Abstract Book
**Session Number:** 5  
**Session Title:** 45 Minute Workshop 1  
**Abstract:** Educational Leadership in Development of an Interdisciplinary Minor in Aging: Preparing Students Across Disciplines for Empowering Older Adults. *Patricia Kolb, Dr. Norma Phillips, Dr. Stephen Cavallo*

Thursday, March 3, 2016; 12:30 PM-2:00 PM  
**Abstract Body:** This workshop will address the need for undergraduate interdisciplinary gerontology minor programs offering a broad base of knowledge for understanding older adults and for service provision. The planning, and the implementation processes for the interdisciplinary minor in aging at the presenters' college, will be explained by workshop facilitators from two of the participating departments. The minor provides a comprehensive educational base from several disciplines. Attendees will be encouraged to participate in discussion and share their own experiences. As the number of people over age 65 in the U.S. doubles from 2000 to 2040 (AoA, 2014), the need for knowledgeable gerontological service providers across disciplines will increase, and our college’s interdisciplinary minor responds to this need. Curriculum innovations addressing later adulthood are also needed worldwide due to the increasing global population of older adults. It is projected that from 2006 to 2050 the proportion of people age 60 and over will increase from 11 percent to 22 percent of the global population (WHO, 2007). Recognizing the complex needs of older adults in the local community, we considered how we could better prepare a cadre of professionals to empower the aging population. As gerontology is an area of interest to numerous disciplines, we explored the possibility of developing an interdisciplinary minor in aging to increase professional gerontological competence. The idea for the interdisciplinary minor in aging was introduced by the Chair of the Department of Social Work at a meeting of the Division of Natural and Social Sciences, including chairs of 13 departments, and later at a meeting of the Division of Arts and Humanities. The idea was welcomed by many departments; even those who did not contribute courses recognized the urgency to prepare students in multiple relevant fields for work in this area. This workshop will address the breadth of responses and interdisciplinary perspectives that emerged during the development process and current implementation of the minor. Six departments are participating with a total of 9 courses, and students choose 4 courses. The minor will contribute to service provision for older adults and their families. References: Administration on Aging (2014). A profile of older Americans: 2014. Washington, D.C.: Administration on Aging. Administration for Community Living. U.S. Department of Health and Human Services. World Health Organization (2007). Global age-friendly cities: A guide. Geneva: Author.

**Objective 1:** Following participation in this workshop the participants will have new information about the planning and the implementation processes for introducing an undergraduate interdisciplinary minor in aging.

**Session Number:** 5  
**Session Title:** 45 Minute Workshop 1  
**Abstract:** The Lived Experience of the Leadership in Culture Change Certificate Program for the Licensed Practical Nurse Participants: Filling the Gap Between Education and Practice. *Cheryl Kruschke*

Thursday, March 3, 2016; 12:30 PM-2:00 PM  
**Abstract Body:** Background: Brandenburg, 2012, reported LPNs represent “the largest providers of skilled nursing care in LTC and represent the largest number of licensed nurses in LTC” (pg. 423). Additionally, the LPN is often in a management role as the charge nurse on a unit. This role is not necessarily taught as part of the Practical Nursing curriculum, leaving the LPN at a disadvantage in terms of education versus role. While the American Nurses Credentialing Center (ANCC) offers a certification exam for the Registered Nurse, there is not a certification exam available to the LPN. A report by the Health Resources and Services Administration (2004) acknowledged the role of the Licensed Practical Nurse in
the nursing home setting. In many cases, the role of the LPN is similar to that of the RN with restrictions based on the licensing body in each state. Regardless, this study also spoke to the importance of education in improving resident outcomes in the nursing home setting. The Purpose: The purpose of this presentation is to examine the role of the Licensed Practical Nurse to ascertain current practice perceptions of the Leadership in Culture Change Certificate Program participant to determine the impact on residents residing in nursing homes. The Leadership in Culture Change Certificate Program was developed in response to the perceived gaps between education and practice of the LPN as a nurse leader especially related to understanding and implementing culture change in their facilities. Methods: The data collection process for this evaluation was a phenomenological qualitative inquiry. Convenient purposeful sampling was the framework for inclusion of participants. Questions asked of the participants focused on ascertaining the lived experience of the participants as well as differences in role/practice as a LPN following completion of the Leadership in Culture Change Certificate Program. The administrators/directors/supervisors of the participants in the Leadership in Culture Change Certificate Program were also interviewed to obtain their perceptions of the impact of the Leadership Program on the participants in their role as a LPN. Results: The results reflect themes based on the participants’ perceptions regarding their leadership role within the increasingly complex health care environment prior to and following their participation in the Leadership in Culture Change Certificate Program. The results also reflected themes based on the perceptions of the administrators/directors/supervisors regarding the impact of the Leadership in Culture Change Certificate Program on the participants. Challenges were identified as potential roadblocks. 

Objective 1: Following completion of this presentation, the participants will be able to identify and discuss solutions to two gaps between education and practice of the Licensed Practical Nurse.

Session Number: 10
Session Title: 90 Minute Workshop 1
Abstract: Charrette Planning for Age-Related Design Issues: Part I. Margaret A. Perkinson, Elizabeth Dobson
Thursday, March 3, 2016; 12:30 PM-2:00 PM
Abstract Body: Supportive environments enable older adults to engage in activities that are otherwise unattainable. The development and maintenance of such environments demand collaborative efforts of an interdisciplinary, design-savvy team of persons sensitive to the needs of older adults. AGHE’s Environmental Design Committee plans to develop a mechanism for establishing such teams by developing a series of charrettes. Charrettes are time-compressed planning workshops in which an interprofessional design team creates a growth plan to enhance the features (in this case, the age-friendly features) of a particular environment. (Charrettes typically last 3-4 days; our example represents a very abbreviated version.) Reflecting a community-based approach, local stakeholders provide input at critical decision-making points, engaging in a series of discussion feedback loops in which a design is proposed, reviewed, changed, and re-presented for further review. The charrette takes a project from a vision to alternative concepts, to a preferred plan, to a refined and feasible plan, resulting in a final presentation (National Charrette Institute 2008). Charrettes are participatory, community-based projects that offer opportunities for interprofessional collaborations and student service-learning experiences. This first of two workshops reviews principles of age-related design charrettes highlighting: tangible benefits for older adult end users; strategies for assembling the interprofessional project team; recruitment of stakeholders relevant to the design project; logistical issues and types of support required; realistic project objectives and deliverables and their assessment; and guidelines for assembling workable roadmaps to reach project goals. The workshop’s mini-charrette focuses on design-related issues of a local residential care facility, providing concrete examples of each stage of the charrette process. It includes a “virtual tour” of the facility and the mapping of a resident’s day to
provide essential background information on the site. Local stakeholders, e.g., resident(s), family caregiver, staff member, and/or city planner, and the gerontological design educators then choose two or three relevant and realistic design issues to address. Attendees divide into groups, each focused on one key issue for discussion in the time left and at opportune times during the conference, to reconvene at the end of the conference for workshop #2. This mini-charrette constitutes the initial stage of a long-range plan for AGHE’s Environmental Design Committee and anticipates more advanced presentations at the 2017 AGHE and IAGG meetings. As an additional benefit, the charrette process provides a springboard to identify and discuss relevant content for the environment-related competencies identified in AGHE’s “Gerontology Competencies for Undergraduate and Graduate Education.”

**Objective 1:** To understand the stages entailed in planning and conducting a design-related charrette that is community-based and incorporates principles of service learning.

**Objective 2:** To develop skills and hands-on experience in working on interprofessional teams and in collaboration with lay consultants/stakeholders.

**Objective 3:** To identify and describe relevant content for the environment-related competencies identified in AGHE’s “Gerontology Competencies for Undergraduate and Graduate Education.”

**Session Number:** 15

**Session Title:** 90 Minute Workshop 2

**Abstract:** Designing Programs for Encore Learners and Encore Earners: Sharing Today’s Innovations, Exchanging Tomorrow’s Ideas. Roger Anunsen, Jan Abushakrah, Jennifer Sasser, Michael Faber

**Thursday, March 3, 2016; 12:30 PM-2:00 PM**

**Abstract Body:** This workshop addresses the truly “challenging and changing times” facing older students. Some are returning to school following a retirement or shift in their career focus to align with their true passions and a desire to make a difference in the frontiers of aging. Many others are driven by life’s twists and turns to seek a path to a new career. These Encore Learners and Earners confront both external challenges from educational institutions and labor markets unprepared for or unwelcoming toward them. And they often grapple with a mindset of self-doubt and anxiety about their capabilities and their future. The Portland Community College Gerontology Program has over the years developed a rich array of approaches to meeting the needs of these Encores, while simultaneously enhancing the agencies and businesses that serve the region’s elder community. The workshop will introduce these approaches in the context of the research and best practices on older learners, mindset orientation, and programs of organizations like Encore.org and the AACC Plus 50 Encore Completion Program, for which PCC was a Champion College. Approaches to be presented include: Threshold courses and certificates designed to create tailored career pathways Empowering advising and intentional internships ePortfolios integrated with advising and used for learning outcomes assessment and career portfolio development Peer and community partner mentorships Job skills workshops and presentations on innovations in the field A unique online Homeroom to create community and provide essential and timely information and tools for success Newsletters and other communication and networking tools Cutting edge, interactive and online courses connecting students in demonstration projects in cognitive activities, creativity, horticultural therapy, and advocacy ELMO: Encore Learner Mindset Orientation ... And more The workshop will feature a robust exchange of collaborative learning and problem solving, facilitated by our respondent, so that all participants leave the workshop bursting with new ideas and fortified with a renewed passion to support and empower Encore Learners and Earners.

