

insights for mounting these efforts are discussed, for HP education programs based on the AFU global network initiative and the Academy for Gerontology in Higher Education (AGHE). Higher Education Institutions (HEIs) that offer HP education, have various options to establish and enhance gerontology/geriatrics competence and confidence for their students. AFU guiding principles applicable to HP education allow health gerontology faculty to be catalysts to promote and integrate the AFU guiding principles within their program's existing curriculum. This can contribute to their institution's readiness to apply for the AFU designation, advance the institution's age friendliness, and/or set up the program to apply for the AGHE Program of Merit (POM) for Health Professions Programs. All prepare future HP professions providers to improve older adult health care. Part of a symposium sponsored by Directors of Aging Centers Interest Group.

SESSION 5080 (SYMPOSIUM)

SUPPORTING PHD STUDENTS TO BECOME FACULTY IN GERONTOLOGICAL SOCIAL WORK: AGESW'S FELLOWSHIP PROGRAM

Chair: Rebecca Mauldin

Discussant: James Lubben

In the United States, the field of social work faces a critical shortage of students and faculty with expertise in gerontology needed to meet the growing needs of an aging society. To help recruit, train, and retain aging-related social work practitioners, researchers, and educators, the Association for Gerontological Education in Social Work (AGESW) created the Pre-Dissertation Fellowship Program in 2010. AGESW provides leadership in the areas of gerontological social work education, research, and policy and its PDFP was designed to support doctoral students in their education and future careers. In this 10th anniversary year of the PDFP, this symposium presents multiple perspectives of PDFP program evaluation. The first paper uses qualitative data from eight years of PDFP evaluations to identify types of professional skills attained through the program and areas of professional development missing from PDFP fellows' home doctoral programs. The second paper uses quantitative data from a retrospective survey administered to PDFP alumni to describe their perspectives on the effects of the program. The third paper uses data from a retrospective survey of three cohorts of PDFP alumni to demonstrate the use of social network analysis for program evaluation. The fourth and final paper uses an idiographic approach to explain benefits of the PDFP from the perspectives of early stage scholars who participated in the program. Overall, the symposium provides evidence that suggests the effectiveness of the PDFP in building professional networks, mentoring doctoral students, and teaching academic skills and discusses using the PDFP model in other gerontological fields.

THE AGESW PRE-DISSERTATION FELLOWS PROGRAM: PARTICIPANTS' PERCEPTIONS OF MENTORSHIP AND TRAINING FOR ACADEMIA

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Good mentoring is key for doctoral student success. In 2010, AGESW began offering the Pre-Dissertation Fellows Program (PDFP) to enhance social work doctoral students' professional development and skillset for academia. The purpose of this study was to examine student participants' perceptions of the PDFP in its role to providing mentorship and training for an academic position. This qualitative study examined eight cohorts (2010-2018) of the AGESW PDFP (N=85). Using thematic analysis, responses identified a number of aspects of professional development gained, gratitude for the training, an appreciation for candid advice received, and areas of professional development they felt they were lacking within their doctoral training. Findings bolster support for structured programs and professional development that supplement doctoral education in a student's first two years. Implications for doctoral education, mentorship training, and avenues to enhance the AGESW pre-dissertation program will be discussed

THE IMPACTS OF A MENTORING PROGRAM ON THE DEVELOPMENT OF GERONTOLOGICAL SOCIAL WORK FACULTY

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The John A. Hartford Foundation and the Association for Gerontology Education in Social Work (AGESW) have worked to develop gerontological social work faculty to address the needs of older adults. This presentation will discuss the role of AGESW's Pre-Dissertation Fellows Program in the development of social work doctoral students. All participants from the PDFP's 2010-2016 cohorts received a 38-question online survey via email exploring the program's impacts on their academic career in teaching, research, mentoring, and support. Forty-five respondents, representing all six cohorts, completed the survey. More than half said the PDFP contributed to their ability to publish research (64.4%, n = 29), grow their professional network (86.7%, n = 39), and teach (55.5%, n = 25). Doctoral programs provided different experiences: mentoring, methodological training, professional development, and peer support. Results suggest the PDFP supplements students' doctoral programs by connecting students to each other and to national leaders.

EVALUATING PROFESSIONAL NETWORKS IN A GERONTOLOGICAL PRE-DISSERTATION INITIATIVE USING SOCIAL NETWORK ANALYSIS

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