AGHE 35th Annual Meeting

Educational Leadership Conference

February 26 – March 1, 2009
Crowne Plaza-Riverwalk, San Antonio

Deep in the Heart of Aging: Promoting Healthy Futures through Education and Training

Association for Gerontology in Higher Education
The 2009 meeting in San Antonio, Texas will be devoted to the theme of “Deep in the Heart of Aging: Promoting Healthy Futures through Education and Training.” This theme blends 35 years of AGHE meeting themes representing our growth in theory, education, practice and praxis, while embracing social, psychological, physical, spiritual, and business approaches, and supporting the health of older adults and caregivers.

The AGHE Annual Meeting and Educational Leadership Conference is the premier national forum for discussing ideas and issues surrounding education in the field of aging. Educators, clinicians, administrators, researchers, service providers and students have an opportunity to share their insights and expertise regarding teaching and learning about the aging process and older persons.

Throughout the conference, concurrent sessions (including symposia, workshops, discussions, multimedia, resource exchanges, posters, papers, and lectures by distinguished teachers) will focus on innovative aging-related content and interdisciplinary interactions. The emphasis at AGHE meetings is on interactive sessions with opportunities for audience participation. We encourage all interested individuals to join in the discussions and share their thoughts and experiences.

San Antonio, Texas
San Antonio, home to the Alamo and the River Walk, hosts a vibrant mix of culture, cuisine, architectures, moving history and patriotism – not to mention diverse languages and music. The city’s heritage and traditions are rich, as are its modern accommodations. A cosmopolitan blend of remarkable dining and nightlife options, art galleries, spas and shopping dot the pedestrian cityscape along the Rio. San Antonio, one of America’s friendliest cities, truly captures the spirit of Texas.

Crowne Plaza-Riverwalk
Enjoy all the excitement, charm and culture of San Antonio while staying at a beautiful AAA 4-diamond hotel. Experience the warmth and comfort of the grand hotel combined with the comfort and amenities of today’s business hotels. The hotel is within walking distance of the Alamo, Hemisfair Park and Tower, El Mercado Marketplace, the San Antonio Convention Center and the RiverCenter Mall and features a roof top pool, sauna, whirlpool and a complimentary full fitness center.

Plan Your Visit
San Antonio, Texas
To make your hotel reservations, please contact the Crowne Plaza-Riverwalk at 1 (888) 623-2800. The cut-off date for receiving the special room rates listed below is January 26, 2009. Be sure to request the group rate for the AGHE Annual Meeting.

- Single Rate: $169/night
- Double Rate: $169/night
- Triple Rate: $179/night
- Quad Rate: $189/night

For more information, visit www.crowneplaza.com

Deep in the Heart of Aging: Promoting Healthy Futures through Education and Training

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Hotel Information
The Crowne Plaza-Riverwalk Hotel is located on the tranquil end of the Riverwalk.

Room Sharing
If you are looking for a way to reduce your expenses at the meeting, our room-sharing program may prove useful. AGHE collects the names of attendees willing to share a room, and then provides assistance in matching you with a roommate. To indicate interest, simply check the applicable box when you register, or contact the AGHE office at (202) 289-9806 or meetings@aghe.org. A room-sharing form will be faxed to you upon request.
Meeting At-A-Glance

**THURSDAY**
February 26th

- **Registration**
  11:00 a.m. – 7:00 p.m.
- **Pre-Conference Workshops**
  1:00 – 5:00 p.m.
- **Silent Auction Item Intake**
  3:00 – 6:00 p.m.
- **Exhibit Set-Up**
  5:00 – 7:00 p.m.
- **Opening Plenary**
  7:00 – 8:30 p.m.
- **President’s Welcoming Reception**
  8:30 – 10:00 p.m.

**FRIDAY**
February 27th

- **Newcomers’ Coffee**
  7:30 – 8:30 a.m.
- **Registration**
  8:00 a.m. – 4:00 p.m.
- **Exhibit Set-Up / Silent Auction Intake**
  8:00 – 9:00 a.m.
- **Concurrent Sessions**
  8:30 – 10:00 a.m.
- **Distinguished Teacher Lecture**
  8:30 – 10:00 a.m.
- **Exhibit Hall Open / Silent Auction Bidding**
  9:30 a.m. – 4:00 p.m.
- **Concurrent Sessions**
  10:30 a.m. – 12:00 p.m.
- **Student/Fellows Lunch**
  12:00 – 12:30 p.m.
- **Open Committee Meetings**
  12:30 – 2:00 p.m.
- **Concurrent Sessions**
  2:00 – 3:30 p.m.
  3:45 – 5:15 p.m.
- **AGHE Presidential Symposium**
  3:45 – 5:15 p.m.
- **Tibbitts Award Lecture**
  5:30 – 6:15 p.m.
- **Annual Business Meeting**
  6:15 – 7:00 p.m.
- **Dine-Arounds**
  7:30 p.m.