**Objective 1:** Objective 1: Workshop participants will come away from the workshop with examples of best practices and model programs, based on research and a proven track record of supporting encore learners to reach their academic goals, and to acquire knowledge and skills to secure meaningful jobs in the field and progress on their chosen career path.
Objective 2: Objective 2: Workshop participants will acquire the tools and resources for designing their own practices and programs to support their encore learners and to connect them with the network of community partners providing internship, job and entrepreneurial opportunities to realize their encore career.

Objective 3: Objective 3: Workshop participants will connect with a vibrant network of gerontology programs and encore organizations dedicated to promoting the unique and creative contributions of encore pioneers.

Session Number: 20
Session Title: Global Aging – Competency, Design and Leadership Programs
Abstract: Developing Educational Leadership in Gerontology: Introducing Competency-Based Gerontology Education in Kazakhstan. Gulmira Yermakhanova, Karlygash Absattarova, Askar Chukmaïtov, Leland Waters, Edward Ansello
Thursday, March 3, 2016; 12:30 PM-2:00 PM
Abstract Body: Kazakhstan, with 7% of its population currently ages 65 and above, is considered by the United Nations “a state with an accelerated rate of aging.” There are, however, no courses on gerontology there to train its medical students. Two Bolashak (future) Scholars received 10-month internships in the Department of Healthcare Policy and Research at Virginia Commonwealth University. The Bolashak International Scholarship is awarded to high-performing students in Kazakhstan to study overseas, provided they return to Kazakhstan to work for at least five years. As part of their internship, they enrolled in the 60-hour Faculty Development Program (FDP) offered September to June by the Virginia Geriatric Education Center with funding from the Health Resources and Services Administration, USDHHS. The FDP is a case-themed interprofessional curriculum grounded in evidence-based practices, with objective competencies developed by the Partnership for Health in Aging (PHA). Its format is an in-person, monthly, interactive seminar series designed to increase knowledge and competency in geriatrics and clinical care skills. In order to fulfill requirements of the FDP, participants must complete a “curriculum project” inspired by FDP content. The two Bolashak Scholars designed a teaching intervention and evaluation plan to address the gap in gerontology education in Kazakhstan. Their project aim is to provide a 90-hour, two-credit course on the foundations of gerontology for undergraduates at Astana Medical University. The Scholars incorporated the AGHE Gerontology Competencies for Undergraduate and Graduate Education as a framework for the curriculum. The general objective is to introduce first-year medical students to the foundations of gerontology. Students will be paired with older adults to learn about the individual’s experiences with health and the healthcare system. The curriculum reflects not only the traditional “bio-psycho-socio” template but also content and competencies on critical thinking, research and problem solving, as well as encouraging reflection and self-awareness. The overall goal is to establish for Kazakhstan an effective means of infusing geriatrics content into the medical school curriculum, while positively affecting mentors’ and students’ attitudes toward each other.

Objective 1: Describe a curriculum model developed for Kazakhstan using the AGHE Gerontology Competencies for Undergraduate and Geriatric Education framework
Objective 2: Discuss strategies for overcoming cultural barriers in curriculum development for gerontological education
Objective 3: Identify tools used for assessing changes in knowledge and attitudes of participants in geriatrics medical education
Session Number: 20
Session Title: Global Aging – Competency, Design and Leadership Programs
Abstract: The Design and Evaluation of a Study Abroad Program on Public Health and Aging between USA and Taiwan. Tsuann Kuo, Su-I Hou
Thursday, March 3, 2016; 12:30 PM-2:00 PM
Abstract Body: Study Abroad Programs have long been existed but the emphasis on public health and aging is relatively new. As the world faces global aging issues and attempting to come up with policies and programs to address the health and well-being of the older adults, designing a course for students to learn, do research and experience at first hand abroad can be valuable. Both the United States and Taiwan share similar aging trends and a socio-economic system, thus a Study Abroad program was created by combining several pre-trip classes in the U. S. and a two-week study tour in Taiwan. The study tour in Taiwan consisted of lectures, site visits, heads-on practices and panel discussions, including Taiwan’s Center for Disease Control, Health Promotion Administration, Taichung City Health Department, Medical Centers, Chinese Medicine and Pharmacy, Community Eco-System, Assisted Living, Adult Day Care, Home for People with Disability and a Health Management Program. The purpose of this paper was to evaluate the Study Abroad program on public health and aging in 2015. There were 16 American students (14 undergraduates, two master students, and one doctoral student), 2 faculty members from USA, and 10 scholars or professionals from Taiwan involved in this program. Students had diverse ethnic and academic backgrounds majoring in public health, biology, biochemistry, pre-medicine, pre-business, economics, health promotion and behavior, and pharmacy. More than one-third of students (37%) visited Asia for the first time and all indicated that they would come for future service learning or internship opportunities in the future. The results also showed that both scores for the knowledge level of public health and aging in the United States (mean scores from 2.94 to 4.06, “5” being the highest and “1” being the lowest) and having enough basic knowledge about public health and aging in Taiwan (mean scores from 3.00 to 4.12) increased significantly at p<0.01 and p<0.05 statistical levels, reflectively. Students also shared their daily journals reflecting various site visits and hands-on experiences. This paper concludes by discussing the strengths and future opportunities of collaborations to better improve the study abroad program between USA and Taiwan.
Objective 1: To introduce the content of a Study Abroad Program focusing on health promotion and aging in Taiwan.
Objective 2: To discuss how the syllabus is designed for students to learn global aging in diverse cultures.
Objective 3: To evaluate the outcomes of the Study Abroad Program.

Session Number: 20
Session Title: Global Aging – Competency, Design and Leadership Programs
Abstract: Competencies in European Gerontological Higher Education. Eric Schoenmakers, Jo Ann Damron-Rodriguez, Jan Jukema
Thursday, March 3, 2016; 12:30 PM-2:00 PM
Abstract Body: In Europe, gerontological educational programs originated in several countries independently. In this study, we analyze the commonalities in competencies across European educational programs in gerontology at the undergraduate level. By doing so, we define the common core of these European gerontology educational programs. Study methods included qualitative document analysis of five bachelor programs that focus on training of professional gerontologists, from the Netherlands, Belgium (Brussels), Belgium (Geel), Finland and Portugal was performed. This analysis yielded an over-arching, range of elements that form the core of professional gerontological education in Europe. Results show that there are three categories of competencies, i.e. professional attitude, communication skills, and service provision. Each category consists of several within-competency labels
representing specific skills adding up to a total number of fifteen competency clusters. For instance, professional attitude includes innovativeness and collaborating. We conclude that there is a consensus about a common core in European gerontology education, i.e. providing services to older adults, for which a specific professional attitude and communication skills are needed. This may contribute to intensification of student and faculty exchange as well as to the debate on the role and function of the professional gerontologists.

**Objective 1:** Identify core components of competences in European gerontology programs

**Objective 2:** Build awareness of similarities internationally across gerontology programs

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**Session Number:** 25

**Session Title:** Symposium 1

**Abstract:** Integrating Gerontological Content across Disciplinary Curricula. *Amber McIlwain, Amanda Sokan, Elizabeth Elmore, Katherine Humber*

Thursday, March 3, 2016; 12:30 PM-2:00 PM

**Abstract Body:** Gerontology, itself interdisciplinary, is relevant beyond its commonly understood boundaries, intersecting a number of disparate fields. Indeed, aging-related topics and gerontology courses are taught across a wide range of disciplines. Raising gerontology literacy among students not majoring or minoring in gerontology continues to be a challenge given the number of courses already required for most undergraduate degrees, the dearth of academic departments with designated gerontology courses in their curriculum, and the frequent misunderstanding of the differences between gerontology and geriatrics education among non-gerontology faculty. One approach to this problem, which can increase awareness of the relevance of gerontology in all academic fields, is to infuse gerontological content in other disciplines, using modules and resource toolkits. This symposium provides examples of how gerontology has been infused into the disciplines of business, healthcare administration, and the social sciences. In the first paper, Elizabeth Elmore argues that “aging is good business” and that marketing, management, accounting, finance and hospitality studies must adapt to changing demographics of the population and customer/client base. She offers specific examples for the infusion of gerontology into existing courses in the undergraduate business curriculum. In the second paper, Amanda Sokan and Amber McIlwain address the question of whether graduates of healthcare administration programs are adequately prepared for the challenges and opportunities an aging population brings to this field. Traditionally, healthcare administration programs have few aging-related course offerings other than long-term care. However, population aging is a reality that graduates as new entrants to the workforce cannot escape. Most healthcare administration programs have little or no room in their curricula for the addition of gerontology courses. Rather than create new courses, the approach this paper takes is to integrate gerontology modules within standing courses in the curriculum, specifically cultural competence, supervisory management, and strategic planning. Finally, Katherine Humber presents another perspective on infusing gerontology into the social sciences through an online toolkit. The toolkit provides a variety of information ranging from theory and research methods to advocacy and professional development, placing gerontology on equal footing with other more traditional social science disciplines. Loaded into every online social science and gerontology classroom at her institution, the toolkit may be used as a pedagogical tool as well as a student resource.

