

July 2024: Volume 47, Issue 2

M. Aaron Guest, Editor
Brittney M. Howell, Associate Editor

Welcome to the Summer Semester!

Hello & welcome to the summer 2024 *AGHExchange*. By the time this reaches your desk, it will be mid-July, and we will be halfway through what we, in our college, have started to refer to as our Summer Semester. Gone are the days of clear delineations between school years – the Spring Semester leads into the Summer Semester, which leads into the Fall Semester, which then, in many of our colleges, leads into the Winter Semester. This sentiment is shared by our AGHE Vice Chair, Dr. Christine Fruhauf, in her Chair's Corner – highlighting how the summer is a great time to reflect on opportunities to advance our practice and teaching. For those of you able to attend *AGHE Live!*, you witnessed the tremendous energy coming off of Careers in Aging Month, to which the majority of this issue is dedicated, and how these efforts are leading to exciting activities this summer and fall.

I encourage you to read about these excellent events and consider contributing your announcements, events, and activities for an upcoming issue. The *AGHExchange* exists to share our collective knowledge on gerontology and geriatrics education. We want to celebrate your work and provide tools and resources to assist gerontology educators. To that end, I encourage you to submit articles, announcements, and best practices for our next issue; we are particularly excited to hear about your summer activities and opening activities for the new academic year.

Of course, I encourage everyone to also take time for themselves. To rest. To relax. To recharge. Doing so is not a luxury, as many of us treat it, but a necessity. When you prioritize your well-being, you are better equipped to support others, support our students, and support the older adults we serve.

As always, do not hesitate to reach out. I hope you are enjoying this issue.

In health,

M. Aaron Guest, PhD, MPH, MSW
Assistant Professor of Aging, Arizona State University
Editor, *AGHExchange*



The Editor Freezing in Germany
this past May.

Setting yourself up for success during the next academic year: A few suggestions to try this summer

As I wrap up the spring semester, I think about what we do as academics at the end of one year to set ourselves up for success for the next academic year. Based on this, in this article, I share just a few things I try to do each summer to position myself for success in the next academic year.

For teaching, I select a pedagogical-related book to read over the summer. This might be a book I have already read and need to reread sections as a refresher, or I ask colleagues from my university's [The Institute for Learning and Teaching](#) for reading recommendations. Here is what is on my bookshelf that I often go back to and reread:

Baker, H. E., Kruger, T. M., & Karasik, R. J. (Eds.) (2018). *A hands-on approach to teaching about aging: 32 activities for the classroom and beyond*. Springer Publishing Company, LLC.

Langer, N. & Tirrito, T. (2004). *Aging education: Teaching and practice strategies*. University Press of America, Inc.

Royse, D. (2001). *Teaching tips for college and university instructors: A practical guide*. Allyn and Bacon.

A few books I am considering reading this summer are:

Harper, S. R., & Quaye, S. J. (Eds.) (2009). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. Routledge.

Mead, D. (2019). *The expert teacher: Using pedagogical content knowledge to plan superb lessons*. Independent Thinking Press.

Miller, M. D. (2014). *Minds online: Teaching effectively with technology*. Harvard University Press.

For research, something I started last summer is a summer writing group. For example, last summer I mentored a faculty member whose primary appointment is in teaching, on taking her intergenerational, service-learning course assignments and writing about them in a manuscript. Soon after our first meeting, I realized that I, too, had an idea for a paper that just needed some dedication and time. As a result, starting mid-May we set dates to meet every three weeks to go over our papers. We would submit drafts to each other 48 hours before our meeting so we could have time to review/edit before our discussion. Then during our meetings, we discussed areas that were confusing or that needed additional attention. Also, I organized the manuscript writing so that we would write the methods section first followed by results/findings, discussion, and then introduction/literature review. By mid-August, we had a final working draft of two papers that just needed some minor editing before submission – both of us now have two papers written, and I'm happy to report one was just accepted for publication.

This summer, instead of a writing group, I will try a [writing retreat](#) in June and have already committed to two full days of only writing (nothing else). I suspect (and hope) these two days early in the summer will lead to additional dedicated writing time in July and August. If you are looking for additional information on how to set up a writing group or writing retreats, please examine my university's [CSU Writes – Faculty Writes website](#) for helpful hints.