**SATURDAY**
February 28th

- **Institutional Reps Breakfast**
  7:30 – 8:30 a.m.
- **Community College Task Force Meeting**
  8:00 – 10:00 a.m.
- **Registration**
  8:00 a.m. – 4:00 p.m.
- **Exhibit Hall Open / Silent Auction Bidding**
  8:30 a.m. – 3:30 p.m.
- **Concurrent Sessions**
  8:30 – 10:00 a.m.
  10:30 a.m. – 12:00 p.m.
- **Distinguished Teacher Lecture**
  10:30 a.m. – 12:00 p.m.
- **Networking Luncheon**
  12:00 – 1:30 p.m.
- **Video Viewing**
  2:00 – 5:30 p.m.
- **Concurrent Sessions**
  2:00 – 3:30 p.m.
  4:00 – 5:30 p.m.
- **GSA Presidential Session**
  2:00 – 3:30 p.m.
- **Sigma Phi Omega Presidential Symposium**
  3:45 – 4:45 p.m.
- **Sigma Phi Omega Business Meeting and Reception**
  4:45 – 6:00 p.m.

**SUNDAY**
March 1st

- **Registration**
  7:00 – 8:00 a.m.
- **Interfaith Worship and Memorial Service**
  7:15 – 8:00 a.m.
- **Hiram Friedsam Mentorship Award**
  9:00 – 10:30 a.m.
- **Closing Plenary and Brunch**
  10:30 a.m. – 12:00 p.m.

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**AGHE Special Event at the Rangers Museum**

Saturday 6:00 – 9:00 p.m.

Plan to join us at the Texas Ranger Museum. Transportation will be provided and admission is FREE.
Program Highlights

OPENING PLENARY
Thursday, February 26
7:00 – 8:30 p.m.
Keynote by David Dunning, Ph.D.

David Dunning, Ph.D., Professor of Psychology at Cornell University, will provide insights related to his research on the phenomena of accuracy and illusion of self in relation to social judgment. Specifically, he will speak to why our students tend to have overly favorable and objectively indefensible views of their own abilities in the classroom. Dr. Dunning will then address how professors can foster learning so their students will have the tools to work effectively in the field of aging. He will provide ideas on how to structure education on aging so that training can be maintained over time rather than evaporate once students leave the classroom.

Presentation of Awards
The AGHE Fellows, Programs of Merit, Distinguished Teachers, and recipients of the Mildred M. Seltzer Distinguished Service Recognition, Administration Leadership Award, and Part-Time Faculty Recognition will be presented during this time.

PRESIDENTIAL SYMPOSIUM
Friday, February 27
3:45 – 5:15 p.m.
Gerontologists Who Dye Their Hair: Our Own Portrayal, or is it Betrayal, of Images?

The AGHE Presidential Symposium is designed to raise consciousness about the images (real and metaphorical) we use to portray aging in our lives and through our teaching. Three key concepts of awareness to be discussed in this presentation are societal images of aging and influences that affect the aging of America, individual aging and the temptation to betray ourselves, and self-awareness of aging and its associated challenges. The speakers for this thought-provoking session are Drs. Marilyn Gugliucci, Barbara Conforti, and Margaret Cruikshank. Dr. Gugliucci is serving as AGHE’s President and as the Director of Geriatric Education and Research at the University of New England. Dr. Conforti is a faculty member at the Lancaster General College of Nursing and Health Sciences. Dr. Cruikshank is a faculty member in Women’s Studies at the University of Maine.

GSA PRESIDENTIAL SESSION
Saturday, February 28
2:00 – 3:30 p.m.
Financial Crisis 2009: Implications for Educational Gerontology

Harry (Rick) Moody, Director of Academic Affairs at AARP, will moderate a panel of academic experts on economics and aging, to explore how we should be teaching our students about the impact of the current financial crisis for the field of aging.
Program Highlights

DISTINGUISHED TEACHER LECTURE SERIES

Friday, February 27
8:30 – 10:00 a.m.
How to Increase Student Engagement in Traditional and Interactive Television Courses on Adult Development and Aging

Saturday, February 28
10:30 a.m. – 12:00 p.m.
Learning By Doing: Using Service Learning To Teach About Aging—A Very Cool Tool!

The beauty of Service Learning is that there are reciprocal benefits to both the seniors in our communities as well as our students. Students “learn by doing”; something we as educators strive for in terms of fostering this deep learning in our students. While Service Learning is not a new pedagogical tool, it is becoming increasingly refined. Join Dr. Karen Kopera-Frye, Associate Professor in the School of Social Work, and Co-Chair of the Gerontology Academic Program at the University of Nevada-Reno, as she shares the technique and experiences of Service Learning with us. Dr. Kopera-Frye will present on what Service Learning is and how it has been used in both the classroom context and in Curriculum Mapping assessment of our AGHE Program of Merit-approved Gerontology Academic Program at UNR. Lessons learned, in terms of challenges inherent in the Service Learning approach, along with potential solutions, will be offered. Dr. Kopera-Frye has taught extensively in the areas of Lifespan Development, Adult Development and Aging, Diversity, Psychology of Aging, Program Evaluation, Social Gerontology, and Practicum/internship/field courses. Outside the classroom, Dr. Kopera-Frye works with her community partners on research involving health, cultural sharing, intergenerational relationships, and caregiving; particularly among Native American and Latino elders.

