

CSULB Department of Family Consumer Sciences

Gerontology Program

Featuring

Happy Holidays from the Gerontology Program Faculty

Meet the New Graduate Assistant

Gerontology Graduates

OLLI & Me

Social Isolation & Hearing Program. A Need for Student Recruitment

DreamCatchers

Calendar

GPAN—Fall Mixer

Active Learning

GERN 400- Certified as a Service Learning Designated Course

Tales from GERN 400

Marian Last Endowment

Congratulations: Scholarship Recipients

CALA Conference

What Can I Do In Gerontology?

HAPPY HOLIDAYS FROM THE GERONTOLOGY PROGRAM FACULTY



From left to right: Mary Marshall, Maria Claver, Jacque Lauder, Casey Goeller, Cynthia Schlesinger, Alex Wilkinson, Elena Ionescu and Miriam Henan, (not pictured: Michael Hill and Long Wang).

Meet the New Graduate Assistant by Adriana Weathersby

Hello,

It is my pleasure to introduce myself to the Gerontology Program and you. My name is Adriana Weathersby and I am very excited to be a part of the Gerontology Program and serve as an assistant to the faculty.

This position has afforded me the opportunity to learn more about our program and participate in various research studies such as: Social Health in Aging (with Dr. Mary Marshall) and Age Friendly University (with Dr. Maria Claver).

By profession, I have worked as a director for a major insurance company, and for a major hospital, in



partnership with the SEIU-UHW union as a lead instructor.

I received my undergraduate degree in Business Management, and later attended Fullerton College as a student registered nurse.

My journey into the health care field was prompted by a family tragedy; my brother was killed during the L.A. riots and so began my journey to a life long commitment of volunteering & healing myself from within. I have volunteered for the Whitter Presbyterian bereavement program and currently I volunteer for iHOPEoc.org an organization in South Orange County serving the ageing homeless.

It is my work with the homeless that ultimately led me to CSULB and the Gerontology Program.

As for my campus life, I am a member of Sigma Phi Omega. In addition, I have been awarded the ASI scholarship and awarded a scholarship for digital artwork that is displayed on campus.



In my spare time, I still like to practice Shotokan Karate; a hobby I started practicing after I was diagnosed with a serious illness and defeated it, and in 2012, I became a coach and a National Champion in Kata.

I am truly fascinated by people and love to chat. I've never met a stranger. If you see me on campus, be sure to say hello. I'd like to tell you more about the Gerontology program and share how it can change your life, like it has mine.



Congratulations to New Graduates of the MSG Program!

Congratulations Gerontology Graduates



The MSG Program has two new graduates!

Congratulations to Rose Tran, MSG and Kathy Harrel, MSG.

Rose completed a thesis titled: *The Influence of Filial Values on Intergenerational Relationships and Perceptions of Caregiving.*

Kathy completed a directed project titled: *Creating a Unique Downsizing Toolkit for Older Adults in Orange County: A Focus on Storytelling and Legacy.*

We congratulate Rose Tran and Kathy Harrel for their accomplishments.

We also congratulate students graduating with a Gerontology Certificate or Minor.

"I encourage everyone to think about and explore what it means to live in an intergenerational community..."

Olli & Me by Sam Meilano

Being able to share my peculiar knowledge of specialty coffee to a curious group of older adults was not the sort of wonderful experience I had imagined getting while pursuing my graduate degree in Gerontology.

This fall semester of 2019, I was granted the grand opportunity to share my knowledge at the Osher Lifelong Learning Institute (OLLI) at California University, Long Beach and my time there was nothing short of extraordinary.

From learning together in a room full of older adults over the age of 50, teaching an uncanny topic of specialty

coffee, brewing and talking about different varieties of coffee, and even serving them as patrons at my coffee shop were many of the wonderful experiences I was able to live thanks to the space and time provided by OLLI.

Although the general mission of OLLI is to provide educational opportunities to any willing older adults in the community, my time at the OLLI center made me realize that this general mission branches to other aspects of the lives of older adults in that OLLI also provides a vital platform for the community as a whole to experience what it means to be intergenerationally connected.

All in all, spending time sharing, learning, and just hanging out with the OLLI participants has given me much more than what I feel like I have brought to the table, and I feel that this



sort of experience is so important to have when we are living within an intergenerational community.