Finally, at my university, our annual performance reviews are based on the calendar year and are conducted during the spring semester, usually in February or March. Given the timing of our reviews, at the end of the summer, I find completing (or at least starting) my faculty annual report provides me with a personal 'check-in' on how I am doing during the first 6 months of the year. Doing the heavy lifting of reporting my work in July, when I have more 'free time' than over winter break, not only reduces my stress level of trying to get my report done during the holiday season while also finishing up grading for the fall semester, and starting the spring semester, it allows me time to consider where I need to focus my attention during the fall semester. For example, some years I discovered that I may have put too much effort in one area of my appointment and not enough in the other; thus, recognizing this in the summer allows for time to make a shift and regroup or address an area that might need further attention.

Let me know if you try any of these suggestions or if you have anything you do that has worked well for a successful start to the next academic year.



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Director, HDFS Engagement and Extension Programs and Initiatives
Healthy Aging Division Director, Prevention Research Center
Coordinator, Gerontology Interdisciplinary Minor

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Off the Presses

GSA 2024 Annual Scientific Meeting Seattle, WA; November 13-16, 2024

Join us for the premier annual scientific meeting for cutting-edge scholarship, research, and networking relating to the fields of aging and gerontology. This year's theme is "The Fortitude Factor."

Registration is Now Open!

Congratulations to the recent Age-Friendly Universities

The following Universities have received Age-Friendly University Designation since February 2024; congratulations!

Franciscan Missionaries of Our Lady University
Escola Superior de Saúde de Santa Maria
Frontier Nursing University
Limerick University

To learn more about the Age-Friendly University Global Network, visit AFUGN.org.

AgeWork: The GSA Career Center exists to Connect talent with opportunity. If you are looking for a new position or hiring one, post with AgeWork. Accessible [here](#).

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AGHExchange, Volume 47, Issue 3
Deadline September 1, 2024

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AGHE Faculty Spotlight



Dr. Nanci McLeskey shares her vast knowledge, wealth of expertise, and earnest passion for gerontology with students, faculty, administrators, and community partners. She has a superb ability to impart her dedication to and deep understanding of this therapeutic area to interested parties from a variety of disciplines. Dr. McLeskey has held an invaluable role in the University of Utah Gerontology Interdisciplinary Program in the College of Nursing. She has reviewed dozens of MS applications, chaired many MS students through their program of study and project term, and had stellar input on the policies, procedures, strategic plans, and other crucial administrative items that come before the committee. She has inspired and guided students regarding the importance of providing high-quality clinical care for older adults. She has empowered nursing and gerontology students and helped build their confidence in caring for older adults. Dr. McLeskey has also served as a role model and mentor, influencing them to consider a career in geriatric nursing.

For 8 years, working under the umbrella of a Health Resources and Services Administration (HRSA) grant, Dr. McLeskey created and administered the Geriatric Workforce Education Consortium (GWEP) Long-Term Care Nurse Residency Program through the CON. This LTC Nurse Residency Program was designed to educate practicing long-term-care nurses on evidence-based practice advances in caring for older adults. Outcomes from this work include the publication of an article in the *Journal of Gerontological Nursing*, a symposium, and presentations at two annual international Gerontological Society of Aging conferences, poster presentations at both the American Geriatrics Society and NHCNE International Leadership Conference annual Conferences.

Further contributions of Dr. McLeskey's contributions during her 12 years on faculty include developing and implementing a geriatric nursing clinical rotation for 3rd-semester nursing students, NURS 4510 Global Public Health. For over a decade, Dr. McLeskey led this in a novel and thoughtful way through arranged rotations off-campus with a nursing home, hospice/home health, a dementia unit, an adult day care, and an inpatient hospice unit.

Meet Janelle: One Of Our ESPO Junior Leaders!



Janelle Fassi is a third-year Gerontology PhD student at UMass Boston from Goffstown, NH. She holds a M.S. in Gerontology from UMass Boston and a B.A. in Psychology and Communication from Saint Anselm College. Her research interests are in intergenerational relationships, grandparent caregiving, and voting patterns of older adults. In her free time, she loves reading mystery novels, baking, and taking Pure Barre classes.

Tell us a little bit about yourself and what you are working on.

I'm a third-year Gerontology PhD student at UMass Boston. I'm currently working on a few papers related to health and parenting outcomes of custodial grandparent caregivers, as well as a paper on polling trends and policy issues relevant to older

voters for the 2024 presidential election. This summer, I will be taking my qualifying exam, which will also be on the topic of grandparent caregiving. I am looking forward to advancing towards my dissertation in the fall.

How did you become involved in AGHE?

I first became involved in AGHE through my mentor at UMass Boston, Dr. Nina Silverstein. Nina encouraged me to apply to the AGHE ESPO Junior Leader position and has been crucial in helping me network with AGHE leaders. These relationships have helped me navigate my role as AGHE ESPO Junior Leader and an emerging scholar in general.