EXHIBIT HALL AND SILENT AUCTION

Friday, February 27
9:30 a.m. – 4:00 p.m.
Saturday, February 28
8:30 a.m. – 3:30 p.m.
The exhibits offer excellent opportunities to learn about other gerontology programs, to examine training materials and textbooks, and to discuss innovative programs and services with your colleagues. The silent auction helps raise funds to support AGHE programs and member services. Bring something to the meeting to donate and bid on hundreds of exciting and useful items. Items donated to the auction are tax deductible and all proceeds benefit AGHE.

CLOSING PLENARY AND BRUNCH

Sunday, March 1
10:30 a.m. – 12:00 p.m.

William H. Thomas, M.D. who is an international authority on geriatric medicine and eldercare, and a professor of aging studies at the Erickson School at the University of Maryland, Baltimore County. He is the founder of The Eden Alternative, a global non-profit organization that is committed to improving the care received by people who live in institutions everywhere. More recently, Dr. Thomas developed the Green House concept, a radically new approach to long-term care. Dr. Thomas will talk about innovation and its role in education and training.

Donorfoio

Kopera-Frye

William

Thomas
Preliminary Listing of Sessions

FRIDAY, FEBRUARY 27  
8:30 – 10:00 A.M.

Posters (8:30 A.M. – 12:00 P.M.)


Student Involvement in Preparing Older Persons for Disaster. Cronin, Ferri.

Making it Real: Connecting Students and Older Adults through Oral History. Niles-Yokum, Cook.

Exploring the Meanings of Sexuality: What Young Adults Learn from Mature Women. Roberto, Allen.

Sensitizing Young Adults to their Feelings about Adulthood and Aging. Hayslip, Ward.

Integrating Service-Learning into an Undergraduate Research Methods Course. Perkinson, Barney.

Service-Learning in an Older Adult Nursing Course. Insley.


Inter-Professional Leadership Issues in Geriatrics: Transitional Care Management. McMullen, Hubbert.

Driving with Dementia: Lessons Learned from Driving Specialists. Adler, Silverstein, Eby, Molnar, LeBlanc.

Emergency Preparedness of Nursing Homes in Rhode Island: Engaging Gerontology Students in a Research Project. Filinson.

The Relationship Between Student Knowledge and Attitudes toward Older People and Key Factors on Pursuing Careers in Aging Fields. Lun.

Implementing Fitness Testing for Seniors into the Kinesiology Curriculum: Student and Faculty Perspectives. Powers, Gray, Fent, Bayliss, Thomas.

Students Explore Livable Communities: Phase 3 Focus Groups. Silverstein, Griffin.

MTGEC/PHARM: Interdisciplinary Training in Geriatric Health Screening. Hudgins, Haney, Beall, Levison, Baumgartner, McIntosh, Siegrist.

Multimedia

Using Television Animation to Engage Students in Courses on Aging. Curch.

Resource Exchanges

Student Centered Approaches in Enhancing Research Competencies among Social Work Graduate Students in a Gerontology Infused-Hybrid Course. Kok.

Aging in Mexico. Ingman.

Outcomes Based Learning: Strategies for Capstone and Introductory Courses. Fugate-Whitlock, Covan.

Healthy Aging Starts Early. McGuire.

The Need to Recognize and Reward Innovation in Gerontology Education and Practice. Abbott.

Structured Writing Groups in an Adult Development Class: Students Teaching Students. Yancura.

Loyalty and Membership as a Tool for Engaging Seniors into a College-Based Gerontology Program: The Power of Aging Adult Affinity Programs. Hayashida, Mondshain, Laverty.


Workshops

Not Dead Yet – A Concert that will Transform your Caregiving Experience and Empower Elders. King.


Symposia

Current Issues in Geriatric Health Literacy. Alford, McFall, Miner-Williams, Saunders, Yee-Melichar, Fecondo.

Papers

Older Workers as a Training Resource: Serving as “Mentor” for Workplace & Self. Stevens-Roseman.


An Innovative Educational Tool Translates Research to Practice. Rodiek.

Bridging the Academic/Practice Gap in Gerontology: Mapping a Route to Mutual Success. Applebaum, Leek.

Discussions

Aging and Masculinities. Thompson.

Strengthening the Emerging Value of Professional Gerontologists. Sauceda, Patterson.

FRIDAY, FEBRUARY 27  
10:30 A.M. – 12:00 P.M.

Multimedia

A Multimedia-Based Service-Learning Activity for Presenting Reminiscences of Older Adults. Pierce, Jenks, Tompkins.

Resource Exchanges

Elders, Culture and Health: Incorporating the Insights of Medical Anthropology into Geriatric Education. Elliott.

Houston Geriatric Education Center: Interdisciplinary Student Team
Preliminary Listing of Sessions

Competition on Elder Abuse and Mistreatment. Godwin, Ostwald, Prati, Dwyer.