Thus, I encourage everyone to think about and explore what it means to live in an intergenerational community, and perhaps you might find yourself sharing your knowledge and unique life experience at OLLI just like I did.

For more information about OLLI, visit: <http://web.csulb.edu/colleges/chhs/centers/olli/>



Social Isolation & Hearing Program

Addressing Mild To Moderate Hearing Loss On Quality Of Life In Older Adults

by Dr. Iveris Martinez



The Center for Successful Aging is happy to announce its latest funded intervention at the American Gold Star Manor. Dr. Edward Garcia, AuD, Assistant Professor of Speech Language Pathology, has received a grant through our Systematic Innovations in Meeting the Needs of Older Adults.

Starting in January, he and his team of students will be identifying, fitting, and monitoring 24 older adults with mild to moderate hearing loss with low-cost personal sound amplifying products (PSAP), hearing devices available without a prescription.

They will also assess the impact these devices have on social isolation and quality life by comparing baseline and post-intervention measures.

Hearing impairment has many detrimental effects in older adults, including decreased connectivity with the community and cognitive decline.

How hearing loss contributes to diminished social interaction and cognitive decline is not well understood however, a strong correlation between untreated hearing loss and the quality of life emphasizes the importance of early identification and management.

The project hopes to raise awareness on the importance of treating even mild age-related hearing loss and how treatment can influence quality of life and social isolation in older adults.

We also hope to demonstrate the importance of having access to devices that can decrease the effects of these hearing losses.

To learn more please contact Dr. Edward Garcia at: Edward.Garcia2@csulb.edu

Student Interns Needed



Hearing loss among seniors can lead to social isolation, and is a risk factor for dementia and depression.

Be a part of a team to address hearing loss among older adults.

BENEFITS OF PARTICIPATION :

MAKE A DIFFERENCE -

Identifying Need For Personal Sound Amplification Device For Those Who May Otherwise Not Receive One.

LEARN -

To Evaluate Impact Of Amplification On Quality Of Life & Social Connectedness.

GROW – Expand Your Knowledge & Meet New People.

STANDOUT – Gain Unique Experience & Skills.

FOR MORE INFORMATION CONTACT :

Dr. Edward Garcia at: Edward.Garcia2@csulb.edu

DreamCatchers



DreamCatchers CSULB 2019-2020 Board

"The club is now set to begin fulfilling dreams in the Spring 2020 semester, and we are looking for students like YOU"

DreamCatchers by Amanda Paiz

This semester, DreamCatchers CSULB has officially begun a new chapter on campus.

DreamCatchers is a non-profit student organization that aims to bridge generational gaps and offer resources to fulfill final dreams of individuals faced with terminal illness.

The first semester on campus was off to a slow, yet steady start. The chapter has gathered the proper officers in place to make the club successful.

We have a partnership with Roze Room Hospice in Long Beach, to help us identify and fulfill final dreams of terminally ill patients in the area.

We learned that volunteering in a hospice setting takes some time,

logistic wise to begin the process of fulfilling dreams.

The club is now set to begin fulfilling dreams in the Spring 2020 semester, and we are looking for students like YOU, who are eager to learn, lead, fundraise, and more, to make dreams happen for individuals who need it most.

Some examples of dreams might include hosting a lunch picnic for a patient, planning an outing or walk in the park for a patient, airplane rides, and so much more.

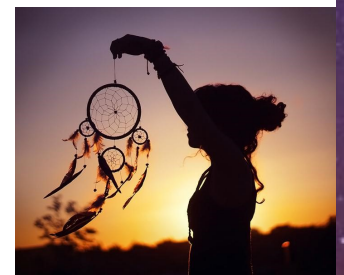
Club members are responsible for working together to make sure that final dreams of patients come true, and

are remembered for a lifetime thereafter.

DreamCatchers CSULB is passionate about serving and gathering students who are enthusiastic about changing the lives of many, one step at a time.

For more details and supplemental information about the chapter, please contact

Amanda.Paiz@student.csulb.edu.



Continued -->

DreamCatchers

BIG OR SMALL, EVERY EFFORT COUNTS

F O R DreamCatchers CSULB Chapter

WE CAN ALL MAKE A CHANGE.

