

The APA Board of Educational Affairs (BEA)

**Award in Support of Conferences and Workshops
on Graduate and Postgraduate Education and Training in Psychology
Application**

BEA will award a total of \$10,000 per year in conference grants; typical grant funding is \$2000 per conference/workshop. Awards must support organizations or groups of psychologists planning conferences or workshops intended to **enhance the quality of education for faculty and/or supervisors who then will use the knowledge to train students, interns, and/or postdoctoral fellows**. Preference will be given to groups or organizations that have not been awarded a Conference and Workshop grant in the past two years.

How to Apply:

Complete the information below, and address the criteria found on the next page. Send proposals electronically or postmarked by Friday, September 2nd, 2016 to:

Sherita Huff
Office of Graduate and Postgraduate Education & Training
Education Directorate
American Psychological Association
750 First Street NE
Washington, DC 20002

Please complete the following information, and address the criteria listed on the following page:

1. Title and Date(s) of the Conference or Workshop:

Addressing the Workforce Shortage of Academic Geropsychologists: Workshop on Strategy and Implementation for Faculty and Supervisors

August 2, 2017

2. Name(s) of group organizing the Conference or Workshop:

APA Division 20 (Adult Development and Aging)
Society of Clinical Geropsychology (APA Division 12, Section II)
Council of Professional Geropsychology Training Programs

3. Name, email, phone number, and organization of a single contact person. This will be the contact for all the correspondence regarding your submission.

- a. Name:** Brian Carpenter
- b. Organization:** Washington University in St. Louis
- c. Email:** bcarpenter@wustl.edu
- d. Phone:** (314) 935-8212

Proposals will be evaluated using the following criteria (please limit your response to 200 words for each of the following):

Goals and Objectives

There is a shortage of psychologists to address the needs of older adults (IOM, 2012). That shortage extends to academic psychologists who will train the next generation of scholars. Although there are several well-established training programs in geropsychology, they have not produced a consistent supply of psychologists interested in academic careers.

Recently, several institutions tried to hire academic geropsychologists but had no or few qualified applicants. Moreover, these organizations are facing an imminent wave of retirements, with few replacements in the pipeline. In fact, in a recent survey of geropsychology graduates (Carpenter et al., 2016), 50% rated their training to be educators as fair or poor.

The goal of this workshop is to assemble a group of teachers, researchers, and supervisors with expertise in aging to:

1. Develop a **strategy** to foster interest among students and early-career professionals in academic careers.
2. Define **competencies** for teaching and research relevant to the academic geropsychologist.
3. Create and disseminate educational materials of best practices to accomplish the following:
 - a) Generate interest by highlighting real-world opportunities for career success and satisfaction.
 - b) Train teaching skills (also important for health service geropsychologists who teach clinicians to care for older adults).
 - c) Mentor academic geropsychologists.

Leadership

Dr. Brian Carpenter will plan and chair the workshop. Dr. Carpenter is a Professor in the Department of Psychological & Brain Sciences at Washington University and Faculty Lead on Educational Initiatives at the Harvey A. Friedman Center for Aging at Washington University. In addition to his 17 years training geropsychologists, he is the current Chair of the APA Committee on Aging and was previously Co-Chair of the Continuing Education Committee of Division 20 and Representative for the Society of Clinical Geropsychology to the Board of Division 12. He also currently serves on the APA Working Group on End of Life Issues and Care, and the APA Interprofessional Seminar on Integrated Primary Care Working Group. With co-authors, Dr. Carpenter has recently published a series of articles on education and training in geropsychology (Carpenter et al., 2016; Karel et al., 2016).

In planning this workshop, Dr. Carpenter will collaborate with several senior geropsychologists including Dr. Sara Qualls (University of Colorado at Colorado Springs), Dr. Suzanne Meeks (University of Louisville), and Dr. Rebecca Allen (University of Alabama).