Undergraduate Geriatric Education: A Thirty Minute Assignment Reaps Surprising Benefits. Rompf.


Incorporating Current Events into an Introduction to Gerontology Course. Leek.

Medicare Part D as a Case Study: Teaching Policy Analysis using Competing Perspectives. Cohen.

Active Learning in Nursing Education: Using Simulation to Teach Gerontologic Concepts. Fay.

Storytelling as a Component of Intergenerational Service Learning. Erickson, Bianconi.

Workshops

The Effective use of Video Streaming, Podcasting, Blogs, Wikis, and Social Software in Geriatric/Gerontological Education. Wright, Vanden Bosch, Teasdale.


Symposia

Intergenerational Service Learning: Innovative Programs that Promote Gerontology Education and Health and Quality of Life for Older Adults. Dauenhauer, Hegeman, Fromm-Faria, Krou, Horowitz, Wong.


Papers

Student Developed Learning Objectives, Anticipated Service Experiences and Modifications to Objectives in a Service-Learning Course: A Qualitative Analysis of Five Semesters of Student Reflections. Henry, Natalie.


Qualitative Student Outcomes of the Co-Mentoring Project: What is it like to Write an Older Adult’s Memoirs? Zucchero.

Discussions


FRIDAY, FEBRUARY 27
2:00 – 5:15 P.M.

Posters

Story Sharing: A Narrative Pedagogy Approach to Teaching and Learning in Long-Term Care. Heliker.

Promoting a Healthy Future for Academic Gerontology: Credentialing and Accreditation. Pelham.

Competency Development Across Disciplines and Higher Education Programs. Frank, Damron-Rodriguez, Sheets, Beem, Price.

Senior Health and Social Services Assessment in a Suburban Community. Lurie.

Assessing the Mental Health Education Interests of Rural Nursing Home Direct Care Providers. Keller, Bottsford, Jones, Magnuson.

College Students’ Perceptions of Potential Barriers and Factors Contributing to Successful Completion of a M.A. in Gerontology. Wallenberg, Gammonley.

Education of Nursing Home Staff in Ostomy, Skin, and Wound Care. Dobbs, Reed, Parker.

Mediating Effects of Health Dimensions on Self-Rated Vision in Predicting Falls in Older Adults. Steinman.

An Analysis of Variables that Impact Personal Decisions Regarding Physician Assisted Suicide. DeOlias, Morris.

Promoting a Healthy Future through a Collaborative and Empowering Lifelong Learning Institute. Harmon, Stauffer, Gish, Lesher.

Is Private Long-Term Care Insurance Affordable for Older Adults? Kim.


Disasters: Older Adults “Willingness to Evacuate”. Gray-Graves.


Biological Risk of Older Adults with Poor Visual Acuity. Steinman, Vasunilashorn.

Safeguarding Better Futures for Older Adults through Health Providers with Geriatric Training in Disaster Preparedness. Roush, McBride, Howe, Johnson, Lamb, Tumosa.
Beyond P Values: Promoting Healthy Futures through Qualitative Research Methods. Goedereis, Wu, Goin.


Multimedia

Exposing Social Work Students to Content on Aging using Web-Based Technology. Gelman, Tosone.

Resource Exchanges

Reframing and Growing a Gerontology Studies Program. Thompson, Niles-Yokum.

Bringing Gerontology to the Workplace: Teaching Where it Matters. Humber.


Understanding “the Other within Ourselves”: Teaching and Learning Gerontology. Wolf.

Development of Gerontology Distance Education: Interdisciplinary Partnerships. Hills, Brallier, Palm.

You May Be What They Were Then: A Look at Your Family through a Family Genogram. Sears.

Organizationa Leadership Model Research Results in Improvements in Satisfaction and Long-Term Care Community Results. Gilster, Dalesandro.

Designing Online Courses and Experiential-Based Learning. O’Quin, Peacock.

Improving Gerontology Education: “Leave-Taking” Advice and Recommendations from Gerontology Education Program “Center Beginners” and “Career Enders”. Grabinski.

Workshops

Fitness through Intergenerational Teamwork (FIT): Promoting Healthy Futures through Intergenerational Education and Service Learning. Foret, Fournet, Nezey, Stuart.

Developing an Effective Teaching Framework to Enable Personal Growth and Well-Being for Men in their Life Course. Bata.

Symposia

Cultivating the Next Generation of Geriatric Nurses using Stealth Tactics, Technology and the Interdisciplinary Team. Galik, Michael, Scheve, Shaughnessy.

Strategies for Teaching and Working with the Older Learner/Older Worker. Hayashida, Abushakrah, Mondshain, Faber.

Papers

An Exploratory Study Examining the Effectiveness of Educating Students in the Geriatric Competencies Utilizing a Community-Based Service Program for Low-Income Seniors. Wilby, Engar.

Using Kirkpatrick’s Taxonomy to Evaluate the Outcomes of a Transitional Care Continuing Education Program. Lyons, Vandenberg, Jones.


Training the Future Leaders in Gerontology: Perspectives from Gerontology Faculty. Ewen, Carr, Kunkel.

