Welcome to Building Bridges! Thank you for joining us. The conference will begin at 4:00 pm U.S. Eastern time

While waiting, please change your screen name to include your work setting and, if applicable, leadership in any gerontology organizations

Albus Dumbledore, Hogwarts

T'Challa, King @ Wakanda

Building Bridges

Generating Resources for Geropsychology Education

A VIRTUAL CONFERENCE

MARCH 2 & 4, 2021
4:00-6:00PM U.S. EASTERN TIME

Please change your screen name to First and Last Name, Work Setting (e.g., Albus Dumbledore, Hogwarts).

If applicable, please list your leadership role in any gerontology organization (e.g., T'Challa, King @ Wakanda) .

Welcome

Thank you to our Conference Supporters

PLTC
Psychologists
in Long Term Care

2O DIVISION | Adult Development and Aging

Society of Clinical Geropsychology

A|G|H|E | ACADEMY FOR GERONTOLOGY IN HIGHER EDUCATION.

C·PGTP
Council of Professional Geropsychology Training Programs

ABGERO
AMERICAN BOARD OF GEROPSYCHOLOGY

Land Acknowledgment

While we meet today on a virtual platform, we would like to take a moment to acknowledge the importance of the lands, which we each call home.

We would like to acknowledge that this meeting is being hosted, in part, by Washington University, which is on the ancestral land of the Osage Nation, Missouria, and Illini Confederacy.

We also acknowledge the Indigenous Peoples of the lands that we are all on today. We would like to pay our respects to their elders both past and present, and we thank them for their hospitality.

Structure & Goals

Working Conference

Compressed Time

Working Groups

We will be recording the main sessions to be sure to catch everyone's wonderful ideas.

Agenda

Tuesday

Time (U.S. ET)	Topic
4:00	Welcome
4:05	Conference Focus Supporting Data & Resources
4:20	Discussion
4:45	Intro to Small Groups
4:50	Break
5:00	Small Groups
5:45	Wrap up

Coming Next - Thursday!
Diversity Discussion
Cross-Cutting Breakouts
Formation of Working Groups

Zoom Tech Tips
We suggest Speaker View during presentations
Use private chat to Julia Boyle for technical issues

Breakout groups

Identify and Discuss

- 3 BARRIERS to attracting interest in aging
- 3 STRATEGIES to enhance racial and ethnic diversity
- 3 SOLUTIONS/ACTION STEPS to increase interest in aging

If you didn't already tell us which type of group you'd like to be in, please place your preference in the chat now.

1

UNDERGRADUATE
- Ensure aging-related content in courses. Confront ageism. Market careers in aging. Support those applying to graduate programs. Provide resources for service learning. Support undergraduate programs without gerontology.

2

GRADUATE
- Add aging into diversity seminars. Confront ageism. Market career paths and opportunities. Work with Chairs and Deans to articulate the importance of geropsychology. Support those applying to internships. Advocate to APA (e.g. accreditation).

3

POST LICENSURE
- Encourage post-licensure CE to enhance competencies. Work with licensing boards to reflect aging-related competencies. Encourage health psychologists, rehab psychologists, neuropsychologists to consider hybrid identification and/or specialization.

4

ACADEMIA
- Mentor students regarding academic opportunities. Develop post docs that prepare for academia. Work with Chairs and Deans to articulate the importance of geropsychology and retain/increase aging-focused faculty positions and graduate stipends. Support new professors.
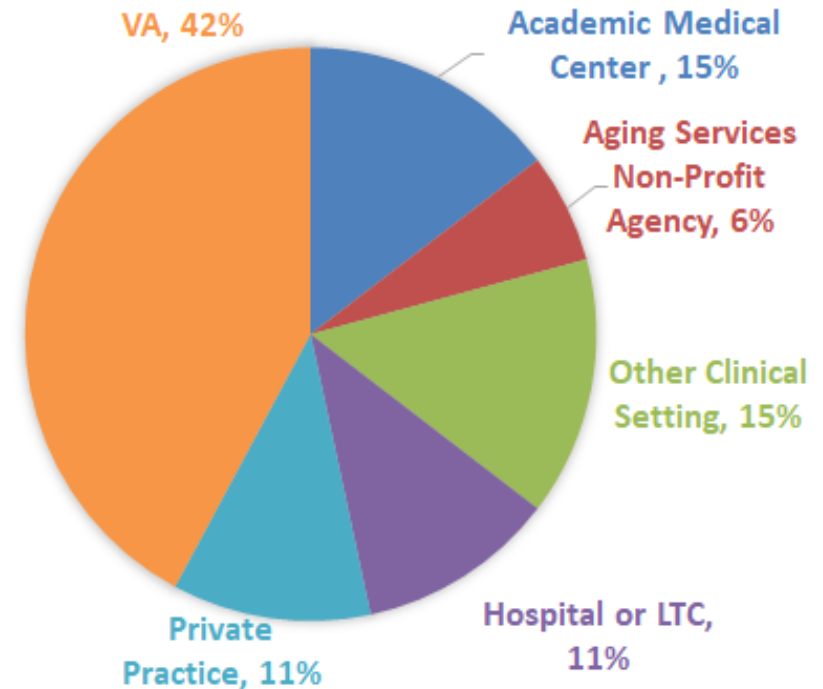
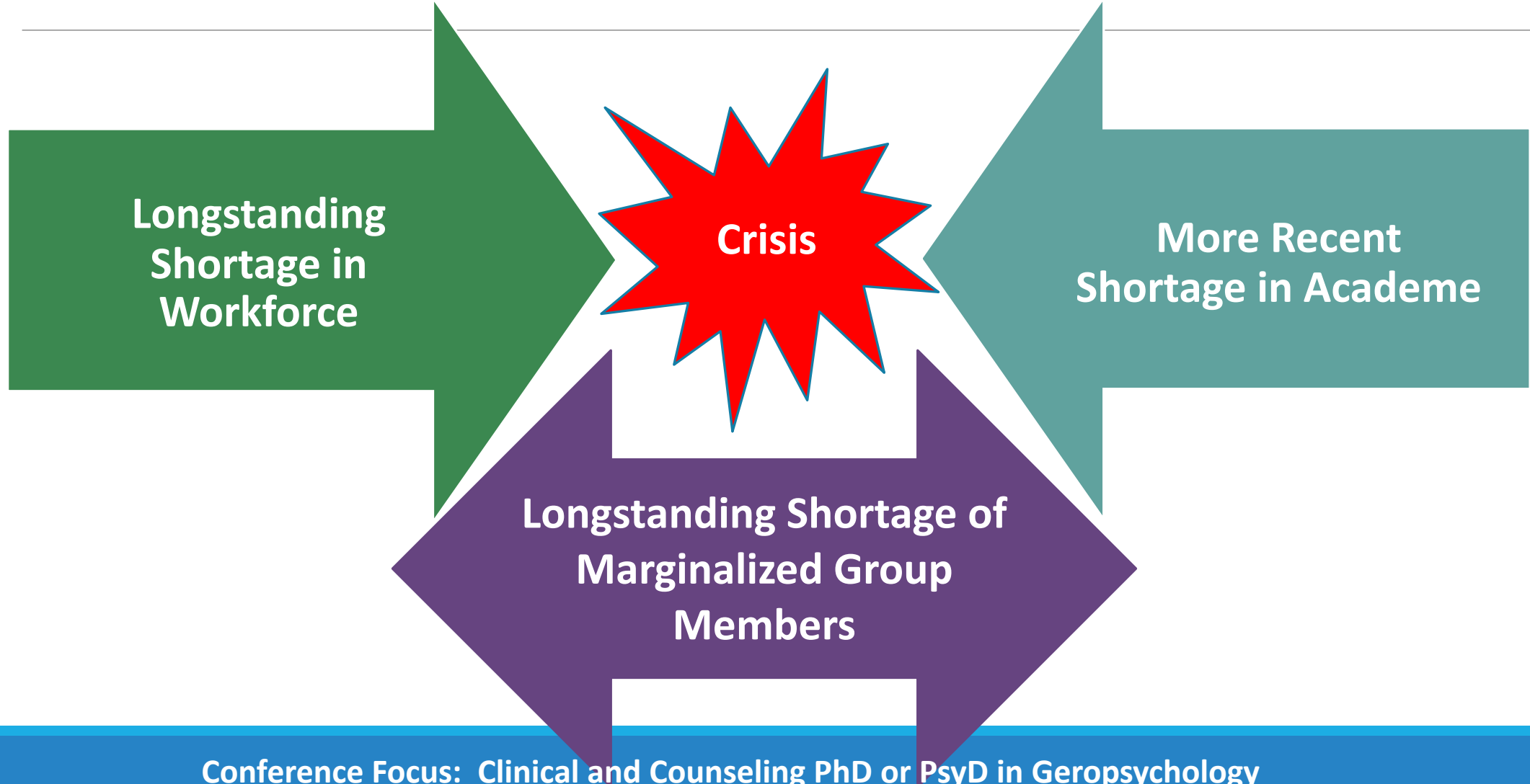# Building Bridges to Solve a Multi-Layered Problem
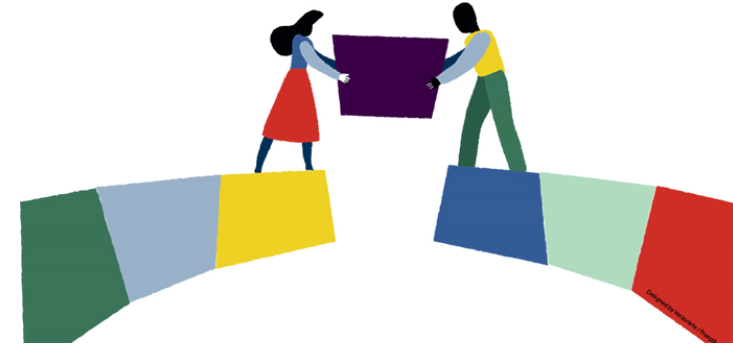
Conference Registrants

