

AGHE Bibliography Brief:

A Resource for Educators in Gerontology and Geriatrics

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Careers in Aging Week 2022

Augustin, F., & Freshman, B. (2016). The effects of service-learning on college students' attitudes toward older adults. *Gerontology & Geriatrics Education*, 37(2), 123-144.

<https://doi.org/10.1080/02701960.2015.1079705>

ABSTRACT: The current U.S. health care workforce shortage is at crisis levels for providers who specialize in elder care. Barriers such as ageism, lack of awareness of the need for workers, and lack of contact with seniors can affect the career choice of young professionals. To explore ways to increase the number of students who pursue gerontology and to expand the elder care workforce, the researchers conducted a qualitative content analysis on the impact of service learning in senior care facilities on students' attitudes toward older adults. Students with senior contact reported increases in positive perceptions of seniors, discovered their own ageist stereotypes, and developed an interest in a career in elder care. Twenty-one months after the service-learning experience, students were surveyed again with their responses indicating continued positive attitude changes along with professional development demonstrating beneficial long-term effects from the experience.

Barron, J. S., Bragg, E., Cayea, D., Durso, S. C., & Fedarko, N. S. (2015). The short-term and long-term impact of a brief aging research training program for medical students. *Gerontology & Geriatrics Education*, 36(1), 96-106. <https://doi.org/10.1080/02701960.2014.942036>

ABSTRACT: Summer training in aging research for medical students is a strategy for improving the pipeline of medical students into research careers in aging and clinical care of older adults. Johns Hopkins University has been offering medical students a summer experience of mentored research, research training, and clinical shadowing since 1994. Long-term outcomes of this program have not been described. The authors surveyed all 191 participants who had been in the program from 1994-2010 (60% female and 27% underrepresented minorities) and received a 65.8% ($N = 125$) response rate. The authors also conducted Google and other online searches to supplement study findings. Thirty-seven percent of those who have completed training are now in academic medicine, and program participants have authored or coauthored 582 manuscripts. Among survey respondents, 95.1% reported that participation in the Medical Student Training in Aging Research program increased their sensitivity to the needs of older adults. This program may help to build among medical students to choose careers in aging.

Blachman, N. L. Blaum, C. S. & Zabar, S. Reasons geriatrics fellows choose geriatrics as a career, and implications for workforce recruitment. *Geriatrics and Gerontology Education*, 42(1), 38-45.

<https://doi.org/10.1080/02701960.2019.1604341>

ABSTRACT: Objectives: Although the population of older adults is rising, the number of physicians seeking geriatrics training is decreasing. This study of fellows in geriatrics training programs across the United States explored motivating factors that led fellows to pursue geriatrics in order to inform recruitment efforts. Design: Semi-structured telephone interviews with geriatrics fellows. Setting: Academic medical centers. Participants: Fifteen geriatrics fellows from academic medical centers across the United States. Measurements: This qualitative telephone study involved interviews that were transcribed and descriptively coded by two independent reviewers. A thematic analysis of the codes was summarized. Results: Fellows revealed that mentorship and early exposure to geriatrics were the most influential factors affecting career choice. Conclusion: The results of this study have the potential for a large impact, helping to inform best practices in encouraging trainees to enter the field, and enhancing medical student and resident exposure to geriatrics.

Borrero, L., Berlin, K., & Kruger, T. M. (2018). Early career reflections of three female gerontologists: Motivations, perceptions, and the life course. *Gerontology & Geriatrics Education*, 39(4), 408–417.

<https://doi.org/10.1080/02701960.2017.1377703>

As the number of individuals age 65 and older increases, so does the need for those prepared to work with this population. Doctoral-level preparation in the field of gerontology creates a uniquely prepared contingent who advocate, conduct research, instruct future generations, and serve the older adult population directly. Women are especially likely to pursue gerontology doctoral degrees, yet little is understood about the unique challenges and opportunities they face. The purpose of this reflection was to examine the experiences of three women who pursued doctoral-level gerontology education and faculty positions at different life stages to explore their challenges and opportunities through their educational process and early career experiences.

Carpenter, B. D., Sakai, E., Karel, M. J., Molinari, V., & Moye, J. (2016). Training for research and teaching in geropsychology: Preparing the next generation of scholars and educators. *Gerontology & Geriatrics Education*, 37(1), 43-61. <https://doi.org/10.1080/02701960.2015.1115981>

ABSTRACT: For geropsychology to flourish in the years ahead, we need scientists to advance knowledge and teachers to draw new professionals into the field. In this project the authors surveyed 100 geropsychologists who completed a doctoral degree in clinical or counseling psychology about their experience with training for research and teaching. The majority were currently conducting some degree of research (38%) and some form of teaching (45%). The majority of ratings for components of research training were in the “very good to excellent” range, whereas elements of teacher training were rated in the “poor to good” range, though there was variability among persons and components. Qualitative comments revealed enthusiasm for research and teaching roles and a need to enhance our training of geropsychologists as educators. The authors provide several suggestions that could enhance research and teacher training for current and future students of professional geropsychology.

Clark, P. G., Weeks, L. E., Van Dan Bergh, G., & Doucet, S. (2017). Gerontology across the professions and the Atlantic: Development and evaluation of an interprofessional and international course on aging and health. *Gerontology & Geriatrics Education*, 38(2), 141-157.