Discussions

Learner-Centered Approaches to Teaching from Students’ Perspectives: What Works and What Doesn’t? Vasunilashorn, Goedereis, Clark.

Demonstrating and Assessing Learning Outcomes via a Portfolio of Student Work. Leak, Wassel.

FRIDAY, FEBRUARY 27
3:45 – 5:15 P.M.

Multimedia

Teaching Mentorship: My First Step to be a Teacher in Gerontology. Choi, Adams.

Resource Exchanges

Infusion of Immersion Learning Revisited: What was Learned, from Whom and Plans for the Future. Segrist.

Using Contemporary Films to Teach about Aging. Cosbey.

The Development and Disbursement of Interdisciplinary Units. Sorenson.


Empowering Students to Make Prevention of Dysfunction in Older Adulthood an Integral Part of their Critical Thinking and Practice. Bendor.

Adding Real Life to an Introductory Gerontology Course: Simple Group Activities that can Assist in Aiding Students to Identify with the Forces that Shape Later Life. Baker.

We’ve Looked at POM from Both Sides Now: Tips for Preparing an AGHE Program of Merit Application. Mayberry, Fisher.

Workshops

Living in a Breadbox: Housing Alternatives for Older Adults. Garrett, Brill.

Multi-Dimensional Exercise and Individualized Fitness Program. McClung, Turner, Swan, VanRyswyk.

Symposia


AGHE Presidential Symposium

Gerontologists Who Dye Their Hair: Our Own Portrayal, or is it Betrayal, of Images? Gugliucci, Conforti, Cruikshank.

Papers

A Day in Granny’s Underwear: Teaching Strategies for Improving Incontinence Care. Zurakowski.


Integrating Aging Content into Baccalaureate and Graduate Curricula through Team Research Experiences. Rempusheski.

Creating Enriched Clinical Learning Environments through Practice-Academic Partnerships in Long-Term and Community-Based Care Settings (ECLEPs). Cartwright, Lottes, Tadesse, White.

Discussions


How to Prepare the Unprepared: Training Older Adults to Plan for Natural or Human-Made Disasters. Fitzgerald.

Opening the Window to the World: Teaching Aging from a Global Perspective. Wolske.

What do Undergraduates Really Think of Aging? Gagne.

Integrating Geriatrics in Undergraduate Medical Education: Paving the Path for the Future. Martinez.

The Impact of a State Funded Geriatric Training and Education Initiative. Waters.

Development and Implementation of a Mandatory Core Geriatric Medicine Rotation for Fourth Year Osteopathic Medical Students. Knebl.

Promoting Interdisciplinary Collaboration through Service Learning Activities. Jurkowski.

Rural-Urban Differences in Mammography Screening Among Central Texas Older Women. Levy, Prochaska, Goedereis, Burdine.

Multimedia

Abracadabra! The Magic of Turning a Traditional Face to Face (F2F) Gerontology Course into an Online Gerontology Course. Liley.

Workshops


Marketing a Gerontology Program to Undergraduate and Graduate Students. Hancock, Shenk.

Papers

Creating a Culture of Engagement in Public Land Grant Institutions: The Role of Gerontology in Community Health Promotion. McDonald.

Using Forecasting Techniques to Explore Strategies for Healthy Aging. Kressley.
Old, Sick, and Alone: Challenges to Patients, Elder Care Providers, and Trainers. Kahana, Lovegreen.

Exploring Ethnic-Specific Factors Related to Maintaining or Promoting the Health of Elderly Immigrants in Public Housing. Hsueh.

Instilling Gerontological Self-Awareness into a First-Tier Nursing Role Course. Crist, McEwen.

Interprofessional Rural Gerontology Teaching-Learning Experiences. VanDerVeer.


Give Them History – A Learning Experience in a Taiwanese Acting Course. Tsai, Tsang.

Complacency or Compliancy? Understanding the Privacy Concerns of Older Adults. Boutain, Lorenzen-Huber, Gieseler.

Teaching About Aging Boomers. Moody.

A Case for Inclusion of Educational Gerontology in Adult Education Programs in Australian Universities. Engelbrecht.

Stealth Gerontology: Infusing Age into a Race, Class, and Gender-Based Diversity Awareness Seminar. McGrew.

Discussions

Team San Diego: A Community Health Education Initiative to Improve Medical and Social Service Integration. Meiners.

The Importance of Developing a Gerontological Program of Merit at the Undergraduate Level. Hosier, Ligon, Gugliucci, Fisher.

SATURDAY, FEBRUARY 28
10:30 A.M. – 12:00 P.M.

Resource Exchanges


Program Development: Conception. Elfenbein.

Community Educational Partnership Needs and Job Prospects Project. Van Dussen, Leson, Galloway.

Teaching a Geriatric Functional Assessment Class for Gerontology Students. Hare.

Geriatric Education in Rural Areas: The Importance of Community Partners. Decker, Kinner, Mayberry.

Using Movies and Online Video Media to Supplement the Aging Curriculum. Gerst, Connors, Baker.


