

TEACHING TIPS

ADVANCING AGE INCLUSIVITY IN PSYCHOLOGY

A Resource Created by APA's Division 20 (Adult Development and Aging)

ADVANCING AGE INCLUSIVITY IN PSYCHOLOGY

The need to advance age inclusivity in psychology, and higher education more generally, is plain and clear. Across the globe, communities are witnessing unprecedented age shifts as the number of older adults increases steadily. In the United States (U.S.), the nation is also aging as more individuals experience extended longevity. The number of adults ages 65 and older will more than double in the coming years, reaching 80 million in 2040. As a result, older adults are outnumbering children for first time in U.S. history (U.S. Census Bureau, 2018).

Despite these historic changes, students in higher education are rarely exposed to information about aging or interact with older individuals. Thus, most graduate with a negligible awareness of aging issues enter their personal and professional worlds with a shocking lack of aging literacy (Whitbourne & Montepare, 2017). The same is true for many students studying psychology. An APA national review of psychology major and program outcomes found that courses in adult development and aging were offered far less often than courses on child or adolescent development. Furthermore, concentrations in aging were rare compared to other areas represented in psychology programs (Norcross, Hailstorks, Aiken, Pfund, Stamm, & Christidis, 2016). In addition to enhancing students' aging literacy for their own personal development, rapidly growing older populations will require a general population with more aging knowledge and a trained workforce to provide services to support the health and functioning of individuals as they age (Silverstein & Fitzgerald, 2017). Thus, psychology students' professional paths can be greatly enhanced with opportunities to learn about aging.

How might educators go about advancing the study of aging in psychology? The approach to infusing diversity in the psychology curriculum recommended in [APA's Guidelines of the Undergraduate Psychology Major](#) offers one way to begin integrating aging content. According to APA's infusion approach to sociocultural learning and "a best practice review by the AAC&U (2005), the preferred manner of tackling diversity goals is incorporated in the context of the major. When students encounter a stand-alone course requirement or a forced diversity "add on" to an existing course, we are likely to fail to achieve the outcomes we seek. Diversity objectives can be marginalized when students think of these experiences as just one more requirement to check off on the way to graduation. AAC&U argued that sociocultural concerns fare best when infused throughout students' chosen majors. This approach emphasizes that diversity concerns are core within the major and sheds light broadly on the role of diversity in the culture as well." (p. 38). In advancing sociocultural learning with respect to age diversity and inclusion, it becomes clear that a lone course offered to majors



(e.g., Adult Development and Aging) is not sufficient given the imperative for aging literacy precipitated by aging populations and the extended longevity of individuals. A more integrated approach across the psychology curriculum that infuses aging content in core courses is necessary. The resources provided in this special D20 Teaching Tips issue aims to begin providing faculty with strategies for infusing aging content into core courses typically represented in psychology major requirements.

The need for advancing age inclusivity in Psychology is also aligned with the goals of the pioneering global Age-Friendly University (AFU) initiative endorsed by APA Division 20. The AFU initiative reflects the timely work of an international, interdisciplinary team of educators, researchers, administrators, and community partners convened by Dublin City University (Ireland) to identify the contributions institutions of higher education can make in responding to aging populations (Montepare, 2019; O’Kelly, 2015). The AFU team identified ten principles to guide the development of age-friendly programs and practices, built on six pillars of institutional activity: 1) teaching and learning, 2) research and innovation, 3) lifelong learning, 4) intergenerational learning, 5) encore careers and enterprise, and 6) civic engagement. Among other things, the AFU framework advocates that institutions work to increase students’ understanding of the longevity dividend and the increasing complexity and richness that aging brings to our society. In just a few short years, the network has grown significantly and Division 20 is excited to be part of this global effort to advance age inclusivity in higher education. Resources are provided below for learning more about the AFU initiative and how your institution can join the global network.



THE AGE-FRIENDLY UNIVERSITY (AFU) INITIATIVE

Division 20's educational efforts around age inclusivity reflect its support for the Age-Friendly University (AFU) initiative. Explore these resources to learn more about the AFU initiative and how your institution can become a member of the AFU global network.