<https://doi.org/10.1080/02701960.2016.1144599>

The need for interprofessional teamwork and the global challenges for health care systems of dramatically increasing numbers of older adults have received increased recognition in gerontological and geriatrics education. The authors report on the pilot development of a hybrid course on aging and health for graduate-level health professions students from Norway, Canada, and the United States. International faculty from partnering universities developed, taught, and evaluated the course. Course assignments included online forum postings, reflections, and a problem-based learning group assignment and presentation. Directed readings and discussion included topics related to health care systems and services in the three participating countries, teamwork, and patient-centered care. To evaluate the course, quantitative and qualitative data were collected and analyzed. Results indicate a significant impact on student learning outcomes, including understanding of issues in international aging and health, attitudes and skills in teamwork, and application to clinical practice. This course clearly established the importance of developing innovative interprofessional educational experiences that respond to the increasingly universal impacts of aging populations on health and social care systems around the world.

Dassel, K. B., Ewen, H., Carr, D., Manning, L., Leach, C., & Fitzgerald, K. (2014). What can I do with a doctoral degree in gerontology? Expanding your options. *Gerontology & Geriatrics Education*, 35(3), 277–284. <https://doi.org/10.1080/02701960.2013.870901>

ABSTRACT: An endless number of career trajectories are possible for gerontologists. With a growing aging population, our skills and areas of expertise are of high value to numerous industries. The purpose of this study is to describe the professional development and career trajectories of alumni of U.S. doctoral gerontology programs obtained through the Gerontology Education Longitudinal Study (GELS). Specifically, the authors examine how professional identification, doctoral program career preparation, and perception of job prospects affect alumni decisions to pursue “traditional” (i.e., academic) versus “nontraditional” (i.e., non-academic) careers. Results from the GELS revealed a fairly even split in the alumni sample of careers in traditional and nontraditional settings. The decision to pursue a traditional versus nontraditional career was not significantly associated with personal identification, doctoral program career preparation, or perception of employment options. These results suggest that the skill set obtained in doctoral gerontology programs is useful and is in demand in a variety of careers; therefore, doctoral programs may want to consider tailoring training to meet students’ future career goals in both academic and non-academic settings.

Eshbaugh, E., Gross, P. E., Hillebrand, K., Davie, J., & Henninger, W. R. (2013). Promoting careers in gerontology to students: What are undergraduates seeking in a career? *Gerontology & Geriatrics Education*, 34(2), 150–160. <https://doi.org/10.1080/02701960.2012.679373>

ABSTRACT: The graying of the Baby Boomers has created a shortage of professionals in aging-related careers. However, colleges and universities with gerontology and aging programs face a challenge of recruiting students. The purpose of this study was to determine what students are looking for in a career and whether these attributes are congruent with careers in gerontology. Results of this study indicated that factors important to students in a future career include whether career is enjoyable, has adequate benefits, provides personal fulfillment, provides excitement, provides an opportunity to help others, is well respected by others, and provides opportunities for employment.

Ewen, H. H., Carr, D. C., & Reynolds, C. (2012). Tomorrow belongs to those who prepare for it today: Gerontology doctoral students' career aspirations. *Gerontology & Geriatrics Education*, 33(2), 166–182. <https://doi.org/10.1080/02701960.2012.661807>

ABSTRACT: This research seeks to examine the characteristics and goals of students enrolled in gerontology doctoral education. The authors seek to identify the unique characteristics of scholars enrolled in the interdisciplinary study of aging and elicit discussion on the ways in which these scholars will contribute to the growth and development of the field. This article describes results from an ongoing longitudinal study examining the relationship between gerontology doctoral education and overarching frameworks that define and advance the field. Four cohorts of first-year doctoral students were invited to participate in an online survey. Results reveal three distinct typologies of gerontology doctoral students: traditional academics, applied specialists, and general educators. Traditional academics are seeking postdoc and tenure-track faculty positions upon completion of the doctoral degree whereas the applied specialists intend to pursue careers in allied health fields or within a government setting. Educators plan to seek academic positions within teaching intensive or balanced teaching- research institutions. Gerontology doctoral students are being trained to serve as leaders in practice and research by linking and integrating multiple perspectives. Doctoral education will continue to facilitate applications of research to practice, identify the meaning of being a 'gerontologist,' and to advance the field of gerontology. However, students are entering with diverse academic and professional backgrounds and have varied career goals.

Ford, C. R., Loyd, C., Rothrock, A. G., Johnson li, T. M., Allman, R. M., & Brown, C. J. (2019). Development and evolution of a two-day intensive resident experience in geriatric medicine. *Gerontology & Geriatrics Education*, 1–14. <https://doi.org/10.1080/02701960.2019.1587753>

ABSTRACT: As the older adult population increases, the need to enhance medical education and training in Geriatric Medicine (GM) is essential. To enhance resident training, faculty at two southeastern universities developed a Resident Award Summit, a two-day active learning experience, designed to expose family and internal medicine residents to GM principles and the various career options available in GM. Over 10 years, 353 residents from 108 residency programs participated. Resident feedback indicated that attending the event had a positive impact on future practice ($M = 4.65$, $SD = .58$) and showed that the amount of GM training received was limited, with 83.5% and 70.2% ranking adequacy of medical student and resident training as limited, respectively. To impact practice, long-term change must occur. Experiences such as the Resident Award Summit allow GM faculty to educate and prepare residents through positive teaching experiences, providing residents with the skills needed to care for older adults in their communities.

