



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

EXPLORING CAREERS IN AGING

Advanced Graduate Activities (3rd year and above students)

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 4.2

PREPARING TO TEACH ON AGING

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CONCEPT

Advanced graduate students who want to teach courses in aging likely have diverse teaching experiences from minor roles as teaching assistants to developing and leading their own courses. The purpose of this activity is to provide students with the opportunity to prepare teaching materials and receive feedback on these materials. As a result of this activity, students will have developed materials that can be applied to their next aging course. The materials the students develop will differ based on their prior teaching experiences.

Students will begin the exercise by selecting the course they would like to prepare materials for. Students should consider whether they want to prepare an undergraduate or graduate-level course. They should then select the course content (e.g., introduction to aging, cognition and aging). If students have not yet taught a class as a lead instructor, they will develop a syllabus for their selected course. If students have already developed a course syllabus, they can either develop a syllabus for a different class or prepare materials for individual class sessions. To reduce the scope of the activity, students can develop a specific aspect of a course (homework exercises, writing assignments) or develop a guest lecture series on a particular theme. The instructor can determine the scope of the activity based on the time available and the teaching experience and needs of the students.

The product of this activity is the syllabus or class materials. Given that students will likely be using these materials, receiving feedback on the developed materials could be helpful. This feedback could come from the instructor or fellow students. The purpose of the feedback is to help the student further improve their teaching materials. The method for obtaining this feedback can be selected by the instructor based on the class structure. 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 Education in Psychology
apa.org/education
apadivisions.org/division-20/education

INSTRUCTIONS

1. Before beginning the project, the student should identify the class for which they would like to prepare materials. Students should also decide whether they will develop a new syllabus, materials for individual class sessions, or other components based on their interests, needs, and instructor directions.
2. Students should be alerted that the APA website has resources for preparing aging course materials.
3. 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.