What has your role as AGHE ESPO Junior Leader entailed so far?

Last year, I helped organize a pre-conference webinar on intergenerational research and a webinar on the benefits and history of the McKenney Travel Award. This year, we are planning a pre-conference webinar on AI interventions benefitting older adults. Our symposiums, both last year and this year, focus on technology interventions and innovative ways to promote intergenerational interactions. I enjoy connecting my interests in intergenerational research to my AGHE ESPO Junior Leader role through our webinars and symposia. I love working and collaborating with my co-leads and finding areas where our research interests intersect.

What do you hope to accomplish in your final year as ESPO Junior Leader?

I hope to increase engagement with AGHE events and improve overall knowledge of the AGHE mission among GSA members. Teaching and learning practices impact all of us as aging scholars, and I hope to increase visibility through our fun programs! I know my co-lead, Abby Stephan, and I will continue the momentum from last year by putting on programs that are both engaging and relevant to today's issues, such as the influence of AI.

What are your future plans?

I hope to complete my dissertation in the near future. I plan to focus my dissertation on the health and demographic disparities of custodial grandparent caregivers. My goal is to work for a non-profit or community organization that works directly with older adults. I am also open to teaching. I want to utilize the relationships I've formed through GSA and my role as AGHE ESPO Junior Leader to find a post-grad role.

Celebrating the Careers in Aging Month Kick-Off: A Huge Success!

Kara B. Dassel, PhD, FAGHE, FGSA

Before 2024, Careers in Aging was celebrated one week a year. The Gerontological Society of America Careers in Aging Workgroup decided that Careers in Aging should be recognized annually throughout March. The launch of Careers in Aging Month (CIAM) was associated with a record-high number (21!) of applications for CIAM event funding offered by the Academy for Gerontology in Higher Education (AGHE) Advancement Workgroup. These funds are provided by generous donations from AGHE members to the Tree of Knowledge fund. Please [consider donating](#) so we can support more programs in the future. Nine universities were selected to receive funding. Highlighted sections of recipient CIAM reports are below.

Colorado State University: *“We hosted a Careers in Aging event titled, Find Your Passion, Purpose, and Possibilities for a Career in Gerontology. Four panelists representing aging areas, including research, dementia education, recreation and leisure, and long-term care, attended... We used the support from GSA – CIAM funding to purchase ‘high-end prizes’ that were raffled off at the end of the event. We heard from students that the ‘prizes’ were a draw to attend... We attracted new students that were considering enrolling in the gerontology interdisciplinary minor.”*

Marymount University: *“...we launched a social media campaign throughout March to raise awareness about careers in aging. Throughout the month, we shared internship, volunteer, and summer job opportunities in different industries with our chapter members... Partnering with the School of Engineering, we developed an AGNES (Age Gain Now Empathy System) Suit—an aging simulation suit based on MIT’s original design. Participants had the opportunity to experience aging firsthand and provide valuable feedback... The event was highly trafficked, and we were able to promote careers in aging to many students of different backgrounds.”*

University of California, Berkeley: *“A Career Symposium in Equity & Aging provided participants the opportunity to engage in meaningful and sometimes challenging discussions with leaders in the field of aging, including agency and community organization directors and clinical practitioners... Utilizing the World Café Method, our guests hosted roundtable discussions with rotating groups of up to 5 participants to discuss career development, equity, and the future of aging services... Our successes included robust conversations about equity, new networks among community leaders and students, and new opportunities for career paths in aging.”*



University of North Carolina, Wilmington: *“...we held a virtual panel with several individuals who are involved in the creation or distribution of children’s books that portray positive and optimistic views of aging...came together via Zoom to share about their career pathways... Many new people were introduced to the Gerontology programs at UNCW and UNC Charlotte... A key success with this event was engaging a group of individuals who do not identify as gerontologists but are well-positioned to aid in efforts to disrupt ageism and to help cultivate more positive and optimistic views of growing older among young children and those who read with and to children.”*

University of Utah: *“The Gerontology Interdisciplinary Program and College of Social Work Neighbors Helping Neighbors program co-hosted the Careers in Aging event, Discovering Career Paths in Senior Living. This hybrid event was offered in-person and online via Zoom and moderated by GIP students. We engaged eight senior living panelists representing disciplines from healthcare administration, gerontology, nursing, social work, marketing, occupational therapy, and recreation. Successes included attendance by students who were not students in our gerontology program.”*