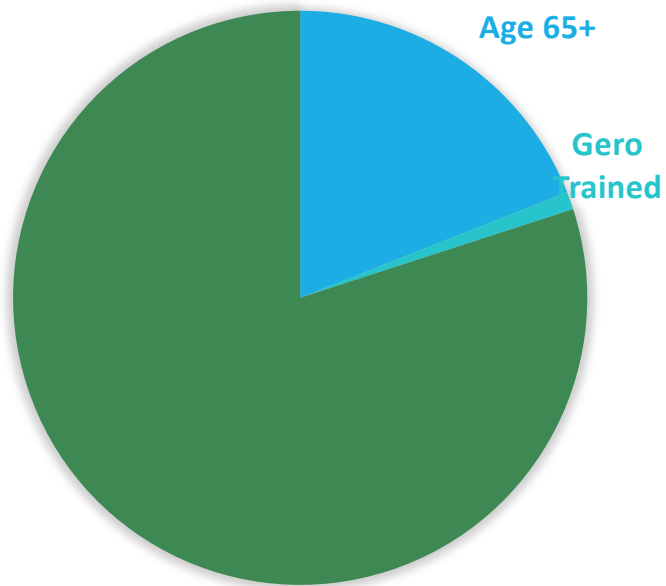**53%   University / College (including students)**

67%   Clinical Work

Clinical Settings

- VA, 42%
- Academic Medical Center, 15%
- Aging Services Non-Profit Agency, 6%
- Other Clinical Setting, 15%
- Hospital or LTC, 11%
- Private Practice, 11%

