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 quan-
titative 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
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Quality improvement (QI) efforts are imperative to en-
suring 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 re-
sources, and low social and/or instrumental support. This pre-
tation 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
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There has been little literature on the effectiveness of
the clinical psychology internship match program within
the specialty of geropsychology. This study reports stu-
dent 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 respond-
ents 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 prefer-
ences 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
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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 profes-
sional 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 be-
havior. Results indicated that the measure has an excellent
factor structure and good internal reliability and construct
validity. Intention to work with older adults was signifi-
cantly predicted by attitudes, subjective norm, and per-
ceived 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
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In order to develop interest in geropsychology, it is ben-
eficial for students to have direct experiences with older
adults. This presentation reports on the development of an
innovative student volunteer group within a doctoral pro-
cram 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 stu-
dents, 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 chal-
enges 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 re-
result of their participation.