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Greetings from the *AGHExchange* Editor



Dear Colleagues,

I hope you are all settling into your summers and have plans to take a little time away before preparations for fall demand your attention. For me, even though I continue to teach and work on projects, summer is a wonderful time to reflect on the past academic year and to set goals for the year to come. Looking ahead, we all have the next GSA Annual Meeting to look forward to in November in Indianapolis; many of us are beginning to prepare for that and look forward to seeing colleagues in person after so long. As the summer months press on, remember to visit the [GSA Annual Meeting webpage](#) for updates. For example, check out the reminder about the upcoming late-breaker poster submission information and timeline, which will begin in July. In this issue of the *AGHExchange*, we offer some key announcements and reminders, including a note about the upcoming GSA elections, a writeup about an Age-Friendly University workshop focused on linking AFU and DEI efforts, and a profile of Daphne Joslyn, a dual-degree student from the University of Indianapolis.

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

Best wishes,

Lisa

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Cast Your Vote in the GSA Elections!

The 2022 Elections for the GSA Board of Directors and Member Group officers is taking place from June 10 – July 1, 2022. GSA is a member-based organization, and its elected leaders, selected by you, help shape the future of the Society. Voting is a member benefit and an important duty of all GSA members.

To view the full slate of candidates, visit the [GSA Elections Webpage](#) and click on the 2022 GSA Election Guide. AGHE Vice-Chair Elect candidates are Mary Ann Erickson and Christine Fruhauf. Please carefully peruse the guide before voting to make a thoughtful, informed decision regarding the various roles up for election.

Instructions on how to cast your ballot online are sent via e-mail. All members of GSA who are in good standing are eligible to vote. All GSA members who have designated a primary section are entitled to vote for officers of that section and for Board of Directors positions. Members who have not affiliated with a section are entitled to vote for Board of Directors positions.

All members who are Academy Representatives with the Academy for Gerontology in Higher Education are entitled to vote for officers of AGHE as well as for officers of their primary section and for the Board of Directors positions.

To verify your section and e-mail address on file with the Society, log in to the [GSA website](#), select “My Account” in the upper right-hand corner.

Thank you for casting your vote!

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Highlights from University of Utah's *Careers in Aging Week*



The Gerontology Interdisciplinary Program and the College of Social Work from the University of Utah hosted a "Music and Memory" seminar in honor of Careers in Aging Week. Two Gerontology student alumni (one MS student and one certificate student) presented on how their gerontology education has been instrumental in their career trajectories as a music therapist and care manager at a local social service organization. Numerous faculty, staff, students, and community members attended the event.

A Campus Conversations Event: Connecting Age-Inclusivity with DEI Efforts

Joann Montepare

Lasell University

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The GSA-AGHE Age Inclusivity in Higher Education (AIHE) Workgroup recently hosted a virtual meeting as part of its Campus Conversations series to explore how age-inclusivity efforts can better connect with diversity, equity, and inclusion (DEI) efforts on our campuses. Three faculty from Age-Friendly University (AFU) institutions opened the conversation with a facilitated panel discussion (Jesse Tauriac, PhD, Lasell University; Tracey Gendron, PhD, Virginia Commonwealth University; Nancy Morrow-Howell, PhD, Washington University in St. Louis; Moderator, Joann M.

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Montepare, PhD, Lasell University). Over 40 attendees then joined in the conversation which raised questions and made suggestions around a variety of issues. A good deal of discussion was had around the questions of how are we presently approaching DEI efforts and what particular considerations are needed to integrate age inclusivity. In asking, “Whose voices are being marginalized and devalued?”, panelists noted the need for a new approach that considers how age intersects with other identities and can amplify them over time yet being mindful of not prioritizing identities and related prejudices (as the Reframing Aging initiative has also recommended). However, doing so can be a challenge when campuses are responding to spotlights on particular identities in contemporary society, addressing critical incidents, and meeting compliance requirements - which can result in a sense of a zero-sum situation. One panelist noted, “some people do DEI because they see the light, others because they feel the heat.” Several strategies were suggested to address the challenges, including being sure that our age-inclusivity efforts are not limited to those on the AFU front lines and include collaborations with others with a broader DEI lens.

Other strategies included bringing more attention to the value of diversity and its intersections, raising awareness across campus groups (faculty, staff, and students) about how ageism manifests, and taking a more holistic educational approach to students’ lives that considers both their immediate and lifespan needs. To these ends, the challenge is to “make visible what is invisible about ageism.” Concerns were also raised about the need for our age-inclusivity efforts to be viewed within a broader equity perspective to be sure we are not just engaging certain groups of older adults, namely healthy adults in higher socioeconomic status, in educational undertakings. To this end, the importance of learning from civil rights and social justice movements was noted among other strategies, as was the need to take a “nothing about us without us” perspective that engages older adults more fully in the AFU mission and movement.

Concerns also emerged about how generational considerations were being viewed within our age-inclusivity efforts - given generational bias and conflict that can be overlooked and fueled with attention to ageism directed toward older age groups. The need to check our “generational rhetoric and profiling” was suggested, along with the call to raise awareness about the continuity

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and universality of the aging experience. The session concluded with a quote from Nelson Mandela, “Education is the most powerful weapon we can use to change the world” reinforcing the importance of advancing age inclusivity in higher education through more age-friendly practices on our campuses.

