hope that the onset of spring has energized you all and brought a sense of renewal for the months ahead. Thanks to those of you who nominated a colleague or student for one of our AGHE spring awards or nominated a new children's books for the biennial Children's Literature on Aging book award. As we are now in April, Careers in Aging Week is now upon us – taking place from April 17-23. We hope you have a wonderful week on your campuses celebrating and promoting the diverse careers available in the field of aging. In this issue of the *AGHExchange*, we offer some key announcements and reminders, a faculty spotlight of Dr. Britteny M. Howell from the University of Alaska Anchorage, and a profile of Cam Hardin, a dual-degree student from the University of Indianapolis.

Please keep in mind that, if you have an article about gerontology education, an announcement, or other related research or program news you would like to share with your AGHE colleagues via this newsletter, please reach out to me (borrero@uindy.edu) and/or Aaron Guest (Aaron.Guest@asu.edu) with your ideas and any questions you may have.

Warmly,
Lisa

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Careers in Aging Week is Upon Us!



Careers in Aging Week (CIAW) is here! Taking place from April 17-23, this week is designed to raise awareness about the diverse careers available in the field of aging.

Thinking about some last-minute resources to share with your students and faculty? Remember that GSA has you covered! The [Careers in Aging web page](#) is full of excellent resources and ideas to help you bolster this special week on your campus. Visit the page for tip sheets about teaching, mentoring, and writing a CV. Check out the hot-off-the-press downloadable PowerPoint about careers in aging called "What is Gerontology?" created by the AGHE's Academic Program Development Workgroup (APDW) as well as a [brand new AGHE Bibliography Brief](#) offering resources for gerontology and geriatrics educators. We hope you use some of these materials to help make your CIAW great!

Two GSA Journals Seek New Editor-in-Chief

Nominations and applications for Editor-in-Chief positions for *The Gerontologist* and *The Journals of Gerontology, Series A* are being accepted through April 30, 2022. The four-year contract for these positions will become effective January 1, 2023, with transitions into the positions starting as early as October, 2022. Nominations and applications may be submitted by colleagues or the candidate themselves. For details about the journals and the application process, please see the [full announcement about the position search](#).



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New Book Exposes the Realities of Ageism

Tracey Gendron, chair for the Virginia Commonwealth University Department of Gerontology, executive director of the Virginia Center on Aging, is the author of the brand-new book, [*Ageism Unmasked: Exploring Age Bias and How to End it.*](#)

Ageism Unmasked describes the history and present-day realities of ageism, uncovers its roots, its impact, and how each of us can create a new reality of elderhood. The book shifts the lens, enabling us to see that we tolerate – and sometimes actively promote – and exposes attitudes and behaviors toward differently aged people that we would reject and condemn if applied to any other group. It peels back the layers to expose how cultural norms and unconscious prejudices have seeped into our lives, silently shaping our treatment of others based on their age and our own misconceptions about aging—and about ourselves.

Undermining Ageist Attitudes Through Intergenerational Teaching Techniques

The preponderance of age segregation in our society today is one of many factors allowing for the persistence of ageist attitudes and a lack of understanding about aging. These and other negative effects of age segregation can be reduced through meaningful contact between individuals of different generations. The college classroom is a fundamental setting through which these attitude transformations can begin to take place – setting the stage for sustained age-inclusive mindsets. By carrying out intentional teaching activities and projects involving students and older adults, an increased understanding between generations can be fostered.

AGHE has developed resources over the years to help educators explore ways in which to develop various types of intergenerational approaches in their own classrooms. Explore the activity ideas described in the [*AGHE Teaching Brief, Using Intergenerational Exchange in the*](#)

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[Classroom to Advance Age Inclusivity](#) and in the [AGHE Biblio Brief, Intergenerational Teaching and Learning](#) for a curated bibliography of sources describing different models and approaches to intergenerational programming in higher education. While you're at it, delve into [all the other educational resources](#) offered by AGHE, too!

Faculty Spotlight: Britteny M. Howell, University of Alaska Anchorage



Britteny M. Howell, PhD, CGP, CDP is Assistant Professor of Health Sciences and director of the Healthy Aging Research Lab at the University of Alaska Anchorage (UAA) where she teaches classes on aging, death and dying, health program planning, and health behavior change theory. She received her Master of Arts in Anthropology from the University of Cincinnati and PhD in Anthropology from the University of Kentucky. As junior faculty at UAA, Dr. Howell has just received an R15 research award from the National Institute on Aging to train undergraduate students in the curriculum development and delivery of a positive, hope-based healthy aging program for diverse older adults. This 15-week, student-led program will be delivered by teams of undergraduate and graduate students in 4 low-income housing communities this coming Fall semester to help improve fruit & vegetable intake and physical activity. She is also currently conducting a research study on the effect of improvisational acting (improv comedy) for dementia family caregivers. This 6-week improv training is expected to assist family caregivers of a person with dementia in positive communication techniques they can use at home while helping to boost caregiver mood in a fun and playful environment.