**Objective 1:** Upon completion of the symposium, participants will recognize the importance of infusing gerontological content into standing curriculum outside of the discipline.

**Objective 2:** Upon completion of the symposium, participants will be able to incorporate gerontology content across disciplines and in already established courses, using modules and resource toolkits.

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**Session Number:** 30

**Session Title:** Symposium 2
**Abstract**: Models for Geriatric Training Using IPE. *Freddi I. Segal-Gidan, Leland ("Bert") Waters, Janice Kuperstein, Bradley Williams, Edward F. Ansello, Peter Boling*

Thursday, March 3, 2016; 12:30 PM-2:00 PM

**Abstract Body**: Because team-based care is a necessity for improving the health of older adults, interprofessional education (IPE) is essential for health professional students. In addition, IPE is now a required competency in all health professional training programs and provides an opportunity to both enhance geriatric content and promote team-based care. In this presentation, we describe three different and distinct approaches to the development of a geriatric IPE curriculum as exemplars of this ideal. For each program, we will describe how the curriculum was implemented, the instructional methods, and the assessment approach and outcomes to date. The University of Southern California (USC) has piloted a community-based IPE geriatric curriculum involving students and faculty from seven health professional programs and community housing partners. Student teams are assigned to an older adult resident and, along with a faculty facilitator, meet with the resident for three half days over 7 months. Students across disciplines report high levels of satisfaction with the program and increased knowledge of other health professions, along with increased positive attitude about older adults. The Virginia Commonwealth University School of Medicine, through a Next Steps in Physicians’ Training Grant in Geriatrics from the Donald W. Reynolds Foundation, has developed an Interprofessional Virtual Geriatrics Case through which students from social work, nursing, pharmacy and medicine collaborate for a semester in the management of an older adult through four episodes of care. Approximately 650 students participate in the experience each year to learn geriatric principles and interprofessional collaboration. Benefit has been demonstrated in both domains. At the University of Kentucky, students from six programs (communication sciences and disorders, dentistry, medicine, nursing, pharmacy, and physical therapy) participate in a two semester longitudinal experience to foster interprofessional learning. Within this curriculum, the students observe and explore interprofessional interaction through developed cases, first in written form and then in experiences with standardized patients. The focus is on interprofessional practice, with geriatric and other content intentionally woven into the case. Comparing and contrasting these different models of IPE that focus on the older adult population will provide insights to participants and help them develop curriculum to increase gerontologic and geriatric education and IPE for their students.

**Objective 1**: Describe three models that integrate IPE and geriatrics into the curricula of health professional training programs.

**Objective 2**: Discuss strategies for overcoming barriers for developing IPE geriatric curricula

**Objective 3**: Identify tools used for assessing changes in knowledge and attitudes of participants in geriatric IPE activities

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**Session Number**: 35

**Session Title**: 45 Minute Workshop 2

**Abstract**: Gerontology at the Crossroads: The Need for Increased Marketing and Competency-Based Education in Gerontology. *Amy J. Plant, Daniel J. Van Dussen, Janet C. Frank, Tina M. Kruger*

Thursday, March 3, 2016; 5:30 PM-7:00 PM

**Abstract Body**: Gerontology is ready to take the next steps to becoming a mature area of study, which requires increasing the field’s visibility to potential students. The Science, Technology, Engineering, and Mathematics (STEM) disciplines have created excellent marketing and public policy programs to increase visibility and enrollment in STEM programs. Gerontology needs to take similar steps, as too much of our marketing is directed to students who are already enrolled in our programs, which is akin to “preaching to the choir.” It is now time to utilize new marketing and advocacy efforts to increase visibility of and enrollment in gerontology programs. If gerontology is to grow and become a more in-demand field of study, similar to the STEM disciplines, we, as gerontologists, must invest time and resources into
marketing campaigns that reach a wider audience and promotes competency-based education. These campaigns should also advocate for policies that carve out career niches for trained gerontologists and acknowledge their unique skill set and expertise.

**Objective 1:** Synthesize two issues facing the marketing of gerontology as a viable option to seek higher education

**Objective 2:** Outline two strategies to increase the visibility of gerontology to the general public

**Objective 3:** Explain how competence-based education provides better learning outcomes and prepares students to become experts in the field of aging with a unique knowledge and skill set for a wider range of career opportunities.

**Session Number:** 35  
**Session Title:** 45 Minute Workshop 2  
**Abstract:** ePortfolios: Technology for Promoting Students to Potential Employers. Janice I. Wassel  
Thursday, March 3, 2016; 5:30 PM-7:00 PM  
**Abstract Body:** ePortfolios have gained popularity and acceptance as a method for students to organize, summarize and showcase artifacts developed during their academic career. The UNCG Gerontology Program uses a portfolio of student work to assess the progress of students toward developing professional competencies. The portfolio process meets several objectives: it allows students to individualize their development of professional competencies related to their career goals while receiving academic review and guidance related to their academic progress and it is used to assess the overall progress that the Gerontology Program makes toward achieving core student learning outcomes. However, students have also found ePortfolios to be successful career seeking tools. This presentation will provide information on the development of an ePortfolio that begins in the students’ Proseminar to its conclusion during the students’ final capstone course. Included will include examples of the process, artifacts and portfolios, plus an explanation of using the external professional community during the evaluation process and how the ePortfolio is being used for career advancement.  
**Objective 1:** Upon completion of this presentation, participants will understand the basic structures and functions of an ePortfolio

**Session Number:** 40  
**Session Title:** 90 Minute Workshop 3  
**Abstract:** Research is From Mars, Education is From Venus, and Practice in Gerontology Doesn’t Even Have a Planet: Why This Matters. Robert Applebaum, Thomas A. Teasdale, Suzanne Kunkel, Dawn C. Carr, Nancy Wilson  
Thursday, March 3, 2016; 5:30 PM-7:00 PM  
**Abstract Body:** For many years AGHE and GSA have paid homage to linking research, education, and practice. From annual conference themes and sessions, to publications, and the standing Research Education and Practice (REP) committee, GSA and AGHE have made a commitment to this objective. These endeavors, in combination with a heightened emphasis on translational research, suggest that enhancing these linkages is a priority for the field. Yet, critics note that substantive collaboration between the research, education, and practice areas of gerontology has been limited. The gap between research and practice, research and education, and education and practice seems to occur in part because each area has differing goals, language, and reward structures that fashion projects seeking to make these linkages less common than they could be. For example, work by researchers is typically driven by “the interesting question”, while practitioners may be driven to solve a particular problem faced in day to day practice life. Educators have to balance the pressures of the University setting with the training needs of practice organizations. This workshop is designed to address three critical areas: First, we will describe key barriers to integrating research, education, and practice in a meaningful way.
These barriers, if addressed, could result in changes to research protocols, educational priorities, and practice goals. Second, we will introduce several models and strategies that have been shown to enhance such linkages. Finally, we will work with workshop participants to identify strategies for making intentional linkages among their research, education, and practice activities; strategies for making this approach a greater priority in their own institutions; and mechanisms that can advance the state of the art in the broader field of gerontology. Together, speakers will describe the barriers, effective strategies, and opportunities for changes in their own respective and varied gerontological environments; highlighting structural, ideological, and practical factors. Speakers will work with workshop participants to summarize key points, and will distribute back to participants strategies identified during the workshop. Following conclusion of the workshop, participants will formulate recommendations for consideration by the GSA REP committee and AGHE leadership. By promoting advancement of interprofessional collaboration, this workshop supports goals of thriving in the field of gerontology and enhancing developing of excellent programs and curriculum.

**Objective 1:** (a) After attending this activity, participants will be able to describe both barriers and potential models for successful integration of R-E-P in their professional work.

**Objective 2:** (b) After attending this activity, participants will be able to discuss strategies for greater integration of R-E-P expertise in the field of aging.

**Session Number:** 45

**Session Title:** 90 Minute Workshop 4

**Abstract:** Intergenerational Service-Learning 3 Ways – Divergent Paths to Success. Laura K. Donorfio, Carrie Andreoletti, Andrea June, Rona Karasik

**Thursday, March 3, 2016; 5:30 PM-7:00 PM**

**Abstract Body:** The potential benefits of intergenerational service-learning are well-documented (e.g., Blieszner & Artale, 2001; Roodin, Brown & Shedlock, 2013); and there are many ways to successfully garner these benefits based on the goals of the institution, classroom, and community. Care must be taken, however, to select and implement an intergenerational service-learning program that fits the specific learning objectives of the course, the needs of the community, and the circumstances of the faculty, students, and classroom. Certainly, there is no “one size fits all” method of intergenerational service-learning (Karasik, Maddox & Wallingford, 2004). This symposium highlights three very different intergenerational service learning approaches. First, a 20 year view of using a multi-partnered community-based approach will be presented. Second, the results from an intergenerational service learning program which brings together college students and assisted living residents will be shared. The third approach highlights connecting students in an introductory aging course with its university based Osher Lifelong Learning Program. Participants will be guided through the key components of developing, implementing, and assessing each type of intergenerational service-learning project. Advantages and challenges of implementing each type of project will be discussed. Symposium participants will be able to identify next steps to implement a personalized intergenerational service-learning community-based project of their own.