Integration of Evidence-Based Gerontology Content Modules into Non-Aging Advanced MSW Courses. Mertz, Fortune, Zendell.

Workshops

AARP AgeLine Workshop: Become a Power Searcher of Gerontology Information. Diliberti, Melinchok.

Creating an Interdisciplinary Course in Aging: Planning and Processes. Wilby, Wright.

Papers

Converting Graduate Education from Face-to-Face to Online Format. Reynolds.

Transitioning a Traditional Geriatric Nurse Educator Program Using Blended Technologies: Challenges and Opportunities. Mahan, McGhan.

Motivational Influences in Gerontology Distance Education Courses: The Role of Interest, Self-Efficacy, and Self-Regulation. Sun.

Bells and Whistles for a Physical Aging Course. Vinton.

Discussions


Making Age an Asset: Retraining Older Workers in the Community College. Moody, Blanchard.


SATURDAY, FEBRUARY 28
2:00 – 3:30 P.M.

Symposium


Resource Exchanges

The Competency for Geriatric Nursing in Rural New England Project. Montgomery, Beyea.

Development of the “Court Appointed Advocates for Vulnerable Adults” Program in Oklahoma. Aron, Holman.


Life Review in Class and Community. Haber.

The Three C’s: Competencies, Curriculum, Credentialing. Pianosi.
Developing Joint Programs between Specific Disciplines and an Interdisciplinary Gerontology Graduate Certificate Program. 

Edge-Boyd.

Workshops

Integrating Yoga as a Caregiver Coping Strategy: LifeForce Yoga. Tebb, Behrman.

The Write Stuff: An Inside View from the Editors of Gerontology & Geriatrics Education. Niles-Yokum, Mosher-Ashley.

Papers


Are Older Lesbians Hardier than Younger Lesbians? A Look at Hardiness and Medical Disclosure. George, Ogletree, Vance.

Preferences of Japanese American Baby Boomers about Senior Social Services and Senior Center Programs. Miyawaki.

Fresh Perspectives, Increased Depth: Teaching Gerontology Collaboratively across Cultures. Ramsey, Mungai.

Aging Well by Adding Value: An Examination of Organizational Perceptions of Older Workers. Spiker.

A Teaching Experiment in Reducing Social Distance between the Ages. Murphy.

Preparing Doctoral Students in Aging Studies as Gerontology Instructors. Haley, McEvoy.


Discussions

Innovative Approaches to Workforce Shortages: The Alaska Long Term Care Apprenticeship Program. Wright.


Inspirational Pedagogy: Teaching Health Promotion for Older Adults in an Online Format. McClay.


Workshops

Interdisciplinary Education in End of Life Care: Creating New Opportunities for Social Work, Nursing, and Clinical Pastoral Education Students. Forrest.


Positive Images of Aging and Caregiving in Video Shorts. Ellor, Vanden Bosch.

Papers


How a Non-Gerontologist Learned to Infuse Gerontological Content into a Social Work Course on Psychopathology: An Educational Case Example. Joyce, Fenster.


Evaluating and Sustaining Gerontology Emphasis in a Graduate Level Social Work Program. Jacob, Kok.

Discussions

Using Guiding Frameworks to Evaluate Outcomes of a Geriatric Education Center. Jones, Bottsford, Colburn, Potter.

Moving Forward in Intergenerational Research and Learning within AGHE. Newman, Hanks, Roodin.
Networking Opportunities and Social Events

Past Presidents Docent Program
If you are attending your first AGHE meeting, you might like to participate in our Past Presidents Docent Program. At the Newcomers’ Coffee (see details this page), you will be paired with an AGHE Past President who will orient you to the meeting and introduce you to new colleagues. The docent relationship generally lasts for one day. This program is ideal for students, first-time attendees, and international guests. Please indicate your interest on the registration form.

Student/AGHE Fellow Lunch and Meeting
At the Student Committee Meeting and Student/Fellow Lunch, students will have the opportunity to socialize and share ideas regarding AGHE and gerontological education. The lunch will be held on Friday, February 27 from 12:00-12:30 p.m. before and during the open committee meetings.

Annual Business Meeting
The Annual Business Meeting is open to all meeting participants. Institutional representatives are expected to attend. The meeting will be held on Friday, February 27 from 5:15-6:00 pm.

Dine-Arounds
This year’s Dine-Arounds will take place on Friday night. Enjoy a special dining experience with new and old friends. Sample one of many cuisines available by signing up to dine at one of the local restaurants. Take this opportunity to join a group of other AGHE attendees for an evening of great food and stimulating company! Sign-ups will be available in the registration area.

Open Committee Meetings
More than 250 professionals and students volunteer on AGHE committees, and we invite you to become one of them. It’s a great way to network and share ideas. Committees generate ideas for activities, plan and develop programs and projects, and oversee their implementation. The Academic Program Development, Faculty Development, Geriatric Education, Publications, Public Policy, and Annual Meeting Program / Local Arrangements committees all meet on Friday, February 27 from 12:30-2:00 p.m.