[Becoming an Age-Friendly University \(AFU\) Global Network Partner](#) A brief overview of the AFU initiative and information about how to join the network.

[Higher Education and Aging: The Age-Friendly Movement - Building a Case of Age-Inclusivity](#) (2019), Gerontological Society of America, sponsored by AARP

[Age-Friendly Universities \(AFU\): Principles, Practices, and Opportunities](#). Special Issue of Gerontology & Geriatrics Education (2019) Vol 40:2

[Tools for Advancing Age Inclusivity in Higher Education](#), Gerontological Society of America (GSA) and its Academy for Gerontology in Higher Education (AGHE), sponsored by AARP



TEACHING TIPS

Integrating Aging Content in Clinical, Community, and Counselling Psychology Courses

Three Core Tips

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Courses: Clinical, Community and Counselling Psychology Courses

The integration of lifespan content into both undergraduate and graduate curricula in clinical, community and counselling psychology is critical. Globally, demographic profiles are shifting such that older people are a larger portion of the demographic; the number of professionals whose focus is healthcare are inadequate to meet rising demands. Psychologists are a critical part of this healthcare and research workforce; exciting interest in gerontology and aging populations requires exposure to relevant content early, and in multiple contexts.

Tip 1: You Can't Be Curious About What You Don't See. Everything from examples involving people of different ages in a statistics tutorial problem set to detailed vignettes involving older persons in a clinical assessment course can help shift the tendency for older people to be invisible in our textbooks and our teaching. A terrific book to assist with weaving aging content into undergraduate psychology courses is *Integrating Aging Topics into Psychology: A Practical Guide for Teaching Undergraduates*, by Susan Krauss Whitbourne (2003; American Psychological Association). It offers numerous examples of how to incorporate a more lifespan perspective in social, biological, experimental, developmental and applied areas of psychology.

In terms of professional applied training courses, a similar approach can be taken, with the additional caveat that it is very easy in clinical psychology training to pathologize aging itself. Students need to be reminded that most persons over 65 years of age are living active, independent lives, and that the presence of either physical, psychological or cognitive symptoms does not preclude rehabilitation, good responses to psychological interventions, and the ability to have continuing good quality of life.

Tip 2: Location, Location, Location! With respect to both the undergraduate and the graduate curriculum, there is an important decision to be made about the placement of aging content. One approach is to mention age across the curriculum, inserting ageing content into multiple courses at multiple year levels. This might more naturally reflect a lifespan approach to teaching psychology, and it has the benefit of allowing discussions of research on older populations, or involving longitudinal research, into various content areas. This can help answer key questions students have, for example, "Does personality remain the same across the lifespan?" "What evolutionary benefits do having grandparents confer?" "What advances are being made against diseases such as Alzheimer's?" However, a practical constraint is liaising with various teaching faculty to promote such a lifespan vision across the curriculum. Also, psychology textbooks vary as to the extent that aging content is covered.

Another option is to place this content into a single course. The advantage here, for both undergraduate and graduate teaching levels, is that there are a wide variety of excellent survey course textbooks as well as more targeted textbooks on later life that are appropriate for all levels of psychology students. Having the content in a single course is one way to ensure at least one faculty member of a department has expertise in gerontological research, whether this is acquired “on the job” or by the department recruiting someone with such expertise.

Inserting older adults into the curriculum in psychology can spark discussion of intergenerational issues and invite students to explore multigenerational family issues. Social, healthcare, and economic policy discussions are also better informed when students have a grasp on various issues that affect people over their lifespans.

Tip 3: Both Process and Content Count - Incorporating aging content into the psychology curriculum can address issues of ageism – often cited as more prevalent and taken less seriously than sexism and racism. Implicit bias and self-stereotyping are but two issues in social psychology that have seen many research advances with respect to ageism.

