

## In Full Swing

It feels like I was just writing the introduction to the summer issue. Yet here we are. The fall semester at Arizona State University is here and in full swing. Somehow, even after spending most of my life either as a student or faculty member, I still feel like August/September is a shock to the system.

Even with all the approaching deadlines and new responsibilities, I always feel refreshed at the start of the semester. It is wonderful to see the campus come back to life after a summer of downtime and to meet our incoming students. The excitement of seeing colleagues at our annual get-together (also known as The GSA Annual Scientific Meeting) also becomes palpable as we get closer to the date.

This issue of AGHEXchange touches on both experiences. Inside, you will find updates about changes as we enter a new academic year and exciting opportunities for learning and celebration as we meet in Tampa.

Please send us your announcements, celebrations, milestones, and news, as always. We welcome submissions focused on programs, pedagogical techniques, and advances in gerontology education.

You can learn more about our submission guidelines and publishing timeline [here](#). The *AGHEXchange* does not exist without your updates. We also encourage you to reach out ([aaron.guest@asu.edu](mailto:aaron.guest@asu.edu)) with your feedback. & if no one has told you lately, thanks for all you do to educate our students about aging.

Until next time - Aaron



Photo: Editor conducting critical ethnographic fieldwork in Mexico City

# The Chair's Corner

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Join Us for AGHE's 12th Annual Teaching Institute at GSA

November 8, 1-5pm

GSA Colleagues,

As we are getting closer to GSA 2023, please consider joining us for AGHE's 12th Annual Teaching Institute workshop on 11/8 from 1-5pm. This year's Teaching Institute will use a design challenge activity called a "hackathon " to develop intergenerational curriculum. A hackathon is a highly interactive design challenge that leverages participants' interprofessional and interdisciplinary expertise to rapidly design a new product or solution. While hackathons have taken the world by storm and were originally developed and used by big corporations such as Microsoft and Hasbro, it is estimated that 30% of all hackathons take place on college campuses and most recently in primary and secondary schools ([What is a Hackathon? | Meaning, Examples & Types | Benefits & More, idtech.com](#)). Panelists in this Teaching Institute will walk participants through the purpose and process of a hackathon and then engage attendees through a brief, team-based, interdisciplinary hackathon (design sprint) focused on the development of lesson plans for intergenerational projects. Participants will learn a cutting-edge technique and will leave with knowledge and resources related to design thinking, process, and challenges; a series of intergenerational lesson plans; and a set of skills to implement both. Representatives from all GSA member groups are encouraged to participate, as the greater the variety of perspectives represented on design challenge teams, the more powerful the outcomes. Please join us to learn more about this this highly interactive tool and can learn while participating in the process. Come for fun, door prizes, networking, and to understand why "hack culture" is the rave.



Tina Kruger Newsham, PhD  
AGHE Vice-Chair

# Off the Presses

*Brief Updates from Members and Supporters*

## See You in Tampa!

We look forward to seeing many of you in Tampa for the upcoming GSA 2023 Annual Scientific Meeting! You can learn more about the meeting, as well as AGHEs program, by reviewing the [GSA 2023 Website](#).



## Join the Conversation!

If you are not on [AGHE Connect](#) you are missing out! Join the conversation online, share best practices, and learn from one another. Included in your AGHE/GSA membership!

## Medical student's research to enhance File of Life Program will aid emergency responders

Research by two students in the University of New England [College of Osteopathic Medicine](#) (UNE COM) will soon allow first responders to better treat patients when responding to emergency calls. [Read](#) more about this exciting work.

**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](#).

## New Age-Friendly University Website Live

A new Age-Friendly University Global Network has gone live. You can access the website by visiting [AFUGN.org](#). You can also learn more about the future for the network by [reading an interview](#) with Dr. Aaron Guest at Arizona State University.

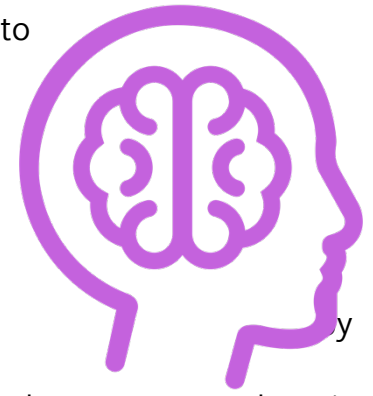
## New Rural Health Issue Brief Released

Nearly 88 percent of Americans age 50 and over say they want to age in place. Allowing them to do so will require community level supports and programs particularly in rural communities that have unique challenges including workforce shortages, health facilities closures, distance to healthcare and other services, and higher rates of chronic diseases and health disparities as compared to urban localities. This [brief](#) discusses the challenges facing older adults who wish to age in place in rural communities and the role that public health practitioners can play to support an age-friendly environment in those places. It is part of a series of publications on the intersection between public health, aging, and the age-friendly ecosystem, authored by the Age-Friendly Public Health System (AFPHS) team at Trust for America's Health.