Statement of the Problem

Longstanding Shortage in Workforce

Crisis

More Recent Shortage in Academe

Longstanding Shortage of Marginalized Group Members

Conference Focus: Clinical and Counseling PhD or PsyD in Geropsychology

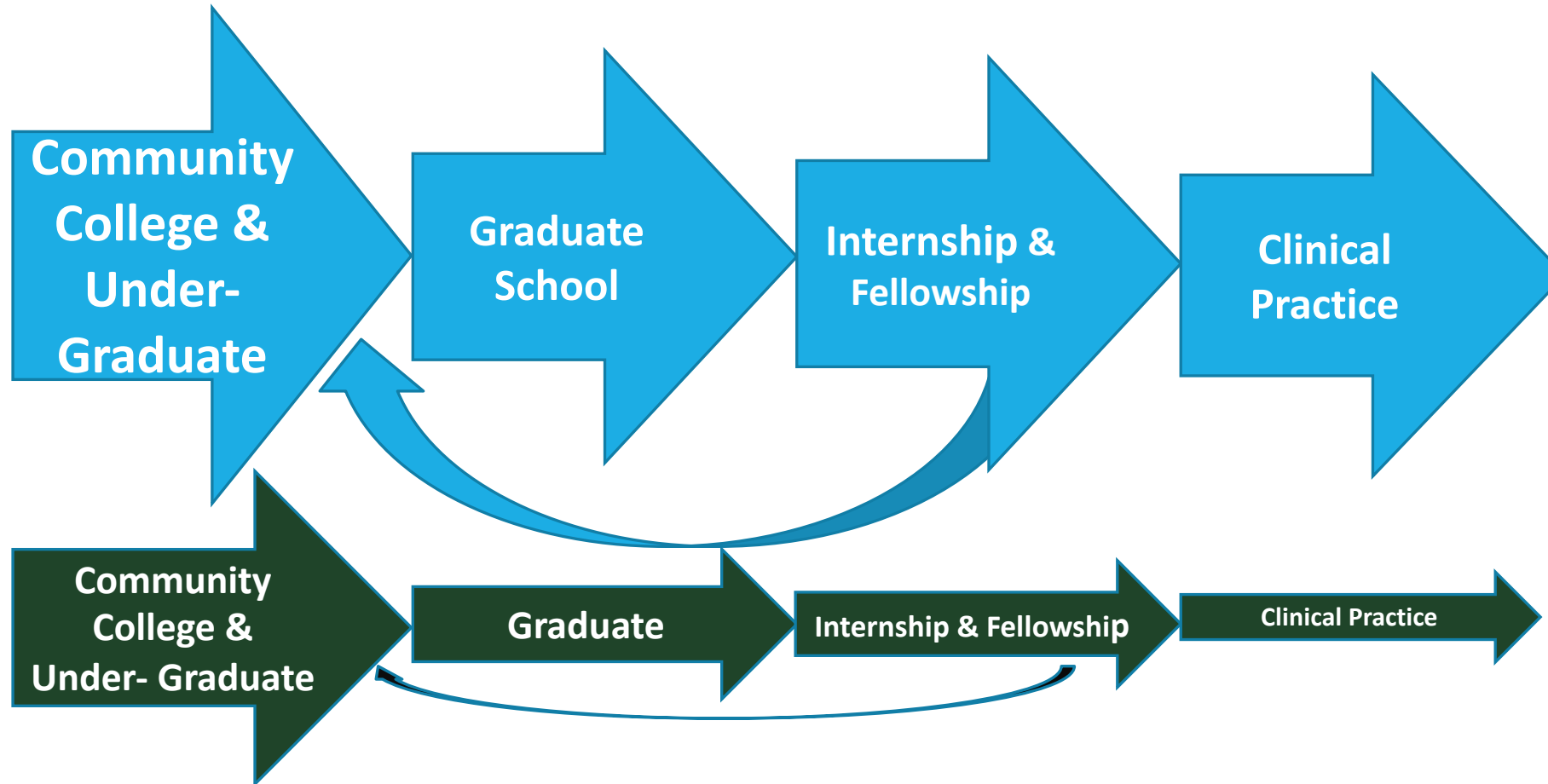# Longstanding Shortage in Workforce

US POPULATION 2030

Age 65+

Gero Trained

Comparison of Pediatric and Geriatric Population Workforce
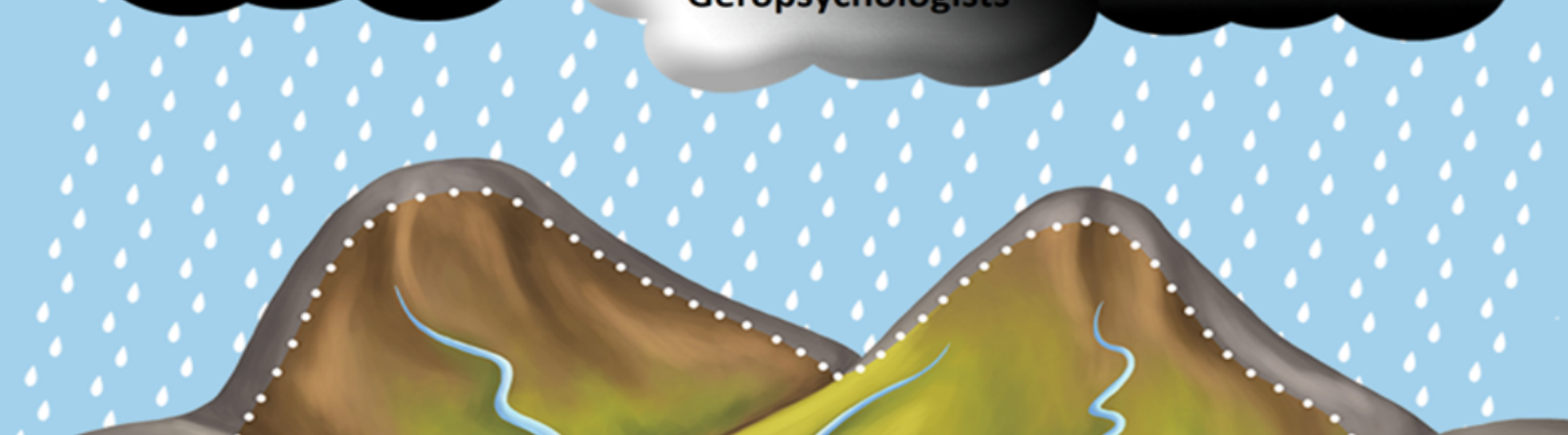## APA CWS (N=4,109 psychologists from state licensing boards)
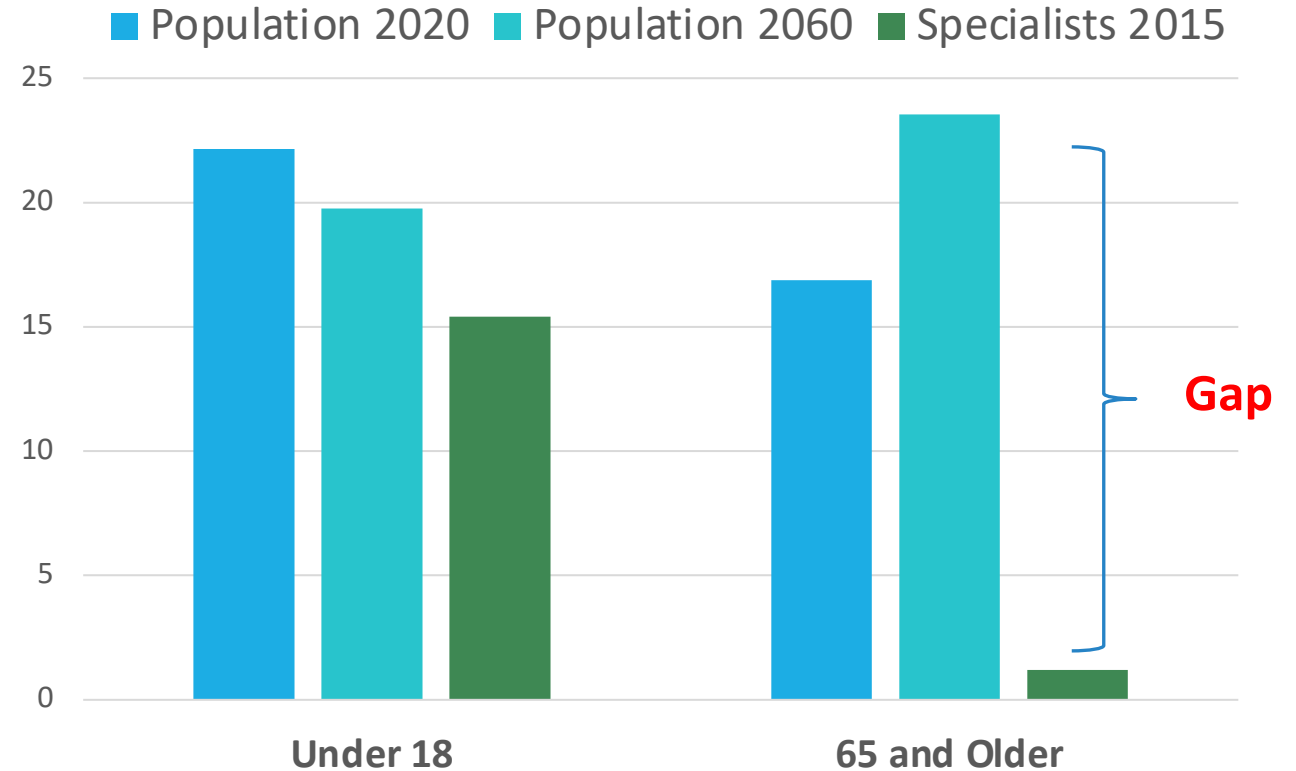
■ Population 2020   ■ Population 2060   ■ Specialists 2015