University of Vermont: *“VT-Bridges [The Center on Aging, the Dementia Family Caregiver Center, and the Department of Social Work] created and successfully delivered a CIAM activity that engaged nearly 200 students and professors in departments throughout the university... [The group] actively participated in the Traveling Careers in Aging Fair by presenting for approximately fifteen minutes at the start of each class. The cohort brought their unique experience of working with elders to students in with elders and students... [They] shared anecdotes, highlighted the advantages of working with older adults... This way the students could envision themselves working with elders, in interdisciplinary teams and having a work-life balance that we all seek.”*

Washington University, St. Louis: *“We hosted an interactive informational fair over two days at our undergraduate student center. In addition to a resource table with information about careers in aging along with course and community service opportunities on our campus, we had a Facts on Aging Quiz wheel for prizes, card-writing for older adults, and older adults from the St. Louis community as hosts... Our successes included an enthusiastic response from students and interest in additional information... Having older adults at our event was a successful strategy for attracting student interest.”*

Western Oregon University: *“Our first Careers in Aging Month event was an alumni panel of professionals in long-term care... After the panel, students and community members enjoyed pizza and live-string music while networking/socializing. Our second event was a panel of faculty from the new Occupational Therapy program at our university sharing how this profession serves older adults and their families. Our third event featured an invited speaker discussing social work and the creation of a behavioral health program for older adults statewide. We found that refreshments always help with attendance, so we are grateful to have received the award to cover these [expenses]...”*

Sparking Conversations about Equity and Careers in Aging

Angela K. Perone, PhD, JD, MSW, MA¹ and Thomas Weisbrich, BA, MHR²

¹Director, Center for the Advanced Study of Aging Services; Assistant Professor, University of California, Berkeley School of Social Welfare ²MSW Student, University of California, Berkeley School of Social Welfare

On March 19, the Center for the Advanced Study of Aging Services (CASAS) at UC Berkeley hosted Aging Forward: A Career Symposium on Aging and Equity, as part of the Gerontological Society of America (GSA)'s Careers in Aging Month activities. CASAS is the only academic research center in the United States that specifically focuses on aging services. It aims to improve services to older adults and their caregivers through a multifaceted approach including research, education, and policy. Collaboration and social justice are core tenets embedded in these approaches.

Event Overview

This event had several goals: (1) introduce undergraduate and graduate students to diverse careers and pathways for working in aging services; (2) provide opportunities to build relationships and network between students and professionals in aging services; and (3) foster meaningful conversations about equity in aging careers. We also wanted to bring an interdisciplinary perspective to conversations about careers in aging.



We employed a World Café method, which creates an informal café-like setting for intimate small-group discussions (Bumble & Carter, 2020). World Cafés follow six main principles: (1) create a hospitable space; (2) explore practical questions; (3) encourage full participation in discussions; (4) connect diverse people and ideas; (5) listen for insights, patterns, and deeper questions; and (6) render collective knowledge visible (Hafford-Letchfield et al., 2023). We held the event in a large room that had intimate seating options (e.g., couches, café-style tables) and provided food for participants. We targeted our outreach to student communities that were already engaged in aging or gerontology to maintain smaller

World Café tables that could foster simple yet powerful conversations where everyone could participate.

Organizational Partners

We invited five speakers from four organizations that reflected diverse disciplinary perspectives, aging services, and career trajectories in aging: The Good Life, Felton Institute, Openhouse, and the City of Berkeley. The organizations bridge perspectives from social work, psychology, public health, gerontology, housing, nonprofits, governmental agencies, and more.

The Good Life provides programs that support the healthy development and personal growth of Black and Latine adults through shared online positive experiences that celebrate health, well-being and personal growth. It currently hosts programs in healthy aging, cooking and nutrition, and mental and spiritual well-being. It also supports a Brothas Build Brothas program aimed to enhance Black men's mind, body, and spirit by promoting healthier lifestyles and healthier Black communities. La Buena

Vida supports the health development and personal growth of Latine adults through programs that celebrate health, well-being, and personal growth.

Felton Institute aims to transform the quality of life and promote social justice to accelerate community-led change. It responds to human needs by providing cutting-edge, evidence-based mental health and social services that transform lives. Felton Institute has recently expanded its specialty services in serving older adults with serious mental illness in the Bay Area, including San Francisco, Alameda, and Solano Counties, and is currently seeking clinical case managers interested in working in community mental health.



Openhouse works to center the voices and experiences of LGBTQ+ older adults by providing opportunities to make social connections and build community. It supports San Francisco Bay Area LGBTQ+ older adults to overcome the unique challenges they face as they age by providing housing, direct services, and community programs.