However, awareness about ageism in the curriculum extends to how mature age students are treated in the classroom, not just to reading the literature about ageism. Research globally points to persons in midlife and at later ages pursuing university coursework to gain a qualification that was not completed or even started at a younger age, or to shift careers or upskill in a current career. Business schools with MBA and executive education training are much more adept at attracting and making provisions for mature-aged working adults. These same adults can feel at best out of place and at worst unwelcome in a psychology teaching environment which is not aware of subtle ageism. Statements like “Getting older is associated with physical and psychological decline” and “The burden of old age weighs heavily on healthcare systems” are more common than one might think. Key statistics, such as only 6% of older adults over 65 years of age have a diagnosis of dementia” are a feature of having thoughtful aging content in a course, and far different that the broad platitudes mentioned earlier, which feed into negative stereotypes of older persons.

Above all, a department-wide discussion about ageism, the placement of content about aging research, and the review of content materials to avoid ageist stereotypes, is worth having if we are to advancing age inclusivity into psychology teaching.

Integrating Aging Content into Social Psychology Courses

Ageism 101: Videos Defining and Describing Ageism Toward Older Adults

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Courses: High School, Undergraduate, Graduate Courses; Social Psychology and Related Courses

“Ageism” was introduced as a “serious national problem” in a landmark article by Robert N. Butler in 1969. Since then, the far-reaching negative consequences of ageism toward older adults (stereotyping, prejudice, and discrimination) and society continue to be documented (WHO, 2021). Even so, ageism toward older adults is relatively under-studied compared to other “isms,” and consequently ageism toward older adults is not covered or minimally covered in textbooks, even in social psychology courses, which tend to have at least a chapter on stereotyping, prejudice, and discrimination. Ageism toward older adults is pervasive and institutionalized in the U.S. and other countries such as in the birthday card and gift industry that pokes fun of old age and in the widespread skincare treatment industry that aims to “fight” the appearance of aging. The “Ageism and Intersectionality Scavenger Hunt” activity described above can help raise awareness about ageism toward older adults embedded in society. The “Fact or Fiction: Take a Facts on Aging Quiz” exercise described above can help bring attention to students’ accurate knowledge about aging as well as awareness of the origins and scope of the potential miseducation about aging from the social and mass media. Given that ageism toward older adults is not well-covered in psychology textbooks, this teaching tip involves showing videos about ageism to help bridge that gap for instructors who wish to infuse ageism and aging content into their course but have little time to do so and/or background in ageism research. Depending on time constraints and the goals of the instructor, the instructor can have students view the videos before class or use class time to have students view the videos. The instructor can have students prepare a reaction piece to the videos or have students discuss their reactions to the videos during class time.

There are an increasing number of excellent videos available free of charge that define and describe ageism toward older adults.

- The Taking Ageism Seriously web-based resource includes a growing collection of links to videos defining ageism (Levy, 2021; <https://takingageismseriously.godaddysites.com/videos-about-ageism>). The following two video links are highlighted below in part because these videos have been shown in experimental studies with young adults to reduce agreement with ageism and negative stereotypes about older adults (Lytle et al., 2021):
- “Imagine a World Without Ageism” by the EveryAGE Counts Coalition: <https://www.everyagecounts.org.au/> and “Millennials Show Us What ‘Old’ Looks Like: Disrupt Aging” by the American Association of Retired Persons: <https://www.youtube.com/watch?v=IYdNjrUs4NM>.

References

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- Levy, S.R. (2021, initial launch). Taking Ageism Seriously. <https://takingageismseriously.godaddysites.com/> (Intended to become an A-Z comprehensive web-

based resource about aging and ageism [stereotyping, prejudice, and discrimination on the basis of one's age]. Visitors can learn about over 35 topics [and growing]. An important part of the website is brief, engaging educational videos about aging and ageism).

