

EXPLORING CAREERS IN AGING

Early Graduate Student Activities (1st and 2nd Year)

The purpose of these activities is to help students at varying levels of knowledge, skill, and development gain an understanding of and have tools to pursue careers in aging.

The activities are separated by student developmental level, and they are further divided by area of interest at the advanced levels (e.g., practice, research).

They are designed to be used in conjunction with the Exploring Careers in Aging Roadmaps, developed by the American Psychological Association's Committee on Aging.

Please refer to the website: on.apa.org/careers-in-aging

ACTIVITY 3.3**INTERSECTIONALITY IN AGING**

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CONCEPT

First and second year graduate students who are interested in aging would benefit from further study about intersectionality. Given the rapid growth of our aging population, and the expanding ethnocultural diversity of older adults among several others points of diversity, it is important to expose students to these perspectives. The purpose of this activity is to provide students with the opportunity to be thoughtful about the intersectionality of aging with other facets of diversity. In addition, the goal of this activity is to teach students how to be good consumers of how *aging* (e.g., positive or negative stereotypes) is represented in culture and in society.

Students will begin this activity selecting from a list of films (see materials section) that reflect older adults from various points of diversity. They are then to select a point of intersectionality whether it be gender, race, ethnicity, religion, sexual orientation, etc. Once selected, students will be asked to watch the film, and write a reflective paper of how intersectionality is discussed and portrayed in the film. Question prompts are detailed in the instructions.

The product of this activity is a paper and presentation or a paper and potentially a group activity. The group activity would consist of a group of 3-4 students who watched the same film, and develop a presentation that shares with the class what they learned about the film about intersectionality. The instructor can decide whether to assign films to students, or have them selected. Options include feedback from the instructor, small group discussions, and/or online discussion boards.

MATERIALS

1. Careers in Aging: A Guide for Graduate Students
on.apa.org/careers-in-aging-graduate
2. Resources for Interdisciplinary Career Possibilities
on.apa.org/aging-resources-interdisciplinary
3. Films:
 - The Curious Case of Benjamin Button
 - Tokyo Story
 - Amour
 - The Bucket List
 - Ikiru
 - Gen Silent
 - A Place to Live: The Story of Triangle Square

INSTRUCTIONS

1. Before beginning the project, the student should identify and select a film to watch. When watching the film, the student should consider the following:
 - a. How is intersectionality in aging reflected in this film?
 - b. What about the content of the film is consistent or inconsistent with your own perceptions of aging and intersectionality?
 - c. What did you find most interesting or surprising about the film?
 - d. What critique would you have about the film and its portrayal of older adults?
 - e. Thinking about your own career, what lessons have you learned from this exercise that you would like to integrate into your personal and professional lives?
For this last question, students are to visit the Exploring Careers in Aging Roadmaps web pages listed above and explore potential careers that combine interest in aging with other areas of study.
2. The instructor can decide the parameters of the assignment based on the size and nature of their class. In particular, the instructor can decide how to provide feedback to students on their prepared materials. Options include feedback from the instructor, small group discussions, oral presentations followed by large group discussions, and online discussion boards.