

...Transitions

Hello & Welcome to the first issue of the *AGHEXchange* of 2023. I am thrilled to assume the role of editor of this storied newsletter and the Chair-ship of the AGHE Communications Workgroup. I am grateful to the work of our immediate past editor and chair - Dr. Lisa Borrero - for her steadfast leadership of the committee and newsletter and her mentorship as I take over the reins. You may notice a few small changes during the transition. First, the layout has changed just a bit. Second, we are now publishing quarterly as opposed to monthly. In moving to a quarterly format, I look forward to bringing you more indepth issues while also making full use of the communication and outreach strategy of AGHE.

The *AGHEXchange* serves as a dissemination tool for all the exciting and groundbreaking work in gerontology education. It has served - and will continue to do so - to keep us informed about new programs, courses, pedagogical techniques, and advances in gerontology education. It is one of the three-pronged communication strategies, along with the education-focused monthly column in *Gerontology News* and AGHEConnect - adopted to keep our members informed and engaged with our association.

I look forward to keeping this rich tradition alive and perhaps identifying new ways we can remain in touch. As always, we welcome - and need - your contributions to the *AGHEXchange*. Please send us your announcements, celebrations, milestones, and news. 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](#).

I also encourage you to reach out (aaron.guest@asu.edu) with your feedback. Or, if you want to get involved at a greater level, consider joining the AGHE Communication Workgroup. We are always looking for more members.

On the personal side, for those of you who do not know me, I am a social-environmental gerontologist and faculty member in the Center for Innovation in Healthy and Resilient Aging at Arizona State University. I completed my Ph.D. in Gerontology under Drs. Graham Rowles, John Watkins, Nancy Schoenberg, and Beth Hunter at the University of Kentucky. While most of my research focuses on rural sexual and gender minority older adults, addressing workforce shortages and the gerontology pipeline has become a passion. I am thrilled to teach in a Master of Science in Aging Program - primarily courses on research methods, community services, and environmental gerontology.

With all that behind us, I hope you enjoy this issue of the *AGHEXchange*. You will find several new standing sections, including student profiles, *Gerontology & Geriatrics Education* highlights, and AGHE Leadership updates.

Until next time - Aaron



The Chair's Corner

Welcome to the new year and new semester, I hope your teaching, research, and related campus efforts are unfolding nicely as we move through the spring semester. I am excited to move into the AGHE Chair position this year and continue working with the other AGHE chairs (past, vice, elect) on our ongoing and new efforts. I am also happy to announce the chairs and members of our various AGHE groups:

- **Lisa Borrero**, Chair - Education Resources Development Workgroup (ERDW)
- **Mary Ann Erickson**, Chair - Program Resource Development Workgroup (PRDW)
- **Aaron Guest**, Chair - Communications Workgroup, AGHExchange Editor
- **Kara Dassel**, Chair - Advancement Workgroup
- **Janelle Fassi and YanJhu Su** - ESPO representatives

The Education Resources Development Workgroup (ERDW) and the Program Resource Development Workgroup (PRDW) are two new groups derived by reorganizing the Academic Program Development Workgroup (APDW). The mission of ERDW is to support strategies and resources that assist faculty to develop, deliver, evaluate, and strengthen their gerontology, geriatrics, and age-inclusive teaching expertise, courses, and related educational efforts. The mission of PRDW is to support mechanisms that assist faculty at academic institutions to develop, evaluate, and strengthen age-inclusive gerontology and geriatrics educational programs.

Not being folks that sit still, our Workgroups have several happenings percolating. In particular, the Advancement Workgroup has arranged for CIAW mini grants this year. Congratulations to all who received funding!

As a reminder, GSA's Careers in Aging Week is March 26-April 1, 2023. We hope you will let us know how you celebrate!

As always, your questions, comments, and suggestions are most welcomed – drop me a note: jmontepare@lasell.edu

Best,

Joann Montepare,, FAGHE, *AGHE Chair, 2023*

Editor, Advancing Age Inclusivity in Higher Education Newsletter

Director, RoseMary B. Fuss Center for Research on Aging and Intergenerational Studies

Professor of Psychology, Lasell University

Off the Presses

Academic Minute: Learning About Hospice Through Immersion

Nothing can replace firsthand knowledge. In today's Academic Minute, part of University of New England Week, **Marilyn R. Gugliucci** explores one example. Gugliucci is a professor of geriatrics research and director of the U-ExCEL (UNE~Exercise and Conditioning for Easier Living) Fitness/Wellness Program for older adults. A transcript of this podcast can be found [here](#).

Careers in Aging Week Is March 26 – April 1, 2023



GSA hosts Careers in Aging Week every year to raise awareness about the diverse careers available in the field of aging. The goal of CIAW is to bring greater awareness and visibility to the wide-ranging career opportunities in the field of aging.