- Lytle, A., Macdonald, J., Apriceno, M., & Levy, S.R. (2021). Reducing ageism with brief videos about aging education, ageism, and intergenerational contact. *The Gerontologist*, 61(7), 1164-1168. <https://doi.org/10.1093/geront/gnaa167>

Ageism 101: Fact or Fiction: Take a Facts on Aging Quiz

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Courses: High School, Undergraduate, Graduate Courses; Social Psychology and Related Courses

Instruction about lifespan development in the educational system in the United States tends to focus on early development through adolescence; thus, it is not surprising that students enter college with little formal education about adulthood, especially middle to late adulthood (Whitbourne & Montepare, 2017). Given pervasive stereotypes of middle to late adulthood in the mass and social media, many students have instead been miseducated about aging and adulthood. In this way, college courses with content about aging will likely be addressing misunderstandings and myths (stereotypes) about aging and middle to late adulthood. In this exercise, students are asked to take a facts on aging quiz. Depending on time constraints and the goals of the instructor, the instructor can have students complete the quiz before class or use class time to have students complete the quiz in a paper and pencil format (or online). The instructor may also choose to lead the class through each quiz question along with the answers. For example, the 50-item Facts on Aging Quiz by Breyspraack and Badura (2015) is available online at <http://info.umkc.edu/aging/quiz/>. In the online interactive version, students receive the correct answer along with an explanation after answering each question. Breyspraack and Badura's (2015) quiz builds on the original and widely used "Facts on Aging Quiz" by Erdman Palmore (1977). While the overall goal of this exercise is for students (and instructors) to assess current knowledge about aging, the exercise also can be a stepping stone for a discussion about when and how students learned accurate information about aging versus were exposed to myths (stereotypes) about aging. Thus, this exercise also can be a primer for a discussion about origins and nature of ageism toward older adults. Accurate education about aging is a key component of reducing negative stereotyping, prejudice, and discrimination toward older adults (Levy, 2018).

References

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- Whitbourne, S. K., & Montepare, J. M. (2017). What's holding us back? Ageism in higher education. In T. Nelson (Ed.), *Ageism: Stereotyping and prejudice against older persons* (2nd ed., pp. 263–290). MIT Press. <https://doi.org/10.7551/mitpress/10679.001.0001>

Ageism 101: Ageism and Intersectionality Scavenger Hunt

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Ageism toward older adults is institutionalized in many countries. Reporting on the state of ageism around the world, the World Health Organization has noted that “ageism is prevalent, ubiquitous and insidious because it goes largely unrecognized and unchallenged” (WHO, 2021, p. IX). The purpose of this hands-on activity is to increase awareness and understanding of ageism and other isms and how interlocking systems of privilege and bias maintain stereotyping, prejudice, and discrimination in a society. This activity fits well as part of a unit on social psychology (how social contexts play a pivotal role in how people think, feel, and act) and units in any course on stereotyping, prejudice, and discrimination. The activity is an adaptation of Dr. Jill L. Coleman’s (Roosevelt University) “Social Privilege Scavenger Hunt,” which was awarded 2009 Honorable Mention for the Action Teaching Award given by the [Social Psychology Network](#). According to Dr. Coleman, the instructor provides students with a list of items to explore in a store (e.g., Target, Walmart) based on the instructor’s content goals. With a focus on aging, ageism toward older adults as well as other age groups, and intersectionality, I’ve used a scavenger hunt list such as the following in several classes:

- Review the images of clothing models in the store or online shopping. What do they look like?
- Review the greeting cards section including birthday, wedding, anniversary, and romance cards and examine the words used and the photographs and drawings depicted on the cards. What do the individuals look like? What do you notice about birthday cards targeting different age groups?
- Review picture frames containing “filler pictures” of people. What do those individuals look like?
- Review the section with face, body, and hair products. What do you notice about the packing, advertising, and the individuals who are depicted? What is conveyed about “ideal” beauty?
- Review other sections and products that include photographs or drawings of people such as bedding, air mattresses, houseware, etc. What do the individuals look like?