These projects were based on results from Dr. Howell's early work when she began the Healthy Aging Research Lab. At that time, she and her students conducted a concept mapping project to assess community needs for healthy aging in the Circumpolar North ([Howell et al. 2020](#); [Howell et al. 2021](#)). This project revealed that lifestyle behavior change and caregiver supports were among several concerns for older adults to age-in-place in this far northern location. Her future plans are to develop her NIH R15 project into a randomized clinical trial-based R01 application

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while expanding the undergraduate, graduate, and working professional educational opportunities in aging at UAA through a brand-new Occupational Endorsement Certificate (OEC). She has received initial funding for the development of this new OEC program and hopes to apply for tenure in the 2022-2023 academic year. Dr. Howell previously served on the GSA editor-in-chief search committee for Geriatrics & Gerontology Education and currently serves on the AGHE Academic Program Development Workgroup. For more information, visit Dr. Howell's and the Healthy Aging Lab websites.

www.brittenyhowell.com

<https://sites.google.com/alaska.edu/uaa-healthy-aging-lab>

Student Profile: Cam Hardin, University of Indianapolis



Hello! I have been a student at the University of Indianapolis (UIndy) for the past five years, pursuing a dual degree in the Master of Aging Studies and Doctor of Health Science programs. I am a registered dietitian (RD) who works from home, managing 20 registered dietitians who are spread all over the country! They counsel patients who have multiple chronic conditions such as high blood pressure, diabetes, heart disease, and high cholesterol via a telehealth portal with a company called Vida. We do fantastic work and have begun to publish our findings to demonstrate what we are achieving.

My educational background includes a bachelor's degree in English and journalism, earned in 1993, and a second-career student graduate certificate from Mount Mary University in Wisconsin in dietetics in 2007. I originally planned to become a diabetes educator, but instead, I was employed by a Program for All-Inclusive Care for the Elderly (PACE) and fell in love with making home visits to older adults to solve their nutrition concerns. I never looked back. I had completed all my coursework toward a master's in nutrition at Mount Mary University, but I could not complete the thesis due to my husband's illness. Several years after my husband

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passed, I looked for another program, this time online, to pursue a master's degree in gerontology. I found UIndy and fell in love with the organization of the program and admissions process! I desperately wanted my master's degree, not just for myself, strangely enough, but because I knew how happy and proud it would make my father.

After attending and completing most of the courses in the aging studies program, I decided to complete the dual degree – combining my aging studies degree with a doctorate in health science – because it seemed as if it were a natural progression for me, and I knew my father would love calling me “Dr. Cam.” I adore school and learning, and UIndy makes it, well, not easy, but uncomplicated, by having supportive educators and staff as well as a curriculum that is well planned. The new learning management system, the fabulous library staff, and yearly orientations for the doctoral program make attending UIndy and completing courses interesting and fun.

I cannot believe all that I have left to do after this semester is my health sciences dissertation. The variety of learning activities, the support, and the open-door policies at UIndy have made these last five years fly by! My most impactful learning experiences in the program thus far have been collaborating with the different educators in both the aging and doctoral programs. I cannot say enough about how hard they work to ensure we, as students, learn all that we can. My only regret is that my father passed away at the beginning of the pandemic, so he will miss seeing me graduate. I know he will be there in spirit.

After I complete my dual degree, I hope to continue to grow with my current company, Vida. As I mentioned, we are doing amazing things in the telehealth field, especially in diabetes care, which is part of what I am focusing on for my dissertation research. My dissertation research is a qualitative study seeking to learn more about the experiences of older adults with type 2 diabetes who use insulin pumps. I would love to continue to complete qualitative research about coping mechanisms for people with type 2 diabetes, especially older adults, as this is not a well-researched area.

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My research passion is to add to the body of literature about older adults and diabetes, seeing that the literature I have found is woefully inadequate, though it is growing bit by bit as the population is aging. We will see how my dissertation goes first, though! Other areas of research interest for me include quality of life for older adults with either Type 1 or Type 2 diabetes in various settings, from home to skilled care.