**Objective 1:** Describe the key components for developing and assessing various intergenerational service-learning community based projects.

**Objective 2:** Explain the advantages and challenges of implementing various intergenerational service-learning community based projects.

**Objective 3:** Identify the next steps in implementing a personalized intergenerational service-learning community based project.

**Session Number:** 50

**Session Title:** 90 Minute Workshop 5

Thursday, March 3, 2016; 5:30 PM-7:00 PM

Abstract Body: Transgender people experience risks and challenges that most people never face. These affect quality of life for them and their loved ones. Those who currently face coming out and transitioning are blazing a new path, and fighting for equal rights as they build their new lives. This interactive workshop a) introduces what it means to be transgender and transsexual; b) explores some of the physical, psychological, social and financial challenges; and c) describes the difficulties experienced in obtaining medical, mental, and end of life care. These are in addition to the challenges typical of the general aging population. Psychological issues for trans people include fear of being discovered; living what they see as a lie; experiencing anger, frustration, and depression due to the lives they are forced to live; and deciding whether or not to come out. Consideration of how this transition will affect loved ones, support systems, and retention of employment and housing complicates the decision to come out. Being ostracized, and grieving when friends and family members reject them add to the painful burdens of transgender people. Safety and security issues including bullying, violence, and murder add to the fear and isolation. Medical and mental health care needs of trans people are complex. Finding healthcare providers who are both accepting, and knowledgeable about how to meet these needs is much more difficult than one might imagine. Financial demands of transition and sexual reassignment can be prohibitively expensive. Financing hormone therapy, sexual reassignment surgery, potentially long recoveries, travel for care, frequent healthcare appointments, therapy, changes in official documents, and other expenses including a new wardrobe, may limit the choices individuals in this population can make. Additional financial burdens include loss of income and benefits during treatments, loss of careers due to discrimination, and loss of retirement plans. Participants in this workshop will interact with the speakers and each other, sharing what they know regarding transgender people; and generating ideas for smoothing the path for these individuals via legislation, resources, community and personal support. Attendees will learn how family members, friends, coworkers, and healthcare professionals can identify needs in their communities; build upon existing resources; and be supportive and sensitive in ways they speak to and about trans people. Interactive activities: Trivia game Discussing issues and risks for transgender people Small groups to discuss and generate ideas about select topics Viewing and discussing video clips

Objective 1: Participants will leave this interactive workshop with an understanding of the issues and risks facing transgender persons, especially older adults.

Objective 2: Participants will also gain a heightened awareness of the unmet or under-met medical, psychological, social, and financial needs of that community.

Objective 3: Attendees will learn how family members, friends, coworkers, and healthcare professionals can identify needs for transgender people in their communities; build upon existing resources; and be supportive and sensitive in ways they speak to and about trans people.

Session Number: 55
Session Title: Global Aging – Expanding Educational Opportunities and New Frontiers
Abstract: Competencies in Gerontology: The Dutch Profile. Michel Duinkerke, Eric Schoenmakers, Annelies Harps-Timmerman

Thursday, March 3, 2016; 5:30 PM-7:00 PM

Abstract Body: In a previous study, a vision on the profession of the gerontologist at the undergraduate level was developed. A gerontologist is a professional with a broad knowledge on the ageing process, who is able to apply this knowledge to different domains and contexts. In order to be a gerontologist, professionals need certain competencies. Educational programs serve to teach students these competencies. Based on several documents on competencies (including the AGHE competency profile)
and quantitative and qualitative studies among teachers, students, alumni, and organizations and businesses, the educational programs of Applied Gerontology in Eindhoven and Zwolle in the Netherlands developed a new competency profile for their undergraduate program. This entails the competencies ‘service development and design’, ‘connecting and facilitating’, ‘perceiving and seizing opportunities’, ‘researching’, and ‘reflecting and guidance’. Communication skills and theoretical knowledge are assumed to be needed for all five competencies and therefore at the core of the competency profile. For each competency behavioral indicators and a body of knowledge are developed.

**Objective 1:** Gain insight in the process of developing a competency profile; the relation between research and educational programs.

**Objective 2:** Gain insight in how the one specific educational program thinks about competencies and consider how this relates to other programs.

**Session Number:** 55

**Session Title:** Global Aging – Expanding Educational Opportunities and New Frontiers

**Abstract:** Gerontological Education in Japan: Current Status and Future Challenges. *Noriko Tsukada, Nobuhiro Maeda*

*Thursday, March 3, 2016; 5:30 PM-7:00 PM*

**Abstract Body:** Various kinds of developments and activities in both governmental sectors as well as educational institutions have occurred to help further opportunities for gerontological education in Japan. For example, it is reported that a committee formed at the Cabinet Office for an amendment of “General Principles Concerning Measures for the Aging Society” emphasized the importance of Gerontological education in 2012, and the Ministry of Education, Culture, Sports and Science broadened its areas for research funding and created a new category called “Neo Gerontology” in 2014. Moreover, as for non-governmental activities, Institute of Gerontology (IOG) of The University of Tokyo started an industry-university cooperation organization called “Gerontological Network” in 2009, and similar approaches have been taken by other organizations since then. In addition, IOG got involved in starting “The Aging Society Certification Examination” in 2013 which is carried out annually for anyone in order to enhance people’s awareness toward an aging society. Furthermore, the importance of gerontological education began to be reported at the Science Council of Japan. Thus, some distinguished activities have emerged in Japan since the late 2000s. However, looking at educational settings, it is yet to be said that gerontological education programs have been growing in order for the society to better prepare for the rapidly coming aging society. Obirin University started its master’s degree in Gerontology in 2002 for the first time in the Japanese history, and in 2004, they expanded its program to Ph.D. level. Taking a different approach from Obirin University, The University of Tokyo started cross-departmental program in Gerontology where both third and fourth year students at The University of Tokyo can attend the gerontology program and receive a certificate after their completion of the 12 credit hours. They also expanded its program and now the Ph.D in Gerontology programs has been being offered since 2014. Thus, currently, there are only two universities which confer degrees in Gerontology, including Obirin University and The University of Tokyo. Despite the fact that about 70% of all universities in Japan sees its need in developing Gerontology education programs, only one-third of them has related subjects, and those subjects are concentrated in the areas of geriatrics, geriatric nursing and welfare for the aged. This paper introduces the existing Gerontological education programs in Japan, including two universities (subjects, curriculum, etc). Then, future challenges to further develop gerontological education in Japan will be discussed.

**Objective 1:** To be able to learn current status and recent progresses and challenges for developing gerontological education in Japan.
Session Number: 55
Session Title: Global Aging – Expanding Educational Opportunities and New Frontiers
Thursday, March 3, 2016; 5:30 PM-7:00 PM
Abstract Body: Older persons face unavoidable changes in later life. These changes relate to different aspects of their lives, including the physical, social, psychological and spiritual domains. Some changes may lead to what may be described as a ‘wicked problem’. This can be described as a problem difficult or impossible to solve because of incomplete, contradictory, and changing requirements from different stakeholders. Given the complex nature of a wicked problem, sustainable and effective innovations ask for an integral and multidisciplinary approach that meets different criteria of different stakeholders. This demands involvement of older persons and other relevant stakeholders in processes of co-creation. Gerontologists may play a key role as facilitators of co-creation. We assume specific competences in facilitation of co-creation as essential for job performances of professional gerontologists. This asks for specific training at the undergraduate level of gerontology education. These competences can best be obtained in a real life environment that offers challenges and guidance. Therefore, we are designing a powerful learning environment (PLE) that focus on learning outside the classroom that meets these demands, called Living Lab Assendorp. Assendorp is a neighbourhood in a middle-sized town in the Netherlands. This PLE constitutes the overarching umbrella for a series of projects in one full academic year. The aim of this PLE is twofold. First, to enable students in the development of their competences in facilitating co-creation processes with older persons on a tactic and strategic level. Second, to study and develop in depth practices of co-creating with older adults on dealing with wicked problems. Together with one older member of a local community the first steps are taken in the development of such PLE. Students in their second year of studies will work with older adults in defining and exploring the nature and size of a particular wicked problem. Next, they describe in collaboration with other stakeholders possible approaches in dealing with the problem; and develop as co-creators an innovative answer. In this process different methods of Design Thinking and principles of Practice Development are used. We will report on the first experiences of both older adults and students. In particular, both groups will be asked to reflect on their experiences with co-creation and the process of facilitating this. Their views and experiences are important input for the further development of Living Lab Assendorp as a PLE. Objective 1: Gain insight in the foundations for co-creation as a core competence for gerontologists Objective 2: Identify structure and aim of a Living Lab as a powerful learning environment in an undergraduate gerontology program