Just about any store can be used for this activity. It is not necessary to visit a store in-person. Individuals can complete the assignment by searching an online store. If students are visiting a store in-person, they could also explore the following:

1. How wide are the aisles? How high and low are items shelved? If there is a clothing section, notice how far apart racks are spaced and how high and low the racks are. Who is likely to have access to items in the store? Why or why not?
2. How wide or narrow is the store checkout area? How high or low is the area to place items to purchase? Who will be able to use self-checkout and customer service checkout? Why or why not?

For a written assignment and/or a class discussion, students may be asked to submit photos (respecting other shoppers’ privacy) or screen shots of the items to share with the class and/or write a brief reaction piece concerning their observations. Feedback from students suggest that the scavenger hunt raises awareness of ageism toward older adults and other isms as well as intersectionality.

Reference: World Health Organization. (2021, March). Global report on ageism. Retrieved from <https://www.who.int/publications/i/item/9789240016866>

Integrating Aging Content into Personality Courses

Three Ways to Combine Aging Content with Personality Research and Theory

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Courses: Personality and related courses that deal with personality issues

Research on personality and research on adult development and aging have a longstanding shared history. Overlap among the two areas is substantial, making the task of integrating aging content into personality-focused courses easier. Three core ways through which aging content can be brought into personality courses are through orienting lectures, readings, discussions, and activities around: 1) lifespan personality development, 2) personality health and longevity, and 3) personality and healthy aging. Almost every personality course has a section on “development” and while this often focuses on childhood, it is quite easy to extend this to development that occurs in midlife and older adulthood. The second way that aging content can be integrated into personality courses is via the voluminous (and growing) literature on personality and health. Perhaps most compelling are the many findings linking personality to longevity. Lastly, there is emerging evidence that personality is core factor in promoting healthy aging, also known as successful or “optimal” aging. In course content, instructors can provide examples of how personality relates to healthy aging, such as recent work on [cognitive resilience](#). Note that the World Health Organization WHO has declared the 2021-2030 the [Decade of Healthy Aging](#), with a variety of issues and resources to explore – subscribe to the [Newsletter](#).

Reference: Graham, E.K., James, B.D., Jackson, K.L., Willroth, E.C., Boyle, P., Wilson, R, Bennett, D.A., Mroczek, D.K. (2021), Associations between personality traits and cognitive resilience in older adults. *Journals of Gerontology B: Psychological Sciences and Social Sciences*, 76(1):6-19. doi: 10.1093/geronb/gbaa135. PMID: 32969474.

Integrating Aging Content in Industrial-Organizational and Consumer Psychology

Personnel, Work Motivation, Occupational Safety and Health, and Career Development

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Courses: Industrial-Organizational (I-O) psychology

Industrial-Organizational (I-O) psychology applies psychological principles and theories to the workplace to understand how people interact with each other at work and are able to do their jobs effectively. Aging-related content can be infused into teaching a number of topic areas of I-O psychology.

First, with regard to the topics of personnel selection and training, there is robust content related to age-related bias, such as prejudice, stereotype, and discrimination, which can be incorporated into the teaching. For example, correspondence studies, which send out pairs of fictitious resumes matched on all job-related characteristics except for age and track job interview callbacks, have documented significant older age disadvantages in employer callbacks. Further, there is evidence to show that employees who experience workplace ageism (e.g., age discrimination in training opportunities) report worse mental health and physical health. Relatedly, inter-generational contact at work is an important topic to consider when teaching personnel selection. Research has shown that intergenerational contact quality buffered the negative relationship between intergroup anxiety and willingness to hire older adults. Further, on the more general topic of human resource management practices, outcomes of age-inclusive practices can be incorporated as well. Although a culture of respect, inclusion, and empathy relates to job satisfaction for workers of all ages, older workers may be especially likely to deem such a culture as important to them.

Second, when teaching the topic on work motivation, introducing age-related motivational development can help students appreciate the dynamic nature of motivations in the workplace. For example, according to the socioemotional selectivity theory (SST), younger adults, being closer to the beginning of their life cycles, view “time” as time since birth, and they thus see time as open-ended. Therefore, their goals tend to be future-oriented: With regard to work, they will aim toward knowledge acquisition, career planning, and the development of ability and skills that will pay off in the future. Older adults, in contrast, view “time” as time left in life and thus see time as limited. Therefore, they tend to have more present-oriented goals: They aim toward regulating their emotions to be positive and pursuing positive social relationships with others.