# Announcing New Public Health Curriculum Module

## Advancing Health Equity in Dementia: Introducing a New Public Health Curriculum Module

The Alzheimer’s Association’s Healthy Brain Initiative is proud to launch the new, free, interactive public health curriculum on health equity and dementia created in partnership with CDC and Emory University. Designed for the current and future public health workforce, the new module, *Health Equity and Dementia - Using a Public Health Lens to Advance Health Equity in Alzheimer’s and Other Dementia*, can be accessed at [alz.org/publichealthcurriculum](http://alz.org/publichealthcurriculum). The module is accompanied a one-page flier, a short video overview of the public health curriculum, and an instructor guide to supplement the individual format of the module with classroom-based activities. The webinar recording launching the new curriculum module is also available and offers insights from educators and public health professionals on how they plan to integrate this module into their course curriculum and staff training. If you are looking for resources to increase public health knowledge of health equity and dementia, this module is for you. Please contact [publichealth@alz.org](mailto:publichealth@alz.org) with any



learning

questions.

## New Rural Info Brief Released



# CONGRATULATIONS TO OUR NEW AGHE FELLOWS & AWARD RECIPIENTS

## AGHE Fellows

Dr. Ramraj Gautam  
Dr. Katarina Friberg-Felsted

## Clark Tibbitts Award

Dr. Edward Schneider

## Distinguished Faculty Award

Dr. Lisa Borrero

## Hiram J. Friedsam Mentorship Award

Dr. Harvey Sterns

## Mildred M. Seltzer Distinguished Service Honor

Dr. Nina Silverstein  
Dr. Judith A. Sugar  
Dr. Donna Weinreich

## Rising Star Early Career Faculty Award

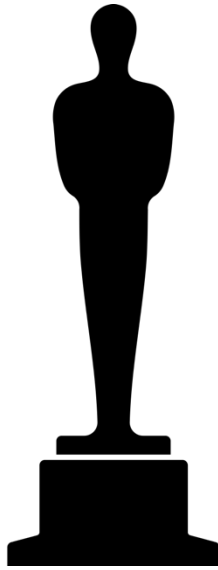
Dr. Nasreen Sadeq

## Rising Star Early Career Faculty Award

Dr. Berenice Benayoun

## Student Leadership Award

Ms. Giuliana Casanova



*Fellowship Status and Awards will be bestowed during the 2023 GSA Annual Scientific Meeting*

# CALL FOR CONTENT

AGHExchange Volume 47, Issue 1

**Deadline** January 30, 2024

The *AGHExchange* serves as a venue to connect those in gerontology education. It welcomes announcements, news stories, and activity updates about gerontology and gerontology-adjacent programs. It also welcomes pieces relevant to gerontology education.

Contact Aaron Guest ([aaron.guest@asu.edu](mailto:aaron.guest@asu.edu)) with any questions or to submit material.

## *Building Bridges: My Journey as President of the First International Student Chapter of The Gerontological Society of America in Portugal*

By: **Giuliana Casanova, MSG, MSG, BA**. President of the GSA Student Chapter at the University of Aveiro, Portugal  
Doctoral candidate of Gerontology and Geriatrics at the University of Aveiro, Portugal,  
gcasanova@ua.pt

As the President of the first international chapter of the Gerontological Society of America (GSA) established in Portugal, my experience has been challenging and immensely rewarding. It began as a distant possibility, but through dedication and perseverance, we have brought it to fruition. Since its establishment in October of 2022, our chapter has experienced steady growth, both in terms of membership and the opportunities we provide our members and the academic community at large.

As a foreign student who moved to Portugal from the USA, I recognized the importance of creating a connection between the two countries and being part of the GSA student chapter pilot program has been able to accomplish that. The experience of living abroad has given me a unique perspective on the significance of building bridges and transcending borders. Through the GSA student chapter, we are not only creating connections within Portugal but also forging links with the global community of professionals in the field of aging.

The support and dedication of my team, alongside the guidance of our advisor has been crucial in the success and takeoff of this chapter. Through the creation of members-only and other inclusive academic events, we have successfully created a space that encourages collaboration and growth. One event that stands out is the collaboration between our chapter and the GSA student chapter from Portland State University. This event is an example of the possibilities that arise when Portuguese and American students come together. It showcased the potential for international collaborations and opened doors for future opportunities.

