The shortage of clinical geropsychologists is further imperiled by the shortage of geropsychologists entering academia. The current study analyzed data collected during the implementation of a national webinar series (Advancing your Confidence as an Educator in Geriatrics and Gerontology). The development and implementation of the series has been previously reported. In the current study, we report on n=66 psychologists’ and psychology trainees’ responses to academia. Results included quantitative ratings of feelings towards imaging oneself in an academic role. Feelings rated included Excitement (41%), Intimidated (18%), Overwhelmed (30%), and Enthusiastic (30%), among others. These results were triangulated with open-ended qualitative responses on the frustrations and rewards of being an educator. Results are discussed in the context of the geropsychology pipeline shortage and implications for the future of clinical geropsychology. Suggestions for how to remedy this concern will be discussed.

DEVELOPING COMPETENCE IN QUALITY IMPROVEMENT: A MODEL FOR GEROPSYCHOLOGY TRAINING
Lindsey Jacobs,1 and Michelle Mlinac2, 1. VA Boston Healthcare System, Brockton, Massachusetts, United States, 2. VA Boston Healthcare System, Boston, Massachusetts, United States

Quality improvement (QI) efforts are imperative to ensuring patient-centered, safe, effective, timely, efficient, and equitable healthcare. QI training is well-established in the fields of geriatric medicine and nursing but is lacking in geropsychology. Clinical geropsychologists are in need of QI knowledge and skills, as the population they serve is often vulnerable to healthcare disparities due to complex medical, neurological, and/or psychiatric presentations, limited resources, and low social and/or instrumental support. This presentation will describe a developmental model of QI training, driven by initial pilot data from geropsychology trainees, analysis of geropsychology graduate program marketing materials, and expert opinion from geropsychologists who have QI implementation experience. Consistent with the Pikes Peak Competencies for Geropsychology Training, this model delineates aspirational QI knowledge and skills, as well as recommendations for incorporating QI training into geropsychology at progressing levels of competency from graduate school through independent clinical practice.

GEROPSYCHOLOGY STUDENTS’ EXPERIENCES OF THE INTERNSHIP MATCH AND IMPLICATIONS FOR TRAINING
Lisa Bloom-Charette1, 1. ENRM Veterans Hospital, Bedford, Massachusetts, United States

There has been little literature on the effectiveness of the clinical psychology internship match program within the specialty of geropsychology. This study reports student responses to a 2018 survey conducted by the Council of Professional Geropsychology Training Programs (CoPGTP). Students reported that they completed a mean of 18.4 (SD = 7.23) internship applications, and had a mean of 8.4 (SD = 2.3) interviews. Compared to generalists, geropsychology students applied to and interviewed at more programs, felt slightly less supported, but matched more frequently at their first choice site. All respondents matched to generalist rather than geropsychology programs, and all matched to their first ranked programs. The majority of students felt strongly supported, and noted that seminars, essay review, and the Pike’s Peak training model were important resources. Reasons for not choosing geropsychology programs included geographical preferences and the belief that adequate geropsychology training can be obtained in a generalist track.

PREDICTORS OF INTENTION TO WORK WITH OLDER ADULTS: THE CASE FOR STUDYING SOCIAL NORMS
Kirsten Graham1, 1. Colorado State University, Fort Collins, Colorado, United States

The expanding population of older adults, coupled with provider hesitance, is expected to result in a large service gap in the healthcare field. Research has largely focused on the impact of attitudes toward older adults and professional competency, with some recent explorations of social influences. There is currently no comprehensive measure that includes all of these areas. The present study outlines the development of the Working with Older Adults Scale (WOAS), which is grounded in the theory of planned behavior. Results indicated that the measure has an excellent factor structure and good internal reliability and construct validity. Intention to work with older adults was significantly predicted by attitudes, subjective norm, and perceived behavioral control, with subjective norm accounting for the greatest amount of variance. The WOAS offers new insights and ideas for future exploration of the service gap between older adults’ needs and professional availability across health service fields.

DEVELOPING INTEREST IN GEROPSYCHOLOGY THROUGH INTERGENERATIONAL EXPERIENCE
Katherine King1, Erlene Rosowsky1, and Michelle Jolson1, 1. William James College, Newton, Massachusetts, United States

In order to develop interest in geropsychology, it is beneficial for students to have direct experiences with older adults. This presentation reports on the development of an innovative student volunteer group within a doctoral program in clinical psychology. In this group, students engage directly with older adults in the community. With the help of geropsychology faculty, students have developed and led intergenerational activities such as a panel discussion about dating, reminiscence using music, fraud recognition, and social media training. The group consists of 32 current students, along with 7 recent graduates. Community partners have provided overwhelmingly positive feedback. Students have reported benefits including personal satisfaction from intergenerational contact, learning and pleasure from hearing older adults’ stories, and feeling appreciated. Reported challenges include communication issues and feeling unsure how to relate to people with dementia. Students also describe negative assumptions about aging that have changed as a result of their participation.