This event also included two speakers from the City of Berkeley's Aging Services Social Services Unit, including one alum of our MSW program in aging. They focused on

mental health support but also shared how the Social Services Unit provides various services and case management for older adults.

Conversations about Equity and Careers in Aging *Evolution of Aging Programs and Services to Foreground Community*

A prominent theme that emerged from our discussions was the growing movement towards community empowerment to promote more equitable care of older adults. In the ever-shifting landscape of aging services, community-based organizations play a crucial role in promoting equitable services by being more accessible, personalized, and culturally responsive compared to traditional institutional care, while allowing older adults to receive support within their own communities and according to their unique needs and preferences.

One of our guest speakers shared her experience in founding her non-profit organization, emphasizing the importance of community empowerment. By honoring her community and creating participant buy-in, demand skyrocketed as participants themselves brought their friends and family into the organization, creating unprecedented growth as the agency scaled to create new services to meet community need by popular demand. Another speaker shared the importance of centering clients that use LGBTQ+ affirming housing and services. More than just creating safe, inclusive housing for LGBTQ+ older adults, her organization goes beyond providing services and embodies a holistic vision that centers participants' experience and voice in the development and growth of their community.

Evolution of Careers and Trajectories

Our guest speakers highlighted how there truly is no singular path to a successful career in aging. Two of our guest speakers, both clinical practitioners, shared stories of navigating their career paths, and though they came from different backgrounds—one specializing in mental health and the other in gerontology—they now work together in the public sector to provide comprehensive, community-based case management and clinical services to older adults. Another speaker also started her career in

clinical practice in the public sector but chose to transition into the non-profit sector where she has since specialized in organizational management and program development as a senior division director.

Though clinical expertise was a common theme among these three speakers, our other speakers came from backgrounds of research and community work. Using their lived experience to bridge the gap between researchers and minoritized communities, they both made significant contributions to research knowledge before transitioning to executive directors at their respective nonprofits. One of these speakers spent time in political advocacy fighting against anti-LGBTQ+ legislation before being recruited to fill an executive directorship, while the other worked with her community to build one from the ground-up, emphasizing empowerment and healing for her community.

Our collective speakers, with interdisciplinary backgrounds spanning academic research, political advocacy, grassroots organizing, direct caregiving, gerontology, case management, clinical practice, and organizational development, showcase not only diverse pathways for professional development, but the vast possibilities for careers in aging.

Overarching Takeaways and Tips

1. **Group Size:** World Café style conversations work best when groups are small. We recommend groups of six people, but logistics may require larger groups. We also recommend targeting your outreach to particular groups to ensure smaller groups and more intimate conversations.
2. **Balance time and group size:** World Café conversations can last anywhere from an hour to multiple days. Our event lasted two hours, and students rotated between four tables. Transitioning groups to different tables took at least five minutes each time (20 minutes overall for our event). Make sure you account for that time when planning your event.
3. **Be flexible (but not too flexible):** The World Café method incorporates flexibility by encouraging facilitators to adapt to evolving conversations, participant engagement, and social context for the conversations. We assigned students to their first World Café table but then allowed them to decide which table they would visit next. While this promoted student agency, we would not recommend this strategy because it sometimes led to uneven groups.
4. **Include diverse career pathways:** Consider speakers who cross disciplinary and practice spaces (e.g., gerontology and public health, social work and nonprofit leadership) to inspire students from different areas of study.
5. **Incorporate speakers with lived experience:** Speakers with lived experience with the populations they serve provide important expertise, credibility, and career advice for many students we serve. Several of our speakers discussed how their lived experiences shaped their passion for and career trajectory in aging, which resonated with student participants.

Acknowledgements

We would like to thank GSA for providing a small stipend to offset some of the expenses for this event. We would also like to recognize the nuanced, insightful, and timely contributions of our five speakers: Cuidonce Corona, Charles Green, Shanette Merrick, Cathy Spensley, and Kathleen Sullivan. Finally, we would like to express our gratitude to the team at UC Berkeley's School of Social Welfare and particularly Christine Scudder and Dora Turkovich, for helping with planning and logistics for this event.

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UMass Lowell Student Assesses Age Inclusivity in Massachusetts Institutions of Higher Education

Brianna Harrington, BSN, RN; Karen Devereaux Melillo, Ph.D., A-GNP-C, FAANP, FGSA; and Ramraj Gautam, Ph.D., FAGHE.