Newcomers’ Coffee
Informal and informative, the Newcomers’ Coffee is an excellent introduction to AGHE. Attending this reception is a good way to break the ice, meet AGHE members and leaders, and become a part of the organization and conference. Students and international guests are encouraged to attend. The Newcomers’ Coffee is held Friday, February 27 from 7:30-8:30 a.m.

Networking Luncheon
The Networking Luncheon is an opportunity for participants to meet and dine with others who share a particular area of interest and who wish to share ideas, concerns, and ways of solving common problems. The Networking Luncheon will be held Saturday, February 28 from 12:00 p.m.-1:30 p.m. Each full registration includes a ticket to the Networking Luncheon. Guests, spouses, single-day registrants, and students/retirees must buy tickets to attend. If you are purchasing a full registration to the meeting, please indicate on page 16 (by checking the box) whether you plan to attend the luncheon. For those who do not plan, your ticket will be donated to a student. If you indicate that you do not plan to attend, you will not receive a Networking Luncheon ticket in your registration packet. If you indicate that you do plan to attend, or if you purchase additional tickets for the luncheon, you will receive a Networking Luncheon ticket in your registration packet. Attendees will have the opportunity to sign up for the table of their choice at the conference in the meeting registration area. A tentative list of table topics appears below (topics may be added or dropped depending on number of signups).

- Arts and Aging
- Assessing Student Outcomes
- Aging and Business
- Community College Education
- Cultural Diversity and Aging
- Distance Education & Technology
- End-of-Life Care
- Ethics and Aging
- Gay, Lesbian, Bisexual, Transgender Aging
- Geriatric Education
- Gerontology Centers
- Gerontology Education & Research
- Gerontology in the K-12 Curriculum
- Health Promotion and Aging
- Interdisciplinary Gerontology Education
- Job Outlook for Gerontologists
- Lifelong Learning
- Literature on Aging
- Master’s Programs
- Minority Aging Education / Student Issues
- Nursing Education
- Nutrition and Aging
- PhD Programs
- Policy Issues in Aging
- Program Development
- Quality-of-Life Issues
- Research Methods
- Residential Long-Term Group Homes
- Sexuality and Aging
- Spirituality and Aging
- Teaching / Studying Abroad
- Women and Aging
Pre Conference Institutes

1 The Future of Geriatric Education: Framing Curricula for the Health Professions

ASAHP/AGHE/NAO

Marilyn R. Gugliucci, Ph.D., and Shirl A. Weaver, Ph.D., et al

This two-part institute will lay the foundation for geriatrics leaders in health professions education to create profession specific geriatrics curriculum guidelines using a successful model in medical education. This multi-disciplinary institute provides a vehicle for collaboration among professional societies, organizations, and faculty to initiate the establishment of minimum geriatrics curriculum guidelines for a variety of health professions programs.

The session’s respective health professions specific goals include:
1) identifying current core competencies and/or proficiencies related to older adult health care; 2) identifying current curriculum guidelines or content applicable to gerontology/geriatrics; 3) identifying geriatrics leaders; and 4) developing a work plan for project completion.

Establishing minimum guidelines in geriatrics education for health professions education: (1) provides standardized curriculum guidelines that address geriatrics core competencies/proficiencies; and (2) encourages excellence in gerontology/geriatrics education for health professions programs at a time when it is strategically critical due to the demographic imperative of our aging population and their caregivers.

• Part I: February 26, 2009
  1:00 – 5:00 p.m.

• Part II: March 1, 2009
  8:00 – 10:00 a.m.
  (Prior to the closing Brunch)

2 Learning, Laughing and Loving: A Decade of Continuous Intergenerational Service-Learning

Catherine Stogner, Ph.D., Middle Tennessee State University

This workshop will offer participants a tool kit for implementing intergenerational service-learning courses. The kit will include help with establishing community partnerships, developing course curriculum, integrating critical thinking and reflective learning into the course, budgeting, skills for dealing with nay-sayers, and developing ongoing research. Establishing community partnerships includes conducting needs assessments, identifying locations and recruiting participants, and encouraging community buy-in. Course curriculum development includes creating or revising syllabi, discussing best practices for service-learning as a pedagogy, and discussing the most and least successful assignments. Integrating critical thinking and reflective learning will include sharing an on-line module developed to prepare students for a new way of learning as well as tips on how to keep the focus on this type of learning as opposed to rote memorization and verbal regurgitation. Budget discussions will include reasonable and unreasonable financial needs for a program as well as convincing administration of the need for a sustainable budget. Several programs of research will be discussed as a spring board for discussion.