Learn more about Careers in Aging Week and how you can get involved [here](#).

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](#).

Call For Papers: Protection of Older Adults During The COVID-19 Pandemic in Educational Gerontology Learn more [here](#).



From The Past Workgroup Chair

Greetings, AGHE colleagues,

It's been my pleasure to serve as the editor of the *AGHExchange* since the fall of 2018. I've enjoyed playing a role in the dissemination of important content to promote the wonderful work of our AGHE colleagues in gerontology education. It's been wonderful to interact with so many of you while reaching out and curating content.

Since beginning my work as the editor, my role expanded to also include chairing the newly created AGHE Communications Workgroup, which now, along with the editor role, has transitioned to the very capable hands of Aaron Guest. Please remember to reach out to him to keep us all informed about your program announcements, research projects, or educational initiatives!

My leadership work with AGHE continues, as I now serve as the chair of the brand-new Education Resources Development Workgroup (ERDW) whose mission is to support strategies and resources that assist faculty to develop, deliver, evaluate, and strengthen their gerontology, geriatrics, and age-inclusive teaching expertise, courses, and related educational efforts. I look forward to sharing updates about the group's work via the *AGHExchange* in the coming months.

Warmly,

Lisa Borrero, PhD, FAGHE



Student Spotlight



Kristina Gallant

Major: Master of Science in Aging

Department/School/University: Edson College of Nursing and Health Innovation, Arizona State University

What interest you about the field of aging?

During the past several years, I have worked with my community's Council on Aging, first as a volunteer and, more recently, through my employment with the Town of Sherborn. I have always felt comfortable and enjoyed spending time with older adults. I was privileged to know all four of my grandparents until adulthood, and the relationships I developed with them reflect my comfort level working with older adults. My grandparents showed me at a young age that it is important to slow down, connect with individuals, and view life from another person's perspective. My Grandmother just turned 102 and is my inspiration as she is aging in place and has led a productive, meaningful, and healthy life. I am especially passionate in interventions to support aging in place and case management.

What has been your most impactful learning experience?

Developing a resource guide for Peoria, Arizona, through HCA 509 Interventions/Aging in Place and ASU Project Cities and exploring the age-friendly initiative was a beneficial and relatable experience, as aging in place is an area I am currently focusing on in my career. In my work with the Sherborn Council on Aging, we address the needs of older residents and offer support services and resources to successfully age in place. Throughout the course, I shared material with my colleagues as we are currently taking steps to develop an age-friendly community. The Sherborn Council on Aging collaborated with the Gerontology Institute Center for Social & Demographic Research on Aging at the University of Massachusetts Boston to develop a Community Needs Assessment. The report is helping the town and the COA identify critical issues and develop a plan to reach an age and dementia-friendly designation. In my community, residents aged 60 and over are 30% of the population; many have lived in town for decades, are socially engaged, and want to remain in town and their homes as they age in place.

Why did you select your program?

I have been continuously drawn to working with older adults, which has made me realize where I want to focus in my career. I began to explore opportunities primarily working with older adults and wanting to further my education to achieve a deep understanding of the aging process and how to meet the needs of this population. In January 2020, I was asked to manage the fitness programs for my town's Council on Aging. I was excited to be involved with older adults and share my love of fitness and wellness activities. I also participated in a Leader Training Certification for a new program the Council on Aging offered in collaboration with the Arthritis Foundation's Walk with Ease Program. These personal and educational experiences incorporate my professional goals in assisting, supporting, and meeting the needs of older individuals. With the aging population on the rise, the ASU MS in Aging degree provides me with the professional skills to better understand the needs and challenges facing older adults.

Student Spotlight

Jiangnan Xu

Major: Master of Science in Aging

Department/School/University: Edson College of Nursing and Health Innovation
Arizona State University

What interest you about the field of aging?

As a nursing home administrator, I am responsible for supervising and overseeing the clinical and administrative affairs of a large nursing home facility. It is my honor and privilege to serve older adults. I pay close attention to the needs of older adults, and I am always interested in learning new knowledge about aging.

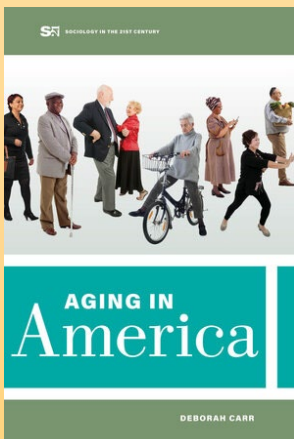
Why did you select your program?

I had been working as a nursing home administrator for nearly 6 years before I enrolled in the Master of Science in Aging at Arizona State University. To keep up with the ever-changing and evolving aging industry, I am always on the lookout for opportunities to sharpen my managerial skills as well as to gain new knowledge on the advancements in aging. ASU is known for its innovation and offers high-quality programs. The program aligns with my career goals and meets my needs for self-development and growth in the field of aging.