Gap

Under 18   65 and Older

Moye, J., Karel, J.M., Stamm, K.E., Qualls, S.H., Segal, D.L., Tazeau, Y.N., & DiGilio, D.A. (2019). Workforce analysis of psychological practice with older adults: Growing crisis requires urgent action. *Training and Education in Professional Psychology*.

More Recent Shortage in Academe
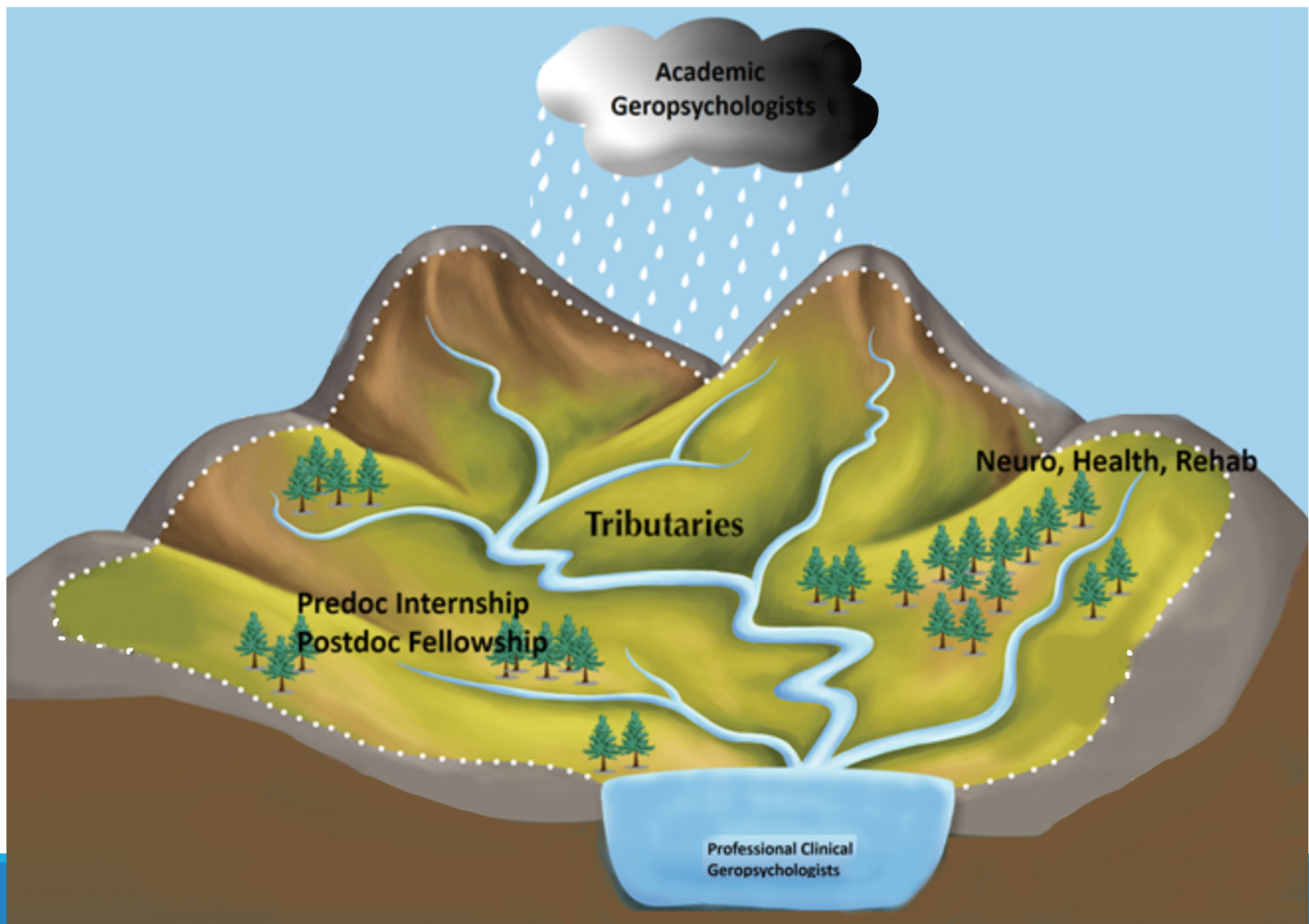
Racial and Ethnic Diversity in Psychology