Ford, C. R., Loyd, C., Rothrock, A. G., Johnson, T., M., Allman, R. M. & Brown, C. J. Development and evolution of a two-day intensive resident experience in geriatric medicine. *Gerontology and Geriatrics Education*, 42(1), 24-37. <https://doi.org/10.1080/02701960.2019.1587753>

ABSTRACT: As the older adult population increases, the need to enhance medical education and training in Geriatric Medicine (GM) is essential. To enhance resident training, faculty at two southeastern universities developed a Resident Award Summit, a two-day active learning experience, designed to expose family and internal medicine residents to GM principles and the various career options available in GM. Over 10 years, 353 residents from 108 residency programs participated. Resident feedback indicated that attending the event had a positive impact on future practice ($M = 4.65$, $SD = .58$) and showed that the amount of GM training received was limited, with 83.5% and 70.2% ranking adequacy of medical student and resident training as limited, respectively. To impact practice, long-term change must occur. Experiences such as the Resident Award Summit allow GM faculty to educate and prepare residents through positive teaching experiences, providing residents with the skills needed to care for older adults in their communities.

Gelman, C., Black, K., & Kaye, L. W. (2014). Engaging students in gerontological work through innovative caregiving programming: Introduction to three brief reports. *Gerontology & Geriatrics Education*, 35(3), 219–227. <https://doi.org/10.1080/02701960.2014.907160>

ABSTRACT: The number of Americans aged 65 and older is projected to increase from 35 million to 88.5 million in the first half of the 21st century. However, there is a serious gap between the number of health care and social service practitioners needed to work with the aging and the number available and trained to do so. The authors review current research on what works in engaging students in geriatric and gerontological work. The authors then present three projects from the Weinberg Caregiver Initiative as illustrations of innovative caregiver programming building on community-based partnerships which successfully incorporate aspects of best practices in gerontological education to increase student interest in work with the aging populations, while serving older adults and their caregivers.

Gendron, T. L., Myers, B. J., Pelco, L. E., & Welleford, E. A. (2013). Promoting the development of professional identity of gerontologists: An academic/experiential learning model. *Gerontology & Geriatrics Education*, 34(2), 176–196. <https://doi.org/10.1080/02701960.2012.718008>

ABSTRACT: Graduate education in gerontology has an essential role in providing the foundational knowledge required to work with a diverse aging population. It can also play an essential role in promoting best-practice approaches for the development of professional identity as a gerontologist. The primary goal of this study was to determine what factors predict the professional identity and career path of gerontologists. In addition, the study explored how experiential learning influenced professional identity for newcomers to the field and for those experienced in an aging-related field ('professional incumbents'). Graduates ($N = 146$) of Association for Gerontology in Higher Education-affiliated graduate programs participated. Professional identity as a gerontologist was predicted by length of time in the field, age, satisfaction with coworkers, and satisfaction with opportunities for advancement. Experiential learning contributed to professional identity in important but different ways for newcomers to the field and for professional incumbents. The inclusion of an academic/experiential learning model within graduate gerontology programs promotes the development of professional identity and career path for all graduate students.

Gendron, T., Welleford, E. A., Pelco, L., & Myers, B. J. (2016). Who Is likely to commit to a career with older adults? *Gerontology & Geriatrics Education*, 37(2), 208–228.

<https://doi.org/10.1080/02701960.2014.954042>

ABSTRACT: Gerontology, as an academic discipline, provides professionals with the conceptual knowledge and the skills necessary to address the complexities of working with a diverse aging population. We know little about what attracts professionals to the aging field and what maintains commitment to these careers. The aim of this study was to investigate the roles of career motivation, job satisfaction, anxiety about aging, and professional identity in relation to career commitment among those working with older adults. Participants (N= 756) were recruited through organizations and institutions serving older adults and responded to an online survey. Participants' motivation for working with older adults, level of job satisfaction, and exposure to formal gerontological education significantly predicted career commitment. In addition, aging anxiety mediated the relationship between job satisfaction and career commitment. This study sheds lights on perspectives of professionals working with older adults and highlights areas for future gerontological research and training.

Gonzales, E., Morrow-Howell, N., Daftary, D., Stafford, R., & Echols, J. (2014). Career transitions in midlife: Pursuing an MSW as an older student. *Gerontology & Geriatrics Education*, 35(2), 134–151.

<https://doi.org/10.1080/02701960.2013.764870>

ABSTRACT: This study aims to increase understanding about the challenges and opportunities for graduate schools of social work to meet the educational needs of midlife and older adults. Interviews were conducted with alumni who received their MSWs when they were age 40 or older. The Alumni Office provided 170 alumni's contact information; 61 (36%) alumni were reached and 60 (98%) agreed to participate. Most (62%) switched from the for-profit sector into the nonprofit sector after their MSW, whereas others (38%) advanced within the human and social service occupations. Volunteering and caregiving were pathways to the MSW. Graduate schools could reshape recruitment and programming to facilitate an increasing number of older students.

Gross, P. E., & Eshbaugh, E. M. (2011). Tuning them in versus turning them on: How do we interest students in working with older adults? *Gerontology & Geriatrics Education*, 32(2), 122–134.