**TO FUFILL THE FINAL DREAMS OF THOSE WHO ARE
TERMINALLY ILL IN LONG BEACH.**

**Ways you can help include: joining the club, fundraising,
monetary donations, volunteering with dreams, and more.**

**Kindly contact DreamCatcher CSULB
for more information at: 562-264-5803 or
amanda.paiz@student.csulb.edu**

**For more details and supplemental information about the
chapter, please contact Amanda.Paiz@student.csulb.edu.**



Calendar

January 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6 <i>GRE GMAT</i>	7 <i>GRE GMAT</i>	8 <i>GRE, GMAT, CALA</i>	9 <i>GRE GMAT</i>	10 <i>GRE GMAT</i>	11 <i>GRE GMAT</i>
12 <i>GRE GMAT</i>	13 <i>GRE GMAT</i>	14 <i>GRE GMAT</i>	15 <i>GRE GMAT</i>	16 <i>GRE GMAT</i>	17 <i>GRE, GMAT, CCGG Abstract</i>	18
19	20	21 <i>Spring Semester Starts</i>	22	23	24	25 <i>GSRC</i>
26	27	28	29	30	31	

GRE Prep through Graduate Studies Resource Center (GSRC) – January 6-17, 2020

GMAT Prep through Graduate Studies Resource Center – January 6-17, 2020

CALA Conference Abstract Submission Deadline – January 8, 2020

GSRC Educational Leadership Symposium – January 25, 2020

First day of Spring 2020 Semester – January 21, 2020

Aging in America Conference, Atlanta – March 24-27, 2020

Spring Break – March 30-April 3, 2020

CA Council on Gerontology & Geriatrics – April 17, 2020 (early abstract review deadline, January 17, 2020; abstract deadline, February 28, 2020)

GPAN: Your Network, Your Support by John Fay

Having a professional network is important. And it's even more important to have a professional network in the field we are trying to pursue, elevate within, or give back and mentor someone who could benefit from our experience.

The Gerontology Program Alumni Network, or GPAN for short, is doing just that. We're alumni from the Long Beach State Gerontology Program and we're here to strengthen our relationships amongst alumni, make connections with current students, and create a clear path into the field of aging.

We'll also have some fun while we're at it. GPAN is your network, and we're here for your support.

In 2020, GPAN will continue its pursuit to fundraise \$25,000 and create an Endowment with the University.

The Endowment will foster access to the field of aging by providing financial scholarships to students in the gerontology program. That's right - we want to help students in the gerontology program for generations to come, because we all know how much our communities will need us.

GPAN believes the Endowment is the single best way to eliminate finances as a barrier to ensure gerontology students will succeed in their career. As a result, we will make our communities stronger as professionals by providing cutting edge programs, services, advocacy, and research in the field of aging.

We have lofty goals, but that's why we're in this field. GPAN is here for you and let's have some fun while we're at it. Rise up and represent. Get involved, and GO BEACH!

John Fay, MSG '09 '14
GPAN Chair
Director of Aging in Place Services
Laguna Beach Seniors, Inc.

P.S.

Be on the lookout for 2020 events in Long Beach & connect with us on social media:

Instagram @CSULBGPAN

Facebook @CSULB GPAN

LinkedIn @Long Beach State Gerontology Program Alumni Network



GPAN FALL MIXER 2019—Picture submitted by John Fay

Active Learning in Gerontology: The Student Perspective

By Casey Goeller

Gerontology 400: Perspectives on Aging Instructors Goeller and Lauder have put students in the driver's seat through incorporation of the Active Learning approach the past two semesters. This approach gives students the opportunity to take responsibility for one topic to be covered in class, including creating student learning objectives, finding outside resources for the topic and determining how the workload would be distributed among small groups of students. At the end of the semester, students are invited to provide feedback about various aspects of the course. When asked how it felt to "be the instructor," students mentioned that they enjoyed the experience. One student said they "really had to learn the material deeply to be able to present to the class." Another said that "teaching a classroom full of people was more difficult than [they] expected." Next, students were asked if they learned more about their topic than they would in a traditional class. Students felt that they did learn more about the topic because the active learning approach "helped [them] to engage with the content [and] allowed [them] to explore topics that [they] felt were essential." One student said they "learned more about [the] topic. Having to search up information and then having to present it to the class allowed [them] to memorize and learn new things."