I would like to express my heartfelt gratitude to the Academy for Gerontology in Higher Education (AGHE) for awarding me the [James McKenney Travel Award](#).

This honor provided me with the opportunity to attend the GSA annual conference last year, an extraordinary experience where I had the privilege to meet professionals in the field, network and acquire invaluable knowledge. Additionally, I am incredibly grateful to have received the AGHE Student Leadership Award 2023, I want to express my deepest gratitude to those who nominated me, their belief in my abilities and dedication has been a tremendous source of motivation and support.



I am grateful for the opportunity to have met and connected with members of the GSA who have supported me throughout this journey. Since joining GSA, I have felt warmly welcomed into a community of like-minded individuals who share a passion for gerontology. The benefits and rewards of being part of the GSA have been imperative to my development as a doctoral student. One major contribution was meeting my current co-advisor, whom I initially connected with as a mentor at GSA. Her wisdom and support have been vital in my academic journey.

In conclusion, my journey as the President of the GSA student chapter in Portugal has been an amazing opportunity, fueled by the collaborative efforts and passion of my team. Together, we are committed to promoting meaningful connections, creating a legacy and uniting students and professionals worldwide in the pursuit of a brighter future for the lives of older adults.

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## **AGHE Program Resource Development Workgroup Update**

**Mary Ann Erickson, Chair PRDW**

AGHE's Program Resource Development Workgroup (PRDW) is charged with supporting mechanisms that assist faculty at academic institutions to develop, evaluate, and strengthen age-inclusive gerontology and geriatrics educational programs. We will have a symposium session at GSA titled "How Gerontology Programs Are Meeting Challenges in Higher Education" (Thursday November 9 at noon). Our discussions this year have focused on two areas:

### **Program Evaluation and Review**

One of PRDW's key roles is to support AGHE's Program of Merit (POM). The POM is a voluntary evaluation process to recognize quality gerontology and health professions programs with an AGHE "stamp of approval." For programs that are awarded the POM designation, the benefits include verifying program quality to administrators, lobbying for additional resources to maintain a quality program, marketing the program, and recruiting prospective students into the program. For those health professions programs that integrate gerontology/geriatrics competencies into their curriculum, students are better prepared for working with older adults as well their care partners. The Program of Merit highlights quality in gerontology and health professions programs. The latest published update of AGHE's *[Gerontology and Geriatrics Curricular Standards and Guidelines in Higher Education, 7<sup>th</sup> edition](#)* is the key document when conducting a Program of Merit review [See: [Program of Merit \(geron.org\)](#)].

At our May webinar, the co-editors of 7th edition of the AGHE *Standards and Guidelines (S&G)* discussed the importance of the shift to competency-based education for gerontology and provided an overview of the revised chapters for all health professions programs. The AGHE *S&G* provides the foundation for curriculum



development and program enhancement, including appendices that offer competencies in gerontology and health professions as well as competency mapping tools.

Many will also be aware of the opportunity for accreditation through the [Accreditation for Gerontology Education Council \(AGEC\)](#). Both accreditation through AGECEC and recognition as a Program of Merit are ways to guide program review and to achieve recognition. There are key differences between accreditation and POM recognition:

- Accreditation is only for gerontology degree programs (associate, baccalaureate, or master's degrees); POM can also recognize gerontology minors and certificates and international degree programs with limited translation capability.
- Health professions programs are encouraged to apply to be recognized as an AGHE Program of Merit that highlights their integration of gerontology/geriatrics competencies, which their accreditation bodies do not.
- After having received a five-year POM designation, mature gerontology degree programs will not need to be reviewed for POM renewal if they meet AGECEC application requirements.
- POM is an AGHE program; AGECEC is a separate accreditation entity but works closely with GSA and AGHE.
- The AGECEC accreditation process requires a site visit; the POM application does not.

### Micro-Credentials

Another area of interest for PRDW is micro-credentials. Micro-credentials in the context of colleges and universities are usually collections of several courses that are packaged to appeal to non-matriculated students, usually for workforce enhancement. In our meetings, we have heard about micro-credentials in gerontology being offered at the University of Alaska Anchorage and Northern Kentucky University. An important resource for AGHE members wanting to learn more about micro-credentials is the Guest et al. article in *Gerontology and Geriatrics Education*, [“An Environmental Scan of Aging-Related Micro-credentials: Implications for Gerontology and Gerontologists.”](#)

### Next Steps

PRDW wants to know what programming and resources best support gerontology and geriatrics programs will. If you have a question or idea that could inform our efforts, please reach out to the PDRW chair, Mary Ann Erickson, at [merickson@ithaca.edu](mailto:merickson@ithaca.edu).