UMass Lowell (UML) launched the Age-Friendly Inventory and Campus Climate Survey (ICCS) (Silverstein, et al., 2022) in partnership with colleagues from UMass Boston. One of the recommendations from the survey was to prioritize the Age-Friendly University (AFU) Principle 9 which emphasizes “to engage actively with the university's own retired community”. There was little information about how institutions of higher education in Massachusetts (MA) were interacting with their own retired community. This led Brianna Harrington, a recent graduate from the UMass Lowell Solomont School of Nursing, in her Commonwealth Honors Fellowship Program to evaluate the opportunities for emerita/emeritus designations and the presence of a formal retired/emeritus organization in institutions of higher education in MA. She conducted a web search of 102 higher education institutions in MA. The results indicated sixty-eight out of 102 (66.7%) universities explicitly stated having professor emerita/emeritus designations, and less than ten percent of universities explicitly established a formal retired organization. However, even among universities providing opportunities for retired faculty engagement, it was difficult to locate the resources online, which could lead to information being overlooked by the individuals of interest. Thus, there is a need for increased visibility of these resources and to make them more meaningful and accessible.

Several universities in MA expressed keen interest in enhancing age-inclusivity and engaging retired/emeriti professors. For example, a small private college responded to an honors student's email with, “Your project sounds interesting, and I wish I could help you, but my institution does not have such an organization. Best wishes for your research.” A public university similarly wrote, “I just responded to your survey and would be interested in getting the results once it has been concluded,” demonstrating investment towards building information on age-inclusivity. Colleges and universities in MA are well-positioned to create and expand meaningful opportunities for their retired faculty. The findings from this Fellowship support that universities in MA have an interest in “engaging actively with their retired community” (AFU Principle 9) and aspire to be age-inclusive (Silverstein et al., 2022, ICCS domain on retirement).

Note: The Commonwealth Honors Fellowship Project was supervised by Drs. Karen Devereaux Melillo and Ramraj Gautam,

Silverstein, N. M., Whitbourne, S. K., Bowen, L. M., Montepare, J. M., Jansen, T., Beaulieu, C., & Prasad, A. (2022). Assessing age inclusivity in higher education: Introducing the age-friendly inventory and campus climate survey. *The Gerontologist*, 62(1), e48-e

Update: UMN Aging Studies Interdisciplinary Group Students Advocate at State Capital



On April 12, 2024, Grace Savard and Maya Koffski, two graduate students studying public health—along with 5 residents from a living community for older adults—testified in front of the Minnesota Legislative Task Force on Aging. Together, they represented the intergenerational public health interest group, a collaboration between the UMN Aging Studies Interdisciplinary Group (ASIG) and the Pillars of Prospect Park. This group has been meeting monthly since November 2023 and has grown to include over 24 students and residents. As Grace and Maya shared in their testimony, this group is made up of visionaries—students and residents alike—who are dedicated to exploring Minnesota’s most pressing societal issues through an intergenerational lens.

Group members believe intergenerational connections are key to healthy aging and care deeply about how Minnesota addresses aging moving forward. Topics highlighted in testimony included the need for intergenerational partnerships and the importance of supporting students pursuing careers in aging. Others shared about revisioning caregiver support programs and improving accessibility of the MN Capitol and other public spaces. Additionally, this group called for older adults to be involved in the planning of the built environment and emphasized the importance of establishing and expanding safe and reliable transportation options for older adults. With thought and intention, this group utilized their lived experiences to craft powerful testimonies and tangible recommendations to support healthy aging in MN!

Brenda Strafford Centre on Aging Hosts Inaugural Careers in Aging Event

Freda Okoma, BCR (Intern with the Brenda Strafford Centre on Aging), Lindsay Morrison, MSc (Project Coordinator with the Brenda Strafford Centre on Aging) Correspondence can be sent to the Brenda Strafford Centre on Aging at the University of Calgary: aging@ucalgary.ca

On March 26, 2024, the University of Calgary's Brenda Strafford Centre on Aging successfully hosted its first Careers in Aging event. This event, held in alignment with Careers in Aging Month and our ongoing age-friendly university efforts, aimed to educate students about the growing opportunities in the field of aging and inspire them to consider careers that support the well-being of older adults.



The Centre aims to improve the health and well-being of older adults through research, education, and community engagement and is leading the age-friendly university initiative on behalf of our institution. Careers in Aging Month aligns with these efforts, and we were excited to establish a Careers in Aging event

at UCalgary to increase awareness of the range of career possibilities available within the field of aging. This event also provided an opportunity to host a graduate student intern (Freda Okoma) through a professional development and experiential learning course. Ms. Okoma took on a leadership role in planning the event, providing her exposure to the Centre's work on aging.