1. Lin, Stamm, Christidis (2018). How Diverse is the Psychology Workforce. https://www.apa.org/monitor/2018/02/datapoint
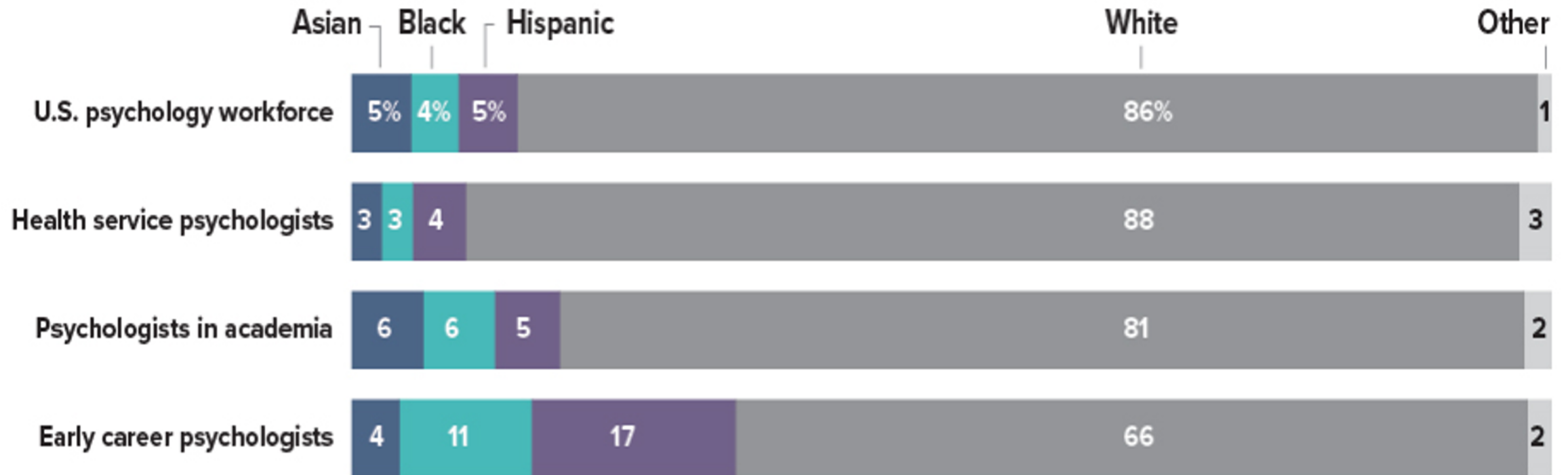
Racial and Ethnic Diversity in Geropsychology

APA Center for Workforce Studies (N=4,109)

Legend: ■ Racially and Ethnically Diverse Psychologists   ■ White Psychologists

- Never or Rarely: 15% (Racially and Ethnically Diverse Psychologists), 85% (White Psychologists)
- Frequently or Very Frequently: 11% (Racially and Ethnically Diverse Psychologists), 89% (White Psychologists)
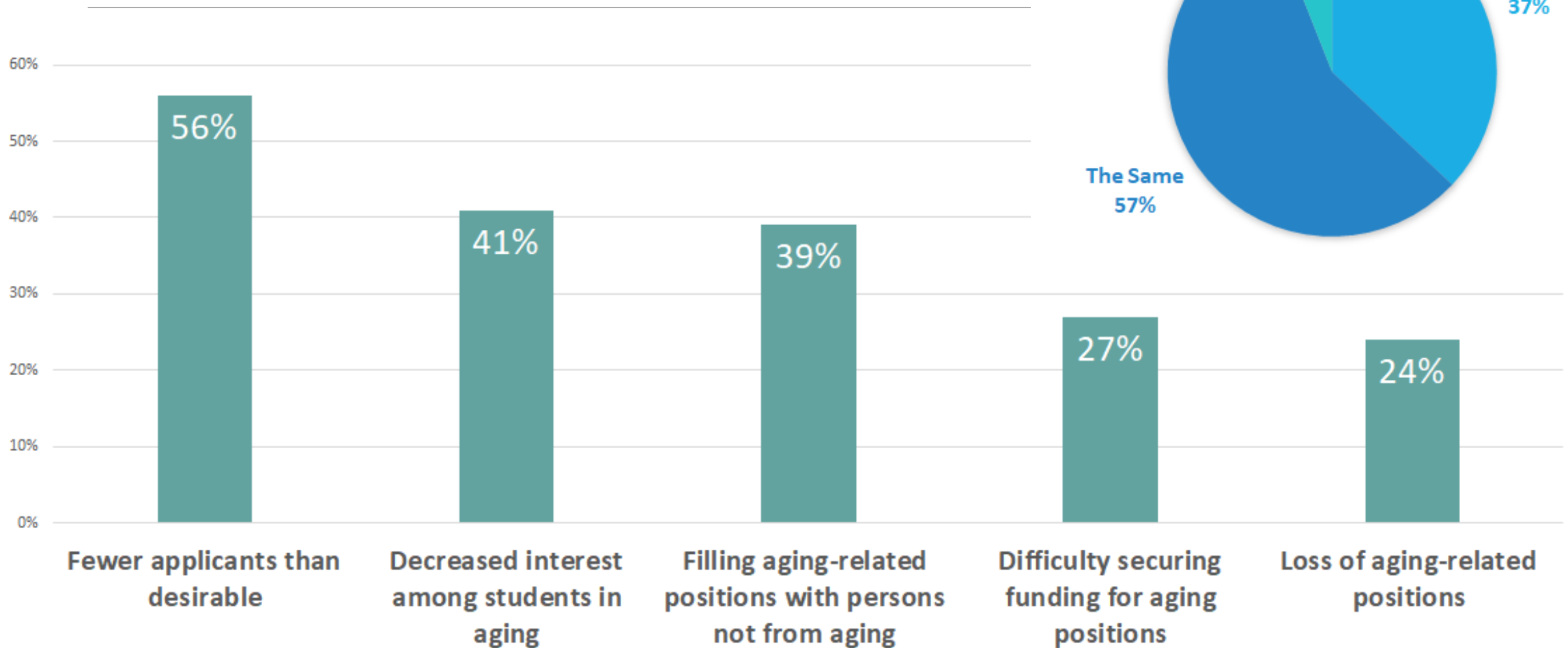
Frequency of Work with Older Adults
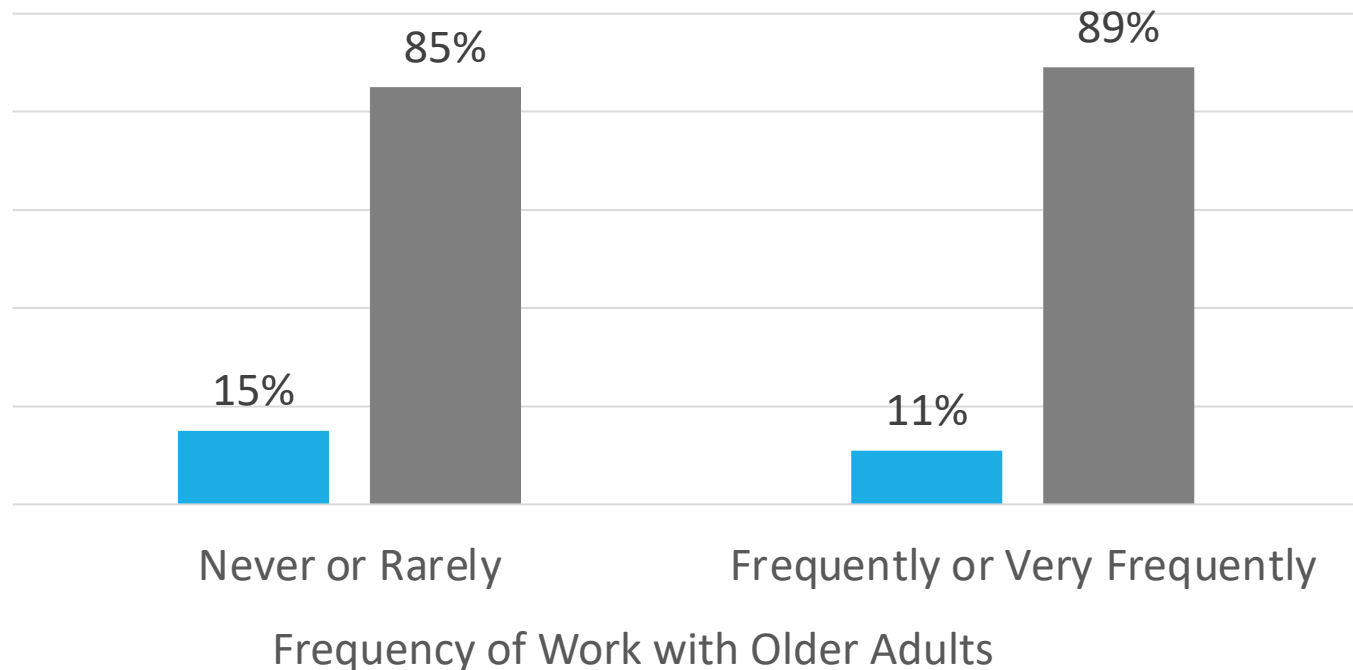
APA STANDARDS OF ACCREDITATION