<https://doi.org/10.1080/02701960.2011.572037>

ABSTRACT: As a nation, we face a shortage of individuals to serve our aging population. Therefore, the recruitment of undergraduate students into gerontology programs is an important, although challenging task. The purpose of this study was to determine if students who do not choose to major in gerontology do so because they simply are unaware of the opportunities or because they are uninterested. College students who were not gerontology majors (N = 226) were surveyed to determine whether they were aware of a gerontology major at their university, whether they could define gerontology, and their reasons for not pursuing gerontology. Results suggest that a lack of awareness, rather than a lack of interest, may be responsible for the challenges of recruiting college students into the field of gerontology. This implies that the most efficient path to bolstering our gerontology workforce may be to make students aware of the diverse and rewarding career opportunities in the field of aging.

Hahn, S. J., Kinney, J. M., & Heston, J. (2020). "So we basically let them struggle": Student perceptions of challenges in intergenerational service-learning. *Gerontology & Geriatrics Education*, 41(2), 142–155. <https://doi.org/10.1080/02701960.2018.1447935>

ABSTRACT: Benefits of service-learning in gerontology include an increased sense of personal growth, greater knowledge of aging, and enhanced interest in aging-related careers. However, relatively little research has specifically explored the challenges associated with intergenerational service-learning. A focus group documented the experiences of 19 students who were required to participate in at least 20 hours of intergenerational service-learning for an introductory gerontology course. Because an administrative error prevented students from knowing about the service-learning requirement until they were enrolled, these participants were well qualified to discuss the challenges and positive aspects of their experiences. In addition to confirming known benefits of service-learning, three major themes regarding challenges emerged: lack of communication, the need for guidance, and creating meaningful relationships. This study provides suggestions for further development of "best practice" guidelines unique to intergenerational service-learning.

Jester, D. J., Hyer, K., Guerr, L, Robinson, B. E. & Andel, R. Beliefs regarding geriatrics primary care topics among medical students and internal medicine residents, *Gerontology and Geriatrics Education*. 42(1), 46-58. <https://doi.org/10.1080/02701960.2019.1661841>

ABSTRACT: This study evaluated beliefs regarding 25 content areas essential to the primary care of older adults and attitudes toward aging held by first-year medical students and Internal Medicine residents. A survey of 136 medical students and 61 Internal Medicine residents was conducted at an academic health-center. Beliefs were assessed by the 25-item Geriatrics Clinician-Educator Survey. Gap scores reflecting the difference in ratings between self-rated importance and knowledge were calculated. Attitudes toward aging was assessed by the Images of Aging Scale. Students and residents expressed similar beliefs about the importance of content areas, but students provided lower ratings in knowledge. Students reported larger gap scores in areas that reflected general primary care (e.g., chronic conditions, medications), whereas residents reported larger gap scores in areas that reflected specialists' expertise (e.g., driving risk, cognition, psychiatric symptoms). Attitudes toward aging did not differ appreciably between students and residents. Our findings suggest that primary care topics applicable for any age demographic were rated as most important by first-year medical students and Internal Medicine residents. Topics relevant to older populations—particularly those requiring specialists' knowledge of or requiring sensitive discussion with older adults—were rated as less important and were less well-mastered.

Kaskie, B., Carr, D., & Ewen, H. (2018). Defining doctoral gerontologists: Who are they and how are they contributing to the field of gerontology? *Gerontology & Geriatrics Education*, 39(4), 418–432. <https://doi.org/10.1080/02701960.2017.1311880>

ABSTRACT: More than 300 individuals have earned doctoral degrees in gerontology since 1993, yet little is known about their training, professional placement, and contributions to the field. Given this lack of information, the authors sought to define the emerging mass of doctoral gerontologists. In this study, the authors analyzed results from the 2014 Gerontology Education Longitudinal Study survey sample of 84 individuals who earned a doctoral degree in gerontology between 1993 and 2013. Results revealed doctoral gerontologists completed training requirements that were consistent across eight programs offering doctorates in gerontology. The authors also found doctoral gerontologists have been successful in securing jobs in academic and nonacademic organizations, creating gerontological knowledge, and translating their work into other fields. The authors concluded by considering how the successful integration of doctoral gerontologists might continue, and they propose directions for future research.

Karasik, R. J. (2012). Engaged teaching for engaged learning: Sharing your passion for gerontology and geriatrics. *Gerontology & Geriatrics Education, 33*(2), 119–132.

<https://doi.org/10.1080/02701960.2012.661811>

ABSTRACT: Gerontologists face a unique set of obstacles in attracting newcomers to the field. Despite demographic trends favorable to a wide range of employment opportunities and job security, aging is rarely top of mind for many students when it comes to career choices. For most gerontologists, aging is our passion. How do we share that passion with others who have yet to discover its interdisciplinary opportunities, or who may be held at bay by negative stereotypes of aging and older persons? This article explores various approaches to enhance engaged teaching and engaged learning that can help personalize and contextualize the field so that educators and students at all levels and disciplines can find their passion for gerontology and geriatrics.

Koder, D.A., & Helmes, E. (2008). Predictors of interest in working with older adults: A survey of postgraduate trainee psychologists. *Gerontology & Geriatrics Education, 29*(2), 158–171.