The event took place on UCalgary Main Campus from 5 to 7 pm. The evening began with introductory remarks from Dr. Jayna Holroyd-Leduc, Academic Lead of the Brenda Strafford Centre on Aging, including an overview of the Centre's priority areas and the significance of Careers in Aging Month. This was followed by an hour-long moderated panel discussion featuring five professionals with diverse educational backgrounds, who are working in the field of aging and are at different stages in their career. Panelists included the manager for our Centre (Dr. Chantelle Zimmer), an academic geriatrician (Dr. Zahra Goodarzi), a community organization Chief Program Officer (Lisa Stebbins), a registered social worker (Samantha Porter), and a registered nurse (Holly Gruszecki). Afterwards, a 20-minute Q&A session with the audience allowed attendees to engage directly with the panelists. The final 30 minutes were dedicated to networking, providing an opportunity for attendees to connect with panelists and peers. A document containing relevant resources was made available to attendees following the event, to support them in further exploring career opportunities within the field of aging.

Key Reflections

A post-event survey was sent out to all registrants to understand how students perceived our event and inform future Careers in Aging activities. Despite diverse promotional efforts about the event, including information shared through paid advertisements, newsletters, social media, course instructors, and supervisors, we found that nearly all attendees who completed the survey learned about the event through a university e-newsletter. The primary motivations for attendance were to learn about careers in aging broadly and to network with panelists. Responses regarding what students appreciated most about the event (panel discussion and networking with panelists) reflected our success in providing what they sought. Nearly all survey respondents found the information shared by panelists about their careers to be very or extremely useful. Most attendees also reported being very or extremely likely to consider a career in aging after attending the event. The event received an average rating of 4.4 out of 5.0, indicating high overall satisfaction.

In the survey, attendees provided constructive feedback for improving future events as well, such as including professionals from other fields like engineering, business, or law to offer a more interdisciplinary perspective on aging. It is a great reminder to highlight careers that tend to be less commonly associated with the field of aging. Additionally, attendees expressed interest in delving deeper into career discussions, such as barriers to entering careers in aging and how to overcome them, as well as real-life challenges in the field.



In conclusion, the interaction with panelists and other attendees provided students with firsthand insights into the multifaceted nature of careers in aging. The positive feedback we received from attendees affirmed the value of such an event, where students could learn from and network with those working in a field that has a meaningful impact on the older adult community. Our first Careers in Aging event was a great success that we hope enriched and expanded professional networks for students, supporting their career aspirations in the field of aging. We plan to host another event next year, aiming to continue increasing awareness and interest among students about educational and professional pathways toward careers in aging.

Update: The Gerontology: Aging and Older Adulthood Program at Western Oregon University

The Gerontology: Aging and Older Adulthood Program at Western Oregon University celebrated Careers in Aging Month during the week of March 4th with the generous support of funding through GSA and AGHE. The first event was an alumni panel of professionals in long-term care, held



at the senior center adjacent to campus. After the panel, students

and community members enjoyed pizza and live string music while networking/socializing. The second event was a panel of faculty from the new Occupational Therapy program at our university sharing how this profession serves older adults and their families. The third event featured an invited speaker (with both in- person and Zoom options for attending) discussing their career in social work and their creation of a behavioral health program for older adults statewide. The WOU Gerontology program also tabled for two days in the university student center foyer,



which helped to bring awareness and recognition to the education and career opportunities in this field.

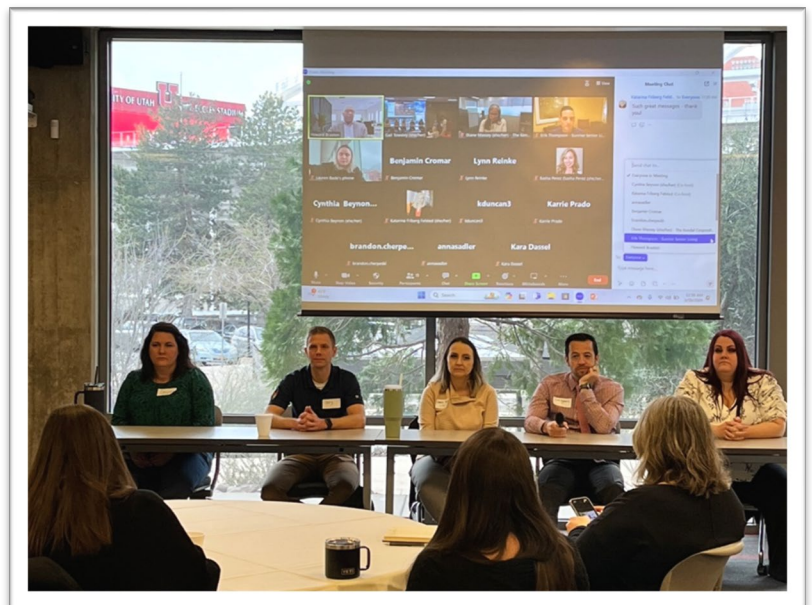
University of Utah Gerontology Hosts 2024 CIAM Event