Session Number: 60
Session Title: Symposium 3
Abstract: An Interprofessional Falls Prevention Curriculum as a Model for Faculty and Curriculum Development. Edward F. Ansello, Peter A. Boling, Daniel A. Bluestein, Kathleen Fletcher, Patricia W. Slattum, Emma S. Wheeler, Myra G. Owens
Thursday, March 3, 2016; 5:30 PM-7:00 PM
Abstract Body: Falls and their management in older adults should receive interprofessional focus in geriatrics curriculum development because they can be a sentinel event indicating the presence of various risk factors and a triggering event at the start of a cascade of deterioration. The best treatment plans derive from interprofessional assessment and practice. Evidence based research shows that no single assessment or intervention is sufficient to address fall risk; rather, both need to be multi-focal, involving several disciplines. Reducing the risk of falling, therefore, offers a model for interprofessional practices well suited for gerontological and geriatric curriculum development, while management of the
risk assessment-intervention-team practice curriculum can serve as model for faculty development. The Virginia Geriatric Education Center, a consortium of interdisciplinary faculty at Virginia Commonwealth University, Eastern Virginia Medical School, and the University of Virginia, has completed five years of falls-related curriculum development, implementation, and evaluation at community-based sites in urban, suburban, and rural locations. Based on guidelines of the American and British Geriatrics Societies, U.S. Preventative Services Task Force recommendations, and Tinetti’s FICSIT and other evidence based practice (EBP) findings, the curriculum underwent continuous PDSA and Logic Model refinements. Moreover, the VGEC assessed impact of the curriculum upon both interprofessional team practices and patient care. The VGEC measured training participants’ interprofessional practices and referrals and examined assessments of and interventions with patients through chart audits. This symposium reviews the development, implementation, and evaluation of a seven week, 24-hour interprofessional curriculum, delivered on-site in various health care settings, including several PACE (Program of All-inclusive Care of the Elderly) sites and a Veterans Administration Medical Center. The continuous and evolving PDSA process revealed strengths and weaknesses that have clear implications for gerontological and geriatrics curriculum development, interprofessional collaboration, and implementation of evidence based best practice. Course implementation over the five years included follow up to interview training participants and measure changes in care plans and practices with older adults at risk for falls, adoption of EBP approaches because of the training, and improvements in interprofessional team processes. Symposium presenters discuss formation of the interprofessional curriculum development team; determining the Logic Model and overall and individual session objectives; establishing relevant measurement tools and processes; identifying most appropriate and effective interprofessional curriculum content and curriculum delivery modalities; and continuous processes of interprofessional collaboration. Presenters represent the disciplines of gerontology (Ansello), medicine (Boling and Bluestein), nursing (Fletcher), pharmacy (Slattum), physical therapy (Wheeler), and measurement (Owens).

**Objective 1:** Participants will be able to identify and differentiate risk factors for falling among older adults.

**Objective 2:** Participants will be able to cite the most critical elements of evidence based practices in falls prevention and reduction.

**Objective 3:** Participants will be able to identify relevant curriculum content and references related to risk factors, screening, assessment, and interventions for falls prevention and reduction, using an interprofessional framework.

**Session Number:** 65

**Session Title:** Symposium 4

**Abstract:** Twelve Years of Service Learning in Nicaragua: Faculty and Student Perspectives. *Margaret B. Neal, Cory R. Bolkan, Alan K. DeLaTorre, Iris Wernher, Melissa Cannon, Angela G. Spencer*

Thursday, March 3, 2016; 5:30 PM-7:00 PM

**Abstract Body:** As higher education institutions aim to graduate globally-minded and civically-engaged students, international service learning (the combination of academic instruction and community-based service in an international context) has gained popularity (Crabtree, 2008). While there are several resources available to faculty regarding strategies for implementing successful study abroad programs, most programs are designed to be long term, rather than shorter-term immersive experiences. Furthermore, many resources lack information on logistical details (e.g., pre-trip preparation, unexpected challenges abroad, details on length and organization of trip) that would be helpful for program development. Very few programs have a specific focus on gerontology and few are held in developing countries. Nicaragua is the second poorest nation in Latin America, and 11 percent of older adults in Nicaragua live in extreme poverty (Norori, Fredersdorff, & Wilson, 2014, citing INEC, 2004).
There also is a lack of specialized health care professionals in the country (Lopez & Reyes-Ortiz, 2015). For 12 years, Portland State University has led a short-term international service-learning program focused on the health and well-being of older adults in Nicaragua. Over 110 students, including undergraduate and graduate students from several different majors, have participated. The first paper will provide an overview of the curriculum in the term prior to the trip and the various gerontological service-learning projects developed pre-trip and implemented by students over the two-week program. The 2015 program and previous iterations will be described. For example, in 2015, eleven students were selected to work in small teams on five capacity-building and two physical projects in two Nicaraguan towns. The training projects were aimed at different audiences (older adults themselves, youth, caregivers, and other professionals who work with older adults) on topics related to health promotion, community asset mapping, intergenerational programs, dementia, and end-of-life issues. The second paper will offer insights and lessons learned by faculty leaders with respect to (a) student recruitment and selection, (b) preparation of students for the trip (e.g., regarding poverty and safety concerns), (c) management of student expectations and behaviors in the country, including coping with unpredictable circumstances that affect coordination and scheduling while abroad, and (d) successfully working with in-country community partners. The third paper - authored by students - will focus on experiences and lessons learned, sourced from journals, project reports, and evaluations, including how the program influenced their personal lives and future careers. Ample time for audience questions and comments will be provided.

**Objective 1:** After attending this symposium, participants will be able to describe the lessons learned by faculty and students in a short-term study abroad service-learning program focused on older adults living in homes for the elderly in Nicaragua.

**Objective 2:** After attending this symposium, participants will be able to describe this international service-learning program’s curriculum and ways they might be able to adapt it for their use.

**Session Number:** 70  
**Session Title:** Poster Session 1  
**Abstract:** The Impact of Intergenerational Service Learning on Pharmacy Students. Gayle A. Hudgins  
Thursday, March 3, 2016; 7:00 PM-8:30 PM  
**Abstract Body:** At the University of Montana, service learning is defined as a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. There are many facets in designing a service learning course including identifying the need for service and appropriate community partners, relating the service to course content, training students to perform service activities, providing opportunities for reflection, and last, but not least, developing appropriate assessment and evaluation techniques. Many things can be assessed and evaluated in a service learning course, such as the learning exhibited by students, the benefit to community partners, and the change in attitudes of students towards community service and specific populations receiving service. Students in the first semester of the Doctor of Pharmacy program are assigned to a senior partner, an older adult in the community, with whom they establish a relationship through at least three meetings. The goals of this activity are to build the students’ communication skills with older adults and to expose them to active older adults in the community. As in many health professions, pharmacy students may develop a negative attitude towards aging and older adults if their primary interactions are with older patients in the hospital or LTC facility. The students reflect on this experience through e-mail journaling after each meeting and a reflection paper at the end of the semester. In subsequent semesters, the students return to these individuals to complete an assignment in a required pharmacy course, usually involving an interview and reflection paper. In addition to reflections, the students in the first semester complete a pre- and post-assessment of their attitudes towards older individuals and community service. These pre- and post-values can be
compared to measure the impact of the service-learning activity on these important components of pharmacy practice. Data from pre- and post-assessments of pharmacy students over a 10 year period show some variation from year to year, but generally a positive impact of the intergenerational service learning activity. The variable demonstrating the most significant (p<0.001) change from year to year is student agreement with the statement that older people are usually willing to try new things. This finding is corroborated by qualitative data in which students express amazement about how busy their senior partners are.

**Objective 1:** Describe three methods of assessment of student learning in an intergenerational service learning activity.

**Objective 2:** Name two benefits of involving health professions students in intergenerational service learning.

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**Session Number:** 70  
**Session Title:** Poster Session 1  
**Abstract:** Technology as a Pathway to Social Connectedness Among our Oldest Americans: How can Service Learning Play a Role?  
*Dawn Carr, Tamara Sims, Andrew Reed*  
Thursday, March 3, 2016; 7:00 PM-8:30 PM  
**Abstract Body:** Information technology is now so ubiquitous that it is difficult for most of us to imagine life without it. Most people rely upon electronic devices like computers, cell phones, and tablets to interact with others and access information. Americans aged 80 and older, however, have lived most of their lives without such technology. Adults over age 80 were well into mid-life when computers became a part of everyday life. Although technological tools like computers, cell phones, and tablets make it possible to interact with others more frequently and provide access to information more readily, we know very little about how this, the fastest growing segment of the U.S. population, uses technology and the degree to which they benefit from it. Prior research suggests that retirees who use the Internet are less lonely and depressed than non-users (e.g., Cotten et al., 2014), yet it is unclear whether these benefits generalize to those aged 80+. To address these open questions, we conducted a nationally representative survey to assess (a) patterns of technology usage and (b) relations between technology use and well-being among 445 adults aged 80 and older. Our findings show that using technology for the purposes of connecting with family and friends is related to enhanced well-being vis-à-vis life satisfaction, goal attainment, and subjective health, whereas using technology for other non-social purposes was unrelated to well-being. In addition, we find that using technology to connect with family and friends almost completely attenuates the negative association between loneliness and life satisfaction. These results suggest that, while technology in and of itself may not benefit the everyday lives of the oldest segment of the U.S. population, it may improve well-being when used specifically for the purpose of enhancing social connections. With only one-third of adults 80 and older in the US having access to the Internet, there is a substantial opportunity to increase the social connectedness and well-being of the oldest-old by way of interventions and programs tailored towards the use of social technology. In this session, we describe several key findings and consider how technology interventions and programs might be developed in conjunction with service learning opportunities for students.  
**Objective 1:** Share results from a nationally representative survey of 80+ year olds on how technology use relates to well-being.  
**Objective 2:** Describe ways that these results provide support for potential opportunities for service learning among students.
Thursday, March 3, 2016; 7:00 PM-8:30 PM