What would you like to do after graduation?

Currently, I am in the transition of moving into a management position in a major nursing home chain. I will be graduating in the summer of 2023. After graduation, I will be leading a larger team and engaged in the policy-making process. I strongly believe that the expertise that I have gained from Master of Science in Aging program at ASU would provide a solid foundation for me to advance my career.

Editor's Note: Do you know a student we should spotlight? Submit them using our [Student Spotlight Form](#)



New book alert. [Aging in America](#) (by Deborah Carr, Boston University) shows how population aging raises unprecedented challenges for families, caregivers, health care systems, and social programs like Social Security and Medicare. Drawing on state-of-the-art data, current events, and pop culture, this portrait of an aging population challenges outdated myths and vividly shows how future cohorts of older adults will differ from the generations before them. [Aging in America](#) is written for undergraduate audiences.

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." Recent topics featured in *G&GE* include Age-Friendly Universities, workforce development, geriatric competencies, dementia education, and experiences of older adult learners. *G&GE* will also be part of GSA's career-related articles collection for Careers in Aging Week!

Coming soon! Watch for *G&GE* updates including:

- Upcoming call for submissions for a special issue on DEI initiatives in gerontological education.
- Updated "Instructions to Authors" on the [G&GE](#) website promoting bias free language, clarifying guidelines for literature review methods, and highlighting a section for innovations in Practice & Pedagogy.
- Refreshes to the *G&GE* peer review experience! Reviewers are encouraged to log in to their [G&GE Scholar One account](#) to update their preferences, key words, and expertise.
- Opportunities for new peer reviewers! We are updating our "Peer Review in Training" program and welcome both peer review mentors and mentees!
- If you are interested in becoming a *G&GE* peer reviewer, please contact the editor, Rona Karasik, at karasik@stcloudstate.edu and/or login to the [GSA website](#) and go to "Stay Connected"/"Volunteer Opportunities"/(Projects) "Journal Reviewer"/"Gerontology & Geriatrics Education". We look forward to hearing from you!

From the Vault: Phillip G. Clark ScD, Donald L. Spence PhD & Judy L. Sheehan RN, MS (1987) A Service/Learning Model for Interdisciplinary Teamwork in Health and Aging, *Gerontology & Geriatrics Education*, 6:4, 3-16, DOI: [10.1300/J021v06n04_02](#)

An interdisciplinary team approach to the delivery of health services to the elderly has received widespread recognition, yet the development of educational experiences to foster the attitudes and skills required to function in this setting has been slow. A service/learning model using students to deliver health education workshops to the elderly is one approach to interdisciplinary training which has important implications for understanding how students are transformed from "team members" into "team players."

Fresh Off the Press: Carl V. Hill, Gloria Adriana Perez, Patricia Heyn & J Taylor Harden (2022) National Institute on Aging Butler-Williams Scholars Program: The first 30 years+, *Gerontology & Geriatrics Education*, DOI: [10.1080/02701960.2022.2097670](#)

The development of a skilled research workforce in aging is fundamental to understanding conditions associated with growing older and extending healthy, active years of life. NIH supports the training of health scientists, and its National Institute on Aging (NIA) prioritizes the professional development of investigators with an interest in aging. Since 1987, NIA's Summer Institute on Aging Research, has offered an intensive one-week experience on issues, opportunities, and challenges of research on aging, with emphasis on disparities and health equity. The first 30 years of the Program are described in this report, including its history, selected curriculum highlights, Scholar outcomes, and qualitative data from faculty, and the program's impact on the training, growth, and development of scientists in aging research.

Program Spotlight | U. of Pittsburg Doctor of Occupational Therapy

Year Founded: Occupational Therapy program at the University of Pittsburgh started in 1982 as a bachelors degree, transitioned to a masters-level degree in 2000, and to a doctoral-level degree in 2017.

Degree Offered: Doctor of Occupational Therapy (OTD)
[AGHE Program of Merit: Health Professions](#)

Program Highlights: The University of Pittsburgh's Doctor of Occupational Therapy (OTD) program provides students with robust training and skills to promote successful aging. Such competencies include skilled assessment and intervention in home and environmental modifications, falls prevention, exercise and physical activity, frailty, delirium, dementia management and caregiver training. Embedded in the curriculum are evidence-based programs including Disrupt Aging (AARP), Matter of Balance (Maine Health), Skills2Care (Jefferson Elder Care) and CarFit (AAA). Students can apply for a competitive scholarship opportunity to achieve a University of Pittsburgh Certificate in Gerontology in parallel with their occupational therapy training, engage in Interprofessional Geriatric Week with over 200 students from other University of Pittsburgh Health Sciences programs, and join the Pitt's Interprofessional Geriatric Society student organization – a collaboration between occupational therapy, medicine, and pharmacy. With these leading aging initiatives, Pitt's OTD program ranks #3 in the nation (USNWR).

