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For several decades, the history of interdisciplinary education and the development of AGHE initiatives have been closely linked. The need to educate colleagues on methods and benefits of interdisciplinary/ interprofessional cooperation toward service and research of aging has never waned. In this presentation we (a) highlight how AGHE has performed as a potent incubator for progress in this area and (b) use a few examples to illustrate how notable resulting efforts have improved geriatric care. For example, early and significant infusion of federal funds for gerontology training programs supported multi-disciplinary university-based centers, the Veterans Health Administration created interprofessional geriatric training programs, foundations such as John A. Hartford and Josiah Macy founded team training and interprofessional education programs, and the Health Resources and Services Administration funded Geriatric Education Centers and Geriatric Workforce Enhancement Programs. Efforts to advance interdisciplinary/ interprofessional education have been fruitful and AGHE's role as an incubator continues to evolve.

WHY ENGAGEMENT MATTERS TO GERONTOLOGICAL STUDENT LEARNING

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Learning opportunities beyond the classroom create lasting and positive effects on students' academic and professional growth. When faculty members participate in engaged scholarship in their local communities, out-of-classroom learning opportunities for students likewise expand. In the context of aging, the array of opportunities for students to engage with community partners is vast, from interactive course assignments to research opportunities, clinical experience, local policy efforts, and more. This paper builds on previous theoretical and empirical work from scholars (including AGHE and GSA Fellows) in the science of engagement, and integrates case examples of campus-community relationships from our collective years in the academy. Examples will showcase how engaged teaching, engaged research, and engaged service collectively informs and enriches our students' experiences. In the spirit of the 2020 conference theme, we will discuss opportunities for university-community engagement as a way to strengthen and inspire current and future gerontological pedagogy.

WHY INTERGENERATIONAL CONNECTIONS MATTER IN HIGHER EDUCATION

Joann Montepare,¹ and Skye Leedahl,² 1. *Lasell University, Newton, Massachusetts, United States, 2. University of Rhode Island, Kingston, Rhode Island, United States*

The Academy for Gerontology in Higher Education (AGHE) has a long and rich history of fostering the commitment of higher education to the field of aging through education, research, and public service. To this end, AGHE members have made innovative and effective use

of intergenerational strategies. This presentation will highlight these efforts gleaned from AGHE's official journal Gerontology and Geriatrics Education and Intergenerational Learning, Research, and Community Engagement interest group (ILRCE), with special attention to intergenerational classroom exchange, service-learning and community activities, and socially-focused undertakings. Contributions to the evaluation of intergenerational programs will also be noted. The presentation will conclude with a discussion of how this work is now helping to shape the Age-Friendly University (AFU) initiative which calls for institutions of higher education to promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.

INNOVATION IN GERONTOLOGY EDUCATION: AN ADVENTURE OF GRAND IDEAS AND GOOD INTENTIONS

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Gerontology educators continually innovated over multiple decades to create a field characterized by its diversity of programs with a variety of structures to meet a wide range of educational experiences. This paper explores the rich history of how innovations emerged and shares insights on how these grand ideas became broadly accepted practice. Since early 1970's 6 distinct innovations emerge with sticking power, including convergence upon a core intellectual foundation; support of interdisciplinary education; offering internships or practicums; integration of gerontological training with opportunities provided by community/organizational partners, research affiliates, and alumni to foster applied learning experiences in research, policy, and practice; and, development of leadership across and among generations through the Emerging Scholar & Professional Organization (ESPO).

SESSION 5060 (SYMPOSIUM)

GWEP PARTNERSHIPS WITH COMMUNITY-BASED ORGANIZATIONS TO ADVANCE AGE-FRIENDLY HEALTH SYSTEMS

Chair: Leland Waters

Discussant: Nina Tumosa

From the onset of the Health Resources and Services Administration's Geriatrics Workforce Enhancement Program (GWEP), project initiatives have been developed to collaborate with Area Agencies on Aging and other community-based organizations (CBOs) serving the older adult community to improve health outcomes. The current GWEP funding cycle includes an initiative to further the principles of Age-Friendly Health Systems. Having built relationships within the aging services community, GWEPs are well positioned to deliver educational interventions framed around the 4M pillars of age-friendly healthcare. Three GWEPs are working with CBOs to implement and test interventions that address the interactive 4Ms. One GWEP has created an Age Friendly Community Education series in conjunction with their CBO partners in a low-income urban setting. Another GWEP has secured age friendly designation for its teams and worked with a coalition of CBOs to obtain both age and dementia-friendly designations for its home city of