The Commission on Accreditation is committed to a broad definition of cultural and individual differences and diversity that includes, but is not limited to, **age**, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf

Your Perspective

Have you observed any of the following pipeline problems in your setting?

COMPARED TO 5 YEARS AGO

Improved 6%
Worse 37%
The Same 57%

Bar chart values: 56%, 41%, 39%, 27%, 24%

Fewer applicants than desirable — 56%
Decreased interest among students in aging — 41%
Filling aging-related positions with persons not from aging — 39%
Difficulty securing funding for aging positions — 27%
Loss of aging-related positions — 24%

"Please describe in a few words the issues that you have encountered."

- "We have had difficulty recruiting applicants with a geropsychology background for our geropsychology fellowship program."

- "I'm applying to PhD programs for Fall 2021, and I found it really difficult to find gero faculty that are also taking students."

- "Our campus closed our Gerontology program. We then lost the faculty leadership position."

- "Trainees can't bill Medicare - not new, but one of our biggest challenges."

Interest ▼

Education Options ▼

Positions ▼

$$

"What strategies and approaches have you used to recruit individuals from diverse racial and ethnic backgrounds into the field of geropsychology?"

- "Discussing intersectionality and cultural considerations in didactics; teaching students cultural humility within coursework."
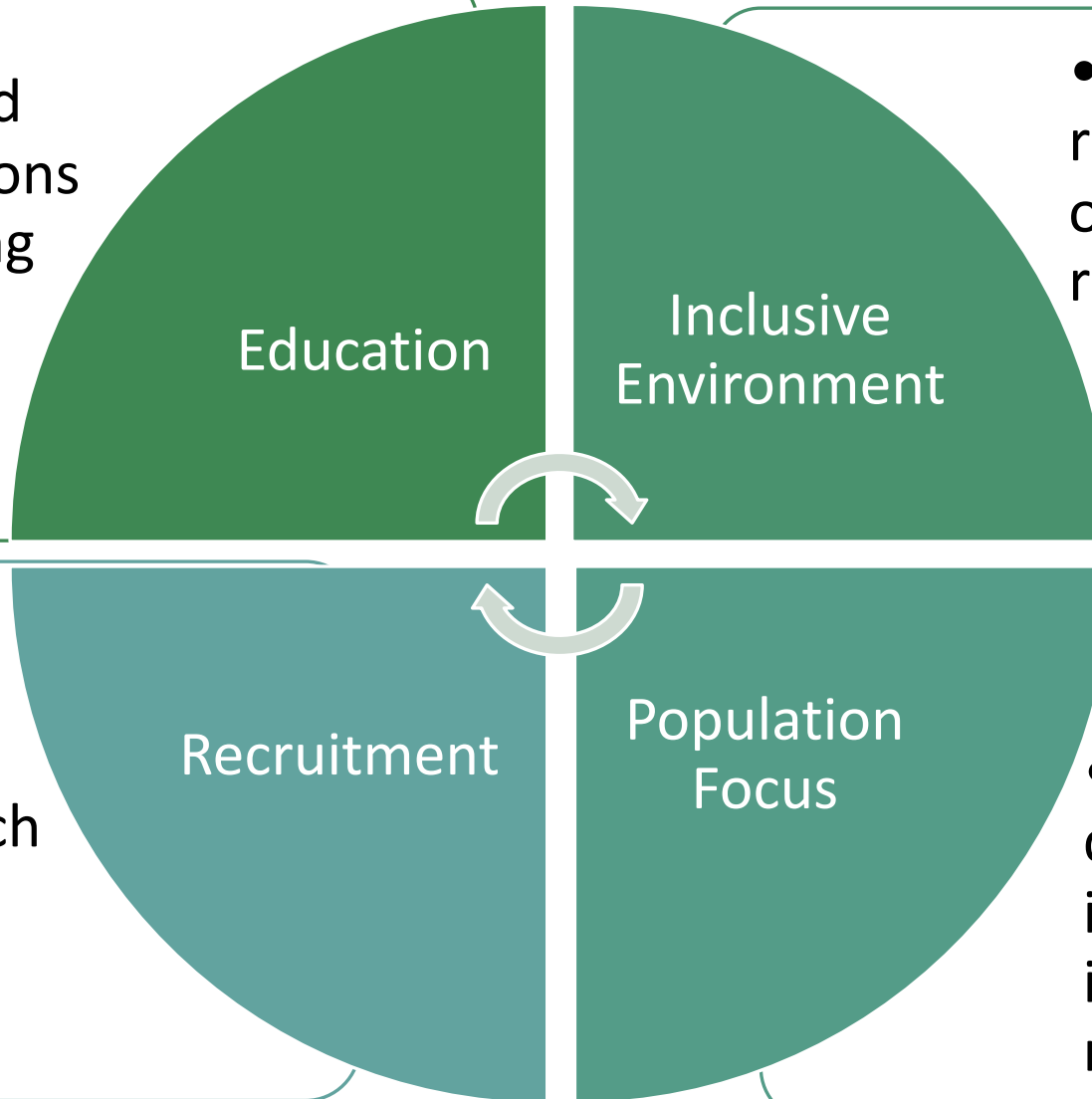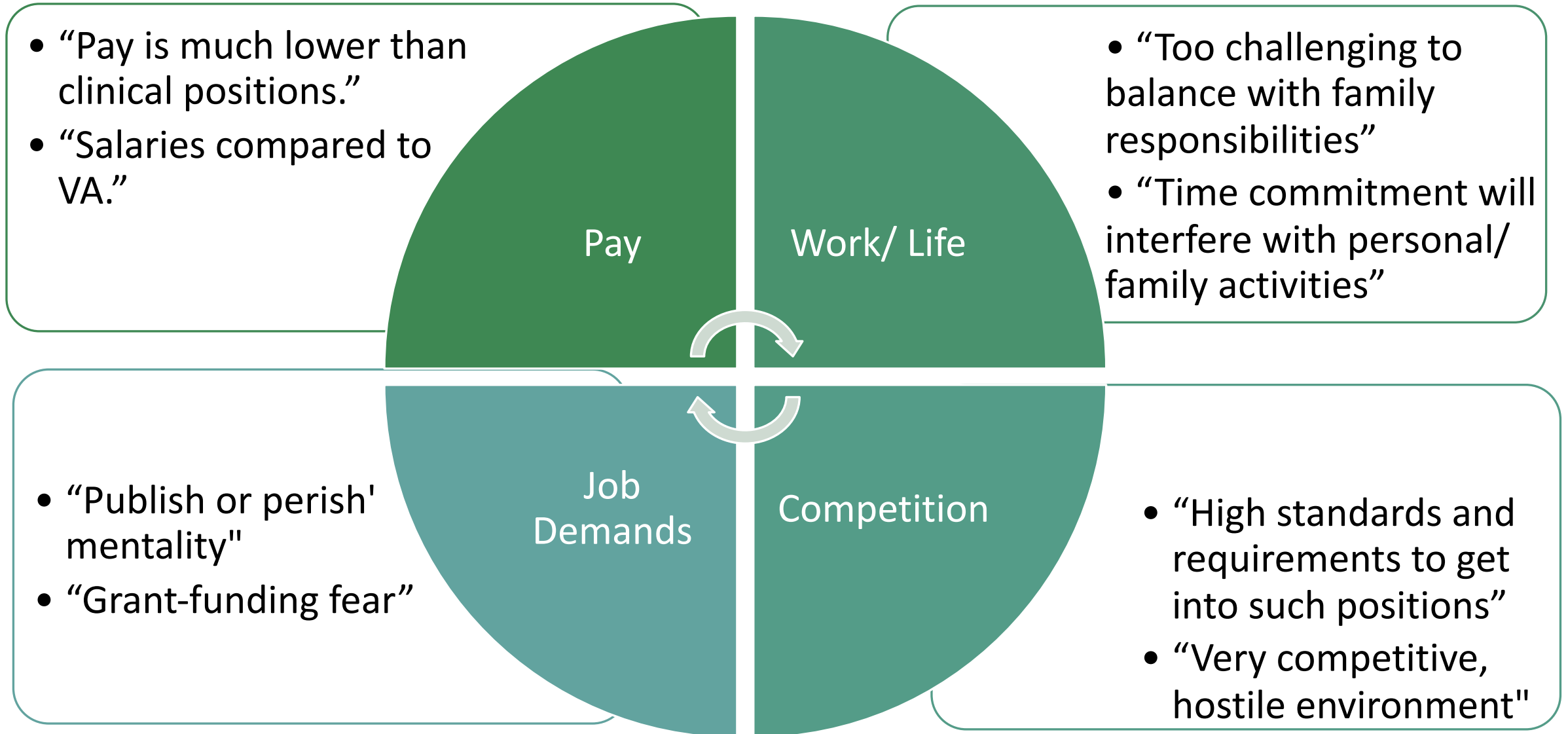
- "Pay attention to the racial/ethnic composition of my lab to ensure diverse representation."

- "Obtaining a grant for summer research training targeting underrepresented minorities."

- "As someone from a diverse background, there is a great need for intersectional identity research, including aging."

Education

Inclusive Environment

Recruitment

Population Focus

"What are the main obstacles in your view to persons applying to academic positions?"

- "Pay is much lower than clinical positions."
- "Salaries compared to VA."

Pay

Work/ Life

- "Too challenging to balance with family responsibilities"