Participants

Faculty representing graduate programs:

- Brian Carpenter – Washington University in St. Louis
- Daniel Nation (ECP) – University of Southern California
- Andrea June (ECP) – Central Connecticut State University

- Peter Lichtenberg – Wayne State University
- Sara Qualls – University of Colorado at Colorado Springs
- Suzanne Meeks – University of Louisville
- Rebecca Allen – University of Alabama
- Amy Fisk – University of West Virginia
- Bill Haley – University of South Florida
- Christopher Herzog – Georgia Tech
- Thomas Hess – North Carolina State University
- Manfred Diehl – Colorado State University
- Karen Hooker – Oregon State University

Supervisors from internships and fellowships:

- Sherry Beaudreau (ECP) – Palo Alto VA Health Care System
- Jenny Moye – VA Boston Health Care System

Representatives from BEA:

- Jim Diaz-Granados – Education Directorate
- Cathi Grus – Educational Directorate
- Debbie DiGilio – Director, APA Office on Aging

A preliminary schedule appears below. Several participants will prepare written summaries to be distributed prior to the workshop. These include:

- Trends in matriculated geropsychology graduates, faculty positions in the field, and future demand.
- Literature review from other STEM disciplines on recruitment and retention strategies.

Time	Topic	
8:00 – 8:30	Breakfast and introductions	
8:30 – 9:00	Workshop goals, synopsis of preliminary materials	
9:00 – 10:30	<u>Workgroup A</u> Identify key curricular content for educating faculty and supervisors	<u>Workgroup B</u> Identify opportunities for education and influence with faculty and supervisors
10:30 – 11:00	Break	
11:00 – 12:30	<u>Workgroup A</u> Identify key curricular content for educating students and trainees	<u>Workgroup B</u> Identify opportunities for education and influence with students and trainees
12:30 – 1:00	Lunch	
1:00 – 2:30	Synthesis of curricular content and dissemination ideas	
2:30 – 4:00	Product development and dissemination planning	

Impact

At the close of the workshop we will have four products:

1. An outline for a presentation (and ancillary readings and resources) for **faculty and supervisors** that teaches best practices in attracting and retaining psychologists to academic positions in geropsychology.

2. An outline for a presentation (and ancillary readings and resources) for **students and trainees** that teaches about the competencies needed by academic geropsychologists, career development recommendations, and strategies for success and satisfaction.
3. A systematic **plan for curricular development and dissemination**, with assignments and deadlines made to specific individuals.
4. Formation of a **mentoring network** of faculty, supervisors, students, and trainees to share resources and support.

Workshop participants will commit to using these materials at their own institutions, and the materials will be distributed widely to other faculty and supervisors. In addition, we will develop a coordinated communication plan that targets students and ECPs to address misconceptions and to emphasize the appeals of academic and research careers (e.g., via blogs, newsletter articles, Twitter chats, webinars, etc.). We will submit at least one conference presentation and one-peer reviewed manuscript on this effort. Finally, we will develop and implement a system to track the impact of these efforts over time.

Budget

Given budget considerations, we plan to convene this workshop proximal to the 2017 APA convention and to hold the workshop at APA headquarters. Assuming that attendees will be traveling to convention, we will not provide funds for their travel, but we will offer reimbursement for one hotel night. We will ask APA to donate the cost of space at APA headquarters for the workshop. We will ask participants to donate their time the day of the workshop and for any advance planning they do. Dr. Carpenter will donate his time to organize the workshop. The APA Office on Aging will donate staff support to assist with conference room support and catering. We will ask each participating organization to contribute \$550 to support six of the attendees.

Item	In Kind or Organizational Support	Expense
Conference planning (Dr. Carpenter)	\$2,000	
Preliminary material preparation (Drs. Allen & Meeks)	\$2,000	
Attendee professional time (15 attendees @ \$400/day)	\$6,000	
APA workshop space	\$0	
Office on Aging staff support	\$1,000	
Hotel (15 attendees @ \$275)	\$1,650	\$2,475
Breakfast and lunch (18 attendees @ \$25)		\$450
Total In Kind or Organizational Support	\$12,650	
Total Request from BEA		\$2,925

References

- Carpenter, B.D., Sakai, E., Karel, M.J., Molinari, V., & Moye, J. (2016). Training for research and teaching in geropsychology: Preparing the next generation of scholars and educators. *Gerontology & Geriatrics Education*, 37, 43-61.
- Karel, M.J., Sakai, E.Y., Molinari, V., Moye, J., & Carpenter, B.D. (2016). Training for geropsychology supervision and practice: Perspectives of geropsychology program graduates. *Training and Education in Professional Psychology*, 10, 37-44.
- Institute of Medicine. (2012). *The mental health and substance use workforce for older adults: In whose hands?* Retrieved from <http://www.iom.edu/Reports/2012/The-Mental-Health-and-Substance-Use-Workforce-for-Older-Adults.aspx>