Third, as aging is associated with gradual declines in a number of physical aspects, such as hearing, vision, mobility, and decreasing energy, aging content can be incorporated into teaching topics on occupational safety and health. For example, age-related physical changes may make it more difficult for older employees to perform physically demanding tasks and more susceptible to environment hazards in the workplace. Accordingly, job redesigns that aim at promoting occupational safety and health can be particularly beneficial for older employees. Empirical research has shown that providing

more time, autonomy, and schedule flexibility for older workers in conducting their jobs can be beneficial for their physical and mental health.

Finally, career development and workforce exit are often anchored by aging and developmental stages. Thus, topics related to career management can be taught in the context of lifespan development theories. For example, the concept of life stages is useful for describing and understanding careers over the life span. According to the life span career stage model, most career management-related activities (e.g., career interest development, career choice, professional training, and the pursuit of career success) happen during the earlier life stages described by the model, whereas the career-exit and retirement processes occur during the later life stages. Further, the life stage theory argues that a person's life structure primarily involves family and work and is influenced mainly by their social and physical environment. The transition process between different development stages is critical in determining one's adjustment to the new life development stage. These life span career development theories help establish the foundation for studying career management and retirement phenomena in the life span context.

It is important to note that the topics mentioned here only represent a non-exhaustive sample of I-O psychology topics where aging-related content can be readily incorporated into the teaching. Given the population aging trend in the U.S. and most developed economies, there will be more older workers in the workforce. As such, the knowledge regarding workplace aging is expected to further expand and cover every aspect of I-O psychology.

Interdisciplinary Teams Market a Product for Older Adults

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Courses: Courses that focus on aging in collaboration with courses that focus on consumer behavior, marketing, produce design and related topics.

Students enrolled in Psychology of Aging and Consumer Behavior created marketing plans focused on proposing a product or service targeting older adults. Students from both classes were put into interdisciplinary teams of approximately four students each. The instructors from both classes created weekly tasks to break down components of the project. Student teams worked together for one class period each week (75 minutes) to facilitate the implementation of this project. Instructors can facilitate this activity with face-to-face or online sections. Student teams were required to engage in a discussion recorded on Microsoft Teams and complete a related assignment. The instructors took turns grading each team discussion and assignment. A suggested weekly breakdown of activities includes: Week 1: Students chose groups, professors gave overview of aging and consumer behavior. Week 2: Students conducted market research with older adults (the professors created an interview guide for students to use). Week 3: Students were given a lecture and readings on human factors and age branding. Students discussed what brand their product/service promoted. Week 4: Students were given a lecture and resources on theories of aging. Students discussed which theories their product aligned with. Week 5: Students presented their project ideas to older adult panelists for feedback. Week 6: Students reflected and summarized what changes to make to their project based on feedback from panelists. Week 7: Students continued working together to prepare for final presentation. Week 8: Student teams presented in class and evaluated their peers.

Integrating Aging Content in Developmental Psychology

Young Eyes - Old Eyes

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Courses: Developmental Psychology, Cognition, Social Psychology, Cultural Psychology, History of Psychology

Jane Elliott at 88 years of age is a formidable voice challenging us to confront our taken-for-granted ways of thinking about others and ourselves. Students may have come upon some of the work she has accomplished over the last decades. The experiment, “Blue Eyes/Brown Eyes,” that she conducted with her third-grade students in 1968 has been widely publicized and has been repeated, modified, and revived with diverse groups (e.g., *A Class Divided*, 1985; *The Angry Eye*, 2001). In an interview on sexism (Divided by Gender: An Interview with *Jane Elliott*. January 2007; *Journal of Hate Studies* 6(1). DOI:10.33972/jhs.50), Elliott comments that sexism is a prejudice we seem not to outgrow; she observes it in the retirement community where she now lives. Use Elliott’s seminal work to prompt discussion around the question of if our ways of thinking, specifically our social perceptions and prejudices, may change or remain the same over the course of our lives, and what individual and contextual factors influence the development of our perceptions and the extent to which they are sustained or changed across our lives?