Students felt that active learning helped them strengthen their public speaking, critical thinking and creative thinking skills. One student said, "during this whole process, our group definitely had to use more critical thinking skills in that we had to know the subject material by heart in order to effectively present it. We also had to think about certain ways to present the material to students that would make sense and keep them engaged."

Overall, student feedback was highly positive. Collaborate learning, according to one student, "causes students to be more engaged. When working with a group [one] is unable to hide in the back of the class. [It] helps with communication and teamwork skills."

Instructors Goeller and Lauder will continue to engage students through active learning and conduct research about its effectiveness.

GERN 400- Certified as a Service Learning Designated Course

by Elena Ionescu

In teaching GERN400: Perspectives on Gerontology every semester, I ask my students to remain open-minded. The course is taught in a hybrid format that allows students to fulfill the “writing intensive” course requirement for graduation while giving them the opportunity to engage in “Service Learning.” Many of the students taking this course will not become Gerontologists when they graduate. Many are nursing, sociology or psychology majors. The Service Learning Project provides these students with a “hands-on” opportunity to learn what a Gerontologist really does while earning course credit.

Through Service Learning, students engage in a real-world learning experience while they are exposed to theoretical concepts about aging. In my class, Service Learning is a mini-internship, which encourages students to further develop their sense for community, fosters civic engagement, and enhances a sense of personal responsibility while the student completes the GERO400 coursework. In addition, this project gives students the opportunity to explore possible career options while expanding their professional network. Some students have been offered jobs with the agencies at which they completed their Service Learning hours, and other students have discovered a passion for Gerontology, which led them to pursue higher degrees within the field of aging.

The Service Learning Project is a collaborative effort involving community partners, a campus-designated office (Center for Community Engagement, [CCE]), instructors and students. Given CSULB’s focus on community engagement, over the years the university has established policies on how students can enjoy the learning process while serving the community, without being concerned about potential legal liability that can arise when working with older adults in real-world setting.

On November 5th, 2019, our campus released The Policy on Service Learning (policy # 19-13). This policy addresses the approval process and the role of the CCE in certifying Service Learning classes. As soon as I heard about the implementation of the new policy, and knowing how important Service Learning is for my students, I took the necessary steps to have the class certified and approved under the new Service Learning policy. That’s how on December 11th, 2019, our Gerontology Program’s Perspectives on Gerontology class (the hybrid format) became one of the first Service Learning certified classes on campus. This course will retain the Service Learning designation for seven years before a further review is required.

I want students to remember that we grow from experience. Through the Service Learning experience, students increase their awareness about the social problems affecting older adults. They also develop problem-solving skills as they confront the challenges older adults face on local, national and global scales. One additional benefit of Service Learning is that the local community comes to recognize that these students do care about older adults in their community. This will inspire hope as the new generation finds innovative ways to work with older adults in helping to change their present circumstances for the better.

GERN 400: More than an online course!



“Taking this Gerontology course has allowed me to better understand how I can connect with the older adults”

We all grow up and as time passes we don't know what to expect in our later years of existence. Being old is a foreign concept for a 20+ years old student. Many of us don't learn in school what it takes to be old. Although by now I understand that life is a life long journey, I never paid attention to how one grows old.

It wasn't until this semester and the GERN400: Perspectives on Gerontology class I took, where for the first time I questioned what it would be like to be 65 years of age. It is hard to put ourselves in someone's shoes if we rarely interact with them. It's easy to ignore the stereotypes pertaining to different groups of people, if we aren't the ones affected. I am a student under the Dietetics Program and as I explore different health related career paths, I began volunteering at a community hospital. At this hospital I interacted for the first time as a future professional with older adults patients. In observing how many diseases that led patients to become severely ill were to some degree preventable, I wanted to help and focus on prevention for such illnesses. Therefore, I decided that being a dietitian with a focus in public health would be a good career path. Then, because one of the people I love the most, was diagnosed with HIV/AIDS and now it's at the end of his life, I decided to take the Gerontology course available to me.

When my loved one revealed his diagnosis to me about his diagnosis, I remember the look in his eyes: he was afraid, ashamed, and feared that if anyone will find out about his condition he will be rejected. Through the GERN 400 class, I've learned that my loved one is not the only one who felt the way he did; there is high negative stigma about those living with HIV/AIDS, moreover if the affected one is an older adult.

