

regarding aging. That study also reviewed current high school curriculum for aging-specific content and perceived barriers among teachers to incorporating aging education into the curriculum (Davis & Sokan, 2019). Study findings indicate inter alia, a need to educate high school students about aging, increase interactions among older and younger adults, incorporate education about careers on aging, and educate teachers on how to infuse more aging content into their courses. To that end, this project's goal was to develop both a training module and educational program on aging for high school students. Also, we propose a plan to develop, implement, and evaluate both the training module and the educational programs. We hypothesize that the training module will increase high school teachers' confidence in their ability to teach their students about aging. The educational program's delivery will increase students' knowledge of aging-related issues and awareness about careers in aging. Upon completing the project, we will use feedback from students and teachers to revise the educational program, for implementation among a larger sample of high schools.

#### EVALUATING A GERIATRIC EDUCATIONAL PROGRAM: EXPLORING OPPORTUNITIES FOR INCREASING IMPACT AND SCALE

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The geriatric population is rapidly growing, and this growth is beyond the pace of increase in the number of healthcare professionals who are qualified to care for and tend to the various needs of this significant subgroup of the population. The current university curricula have not been sufficient in terms of quantity as well as their ability to address the ageism inherent in the perspectives of students from across the educational spectrum. In recognition of the absence of standardized geriatric guidelines, medical associations across Canada and the United States have established geriatric learning competencies for medical programs. Nevertheless, there are exiting gaps regarding the development and evaluation of geriatric-focused didactic programs that adequately train and build competency among the students interested in pursuing careers with geriatric-specific elements. A university-wide program was developed to enhance aging education and build competency through sparking interest, providing better education related to aging, and building better relationships between future healthcare professionals and older adults. To evaluate the impact of this program, a logical framework was developed a-priori and revised through constant iterations and following discussion with the program's multidisciplinary stakeholder group. Quantitative measures are being augmented with in-depth qualitative interviews to explore elements influencing students' experiences with the program and the effect on their interests in and attitudes towards geriatrics. The results will inform our conclusions regarding program effectiveness in enhancing interest in geriatric-focused education among the students and trainees and assist with recommending future directions regarding impact and large-scale dissemination and implementation.

#### PREDICTING STUDENTS' INTEREST IN AGING-RELATED CAREERS: SUGGESTIONS FOR PEDAGOGICAL INTERVENTION

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College students often hold negative attitudes toward elders and rank this area of practice at the bottom of their future professional life; colleges and universities have an important role to play in changing attitudes and attracting more professionals to work with older adults. This study examined factors contributing to students' attitudes toward older adults to provide suggestions for pedagogical intervention. Data was collected from 195 undergraduates participating in an online survey with questions on the quality of relationships with a grandparent and other nonfamilial older adults, previous experience and future interest in pursuing a career in an aging-related field, and The Fabroni Scale of Ageism (Fabroni et al., 2010). Path analyses using hierarchical multiple regression revealed that high quality relationships with older adults (i.e., both grandparents and nonfamilial elders) was associated with less negative attitudes and more interest in pursuing a future career in age-related jobs/internships. Although both types of relationship quality were significant in the model ( $p < .05$ ), path coefficients demonstrated that relationships with nonfamilial elders have a greater impact on participants' attitudes ( $\beta = -.250$ ,  $p = .001$  versus  $\beta = -.146$ ,  $p = .045$ ). Previous working/internship experiences with older adults also predicted a greater willingness to pursue a future career in an aging-related field ( $\beta = .333$ ,  $p < .001$ ). Findings suggest that colleges could increase students' interest in pursuing aging-related careers with multiple interventions, such as developing opportunities to interact and build relationships with older adults in the community, updating information on job opportunities, pay scales, and advancement opportunities, and providing more gerontological course or modules.

#### 'WE HAD MORE IN COMMON THAN I THOUGHT': SCAMMING AS AN UNDERGRADUATE SERVICE LEARNING TOPIC INVOLVING OLDER ADULTS

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An ongoing activity that cuts across several courses in the Gerontology Certificate Program at our College is the completion of implicit association exercises focused on age. Most college students show a distinct preference for those who are younger adults. It is difficult to get across to these students that the construct of being an adult is appropriate for all people beyond adolescence without relevance to age. College students enrolled in healthcare programs often have distorted views of aging and may not fully appreciate that all adults may share common aspects of their current lives. We describe qualitative analyses of reflections taken from an undergraduate psychology course that included a service learning component involving older adult learners. The service learning lessons focused on victimization associated with fraud and scamming. The classroom structure involved round table discussions with direct contact between college students, older adults and local law enforcement personnel. Reflective practices were used to integrate course content (development in adulthood) into this service learning activity. We report on qualitative data taken from student reflections. Content analyses of reflective essays identified five themes which operated to produce stronger identification between age groups: frequency of being scammed across all 21 participants; insight that learning continues across the lifespan; understanding that broad learning challenges impact people