Living Throughout Life: Experiential Learning through Aging

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Course: Adult Development and Aging or any Psychology course

Interviewing older adults about their lived experiences can provide rich insights about a range of topics – and can be conducted in diverse classes, not just those that focus on adult development and aging. Interviewees may be older adult community members, family members, or friends. Several key considerations for successful interview projects include having students work together to develop the interview protocol and suggested questions; helping students develop an efficient interview schedule; informing interviewees in advance about the goals and nature of the interview; and building in a way to share the final project with participants. Get a glimpse of conducting oral history interviews in [Moving Stories Project: Conducting Culturally Competent Oral History Interviews with Older Adults](#), learn about a unique interview format in [Teaching gerontology using the self-discovery tapestry -- An innovative instrument](#). Maschi, T., MacMillan, T., Pardasani, M., Lee, J. S., & Moreno, C. L. (2013). *Gerontology and Geriatrics Education*, 23(2), 49-63, and be sure to discuss with students age biases in communication as described in GSA’s guidelines about [Communicating with Older Adults - An Evidence-Based Review of What Really Works](#)

Moral Reasoning

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Courses: Developmental Psychology, Adolescent Psychology, Adult Development and Aging, Lifespan Psychology, Ethics

In undergraduate or graduate courses, students first work in pairs to interview each other about a moral dilemma or moral scenario (see Johnston's approach). Following the peer interviews, students interview a person from an older age group. Interview responses are then organized by age group without personal identification and made available to students to review before or during class sessions. The class examines the responses for similarities and differences, together exploring the questions: *To what extent does age appear to differentiate responses or show shared perspective? What do we make of the similarities and differences in light of developmental determinants and outcomes.*

Reference: Johnston, D.K. (1988). Adolescents' solutions to dilemmas in fables: Two moral orientations—two problem solving strategies (p. 49-71). in Gilligan, C. Ward, J.V., Taylor, J., Bardige, B. (Ed). Mapping the Moral Domain: A contribution of women's thinking to psychological theory and education. Cambridge, MA: Harvard University Press.

Integrating Aging Content in Other Psychology Courses

Using 10-15 Minute Videos – Before Class

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Courses: All Psychology courses

This is a basic tip that most of us already use, but perhaps we can work together to expand accessibility for instructors across high school, community college, and universities. We all know how much students benefit from use of multimedia content; the number of [Ted Talks](#), YouTube videos, WHO anti-ageism videos continue to expand. In addition to using videos in class to prompt discussions, consider assigning students 1-2 short 5–15-minute videos to watch ahead of completing the weekly readings and working on writing or related assignments. Starting weekly content with videos helps to increase interest and engages students in the more detailed information that follows.

A CURE for Including Aging Content in Experimental Psychology Courses

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Course: Experimental Design and related Cognition, Perception, and Neuroscience classes with a research focus

The value of teaching in an age-inclusive way is clear. When the findings of experimental psychology (e.g., Cognition, Perception, Neuroscience) are examined through the lens of change over the life course, they become much richer. For example, memory changes in complex ways across the lifespan; brain organization is more dynamic and modifiable over the lifespan than previously thought (Park & Reuter-Lorenz, 2009). The challenges of doing so are also clear: How to include current content about aging in courses that are already full of non-aging content; how to remain current in aging research to be able to teach it if that is not one's primary field of research? A solution is to create the aging content for such