I transitioned from volunteering to the hospital, to an HIV/AIDS clinic where I met many older adults seeking treatment. Taking this Gerontology course has allowed me to better understand how I can connect with the older adults I serve at the clinic. I want to continue to work with the HIV/AIDS older adults, for which I have such a deep appreciation; I want to be an advocate for them and for the loved one who felt rejected from our society. It is important to know and understand how older adults with HIV positive life is overall affected or what the quality of life is for an older adult living with HIV.

Ageism is a concept that is getting old! The older adults who live with HIV/AIDS are stereotyped based on their age and their living condition. This class, allowed me to educate myself and those around me about how we can better serve the older adult community; it helped me by proving me the tools to combat the stigma our older adult living with HIV encounter, and discover my passion to serve as an advocate for them, and pave the path for a better healthcare system.

I am a true believer that our healthcare system must become a judge free zone. My fight in advocating eradicating aging and stigma starts with the GERN 400 class. I cannot do much at the legislative level today, but I hope one day I will. Today I can provide a smile or a gentle word to those who need it at the clinic.

Thank you, Elena, for helping me discovering the passion in me for serving the older adults!

Sincerely,

Allondra Gonzalez

Tales from GERN 400: Student's Perspective

By Linda Gillum

I enrolled in GERN 400: Perspectives in Gerontology for the purpose of fulfilling an academic requirement. At the end of the semester, I realize this course is so much more than what I could have anticipated. By taking this course, not only have I met the goal I initially set out to accomplish, namely, fulfilling the writing intensive capstone, but I now move forward in my life with a thirst to learn more about gerontology and geriatrics. I have been greatly impacted by GERN 400: Perspectives in Gerontology class because it has influenced the path I am on as a future Social Worker. As I look to graduate in May, 2020 with a Bachelor Degree in Social Work, I know my educational journey does not end here. I am pursuing the Master's in Social Work (MSW) with a concentration in Adulthood and Aging – a Program for which I already applied in December, 2019. This is directly correlated to the experiences I have had in GERN 400: Perspectives in Gerontology class.



The content of this course presented in an engaging way by our professor, Elena Ionescu, along with the textbook, guest speakers and informative videos, have broadened my understanding of familiar concepts, such as generativity, retirement, social isolation and social theories of aging. Moreover, I have gained further knowledge in my understanding of the biopsychosocial (BPS) model and how various intersecting factors will either positively influence overall health and well-being or have negative repercussions. Yet the main element of this class that had the greatest impact on me and my learning process, was the Service-Learning component included in this course.

The Service-Learning element has been life-changing as I have had the privilege of applying class learned concepts by engaging with older adults in community. I completed my Serving Learning hours at a Dementia Friendly Senior Living Community. I was given the opportunity based on the completed hours to interact with elders who live in an Assisted Living setting based on their cognitive and physical needs. My goals and objectives stated at the beginning of the semester as an intentional learning.

The main goal of my Service Learning Project, was to understand through research and field observations the benefits of music therapy for older adults diagnosed with dementia. Therefore, my role while serving my Service Learning hours was to entertain memory-care residents with my guitar. Although the Service Learning Project is now completed, I decided to continue volunteering at the Senior Living facility where I fell in love with "my students". I was able to see the incredible transformation music has over those whose memory is fading due to different types of dementia, over the 24 hours I interacted through music therapy with the cognitive impaired older adults. Prior to start the new created music class at the Senior Living with my guitar, residents seem non-verbal with a flat affect. But then, once I start pinching the chords "my students" engage and smile, and recall lyrics from songs not lost in their memories due to Alzheimer's disease. And that is the magic of music – a rewarding experience that brings people closer breaking barriers brought by time and diseases. In concluding my thoughts, through the process of direct interaction with residents (based on my Service Learning Project) and additionally, witnessing the impact music therapy has on seniors affected by dementia, I discovered the passion in me: I want to work for and with the aging population!