Pitt's Occupational Therapy program, accredited by the Accreditation Council for Occupational Therapy Education, has world-class faculty and alumni in the field of aging. The program's teaching mission leverages faculty with diverse clinical expertise in gerontology to expand opportunities for experiential learning through training, clinical preceptorships, and service directly with older adults in the Pittsburgh community. Students have opportunities to engage in federally funded aging research that is developing innovative strategies to delay disability in persons with mild cognitive impairment to implementation of evidence-based aging in place programs (i.e., CAPABLE) in partnership with community organizations.

Who to Contact: Denise Chisholm, PhD, OTR/L, FAOTA (dchishol@pitt.edu)



OTD students, faculty member (Pamela Toto, PhD, OTR/L, BCG, FAOTA, FGSA) and community members at a Pitt OT CarFit event. CarFit is a program designed to help older drivers find out how well they currently fit their personal vehicle, to highlight actions they can take to improve their fit, and to promote conversations about driver safety and community mobility.

Congratulations to the AGHE Careers in Aging Week Award Recipients

This year, AGHE accepted applications for awards of up to \$500 to support GSA members' event(s) focusing on Careers in Aging. The AGHE Advancement Workgroup reviewed the Careers in Aging Week funding applicants and selected the following for funding.

Medical College of Wisconsin
Northern Kentucky University
St. Cloud State University
Stockton University
University of Maryland Baltimore County
Xavier University
New Mexico State University
University of California Berkley



Call for Award Nominations
The Spring Nominations Award Deadline is April 2, 2023. Nominate deserving colleagues today!
[Awards Page](#)

Announcing the AGHE Educator Resource Development Workgroup (ERDW)

Mission Statement

The mission of the Educator Resource Development Workgroup is to support strategies and resources that assist faculty to develop, deliver, evaluate, and strengthen their gerontology, geriatrics, and age-inclusive teaching expertise, courses, and related educational efforts.

Objectives

Educational Resource Development

- a) Develop educational and training materials (e.g., resource lists, course syllabi, teaching guides) and update the relevant AGHE webpages on the GSA website.
- b) Develop, update, and maintain Careers in Aging Week materials.
- c) Generate ERDW submissions for the annual scientific meeting of GSA.

Educator Training Programs and Events

- a) Identify conveners to organize the preconference AGHE Teaching Institute at the GSA annual scientific meeting.
- b) Host virtual teaching events (e.g., AGHE Live sessions, educational topics webinars, workshops).

Professional Development

- a) Create opportunities for members across GSA to discuss challenges and opportunities related to gerontology, geriatrics, and age-inclusive education through networking, collaboration, and mentorship.
- b) Support teaching initiatives of GSA's Emerging Scholar and Professional Organization (ESPO).
- c) Promote AGHE awards (Distinguished Faculty, Friedsam Mentorship Award, Rising Star, Tibbitts, Part-Time/Adjunct).

As with all AGHE workgroups, ERDW should produce communications via AGHExchange, the AGHE Community on GSA Connect, and related channels about instructional topics, new teaching tools, and best practices for gerontology and geriatrics education.

**Support the Future of AGHE
Consider donating to the Tree of Knowledge Campaign Today**

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Announcing the AGHE Program Resource Development Workgroup (PRDW)

Mission Statement

The mission of the Program Resource Development Workgroup is to support mechanisms that assist faculty at academic institutions to develop, evaluate, and strengthen age-inclusive gerontology and geriatrics educational programs.

Objectives

Program Resource Development

- a) Advance gerontology and geriatrics programs through the development of curriculum and other academic program materials (e.g., webinars, workshops, program directories).
- b) Generate PRDW submissions for the annual scientific meeting of GSA.

Program Evaluation Support

- a) Provide program support services through the Program of Merit (POM).
- b) Convene a sub-workgroup to review the *AGHE Gerontology Competencies for Undergraduate and Graduate Education (S & G)* and to update as needed (e.g., every five years).
- c) Maintain the currency of *AGHE Standards and Guidelines for Gerontology and Geriatrics* based on changes to S & G and other factors that affect the development and implementation of programs.

Professional Development

- a) Build opportunities for AGHE and GSA program directors' and affiliated educators' engagement, networking, and mentorship.
- b) Support program development initiatives of GSA's Emerging Scholar and Professional Organization (ESPO).
- c) Promote AGHE awards (Distinguished Faculty, Friedsam Mentorship Award, Rising Star, Tibbitts, Part-Time/Adjunct).

As with all AGHE workgroups, PRDW should produce communications (e.g., via AGHEExchange, the AGHE Community on GSA Connect, and related channels) about program development topics, new or revised programs, and best practices for gerontology and geriatrics education programs.

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](#).