New Issue of *Advancing Age Inclusivity in Higher Education* Newsletter Out Now!

A brand-new issue of the GSA newsletter, *Advancing Age Inclusivity in Higher Education* is now available. This edition takes a global look at intergenerational efforts – with a feature article by AGHE Chair, Dana Bradley, titled, “Defining Your Village: Perspectives on Global Intergenerationalism.” In keeping with this focus, other articles cover the work of AFU-designated Pai Chai University in South Korea, as well as a conversation with Nancy Pachana from The University of Queensland, Australia. Don’t forget to also peruse the “News and Notes” section as well as the up-to-date “Resources” that close out the newsletter.

The *Advancing Age Inclusivity in Higher Education* newsletter is a space where educators, administrators, scholars, and community members can share news about how colleges and universities are responding to aging populations and the rise of more age-diverse campuses. Check out [this issue, and explore previous ones](#), on the GSA website via the Age Friendly University (AFU) Global Network page (scroll down to “Newsletter”).

Heads-Up! Translation Services Sought for AGHE’s Standards and Guidelines

AGHE's Academic Program Development Workgroup (APDW) is exploring options for translating the [AGHE Gerontology and Geriatrics Curricular Standards and Guidelines in Higher Education \(7th Edition\)](#) into Spanish. We're looking for ideas for funding sources as well as translation services. Please send any ideas to Maria Claver at Maria.Claver@csulb.edu Thank you!

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Student Profile: Daphne Joslyn, University of Indianapolis



Daphne Joslyn is a dual-degree student at the University of Indianapolis (UIndy), working toward her Master of Aging Studies and Doctor of Health Sciences degrees. She is also a physical therapist assistant (PTA) Program Director in Seattle, Washington. In this issue, she answers a few questions for us about her background, student life, and commitment to the field of aging.

What drew you to the field of aging?

There have been many older adults in my life who inspired me. At the age of 85 my grandfather is currently a state senator. I remember meeting his grandmother (my great-great grandmother) when I was five years old and she was over 100. My father ran a half marathon every month until the age of 70 (now he just walks the same distance).

For my family, older age has always been associated with pursuit of passion and staying active. My love for the field comes from those around me who continue to inspire me with their energy and seemingly endless ability.

As a physical therapist assistant, I was fortunate to work with older adults for over 10 years in a professional capacity. Like my older family members, it was my older patients who taught me great lessons during our sessions. I loved listening to their life stories and finding meaningful connections during our treatment sessions. One of my favorite patients, a WWII Veteran, was recovering from surgery and planning a trip to Normandy. As his therapist in the cardiac unit of the hospital, his motivation to participate in therapy inspired me to work harder on his behalf. From my older patients I have learned patience, kindness, and a sense of purpose that only comes with the wisdom of age. Contributing in any small way to a person's physical recovery is a humbling and rewarding experience.

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I decided to pursue an advanced degree in Aging Studies to improve my understanding of the aging process so that I can not only improve the lives of older adults, but advocate for these individuals in the healthcare field and the community.

What brought you to your particular program and what prompted you to pursue a dual degree with the DHSc?

I am currently a program director for a physical therapist assistant program on the west coast. UIndy's fully online program made the dual degree Doctor of Health Science and Master of Aging Studies degrees accessible to me. The instructors who teach many of the DHSc courses are physical therapists themselves, so the coursework is relevant to my field and my own teaching. The doctoral level courses in health science have given me an opportunity to critically evaluate my curriculum and improve my own program while I earn my degree. I decided to pursue a dual degree so that I am able to focus my doctoral studies and dissertation on issues affecting older adults. These are the patients with whom I have worked for many years - I am passionate about them!

What are your primary research interests within aging? And, what would you like to do after you graduate from your two programs?

I began my career as an architect and while in school I became interested in healthcare facility design. The environment in which we spend our time can profoundly influence our emotional well-being and, as a result, the healing process. In architecture school, my thesis focused on "healing the healthcare environment." I have always been interested in the patient experience. After a decade of patient care, that interest has evolved. My goal is to research the substantial impact outdoor environments can have on older adults living with Alzheimer's disease and dementia.

With my design background, therapy experience, and doctoral research, I would love to give back to my community in a way that positively impacts the lives of those living with these conditions. I hope to be the voice for improved and accessible outdoor spaces, dedicated

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memory gardens, and the availability of horticulture therapy as a treatment option for older adults with dementia.

What has been your most impactful learning experience so far in your program(s)?

In the dual degree program at UIndy, there is so much more diversity in the assignments than I ever imagined there would be in an online degree. There have been many learning experiences that challenged me, particularly because I have always thought of myself as a strictly “in-person” learner. The Instructional Design and Delivery course in the DHSc program made a huge impact on my career and teaching style. The techniques I learned in that class changed the way I delivered content and designed many of my courses. I use tools and techniques learned in that course to instruct my own instructors. It really is exciting to be in this program!