- "Time commitment will interfere with personal/ family activities"

Job Demands

Competition

- "Publish or perish' mentality"
- "Grant-funding fear"

- "High standards and requirements to get into such positions"
- "Very competitive, hostile environment"

Also mentioned: career interest in clinical work, not academia

Faculty/ Professional Focus Group

Barriers

- **Ageism**, billing, recruitment, funding, training concerns, no representation in typical coursework, low awareness

- "*The last tolerated, accepted, horrible, societal bias.*"

Facilitators

- Passion and interest, early exposure, job security, flexibility, meaningful career

Much ado about the pipeline

- Exposure, early outreach (high school/undergraduate)

- Introductory and Developmental coursework

- Advertising/messaging

Note: Focus group members were <u>not</u> geropsychologists

Trainee Focus Group

Lack of exposure

- *"In my six years of training I never had [gero] exposure." (from a student in a CoPGTP program)*
- *"I had never heard of [gero] until I came to the VA....good undergraduate psychology program, but gero was never mentioned."*
- *"Even faculty involved with older adults are not really promoting it to their students."*
- *"The Social Justice Handbook in counseling psychology doesn't have anything on older adults."*

Barriers

- **Adding gero to an already packed curriculum seems overwhelming** (*"Doing the whole lifespan would be too much." "APA requirements...limited us."*)
- **Specializing might limit opportunities** (*"I worry about getting pigeon-holed."*)
- **Concerns about an academic career** (*"The process of pursuing tenure is extremely unattractive to me." "I'm just not at the point in my life where I feel like that aligns with my life goals."*)

Opportunities

- **Attractions to the field** (*"It's so integrative." "...so many big pressing questions that still need to be answered." "Exposure ignited something in me that was there my whole life.*")
- **Complementary expertise** (*"I enjoy helping people through role transitions. That can happen across the lifespan.*")

What the Field Has Done
(a partial list)