<https://doi.org/10.1080/02701960802223233>

ABSTRACT: Despite the growing number of older adults that implies an increasing need for psychological services, few psychologists choose to specialize in working with older clients. The present cross-sectional research examined predictors of student interest in working with older clients in an effort to understand factors that may influence future psychologists to work in this area. The targeted sample consisted of Australian postgraduate psychology students whose course coordinators responded to a request to participate in this national survey. Four hundred and thirty-one postgraduate trainee psychology students completed the survey that examined training, contact, and attitudinal variables. This represents a 45.3% response rate from surveys being distributed by course coordinators. Having undergone or intending to do a placement within an aged care setting was the most powerful predictor of interest, with confidence in working with the elderly, and positively anticipating old age being attitudinal factors related to increased interest. Amount or quality of contact with older adults and formal education through aging-related coursework failed to predict interest, based on hierarchical regression analysis. Implications for future training of psychologists highlight the importance of quality clinical experiences with older clients during training as opposed to pure coursework

Macdonald, J., & Levy, S. R. (2020). Addressing stereotypes of aging and interest in careers working with older adults through education. *Gerontology & Geriatrics Education, 1–17.*

<https://doi.org/10.1080/02701960.2020.1854246>

ABSTRACT: Negative stereotypes about older adults are increasing and contributing to a shortage of professionals in gerontology. Building on the PEACE model (Positive Education about Aging and Contact Experiences), two experiments used education to address stereotypes associated with older adults. Participants were randomly assigned to read brief articles that: challenged stereotypes about older adults (condition 1), challenged stereotypes about careers working with older adults (condition 2), challenged both stereotypes (condition 3), or described careers in general (control; condition 4). In Study 1, 399 undergraduates in all 3 experimental conditions (vs. control participants) reported lower levels of ageism, more positive age perceptions, and more aging knowledge in an immediate and delayed (1-2 weeks) post-test. In Study 2, 446 national community participants (ages 18- 25) in all experimental conditions (vs. control participants) reported greater positive age perceptions, aging knowledge, and interest in psychology and social work careers with older adults in an immediate post-test. These findings highlight the promise of using brief online methods to challenge stereotypes, provide more positive and accurate views of aging and older adults, and increase interest in careers working with older adults. Implications are discussed.

Manoogian, M. M., & Cannon, M. L. (2019). Integrating student-focused career planning into undergraduate gerontology programs. *Gerontology & Geriatrics Education, 40*(4), 442–448. <https://doi.org/10.1080/02701960.2018.1457530>

ABSTRACT: Our global older adult populations are increasing, university programs are well-positioned to produce an effective, gerontology-trained workforce (Morgan, 2012; Silverstein & Fitzgerald, 2017). A gerontology curriculum comprehensively can offer students an aligned career development track that encourages them to: (a) learn more about themselves as a foundation for negotiating career paths; (b) develop and refine career skills; (c) participate in experiential learning experiences; and (d) complete competency-focused opportunities. In this article, we discuss a programmatic effort to help undergraduate gerontology students integrate development-based career planning and decision-making into their academic programs and achieve postgraduation goals.

Marr, S., McKibbin, K., Patel, A., Wilson, J. K. & Hillier, L. M. The geriatric certificate program: collaborative partnerships for building capacity for a competent workforce. *Gerontology and Geriatrics Education, 42*(1), 13-23. <https://doi.org/10.1080/02701960.2019.1572004>

ABSTRACT: Many practicing health care providers find themselves ill-prepared to meet the complex care needs of older adults. The Geriatric Certificate Program (GCP) represents a collaborative partnership leveraging existing educational courses, with new courses developed to fill existing education gaps, aimed at improving quality of care for older adults. This paper describes the GCP and examines its impact on knowledge, skills, clinical practice, as well as confidence, comfort, and competence in providing geriatric care. Upon program completion, all graduates (N = 146; 100%) completed an online evaluation survey. The majority of graduates reported (5-point scale: 1 = much less now; 5 = much more now) being more confident (88%), comfortable (83%), and competent (89%) to provide optimal geriatric care than prior to the program. The GCP provides a significant opportunity for health care providers to build their capacity for the care of older adults. Key lessons learned in implementing the GCP and suggestions for further development are discussed.

McNabney, M. K., Suh, T. T., Seller, V. & Wilner, D. Aligning geriatric medicine fellowships with the Program of All-Inclusive Care for the Elderly (PACE). *Gerontology and Geriatrics Education, 42*(1), 2-12. <https://doi.org/10.1080/02701960.2018.1532891>

ABSTRACT: Geriatric medicine fellowship programs provide comprehensive training to one-year clinical fellows and must demonstrate successful progression of competence among fellows by reporting on 23 milestones to the Accreditation Council for Graduate Medical Education (ACGME). The Program of All-inclusive Care for the Elderly (PACE) is a model of care located throughout the United States and can serve as a training venue for fellows. We surveyed 113 fellowship program directors with a response rate of 42% ($n = 48$). The purpose of the survey was to assess: (1) familiarity and access to PACE and (2) perceived value of PACE to the fellowship program with regard to training and ability to achieve success in the 23 reporting milestones. Milestones involving communication and team management skills were most consistently identified as very valuable with a PACE clinical rotation. We then convened a focus group of four PACE medical directors who developed a fellowship curriculum for use in training fellows at PACE. We discuss the limitations of our design as well as the opportunities to build on the strengths of that model as a training site for fellows.

Meeks, S., Getz, B. R., Hess, L. S., Kostiwa, I. M., Ludwin, B. M., Rodgers, J. R., & Shah, S. N. (2015). The BE-ACTIV Project: How research, professional training, education, and practice were integrated in a single clinical trial. *Gerontology & Geriatrics Education, 36*(3), 318-329.