Abstract Body: Population aging is a world wide phenomenon and "Retirement" as a life phase is entering many cultures. The leading edge of the US Baby Boom is now aged 68. 50% of 62 year olds are taking Social Security. Some people retire in their early 60s and others at 70 or later. This is a report on a survey of federal employees attending retirement planning programs. They represent various federal agencies and range in age from 50 to 70+. Some intend to retire immediately and others years later. They have various education levels. Pre-retirement workshops are offered by most federal agencies. Dr. Creedon has provided Transition Preparation Classes for many years. This survey, undertaken by Dr. Creedon and Peter Laws, M.A explores participants pre-retirement attitudes and expectations for the next phase of life. It examines whether people want to work full-time, part-time or develop a small business, volunteer, engage in hobbies or new learning opportunities after retirement. They explore how people's attitudes shift as they approach retirement. It examines interest in "phased retirement" now available through many agencies. Responses from "early" and "late" retirees are compared as are those of males and females and those with varying levels of education. These courses facilitate agenda setting for retirement and build awareness of Aging Network Services in the community. They also encourage healthy lifestyles - diet and exercise - as well as structuring their use of time. The survey will provide valuable information for gerontologists and others who develop such programs. The findings are relevant to participants from other countries as well as those working with business or community organisations.

Objective 1: To allow participants increased understanding of federal retiree workers attitudes towards retirement.

Objective 2: Build their awareness of different expectations based on age at retirement, educational level and other factors.

Objective 3: Enable participants to discuss core issues in presentation of retirement preparation programs.

Session Number: 70
Session Title: Poster Session 1
Abstract: Measuring Geriatric Competencies for Multiple Professions Through a Web-Based Case Experience. Peter Boling, Kelly Lockeman, Alan Dow, Sarah Hobgood
Thursday, March 3, 2016; 7:00 PM-8:30 PM

Abstract Body: Background. With the aging population, competency in geriatrics and interprofessional practice is critical across health professions. To train and evaluate interprofessional teams on management of geriatric patients, we developed a virtual case system that supports multiple users and multiple teams concurrently, overcomes logistic barriers and automatically generates extensive data on user knowledge and teamwork. Initial content was based on the AAMC’s medical student geriatric competencies which cover eight domains, plus competencies for nursing, pharmacy, and social work.

Methods. Over a 12-week period, 50 interprofessional teams of senior students from medicine, nursing, pharmacy, and social work (total N = 294 students) followed a virtual geriatric patient through a sequence of four health episodes. Students entered case data into a virtual health record and answered questions individually about the patient’s care. Questions had a multiple response format with more than 550 individual choices where students gained or lost points respectively for each correct and incorrect choice under each stem. Percent correct summed all incorrect responses avoided and correct responses selected, divided by the best possible score. Each question was mapped to up to three geriatric competencies. For each competency domain, the scores for each mapped question were averaged. ANOVA tests were used to detect differences in scores among the eight domains.
Results. Number of questions mapped to each domain varied. Domain III (Self-care capacity) had the greatest representation with 17 questions. Domains IV (Falls, Balance, Gait) and VI (Atypical Presentation of Disease) had the fewest, with 3 and 6 questions respectively. The other five domains had 10-12 questions each. Mean scores for each AAMC domain ranged from 73% correct to 85%. Mean score for Falls, Balance, Gait was significantly higher than the average score for all other domains, while scores for Medication Management and Atypical Presentation of Disease were significantly lower (p = .03). Comparison across professions showed higher scores (p < .01) in Medication Management (pharmacy highest; social work lowest), Atypical Presentation of Disease (medicine highest; social work lowest), and Palliative Care (social work highest; pharmacy lowest). Results from analyzing competencies of other professions and of teams will also be discussed with data from more than 600 users.

Conclusions. Mapping competencies to assessments in an interprofessional education course enables an institution to identify strengths and weakness in the geriatric curriculum across health professions and has the potential to inform and assess impact of future curricular interventions.

Objective 1: After this experience learners will be able to describe the utility of a unique web-based virtual case system for evaluating individual learners' geriatric competencies for large numbers of learners from multiple health professions.

Objective 2: After this experience learners will be able to describe the utility of a unique web-based virtual case system for objective evaluation of geriatric curriculum content and interprofessional training across multiple health professions schools.

Session Number: 70
Session Title: Poster Session 1
Abstract: Sex Differences in Motives for Volunteering Among RSVP Older Adult Volunteers. Karen Kopera-Frye, Rita Massey
Thursday, March 3, 2016; 7:00 PM-8:30 PM
Abstract Body: According to the Corporation for National and Community Service, 18.7 million older adults contributed greater than 3 billion hours of service in their communities between 2008 and 2010. The most recent volunteer rate of older adults 65+ years of age is 23.9% for 2009; with about a quarter to a third of these volunteers contributing approximately $44 billion to the US economy. In general, volunteering tends to peak in middle-aged years and decline among the oldest old. A theory which has been explored to explain why older adults volunteer is Carstensen’s (1987, 1992, 1995) Socioemotional Selectivity Theory (SST). SST proposes that through optimizing the increasing limitations on time and energy experienced with advanced age, individuals strategize the degree of involvement they will have in social situations, roles, and social networks to maintain a sense of well-being (Hendricks & Cutler, 2004). This selectivity also involves “self-relevancy” (Hendricks, 1999); that all events and social interactions are “meaning-making” and linked to self-worth and identity. Erikson sees generativity, or the desire to help and mentor younger persons, as the most critical aspect of achieving ego identity. Konrath et al. (2012) found two types of motives: 1) self-oriented motives, e.g., self enhancement or gain; and 2) other-oriented motives such as altruistic intentions. The Retired and Senior Volunteer Program (RSVP) is the largest organization of adults devoted to volunteer activity. In our RSVP program, there are 518 volunteers (Mdn age = 72, Range = 55-93). The volunteers are approximately two-thirds female and Caucasian; 58% are veterans. As we are in a very rural area, the percentage of volunteers that live below poverty level is very large. The meaningfulness of volunteerism to these elders was critical (Kopera-Frye & Massey, 2014). The current project examined reasons for volunteering in 111 RSVP volunteers via a modified Red Cross Volunteer Satisfaction Questionnaire. Interestingly, the three top motives for volunteering were: Gaining a sense of accomplishment, making a difference, and helping others. These were primarily other-, rather than self-oriented, motives. Four of the six reasons examined showed significant sex differences—females noted gaining accomplishment, moral principles,
making a difference, and occupying free time as reasons to volunteer at a significantly higher rate than males. Overall satisfaction in volunteering was significantly correlated with greater volunteerism. This study has implications for how we can harness this invaluable resource called RSVP volunteers. The moral of the story is: Happy volunteers are active volunteers!

**Objective 1:** Objectives: By the end of this session, attendees will be able to: Explore reasons for volunteering found among older adult RSVP volunteers;

**Objective 2:** Describe the difference between self-oriented and other-oriented motives for volunteering;

**Objective 3:** Discover how various gerontological theories, e.g., SST, are relevant in our understanding of older adult volunteerism

**Session Number:** 70

**Session Title:** Poster Session 1

**Abstract:** A Mixed Methods Study: The Importance of Therapeutic Self-Care in Promoting the Safety of Older Adults in Home Care. *Winnie Sun*

Thursday, March 3, 2016; 7:00 PM-8:30 PM

**Abstract Body:** The purpose of this mixed methods study is to examine the concept of therapeutic self-care in the context of home care, as well as its influence on the safety of older home care clients and their informal caregivers. The quantitative approach examined the relationship between therapeutic self-care and the occurrence of adverse events experienced by home care clients. The qualitative approach explored the types of safety concerns experienced by home care clients and their informal caregivers, as well as identifying the types of support needed to address their safety challenges related to therapeutic self-care and informal caregiving. The quantitative approach used a retrospective cohort design and utilized secondary databases available for Ontario home care clients from the years 2011 to 2013. The data were derived from (1) Health Outcomes for Better Information and Care; (2) Resident Assessment Instrument-Home Care; (3) National Ambulatory Care Reporting System; and (4) Discharge Abstract Database. Logistic regression analysis was used to examine the association between therapeutic self-care measures and adverse events. The qualitative approach utilized interviews with the clients and their informal caregivers recruited from one home care agency in Ontario.Qualitative description was used to analyze data that generated themes about clients and their caregivers’ perspectives of home care safety in relation to therapeutic self-care and informal caregiving. The quantitative results indicated that the individuals with low therapeutic self-care ability were associated with an increase in the odds of adverse events. In particular, the occurrence of five types of adverse events were associated with low therapeutic self-care scores: (1) unplanned hospital visits; (2) decline in activities of daily living; (3) client falls; (4) unintended weight loss, and (5) non-compliance with medication. Analyses of the qualitative interview data revealed four overarching themes: (1) Struggling through multiple aspects of safety challenges; (2) Managing therapeutic self-care by developing knowledge, competency and self-confidence; (3) Coping with informal caregiving through problem-solving, stress management and caregiver relief; (4) Seeking education, support and collaboration from home care. The findings provide a better understanding of the nature of relationship between therapeutic self-care ability, and the prevalence of adverse events experienced by home care clients. The study provides insight into the safety problems related to therapeutic self-care and informal caregiving. This knowledge is vital to policy formulation related to the role of home care services in improving client’s therapeutic self-care ability to reduce the safety related risks and burden for home care recipients.