Congratulations to Scholarship Recipients

The following Gerontology students recently received scholarships or other commendations

Nicole Lunde - CSULB Honors Program,
SCAN Scholarship

Ellasandra Kubota - CALA Conference
Scholarship

Yvonne Querido—SCAN Scholarship

Jessica Teng—SCAN Scholarship

Rachel Thomas— SCAN Scholarship

Adriana Weathersby - Plaza Redesign Mural

CSULB Gerontology Program Receives Generous Scholarship Support Through the Marian Last Endowed Student Award



Photo, Top Row: Dr. Steve Castle, CCoA, Dr. Maria Claver, Paul Downey, Marian Last, Miriam Henan, Oni Uyanne-Nwokedi
Photo, Bottom Row: Isabelle McGraw, Montse Ruiz Salvat, Cynthia Brayboy. Photo submitted By Dr. Maria Claver

Marian Last is a CSULB alum (MS Educational Psychology), Licensed Marriage and Family Therapist and Board-Certified Professional Counselor. She has had many leadership roles including: Vice Chair of the California Commission on Aging, Community and Senior Services Manager for the City of El Monte, co-founder of a family services and sexual assault center, and Congressional Delegate to the White House Conference on Aging (among many other positions on boards and task forces).

The CSULB Gerontology Program met Marian Last in Fall 2015 through the California Commission on Aging (CCoA), an advisory group appointed by the Governor of California to advise him on issues regarding aging Californians. Their Operational Plan states that, "since 1973, the California Commission on Aging (CCoA) has proudly served as the principal state advocate for the issues and concerns of older Californians." Gerontology students were invited to participate in their meeting by offering testimony about topics affecting older adults. They were then invited to lunch with CCoA members. We are very fortunate that Ms. Last kept in touch with the Gerontology Program and decided to support students in a major way through the creation of the Marian Last Endowed Student Award, which will be awarded to a student pursuing the Masters of Science in Gerontology degree starting in the 2019-2020 academic year.

Congratulations to Scholarship Recipients

CSULB Gerontology Program Student Receives SCAN Scholarship

I received the SCAN scholarship this past semester, and it was just in time for my last semester of undergrad. As my time at Long Beach State came to an end, I reflected back on my journey and how influential the field of gerontology became in not only my schooling, but my life.



I began my undergraduate thesis three semesters ago under the advising of Instructor Casey Goeller. Throughout the next year and a half I had the honor of working with several different faculty members and the Osher Lifelong Learning Institute as I worked on my thesis, which was studying if any relationship existed between volunteering and lifelong learning on levels of hope in older adults. I just presented on this last week, and it was so rewarding sharing all my hard work with my friends, advisor, and the University Honors department. At the same time I was working on my thesis, I was an intern for the Connecting Seniors to their Community Through Walking Program, which was being conducted at the American Gold Star Manor community in Long Beach. Under the guidance of Dr. Kellie Walters, I gained experience in community based research, specifically with an older adult population, which taught me so much.

As of today, I am officially done with my undergraduate degree! The next chapter in my journey will hopefully be one that places me in a developing country serving as a Peace Corps volunteer. All my academic and professional success would have been much more difficult to achieve without the support of the SCAN foundation and their generous scholarship. It allowed me to prioritize my schoolwork while mitigating some of the inevitable stress that came with working part-time on top of being a full-time student.

I am truly grateful.

-Nicole Lunde

Growing Old Together by Adriana Weathersby

C.S.U.L.B.

Got Beach?



Growing Old
Together

"Got Beach? Growing Old Together" by Adriana Weathersby. Photo published with permission and submitted by the artist.

"I'm sorry to tell you that it looks like your art piece was ripped down by vandals..."

Every day, as I made my way to the Family Consumer Science building, I relished in the hustle and bustle of students scampering through the campus with their CSULB sweatshirts and Starbucks in hand, because now, I too, was part of this hive. I was eager to jump back in, and start a new adventure.

As I settled in to school life, I felt rejuvenated, and younger. I applied for every scholarship opportunity, and soon I would get to express my fervor. There was a scholarship being offered for participation in the "Plaza Redesign" contest. It was a call for artwork; a representation for "Who We Are Now" -a temporary mural design competition. My intention was to create awareness of our diversity in the community we live in: on and off campus.

The keys on my computer clicking away.....I love this school. I am a Gerontology Masters student and I have felt very welcome and I also feel that this school does a great job of promoting diversity, and equality. I give a lot of credit to the Gerontology program for making my sentiment, a reality... and I continued.

I wondered if I would make the cut. Opening email became like Christmas, and then it happened... "We are thrilled to inaugurate our committee's project with your digital mural. Thank you, again, for sharing your important work".