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The Gerontology Interdisciplinary Program of the College of Nursing at the University of Utah partnered with the College of Social Work to host the U's annual [Careers in Aging Month](#) hybrid event. Dr. Gail Towsley served as lead faculty in organizing the event, held in the Goodwill Building. College of Nursing faculty, Drs. Katarina Friberg-Felsted and Cynthia Beynon, and gerontology students, Hailey Hansen, Jaime Cross, and Paige Corley, worked with Dr. Towsley to plan, market, and present the event, entitled *Discovering Career Paths in Senior Living*, as over 20

million jobs will be available in long-term care settings between 2021 and 2040. The purpose of the event was to 1) promote student awareness of career options in senior living; 2) recognize the variety of disciplines that care for individuals in senior living; and 3) foster networks between students and senior living organizations. The planning committee engaged employers from a variety of long term-care settings, with presenters joining from Delaware, Arizona, and different parts of Utah. Dr. Gail Towsley received a grant from the Academy for Gerontology in Higher Education (AGHE) to create this event. Two photos are attached, one of the panelists and one of the student moderators.



Gerontology & Geriatrics Education

Announcements

Gerontology & Geriatrics Education (G&GE), the official AGHE peer-reviewed journal, encourages submissions that highlight "the exchange of information related to research, curriculum development, program evaluation, classroom and practice innovation, and other topics with educational implications for gerontology and geriatrics." Most Recent Issue: [Gerontology & Geriatrics Education, Volume 45, Issue 2 \(2024\)](#)

Call For Reviewers: We are currently accepting submissions from new reviewers to enhance our existing expert pipeline. Consider becoming a reviewer today! You can learn more [here](#).

From the Vault: Kuder, L. C., Gairola, G. A., & Hamilton, C. C. (2001). Development of Rural Interdisciplinary Geriatrics Teams. *Gerontology & Geriatrics Education*, 21(4), 65–79.
https://doi.org/10.1300/J021v21n04_06

The interdisciplinary team approach is a hallmark of geriatric care. However, the development and provision of interdisciplinary healthcare services to rural elderly populations remain a challenge. This situation contributes to the fact that traditional training programs for health professions students rarely incorporate clinical rotations that provide actual experience with an interdisciplinary healthcare team. Moreover, student experiences in rural geriatrics settings also are lacking. This article describes a project to develop interdisciplinary geriatrics teams and student training sites in rural Appalachian primary care settings. Discussion includes the development and composition of the geriatric teams, procedures used in patient assessment, characteristics of the patient populations, student participation, and challenges and successes encountered in the implementation process.

Fresh Off the Press: Natan, M. B., & Hazanov, Y. (2024). Exploring undergraduate elder abuse education in nursing: a scoping review. *Gerontology & Geriatrics Education*, 1–15.
<https://doi.org/10.1080/02701960.2024.2362749>

One in six adults aged 60 and older experiences abuse annually, revealing a prevalence rate of 15.7%. However, knowledge gaps persist regarding the integration of elder abuse education into nursing curricula. This scoping review aims to fill the gap in understanding how elder abuse is currently taught to undergraduate nursing students, what methods are employed, and what impact these methods have on students' preparedness. A search across CINAHL, Google Scholar, Medline, and PubMed identified 10 relevant studies (2013-present) in English. These studies, encompassing 3,207 undergraduate nursing students, utilized diverse methodologies, focusing on undergraduate nursing education and elder abuse. Limited understanding of elder abuse among undergraduate nursing students is evident, primarily due to inadequate curriculum integration. Various teaching methods, including simulations and participative approaches, show promise in addressing this gap. This scoping review emphasizes the urgent need for enhanced elder abuse education in undergraduate nursing programs. The identified knowledge gap underscores the importance of active teaching methods, especially through simulation integration. Further research is essential to establish a robust evidence base in this critical area.



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