**Objective 1:** Identify opportunities for health practitioners in gerontology to increase their focus on improving older adults’ self-care functioning and disease management in their homes.
Objective 2: Strengthen evidence informed decision making by health leaders and policy makers about health human resource planning and allocation of home care services in supporting chronic disease management and risk mitigation for the aging populations.

Session Number: 70
Session Title: Poster Session 1
Abstract: University Freshman Imagine Their Future Selves: Aging Individuals in Aging Societies. Allyson Washburn
Thursday, March 3, 2016; 7:00 PM-8:30 PM
Abstract Body: National University’s College of Letters and Sciences is piloting two online freshman year seminar series to provide an immersive liberal arts experience with the aims of improving learning outcomes and increasing persistence and retention, particularly of nontraditional students. The theme of the first series is Mind and Imagination with a seminar, for example, entitled Enchanted Capitalism: Myths, Monsters, and Markets. The second series, Identity and Community, includes the seminar that will discussed in this presentation, Imagining Our Future Selves: Aging Individuals in Aging Societies. Beginning with the first seminar and continuing through to end, the Identity and Community series, students will address, both individually and collaboratively, these questions: Who am I? Who are we? The Imagining Our Future Selves seminar will use a life course perspective to inform reflection and dialogue about the questions. Through their coursework, including interactive and experiential assignments, students in the Imagining Our Future Selves seminar will explore what psychologists and neuroscientists have learned about human development in mid- and late-life; some innovative ways communities are addressing the needs of an older population; how literature, advertising, and film and other media portray older adults; and, importantly, their future selves in a world that is rapidly aging. Learning outcomes include students, upon completion of the seminar, to be able to (1) confront their own presumptions and biases about older adults and develop a deep appreciation for the paradoxes, i.e., the continuities and changes, inherent in the aging process, and (2) to identify the challenges and opportunities facing societies and families as members age. Another hoped for outcome from this pilot seminar is to interest some of the students in further pursuing aging studies and in aspiring to careers working with older adults.

Objective 1: Suggest ways to introduce a gerontological, life course perspective to university freshman
Objective 2: Outline strategies for facilitating thoughtful and critical examination of what it means to age in communities that are also aging

Session Number: 70
Session Title: Poster Session 1
Abstract: Designing a Multidisciplinary Optimal Aging and Older Adulthood Certificate of Proficiency Program at a California Community College. Judith R. Phillips
Thursday, March 3, 2016; 7:00 PM-8:30 PM
Abstract Body: Gerontology is a multidisciplinary field with all fields interested in optimal aging and improved functioning in older adulthood. This certificate program provides a multidisciplinary study of the theories and factors related to these two topics. In addition, recognizing that an individual’s quality of life and longevity are influenced by biological, cognitive, and social factors throughout adulthood, this certificate program focuses on all stages of adulthood - from young adulthood though older adulthood.

The rationale for this program was to provide a certificate of proficiency to community college students who wished for themselves or for an employer to display a basic understanding of the principles, knowledge, and behaviors for optimal aging throughout adulthood as well as a basic understanding of how to optimize health and physical, cognitive, and social functioning among older adults. Introduced in the 2014-2015 academic year, this certificate program is comprised of 12 credit hours of college courses...
offered at MiraCosta College in Oceanside, California. Introduction to Aging (Gerontology 101, 3 units) is the only required course. There are nine (9) units of required elective courses drawn from the Psychology, Nutrition, Health Education, and Kinesiology departments. Exercise Prescription for Special Populations, Nutrition Today, Nutrition and Aging, Principles of Health, and Psychology of Aging: Adult Development and Aging are examples of required elective courses. Therefore, students with different future paths can select the required elective courses that best fit their majors and/or interests. The measurable program student learning outcome is: Upon completion of this program, the student will be able to address several factors (e.g., physical health, mental health, exercise, nutrition, the normal aging process, etc.) affecting optional aging and older adulthood functioning.

**Objective 1:** After attending this activity, participants will be able to discuss a multidisciplinary Certificate of Proficiency program examining optimal aging and older adulthood offered at a California community college.

**Objective 2:** better understand the options used to design this certificate program.

**Session Number:** 70  
**Session Title:** Poster Session 1  
**Abstract:** The Development and Impact of a Well-Being Group for Older Adults Living in an Assisted Living Community: An Intergenerational, Community-Based Project. Dawn S. Tarabochia, Rebecca L. Koltz, Cristen C. Wathen, Daniel J. Koltz  
Thursday, March 3, 2016; 7:00 PM-8:30 PM  
**Abstract Body:** The aging population is growing at a significant rate in the United States doubling by the year 2050. Exploring ways to address the subjective well-being of this population is important as the experience of subjective well-being has been linked to early death and disability. This community-based project utilized group counseling, an effective intervention modality for older adults, along with a wellness model to create an 8-week well-being group called Living Well into Later Years (LWLY). Using the wellness model Indivisible Model of Self as a guide, a curriculum was developed to increase the well-being of the group participants residing in a local assisted living community. The LWLY group was lead by graduate students in a marriage and family counseling program. The purpose of this research study was two-fold; to explore the intergenerational experience between the group participants and the counseling students, and to determine how each group’s experience of wellness was impacted by the intergenerational experience. This presentation will provide an overview of the LWLY well-being group and a discussion of the impact of an intergenerational, community-based project on the well-being of the older adult participants, the graduate students, and staff members of the assisted living community. Keywords: aging population, subjective well-being, community based project, intergenerational relationships.

**Objective 1:** To provide an overview of the development of Living Well into Later Years, a well-being group for older adults living in an assisted living community.

**Objective 2:** To share the impact of an intergenerational, community-based project on the wellbeing of the older adult participants, graduate students, and staff members of the assisted living community.

**Session Number:** 70  
**Session Title:** Poster Session 1  
**Abstract:** Local Demographic Changes From Affiliated University Based Retirement Communities. Deano Traywick, Alison Wiley, LaVona S. Traywick  
Thursday, March 3, 2016; 7:00 PM-8:30 PM  
**Abstract Body:** The term “university-based retirement community” was coined in 2006 by Andrew Carle, founder of George Mason University’s program in senior housing administration. Although UBRCs were in existence before then, the number of university-based retirement communities has grown over the
past decade. The intention of UBRCs is to connect students and aging community members for the benefit of both groups. The specific goals for each college or university that participates in this trend vary, but one factor is the same: increasing intergenerational interaction. The literature on UBRCs supports the notion of engaging students with the senior community through coursework and on campus encounters. However, it is an assumption of many universities that participation in UBRCs will also support the surrounding regions. The research on the impact of UBRCs on the area surrounding the university campus is very limited. The question becomes, are students and senior adults integrating outside the university—including the UBRC—campus. This study looks at five universities affiliated with established UBRCs and the surrounding community. Through census data, we evaluate the changes in age demographics of residential areas surrounding the university and UBRCs over time. Furthermore, when there are demographic changes, we study the distance the UBRC affects the community.

**Objective 1:** After attending this presentation participants will be able to discuss demographic changes around universities that have affiliated university based retirement communities.

**Session Number:** 70  
**Session Title:** Poster Session 1  
**Abstract:** This is What it Means to be a Gerontologist: Results From the GELS. Heidi H. Ewen, Dawn C. Carr, Lydia K. Manning, Jasleen K. Chahal  
Thursday, March 3, 2016; 7:00 PM-8:30 PM  
**Abstract Body:** Although the evolution of gerontology, including what it means to be a gerontologist, has been studied and debated for decades, the field is now at a point where a growing number of scholars have completed doctoral degrees in gerontology and entered the workforce. The GELS project has been ongoing since 2006 and includes survey data from students, alumni, and faculty of gerontology doctoral programs. Quantitative and qualitative items were included in the study regarding individual definitions of what it means to be a gerontologist, roles and responsibilities of gerontologists, and perceptions of whether or not these people identified themselves as gerontologists. Quantitative results are that graduates of gerontology programs, those who study aging, and those who link ideas from traditional fields of study on aging are ‘gerontologists’ whereas people who work with older adults are not. The roles of gerontologists are to communicate knowledge about aging, improve the quality of life for older adults, and solve problems related to aging. Qualitative content analyses indicate that “gerontologists” have adequate training, exhibit expertise in research agenda/publications on aging, translate work/expertise into policies that impact the lives of older adults, and using an interdisciplinary approach to investigate age/aging. These broad definitions of what it means has implications for what we’re being prepared for in our work. We conclude with questions: How do our views on “aging” or the “aged” affect policies, programs, arts, humanities, social service organizations? How do these definitions align with perceptions of the roles and responsibilities of gerontologists?  
**Objective 1:** to understand the ways in which students, alumni, and faculty of gerontology doctoral programs define the roles and responsibilities of gerontologists.