courses through the use of a Course-Based Undergraduate Research Experience (CURE; Auchincloss et al., 2014). Briefly, a CURE converts a course into a professor's research laboratory, and all the students into research assistants in that lab. Having students engage in research is a common example of active learning in psychology classes, but a CURE takes that to the next level. In Fall 2021, the 62 students in my courses (two sections of statistics for psychology and one of introductory psychology) conducted an original research study in cognition. Over Thanksgiving break, they collected data from over 250 family members, including nearly 140 parents, aunts, uncles, and grandparents, with those participants ranging from 41 to 86 years of age. The research project explored semantic memory, and students explored relevant research, connecting that literature to the project, learning about age-related changes in cognition. A benefit for faculty members teaching a CURE is that it advances their research agenda, and typical of a CURE, the results were those of a real research project: Theoretically interesting, and unknown ahead of time. Students learned about being researchers in a high-impact way (Kuh, 2008), and produced new knowledge through their work. And, consistent with the PEACE model (Positive Education about Aging and Contact Experiences; Lytle et al., 2021), students likely ended up with a more positive view of aging.

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“Teach and Learn” Intergenerational Teams

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Course: Any course that can convene an intergenerational group of participants

Create small teams each composed of 4 to 6 younger and older participants for intergenerational discussions across several class sessions. Select a topic related to the course content that age-diverse individuals will find of mutual interest and concern to prompt intergenerational conversation— such as ageism directed toward younger and older individuals, friendship across the life span, career paths and work-life balance, climate change and generational impact, social media and culture change. Prepare background readings, a set of discussion questions, and orienting comments to prepare participants to engage in the discussions around the selected topics. Alternatively, select several topics and have each team develop a teaching plan that will guide a class conversation about a specific topic. Encourage teams to select an article to read or a video to view prior to the class discussion in order to help participants prepare. Have each team “run” the class using their teaching plan – using one, or several, plans per class. Teams may also be encouraged to develop a brief orienting PowerPoint presentation to introduce the topic and pose the discussion questions. Collect feedback about what worked and didn’t work from participants to refine future intergenerational team discussion activities.

DIVISION 20 (ADULT DEVELOPMENT AND AGING) EDUCATIONAL RESOURCES

[Advancing Age Inclusivity in Psychology – Virtual Teaching Workshop](#) With grant support from APA's Board of Educational Affairs (BEA) Division 20 brought together a group of aging educators to share how aging content can be integrated in core Psychology courses.

[Forty-Five Years of Influence of the Lifespan Developmental Approach: Past, Present and Future](#) As part of an APA Interdivisional Grant Program awarded to Division 20 and co-sponsored by Divisions 3 (Experimental Psychology) and 7 (Developmental), researchers present information and findings about the Lifespan Developmental Approach to psychology, including its history, current findings and the future of the field.

- [Syllabi](#) Division members make their syllabi available to interested educators.
- [Teaching Tips](#) Every issue of [Adult Development and Aging News](#) features a column providing teaching and learning advice for educators.
- [Education Videos](#) Division 20 maintains a list of educational video synopses on a range of topics.
- [Textbooks in Adult Development and Aging](#) Since the Division's inception, several members have published textbooks in the field of psychology of adult development and aging.

OTHER RESOURCES TO LEARN MORE ABOUT ADVANCING AGE INCLUSIVITY

APA [Resolution on Ageism](#)

APA Committee on Aging (CONA) [Exploring Careers in Aging Roadmaps](#).

[Ageism First Aid](#) An online multi-module course designed by the Academy for Gerontology in Higher Education (AGHE) of the Gerontological Society of America (GSA) to teach about common negative misconceptions and myths about aging and replace them with facts that should be common knowledge. The course is a useful supplement for any class where aging is discussed, as well as a professional resource for students doing internship and practicum work. A small fee is charged per student, member discounts available.

[Reframing Aging Initiative](#) A long-term social change endeavor (supported by leaders in organizations on aging) designed to improve the public's understanding of what aging means and the many ways that older people contribute to our society.

[75+ Resources for Gerontological Education](#) (AGHE)

[AGHE Teaching Brief](#) Tips on using intergenerational exchange in the classroom.

[A Hands-On Approach to Teaching about Aging: 32 Activities for the Classroom and Beyond](#) (2017)
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