<https://doi.org/10.1080/02701960.2015.1031893>

ABSTRACT: This article describes how research, practice, and education were integrated in a National Institutes of Mental Health-funded clinical trial for treating depression in nursing homes. Involving undergraduate and doctoral students in this clinical trial supported the development of key competencies, expanded the professional pipeline, and provided an avenue for disseminating the treatment to other settings. The clinical trial served as a teaching laboratory for sixteen undergraduate and six doctoral students to (1) observe the culture of older adults in nursing homes, (2) develop and adapt clinical skills to a challenging patient population, (3) refine skills for collaborating in multidisciplinary teams, and (4) appreciate the relationship between science and practice. Dissemination of the intervention to nonresearched settings was served when the students took their skills to the settings where they launched their careers. Involvement of trainees in clinical trial research expands and enriches the capacity of the health care workforce in evidence-based practice and practice-informed research.

Merz, C. C., Stark, S. L., Morrow-Howell, N. L., & Carpenter, B. D. (2018). When I'm 64: Effects of an interdisciplinary gerontology course on first-year undergraduates' perceptions of aging. *Gerontology & Geriatrics Education, 39*(1), 35–45. <https://doi.org/10.1080/02701960.2016.1144600>

ABSTRACT: One challenge for gerontology is getting more students interested in aging at an earlier point in their academic career. This study evaluated the impact of an interdisciplinary course on aging designed for first-year undergraduate students. The course aimed to expand students' appreciation of the personal and professional relevance of aging issues, with the goal of expanding their aging-related curricular and career interests. Main outcome variables of the study included knowledge of older adults and aging, attitudes toward older adults, and anxiety about personal aging. Participants included an intervention group enrolled in the course and a control group not enrolled in the course. Compared to baseline, at the end of the semester students in the class had more knowledge about aging and more positive explicit attitudes toward older adults, but their implicit attitudes toward older adults and anxiety about aging did not change. Control students showed no changes. These findings suggest that objective knowledge of aging and explicit attitudes improve with curricular intervention, but implicit attitudes and anxiety might be more difficult to change. Gerontology education is a complex undertaking whose diverse goals must be clearly articulated in order to guide curricular interventions and incite curiosity among young undergraduate students.

Molinari, V., & Ellis, M. L. (2014). Survey of Master's gerontology students spanning over 40 years. *Gerontology & Geriatrics Education*, 35(3), 264–276. <https://doi.org/10.1080/02701960.2013.844694>

ABSTRACT: The University of South Florida's master's degree in gerontology is a long-established program that focuses on a multidisciplinary approach to population aging. This study identifies graduate students' needs in preparation for a professional career in gerontology. An online survey was distributed to graduates and those currently enrolled (N= 56) in order to better understand expectations for the program, identify outcomes of graduation, and obtain program recommendations for future students. The program's 40 year history was well represented with participants ranging from the first graduating class to current students. Results indicated high satisfaction in students' expectations of the program, educational experience, and assessment of faculty. Further, 68% of graduates reported success in gaining age-related employment shortly after graduation. However, students echoed well-known barriers in gerontology, reporting tough competition for jobs versus those with licensure, and challenges in promoting their nonclinical gerontology degree to employers. Respondents recommended more applied coursework and assistance with career planning to enhance employment opportunities upon graduation. Implications of these findings are discussed in further detail.

Morrisby, C., & Young, A. (2020). Development of skills and attitudes through telling life stories: Reflections on work integrated learning. *Gerontology & Geriatrics Education*. <https://doi.org/10.1080/02701960.2020.1835656>

ABSTRACT: Preparing occupational therapists for work in care facilities for older adults is critical. Life stories of residents have been used in care facilities for older adults to challenge negative stereotypes, in terms of sharing who they are as a person. Occupational therapy students' complete work-integrated learning by creating life stories, presenting opportunities for students to develop professional skills and meaningful relationships with older adults. **Methods:** A qualitative methodology, immersion/crystallization guided the research process. Twenty students (44%) from one work integrated learning unit participated by submitting their written reflections on the experience of the life story project for analysis. **Results:** Thematic analysis identified four primary themes: learning the craft of occupational therapy; identifying enablers of development; articulating barriers to professional and personal development; and focusing on the person. **Conclusion:** Life story work as work-integrated learning supports occupational therapy students to develop key professional skills and challenges stereotypical misconceptions. Supervision, support, and strong links between faculty and elder care providers are deemed important to achieve positive outcomes.

Morrow-Howell, N., Galucia, N., Swinford, E., & Meyer, T. (2020). Challenges and opportunities of age diverse universities: Perspectives from admissions and career services. *Gerontology & Geriatrics Education*, 1–18. <https://doi.org/10.1080/02701960.2020.1864345>

ABSTRACT: Universities are experiencing shifts in age distributions of students, with fewer younger students and an increase in the number of people mid-life and beyond seeking education and job training. Thus, there are strong arguments for universities to embrace opportunities to increase age-diversity on campus. This qualitative study explores the challenges, opportunities, and strategies related to university age-diversity from the perspective of Admissions and Career Services staff from one midwestern university. From focus group data, six subthemes were identified as challenges (fitting in; acclimating; stressors; career concerns; return on investment; and ageism/undervaluing age diversity), three subthemes were identified as assets (intentionality; experienced students; and age diverse educational settings) and eight strategies were recommended to better serve an age-diversity student body (support groups; familial supports; social opportunities; job placement; financial aid; targeted outreach; flexibility in learning; and staff support). This article discusses the benefits and challenges of serving older students from the perspective of staff and administrators and provides action steps for universities to promote age-diversity on campus.