3 Grant Writing Clinic

Graham D. Rowles, PhD, University of Kentucky

The prospect of writing and submitting a grant can be daunting, especially for those new to the process. The purpose of this institute is to provide support for persons with limited experience in the process of developing a grant. We will adopt a “hands on” approach that will allow participants to receive feedback and advice on a draft of their proposal. Following an illustrated discussion of the characteristics of successful proposals, participants will be assigned to one of four working groups in which an experienced and successful grant writer will focus on their specific proposal. Topics to be covered will include developing clearly articulated and unambiguous specific aims, preparing material on the background and significance of the project, developing and presenting an appropriate methodology and analysis plan or program assessment strategy, and writing a compelling abstract. Participants are encouraged to pre-submit a draft of their proposal for review by the faculty. Attendance at this institute will be limited to 16 registrants to ensure that adequate attention is given to each participant.
Pre Conference Institutes

4

The Making of an Effective Dissertation/Thesis
Susan J. Eklund, Ph.D., and Barbara Ames Hawkins, Ph.D., Indiana University

Sometimes what may seem like a simple task turns out to be a daunting exercise primarily because of “fear of the unknown” and/or the competing demands of everyday life. This institute will share ideas, strategies, hints, and suggestions aimed at diffusing the mystery and fear of the graduate thesis or dissertation. Invited speakers will give practical advice and share personal experiences in completing their graduate research. This workshop is a “must attend” for all graduate students who will be required to complete a thesis or dissertation for their degree.

5

Hands-on with Terra Nova Films
James Vanden Bosch, Terra Nova Films

This workshop will be a fun experiment in group process film editing! Participants will view several videos from Terra Nova Films for the purpose of evaluating and discussing how to incorporate “clips” from these films into a compilation DVD for use by professors in PowerPoint presentations and classroom teaching. Participants must be willing – prior to the workshop – to give some thought to which general topics they would most like to see included in this compilation DVD.

These will be ranked and forwarded to James Vanden Bosch at Terra Nova Films so that he can come to the session with the most relevant videos to screen with the participants.

The session will then consist of watching portions of these films, discussing which segments to include in the DVD and then coming to some consensus (or failing that, a majority vote) on the selection of those clips.

Once the compilation DVD is finished, based on the decisions of the participants, it will be made available to each participant at a sharply reduced price.

6

Assessment and Rubrics for Gerontology
Eileen Evans, Ph.D., Suzie Nagle, Ph.D. and Donna Weinreich, Ph.D., Western Michigan University

Amid the changing landscape of higher education the assessment of student learning is prominent. Proof of student learning and program quality is now central. Today’s students ask about the value added by a college degree. The professoriate is asking whether students can demonstrate mastery of expected knowledge, skills, and abilities. And legislators and accrediting agencies seek to know whether institutional missions are being met.

This institute explores assessment, post-Spellings accreditation, and changing generational expectations in higher education. It will:
• contextualize assessment for gerontology,
• examine the intersection of student skill, knowledge and competency, and
• guide hands-on development of measurable course objects and rubrics (participants will bring syllabi to develop or revise).
Video Viewing

A Video Viewing will take place during the conference. Film distributors, schools, and independent filmmakers submit films containing aging content or aging-related issues. The films shown are typically shorter pieces intended for instructional use.

A full schedule of screening times will be published with the final program listing.
Meeting Registration
AGHE 35th Annual Meeting and Educational Leadership Conference
Fax completed form to: (202) 289-9824
Mail to: AGHE, 1220 L Street NW, Suite 901, Washington, DC 20005
Web: www.aghe.org

Contact Program
Name
Dept.
Institution
Address
Phone        Fax
E-Mail

Members
Is your institution an AGHE member?
□ Yes   □ No
Member Institution:

Accommodation
Please specify if you need special services due to a disability:

Payment Details
□ Visa   □ MasterCard □ Check (payable to AGHE)
Card Number
Exp. Date
Name on Card
Signature
Date

The registration fee is non-refundable in the event of cancellation due to circumstances beyond AGHE’s control. You may cancel and request a refund, minus a $25 handling fee, until February 6, 2009. No refunds will be made after February 6, 2009 Federal ID# 52-1256181.

Registration Type (choose one)
FULL – Includes Networking Luncheon, does not include Sunday Brunch.
*Early Bird (on or before 02/06/09)
Member $220 $245 $________
Non-Member $265 $290 $________
Do you plan to attend the Networking Luncheon?
□ Yes   □ No   □ Unsure at this time

STUDENT/RETIREE – Does not include Networking Luncheon or Sunday Brunch.
*Early Bird (on or before 02/06/09)
Student/Retiree $100 $110 $________

SINGLE DAY – Does not include networking luncheon, or Sunday Brunch.
*Early Bird (on or before 02/06/09)
Member $125 $135 $________
Non-Member $145 $155 $________
Student/Retiree $70 $75 $________

Options
MEALS – Full registration includes Networking Luncheon. Guests, spouses and single-day registrants must buy tickets to attend these events. Indicate the number of tickets you would like to purchase.
Networking Luncheon (Sat) $25 $________
Sunday Brunch (Sun) $25 $________

PRE-CONFERENCE INSTITUTES – Please check the number of pre-conference institutes you plan to attend (descriptions on pages 13 & 14). Institutes are $50 for members/non-members and $25 for students/retirees.
   ___ #1   ___ #2   ___ #3   ___ #4   ___ #5   ___ #6

NO COST OPTIONS
□ Newcomers’ Coffee
□ Past Presidents Docent Program
□ Room Sharing Program

Total Due $________

*Postmarked or submitted online on or before February 6, 2009