Pikes Peak Competencies

Gero for Generalists Competencies & CE Programs

Increased # Internships & Fellowships

Council of Professional Geropsychology Training Programs

Society of Clinical Geropsychology

American Board of Geropsychology

Resources

Ageism Resources

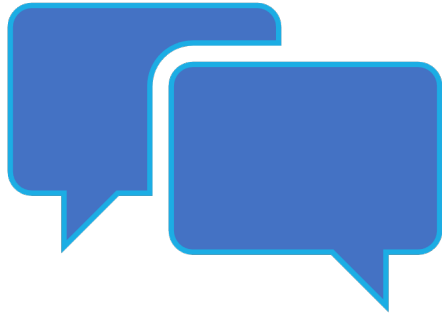- GSA Reframing Aging
- AARP Disrupt Aging

Teaching Resources

- Division 20 Teaching Resources
- Advancing Your Career in Education (ACE) Webinar

Aging & Outreach Resources

- Age Friendly University Initiative
- APA Careers in Aging Roadmap

Discussion

Jay Gregg

Durham VAMC and Duke University Medical Center

Susan Krauss Whitbourne

University of Massachusetts at Amherst & Boston

Michael Crowe

University of Alabama at Birmingham

Erin Emery-Tiburcio

Rush University Medical Center

4:25 - 4:45 pm ET

Small Group Tech

Volunteer: 1 leader and 1-2 scribes

TAB 1: ZOOM

Use Zoom for talking

TAB 2: PADLET

Use Padlet to record notes

Link will be in chat

Click + to add notes

Notes will inform Day 2!
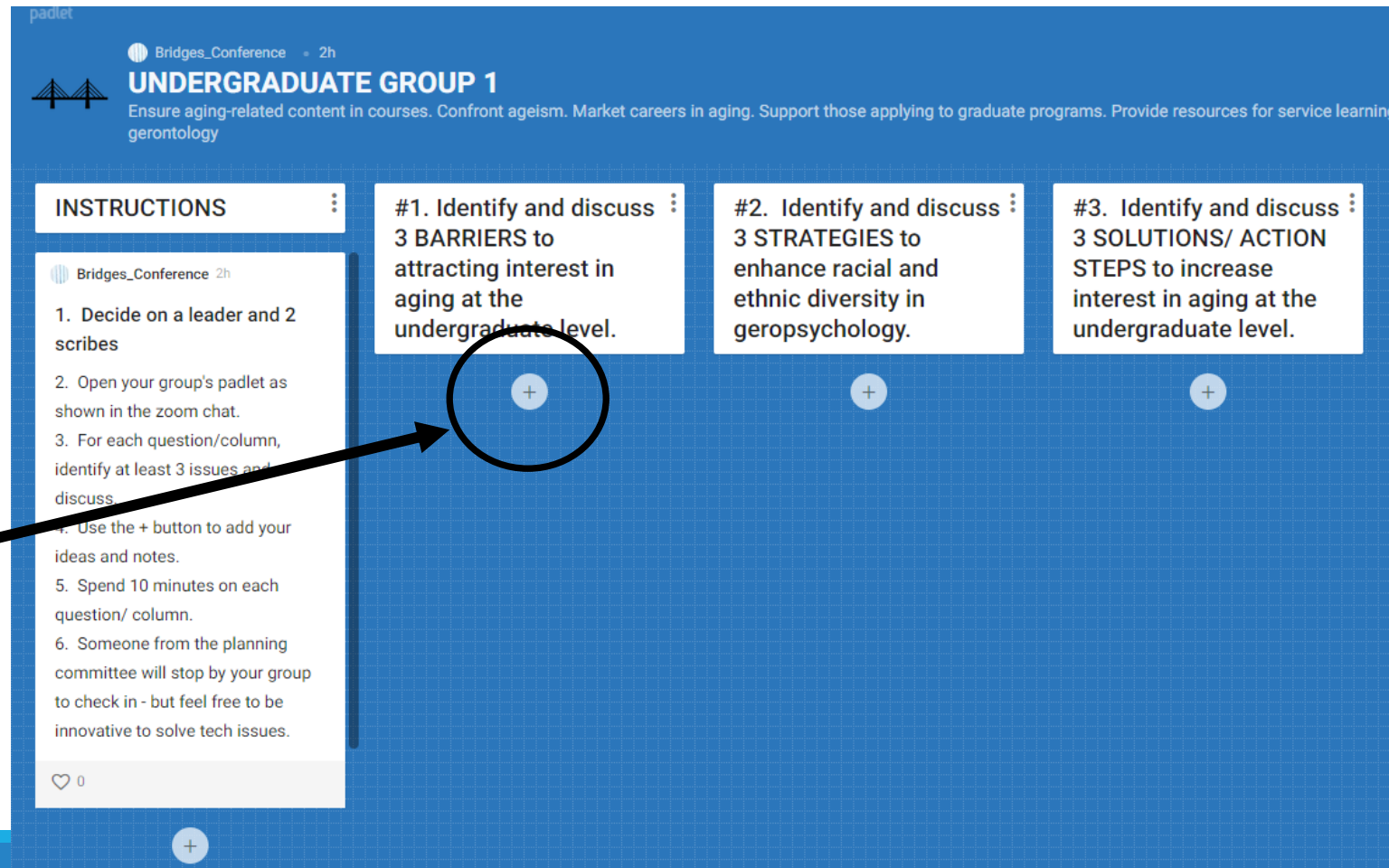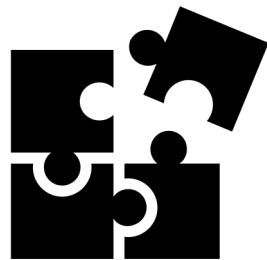

4:45 pm ET

Go to breakout group now
10-minute break

Small group starts at 5:00 pm ET

Day 1 Wrap Up

We will: Consolidate your notes

You will: Keep percolating great ideas

Think about: Where do I fit into the puzzle?
Is there one thing I feel most excited about doing?

Agenda for Thursday

Time (U.S. ET)	Topic
4:00	Welcome
4:10	Diversity Discussion
4:45	Introduction to Cross Cutting Groups
4:45	Break
4:55	Cross Cutting Groups
5:30	Discussion
5:50	Next Steps

Goals for Thursday

- **Refine our ideas**
- **Feel inspired to join a Working Group**

Thank you for coming!
We hope to see Thursday!
March 4 at 4:00 p.m. Eastern time
(same Zoom link)
Enjoy your evening!

Planning Committee
Rebecca Allen, PhD, ABPP
Joe Dzierzewski, PhD
Michelle Mlinac, PsyD, ABPP
Jennifer Moye, PhD, ABPP
Special Thanks to
Julia Boyle, PsyD

Brian Carpenter, PhD
Flora Ma, PhD
Joann Montepare, PhD
Kadija Williams, PhD

Elizabeth August, BA