The day to hang the mural on the North facing wall of LA5 near the breezeway came and went, and soon I received a second email, "I'm sorry to tell you that it looks like your art piece was ripped down by vandals..."

I wondered, will the art be hung up again or is it gone forever? I guess I will never know.

What I do know is CSULB is a great place, and demonstrates exactly who we are now. My hope is that we will all be privileged enough to also grow old together.

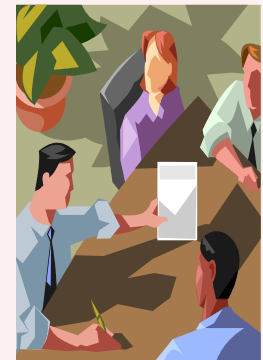
Thank you CSULB and the Gerontology Program for my second life at school and the experiences along with it.

CALA Conference Scholarship by Ellasandra Kubota

Last month I was ecstatic to have been granted the CALA scholarship.

For those of you who do not know, CALA is the California Assisted Living Association. It is a conference and trade show featuring learning sessions, networking events, and the newest products all centered around improving senior living; and don't forget the wine mixer.

This year 17 students from up and down California and even Washington were granted the scholarship. We were greeted by Jan Triffiro who is the Vice President of Workforce & Professional Development and the greatest host to me and my fellow students.



Jan encouraged us to take an open minded approach to the conference and in my personal opinion that was the greatest advice to hear. One particular moment where that advice rang true really stuck out to me. A "speed dating" meetup was organized for the students to meet and greet with HR reps, regional managers, and executive directors of large senior living organizations.

An HR rep asked me what I wanted to do in senior living. My response was to be an executive director, I want to be the big boss. As he scanned and tore apart my resume with his frown he asked me, "With what experience?"

I sat defeated, but he continued to ask, "Why are you discounting your ten years of sales experience?" I didn't realize I was dismissing my work for years in a mall...because why would I flaunt that in front of these seasoned professionals?

He told me to focus on my strengths even if they don't seem relevant and proceeded to give me some advice that changed my path, but not my goal.

Thanks to that advice, within a month I accepted a position at a local senior living community.

That man will never remember me, but I will never forget his advice. The overall conference and trade show was amazing, and that four minute interaction made the biggest impact on my future. Also the wine mixer...that was fun, too.

If you want to work in senior living I would highly recommend applying for the scholarship.

Go right now! Go! Go!

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E-mail: Maria.Claver@csulb.edu



To be eligible to apply for either the MS Gerontology Program or Post-Baccalaureate Gerontology certificate, students must have a bachelor's degree from an accredited institution, be in good standing at the last college attended, having a passing score on the CSU Writing Proficiency Examination (which may be completed during the first semester in residence), and have an overall 3.0 grade average in the last 60 semester units or 90 quarter units of the degree. Student with less than the required GPA and who meet all other requirements may be admitted conditionally, with the expectation that the student will maintain a B average.

To apply to the MS Gerontology Program or Post-Baccalaureate Gerontology certificate Program:

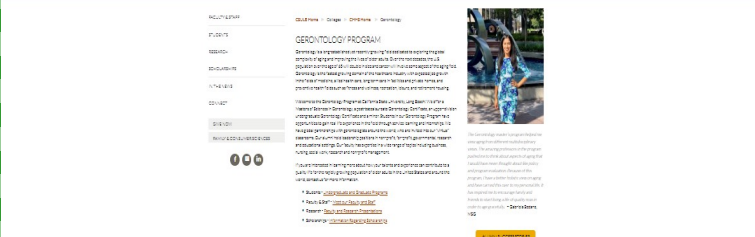
Complete a university graduate application through CSU Apply. International students should contact the Center of International Education. You will be able to upload the following supplemental materials into CSUApply:

- Resume (including education, employment, volunteer activities),
- Personal Statement (regarding your interest in aging and career goals),
- Three Letters of Recommendation (from aging-related career professionals, college professors, and/or other employers, reflecting your academic potential and personal qualifications)

Note: GRE is not required for admission.

The application deadline for Fall Admission is June 1 of each year. The application deadline for Spring Admission is October 1 of each year.

What I can do in Gerontology?



Visit
www.csulb.edu/gerontology
to learn more about
opportunities in
Gerontology