Moye, J., Molinari, V. A., Karel, M. J., Naik, A. D., Sakai, E., & Carpenter, B. D. (2018). Come, join, lead: Attracting students to careers in aging and promoting involvement in gerontological societies. *Gerontology & Geriatrics Education*, 39(3), 374–384. <https://doi.org/10.1080/02701960.2017.1287075>

ABSTRACT: Geriatric educators face the challenge of attracting more clinicians, scientists, and educators into geriatrics and gerontology, and promoting involvement in gerontological societies. A survey of psychologists (N = 100) examined factors that attract students in clinical/counseling psychology to practice with older adults, as well as experiences in organizational service. For 58%, interest in aging began at the undergraduate level, but for others interest developed later. About one half cited academic exposure such as mentorship (51%), research (47%), or coursework (45%) as sparking interest, along with family (68%) or work experience (61%). Involvement in professional organizations lags (58%), in part owing to misperceptions about what those activities require. A continued targeted effort at the undergraduate and graduate level is essential to attract students to careers in aging. To preserve vital professional organizations, enhanced outreach may be useful to dispel myths about service and encourage engagement.

Obhi, H. K., Margrett, J. A., Su, Y., Francis, S. L., Lee, Y.-A., Schmidt-Crawford, D. A., & Franke, W. D. (2019). Gerontological education: Course and experiential differences across academic colleges. *Gerontology & Geriatrics Education, 40*(4), 449–467. <https://doi.org/10.1080/02701960.2017.1373348>

ABSTRACT: A knowledgeable workforce is key to meeting the demands of an aging population that is expected to nearly triple by 2030 and their attitudes influence propensity to seek aging-related careers. Postsecondary education offers an opportunity to increase aging-related knowledge and facilitates intergenerational experiential-learning opportunities; however, research is lacking regarding attitudes toward aging and experiences among an academically diverse sample. To address this gap, the aims of this study were to (1) examine differences in students' attitudes toward older adults by academic college, (2) assess differences in aging-related coursework and course experiences by academic college, and (3) explore key factors associated with students' attitudes toward older adults. Online survey methodology was used with a sample of 816 undergraduate students from a single university who represented all academic colleges offering undergraduate degrees. Significant differences among students' attitudes toward older adults by academic college were noted: those enrolled in the College of Human Sciences reported better stereotype, separation, and affective attitudes. Furthermore, factors associated with students' aging-related attitudes were sex, affiliation with academic college, perception of 'old,' contact frequency, and desire to learn aging-related content. The authors suggest interdisciplinary and disciplinary-specific educational recommendations to improve students' attitudes toward older adults.

Øster, I., Munk, K. P., & Henriksen, J. (2019). Career dreams among health care students: I want to make a difference. *Gerontology & Geriatrics Education, 40*(3), 357–370.

<https://doi.org/10.1080/02701960.2017.1311881>

ABSTRACT: There is a continuous increase in demand for health services in most countries because people who are older are living longer. Health care for people who are older is not, generally, an attractive career option for undergraduate health professionals. This study investigated career dreams among undergraduates studying a variety of health care subjects to understand what motivates them. Eighteen focus groups were conducted with 90 students, and template analysis was performed within a sociological framework. Four themes emerged from the analysis: no plans to work with people who are older, dreaming of making a difference, seeking variety, and the impact of clinical placements on stimulating or reducing interest in working with people who are older. Geriatrics and gerontology do not offer the opportunities that students are looking for in their future careers. There is a need to change the way we talk about adults who are older everywhere, not just in health care training. However, health care educators should also help students to understand the value of care provided to adults who are older.

Pelham, A., Schafer, D., Abbott, P., & Estes, C. (2012). Professionalizing Gerontology: Why AGHE Must Accredite Gerontology Programs. *Gerontology & Geriatrics Education, 33*(1), 6-19.

<https://doi.org/10.1080/02701960.2012.638348>

ABSTRACT: The aging of society requires more trained aging specialists. Are higher education institutions prepared? Results of a comparison of gerontology programs in 2000 and 2010 indicate that the number of programs has declined, and that higher education is not prepared. To address this challenge, the authors propose that gerontology be professionalized. To do so will require the accreditation of gerontology programs, the credentialing of gerontology graduates, and the employment of professional gerontologists. The authors offer a model that describes these relationships. The authors make the case, using a symbolic interactionist approach, that the Association for Gerontology in Higher Education must accredit gerontology programs.

Rowe, J. M., Kim, Y., Jang, E., & Ball, S. (2020). Further examination of knowledge and interactions in ageism among college students: Value for promoting university activities. *Gerontology & Geriatrics Education*, 1–16. <https://doi.org/10.1080/02701960.2020.1864346>

ABSTRACT: Ageism is recognized as a reason that few students pursue careers in aging. While widely studied, the findings regarding factors that contribute to ageism are mixed. The findings from previous studies are also tempered by methodological issues. To better understand the factors that contribute to ageism among students and guide the development of programming and activities to reduce ageism, a survey study was conducted. The study explores associations between frequency of interactions with older adults, quality of the interactions, and ageism. Students' knowledge of aging is also examined. Using refined measures to assess knowledge of aging and interactions with older adults, the study includes data from 1,040 college students, most of whom are traditional age students (i.e., under the age of 25). Findings from multiple regression analyses document the interplay between frequency and quality of interactions and the role of knowledge on multiple dimensions of ageism. Frequency of interactions with older adults is significantly associated with lower levels of ageism only when the interactions are perceived as favorable. Knowledge of aging is significantly associated with lower levels of ageism. The findings provide valuable information for developing activities to reduce ageism. A new ageism reduction program, which was guided by the study findings and age-friendly university framework, is described. Implications for gerontological education are also discussed.