# Announcing a New Unique Internship Framework Through the University of Vermont's Social Work Program

## VT-BRIDGES: Vermont Broadening Resources in Developing Gerontological Education & Social Work

*A pilot project developed in collaboration with University of Vermont Medical Center's Dementia Family Caregiver Center, University of Vermont's Center on Aging, and the University of Vermont's Social Work Department*

### Mission

To recruit, educate and retain Master's of Social Work (MSW) candidates in the field of aging in Vermont.

### Rationale

As Vermont's population ages, a greater number of trained social workers are needed to support the aging population's unique challenges and to acknowledge their vital role within the wider community.

**VT-BRIDGES** seeks to add depth to UVM's MSW program to help recruit and educate social work students interested in the field of aging. Through specialized coursework, multiple placement sites and a cohort model, students in the VT-BRIDGES program can expect to learn and be supported by local leaders in the classroom and field. The first cohort started in the Fall of 2023 with three students. Each student receives a modest stipend provided by the Center on Aging. Students have rotating placements and are supported through regular group supervision with the cohort.

**Contact:** We're seeking input and connections with other social work departments, professors, and field. education coordinators – please reach out.

Audrey Winograd, JD, MSW, Program Coordinator: [audreywinograd@gmail.com](mailto:audreywinograd@gmail.com)  
Lucas Kovacevich, MAT, MSW, Program Administrator: [lucas.kovacevich@uvm.edu](mailto:lucas.kovacevich@uvm.edu)



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## AGHE Educator Resource Development Workgroup Update

Dr. Lisa Borrero, Chair, ERDW

The mission of ERDW is to support strategies and resources that assist faculty in developing, delivering, evaluating, and strengthening their gerontology, geriatrics, and age-inclusive educational efforts. The mission of PRDW is to support mechanisms that assist faculty at academic institutions to develop, evaluate, and strengthen their age-inclusive gerontology and geriatrics educational programs.

During the spring semester, ERDW began establishing its identity as a workgroup during two initial meetings, allowing its members to orient themselves to the established mission and discuss plans for the year and beyond. In doing so, ongoing initiatives were revisited, and new action items were formulated and have since gotten off the ground. In terms of ongoing initiatives, the longstanding AGHE Teaching Institute will again be offered at the GSA Annual Meeting, this time as a Wednesday afternoon workshop. The title of this year's 12<sup>th</sup> Annual AGHE Teaching Institute is **"Higher Ed Curriculum Design Challenge: Intentional, Intergenerational, Interprofessional"** and is focused on a team-based, interdisciplinary hackathon (design sprint) allowing participants to develop lesson plans for intergenerational projects. Participants from all GSA sections interested in exploring gerontology education are encouraged to attend!

In another ongoing project, inspired by the [UN Global Decade of Healthy Ageing](#), ERDW members are developing a survey to distribute to international universities to learn more about international gerontology education, ways in which we can collaborate and exchange gerontology education materials, and to explore opportunities to increase international aging programs. The workgroup members who have spearheaded this initiative have received IRB approval to distribute the survey, which, in its first dissemination, will serve as a pilot, with the next iteration having a broader reach. Keep an eye on GSA Connect for future updates about this initiative.

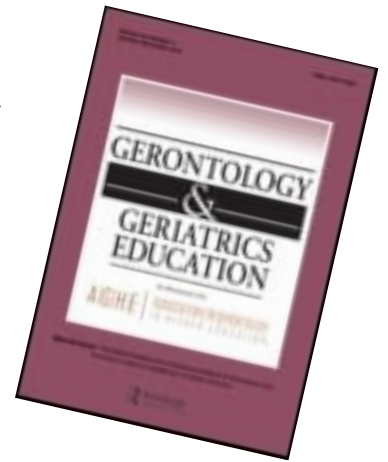
New action items that have been initiated include exploring how to increase diverse representation in aging-related resources, including better representing the diversity among older adults and gerontology students themselves. Central to this is a review of teaching resources offered on the [GSA website](#) to keep the list updated with relevant and timely information related to diversity, advocacy, and other key aging topics.

Upcoming ERDW discussions will include a focus on developing new ways for AGHE members to share our personal knowledge by, for example, collaborating on an informal "speakers bureau" list whereby members can offer their expertise to others by providing virtual guest lectures, participating in panels, and other contributions. We will also continue collaborating with ESPO to develop an educational workshop on a topic concerning applied teaching skills and resources. Stay tuned for more information on many of these initiatives throughout the year!