Shah, U., Aung, M., Chan, S., & Wolf-Klein, G. (2006). Do geriatricians stay in geriatrics? *Gerontology & Geriatrics Education*, 27(1), 57–65. https://doi.org/10.1300/J021v27n01_04

ABSTRACT: To evaluate whether formally trained geriatricians remain in the field of Geriatrics, and to determine their job satisfaction and perceived quality of life, we surveyed the 107 fellows trained over the last 25 years in one accredited geriatric program. Of the 88 physicians who consented to participate, 75% devoted at least half of their practice to the care of the elderly. On an academic level, 89.5% had, or planned to pursue, recertification in geriatric medicine. Ninety-five percent of these geriatricians felt that the impact of a formal geriatric fellowship was positive on their medical career and satisfaction index. Sixty-four percent had yearly incomes between \$100 and \$200k, and 25.6% had income greater than \$200k. Eighty-seven percent would recommend pursuing geriatric fellowship training. We need to further explore how recruitment process and job opportunities are presented to potential geriatric fellows.

Shield, R. R., Farrell, T. W., Campbell, S. E., Nanda, A., & Wetle, T. (2014). Professional Development and Exposure to Geriatrics: Medical Student Perspectives From Narrative Journals. *Gerontology & Geriatrics Education*, 36(2), 144-160. <https://doi.org/10.1080/02701960.2014.954043>

ABSTRACT: Teaching professionalism is an important goal in American medical education. With the aging of the U.S. population, it is critical to understand how medical students develop professional behaviors when caring for older adults. Exposure to geriatrics and older patients can enhance students' professional development with patients of all ages and across different specialties. Medical students learn explicit and implicit messages during their education. In addition to helping to evaluate curricula, reflective journaling encourages individual development and helps in revealing how medical students become professionals. In this study, medical student volunteers described their responses to new geriatrics content in their curriculum, encounters with older patients in clinical settings, and their evolving physician identities. Multidisciplinary team analysis elicited 10 themes regarding: evaluation of geriatrics within the curriculum, recognition of geriatrics principles, and attitudes regarding aging and professional development over time. This article focuses on the impact of geriatrics exposure on students' professional development, revealing ways that students think about professionalism and older patients. Medical educators should consider journaling to help foster and gauge students' professional development.

Temple, A., & Thompson, J. M. (2011). Interest in long-term care among health services administration students. *Gerontology & Geriatrics Education*, 32(4), 367–378.

<https://doi.org/10.1080/02701960.2011.611556>

ABSTRACT: The aging of the population has created increased opportunities for health administrators in long-term care. This study consisted of a cross-sectional survey of 68 undergraduate health services administration students to explore factors related to interest in a career in long-term care administration. One third expressed interest working in the field. Experience in long-term care settings, quality of contact with unrelated older adults, satisfaction working with the elderly, and confidence in the ability to work in the field were positively associated with interest in long-term care administration. The findings have important implications for experiential learning in health administration programs.

Wang, D., Ihara, E., Chonody, J., & Krase, K. (2013). Social work faculty interest in aging: Impact of education, knowledge, comfort, and experience. *Gerontology & Geriatrics Education*, 34(3), 257–271.

<https://doi.org/10.1080/02701960.2012.718010>

ABSTRACT: As the need for gerontological social workers increases, it is important to assess faculty interest in strengthening and bolstering this area in the classroom and curriculum. This study sought to compare training and experience of social work faculty that identified aging as a teaching or research interest with faculty who did not, and to identify predictors of aging interest among faculty. A national sample of social work faculty members was recruited, and a total of 609 individuals participated in the study. The findings reveal that faculty with an interest in aging differed from nonaging faculty in the areas of knowledge of older adults, personal and paid experience, and graduate and continuing education. In addition, predictors of interest in aging included taking a graduate course, continuing education units, having paid and volunteer experience, level of knowledge of older adults, and comfort level of covering content on aging in the classroom. The connection between social work faculty and student interest in aging are discussed as implications for further social work research and education.

Wesley, S. (2005). Enticing students to careers in gerontology: Faculty and student perspectives. *Gerontology & Geriatrics Education*, 25(3),13–29, https://doi:10.1300/J021v25n03_02

ABSTRACT: Recognition of the increasing demand for gerontologically trained social work professionals prompted an investigation of the factors that attract undergraduate students to a career of working with older adults. Faculty (n = 10) and students (n = 10) from the disciplines of social work, nursing, consumer and family sciences, psychology, recreation, and business participated in focus groups addressing such topics as the inclusion of content on aging, influences on choice of major, perceptions of aging, and personal experience with older adults. Respondents perceived (a) limited course content on older adulthood, (b) existing course content focused on frailty and aging, (c) a pervasive lack of awareness of the aging of the population, and (d) the essential contribution of positive intergenerational contact from early childhood through the college years. The results suggest the need for increasing efforts to enhance awareness and to integrate comprehensive content on aging throughout the curriculum in higher education. The essential role of intergenerational contact identifies a role for higher education in supporting current programs, such as the Foster Grandparent Program, while developing additional innovative means of promoting and nurturing intergenerational relationship.

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