# *Gerontology & Geriatric Education*

## **Announcements**

*Gerontology & Geriatrics Education (G&GE)*, the official AGHE peer-reviewed journal, encourages submissions which 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 44, Issue 3 \(2023\)](#)

**From the Vault:** Jamehl L. Demons, Swapna Chenna, Kathryn E. Callahan, Brooke L. Davis, Linda Kearsley, Kaycee M. Sink, Franklin S. Watkins, Jeff D. Williamson & Hal H. Atkinson (2014) Utilizing a Meals on Wheels Program to Teach Falls Risk Assessment to Medical Students, *Gerontology & Geriatrics Education*, 35:4, 409-420, DOI: [10.1080/02701960.2014.930033](https://doi.org/10.1080/02701960.2014.930033)

The aim of this study was to design an innovative method to teach falls risk assessment using community-based resources and limited geriatrics faculty. The authors developed a Fall Prevention Program through a partnership with Meals-on-Wheels (MOW). A 3rd-year medical student accompanies a MOW client services associate to a client's home and performs a falls risk assessment reviewed in a small group session with a faculty member. During the 2010 academic year, 110 students completed the in-home falls risk assessment, rating it highly. One year later, 63 students voluntarily completed a retrospective pre/postsurvey, and the proportion of students reporting moderate to very high confidence in performing falls risk assessments increased from 30.6% to 87.3% ( $p < .001$ ). Students also reported using most of the skills learned in subsequent clerkships. A single educational intervention in the MOW program effectively addressed geriatrics competencies with minimal faculty effort and could be adopted by many medical schools.

**Fresh Off the Press:** Giuliana Casanova, Joyce Weil & Margarida Cerqueira (2023) The evolution of universities of the third age around the world: A historical review, *Gerontology & Geriatrics Education*, DOI: [10.1080/02701960.2023.2231375](https://doi.org/10.1080/02701960.2023.2231375)

The evolution of universities of Universities of the Third Age (U3A), lifelong learning institutes, and "senior universities" are terms used to describe organizations that provide education for older adults, specifically for those who are retired or in the "third age" of life. The purpose of this article is to provide a comprehensive, historical overview of the evolution of these organizations across global settings. The article explores the origins and historical development of the U3A model and its influence on recent initiatives like the Age-Friendly Universities movement. There is a general

discussion of the expansion of these organizations in several countries and a comparison of each's curricular structure and approach. The article concludes with suggested future directions and potential areas of improvement (e.g. technology access, accessibility, and inclusion of older adult learners; diverse needs and interests) and ways these models can remain relevant to the ever-changing older adult learner population.

## Program Spotlight | Miami University



Miami University's Department of Sociology and Gerontology, in partnership with the Scripps Gerontology Center, offers Master and Ph.D. programs in gerontology.

**Year Founded:** The Masters of Gerontological Studies (MGS), founded in 1977, provides students with coursework on theory, policy, and research in social gerontology and hands-on experience through an individualized, supervised, full-time summer practicum. The Doctorate in Social Gerontology, founded in 2005, prepares graduates to teach and conduct research in higher education and hold positions in policy or service organizations.

**Degree Offered:** Master of Gerontological Studies and Doctorate in Social Gerontology.

**Program Highlights:** Recent graduates contribute to the aging network in diverse ways that recognize both opportunities and challenges presented by an aging society. MGS and Ph.D. graduates are employed in a variety of settings in and beyond the aging network. Recent MGS graduates hold positions in aging services and administration, policy, research, marketing and corporate gerontology positions - and many enter an advanced degree program. Recent Ph.D. graduates pursue post-doctoral research fellowships, tenure-track faculty positions, academic administration, and public service positions. The program supports their MGS and Ph.D. students through graduate assistantships (GAs) that waive a portion of tuition and general fees so the direct costs to students are reduced for full-time enrollment. GAs are exposed to opportunities to teach and conduct research (through the Scripps Gerontology Center) for 18-20 hours a week, for which they are paid a 9-month stipend. There are also opportunities to work on projects and internships during the summer months.

**Who to Contact:** Leah Janssen, Ph.D, MGS (she/her) Associate Director for Academic Programs and Research Support Scripps Gerontology Center Miami University Jansselm@MiamiOH.edu (513) 529-8748 Oxford, OH 45056

**Editor's Note:** Do you know a deserving student who we should spotlight? What about a program or faculty member? Nominate them for an AGHE Spotlight. We accept student, faculty, and program spotlights. For more information visit here: [Spotlight Nominations](#).