**Session Number:** 70  
**Session Title:** Poster Session 1  
**Abstract:** Blending Gerontology & Technology: Assessment of Online Health Information Literacy in a National Sample of Older Adults and Implications for Health Education & Interventions. Gul Seckin, Dale Yeatts  
Thursday, March 3, 2016; 7:00 PM-8:30 PM  
**Abstract Body:** As online information sources proliferate, it is critical that research should focus on health literacy beyond conventional print resources. Given older adults’ substantial health care needs, examining health information literacy in this age group is a much needed area of research. This study
makes several contributions to research on the extent to which older people are able to assess the quality and credibility of online sources of health information. People aged 50 and older lead information and communication technologies use for health purposes. Recognizing the interaction between health literacy and patient empowerment has a number of implications for gerontological research and education. In health promotion context, health information literacy supports informed decision making and enhances control over one’s health, which are important for regaining and maintaining health in old age. From a health care services perspective using information technology provides patients with the knowledge needed to play a greater role in their own health care, which could not only be beneficial health wise, but also seen as a way to contain high and ever rising healthcare costs in ageing populations. However, health professionals express concerns about the accuracy of information and ability of patients to evaluate information quality on the internet. As there is a growing discussion about the internet to transform both personal and public health, and the strong relationship between health literacy and health outcomes, it is critical to empower older patients to become informed users of online health information. By understanding and measuring of online health literacy in older adults, clinicians and researchers could develop educational interventions to improve their health outcomes. The sample for our study consisted of older adults who used the Internet for health information. (N= 194). Our analyses started with univariate examination of indicators of online health information literacy scale (e-HILS). The e-HILS is a 19 item self-report scale that examines behavioral and attitudinal components of online health information literacy. We found that an overwhelming majority of our respondents reported a great deal of confidence in their ability to appraise quality of information from the internet, they over-estimated credibility and accuracy of information, and they trusted information despite the fact that less than half of the sample reported performing quality assessment behaviors listed on the e-HILS. Lowest means and percentages were reported for scale items that inquired about whether information seekers asked their health care provider where to find credible information on the internet. Results from this study contribute to a growing literature on proactive appropriation of technology by older adults for self-health education purposes and areas of intervention needed.

**Objective 1:** To identify areas of educational interventions to help older adults assess quality of information obtained from internet resources
viewers (Cicero, 2011). This integration of visual media into teaching supports the development of foundational, interactional and contextual competencies in gerontology and geriatrics (AGHE, 2014). Examples illustrate how visual media can be incorporated into teaching about aging in a wide range of disciplines comprising gerontology and geriatrics (e.g., nursing, social work, psychology, sociology, biology, policy, ethics).

**Objective 1:** Attendees will have a clear understanding of why they should incorporate visual media into teaching about aging.

**Objective 2:** Attendees will be able to discuss and identify a framework for incorporating visual media addressing aging issues into courses across the disciplines.

**Objective 3:** Attendees will be able to identify a variety of resources that address visual media and aging.

**Session Number:** 70
**Session Title:** Poster Session 1
**Abstract:** Language in the Key of B: Method for Making the Biology of Aging an Accessible Part of Interdisciplinary Gerontology Education. *David J. Waters*

Thursday, March 3, 2016; 7:00 PM-8:30 PM

**Abstract Body:** Leaders in gerontological education recognize there are many barriers to effective interdisciplinary training. The payoff for overcoming these barriers is in discovering an improved framework for promoting intellectual growth, which serves as a strong motivation for pedagogical innovation. In many institutions, one of the obstacles to building such a framework is the difficulty of making the biology of aging accessible to non-biologists. Recognizing the considerable upside of exposing non-biologists to the tenets of biogerontological thought, we report the evolution of our 15-year experience in developing an educational opportunity for gerontology graduate students in pursuit of cross-disciplinary excellence. At its core, a “Biology of Aging” course offered an introduction to the questions biogerontologists wonder about, building familiarity with a new lexicon, and paying careful attention to developing the ability to interpret key scientific papers. Additional course offerings stimulated further intellectual exploration. A course titled “Lifestyle and Age-related Diseases in the News” exposed students to the challenges of communicating age- and health-related scientific information, offering students an opportunity to assess and address the “misleadingness” of press releases that the public receives about health. In a course titled “Endocrinology of Aging”, students were afforded an introduction to the field of hormones and longevity, focusing on the ambiguity of the language used in that domain. Students reported this premium-placed-on-language approach, rather than the all-too-familiar fact-driven approach, gave them a strong sense of access to this scientific domain. A fourth offering “More Effective and Opportunistic Writing” instilled in students a sense that clear writing is clear thinking, and that effective writing is too important a part of their intellectual development to leave up to the English department. It also introduced the radical notion that the process of developing self-awareness — not often seen as a biological concept — informs the process of discovery in the realm of the biology of successful aging. Taken together, this 4-pronged strategy, which places priority on exactitude with language and envisions language as gateway to intellectual growth, provided a rich framework to make complex topics in the biology of aging accessible to non-biologists and biologists alike. By inspiring students to master language in the key of B — Biology of aging — we created a tool for developing deeper discoverers prepared for a lifetime of seeing and reporting. This progress feeds our authentic motivation to create circumstances for students and faculty that will help to innovate learning, breaking down barriers to effective interdisciplinary training.

**Objective 1:** After attending this lecture, participants will be better equipped to consider the potential value of a language-centered approach to making the biology of aging accessible to non-biologists.
Session Number: 70
Session Title: Poster Session 1
Abstract: Drug Interactions and Polypharmacy in the Elderly; Designing Educational Materials and Student-Led Discussions for Assisted Living Caregivers and Staff. Martha W. Pauli, Andrew Nguyen
Thursday, March 3, 2016; 7:00 PM-8:30 PM
Abstract Body: Methods: A literature search was performed to help identify problematic drug-related issues common in the elderly. A pharmacy student, mentored by faculty, developed the teaching handouts as part of a fourth year California Northstate University College of Pharmacy Educational Elective APPE (Advanced Pharmacy Practice Experience) in geriatrics and psychopharmacology. The materials are meant to begin a geriatric drug resource bank that subsequent students will utilize and expand from the assisted living focus to broader areas of geriatric drug use. Results: Five top drug interactions or examples of polypharmacy were identified: 1. Anticholinergic burden (more than one anticholinergic drug). 2. Concurrent anticholinergic and cholinergic medications. 3. Simvastatin dosing with prominent blood pressure medications. 4. Warfarin use with antibiotics. 5. Multiple CNS depressants. A one-page handout was designed to highlight and teach about each topic. The handouts were designed to stimulate discussion about drug-related risks and benefits of these problematic drug combinations common in the elderly who reside in assisted living facilities. They are meant to be used in conjunction with pharmacy student-led meetings where caregivers, staff and pharmacy students discuss geriatric drug use, and where the pharmacy students are mentored by a consultant pharmacist.
Conclusions: Drug education specifically aimed at assisted living caregivers and staff, many of whom are not nurses, is often overlooked by health professional geriatric educational processes or mandated consultant pharmacist services. A program was designed to develop awareness of polypharmacy and drug interactions, two high cost medication misadventures that can lead to diminished quality of life. Understanding clinical outcomes and adverse effects can educate and empower front line caregivers and staff to open lines of communication with providers and with future pharmacists. This process provides pharmacy students an opportunity to connect with the geriatric community of assisted living caregivers and staff, observe common resident-care routines, and advocate for or contribute to rational geriatric drug therapy in a role beyond the pharmacist’s general role in patient-specific education. Pharmacy students who develop a level of comfort teaching about drug issues common in older residents at the beginning of a pharmacy career may continue to contribute to this discussion for decades of pharmacy practice, where pharmacists may play an increasingly important role as the population ages.
Objective 1: To develop drug educational outreach aimed at assisted living caregivers and staff by means of one-page teaching handouts and pharmacy student-led discussions on drug interactions and polypharmacy.

Session Number: 70
Session Title: Poster Session 1
Abstract: USC Davis School Develops a Mobile App to Educate and Engage Caregivers. Deanah K. Zak, Elizabeth M. Zelinski
Thursday, March 3, 2016; 7:00 PM-8:30 PM
Abstract Body: Outreach to the community is an important activity of institutions of higher learning. The Davis School’s Center for Digital Aging is committed to engaging the larger community of older adults and those who care for them through its new mobile app program. We plan to develop a suite of apps for caregivers of older adults that will offer educational content and material that will support them. It is well known that caregivers of older adults experience high levels of stress and emotional burden. Technology has the potential to make caregiving easier, more efficient and more effective by providing tools and resources to coordinate the demanding tasks and the complex networks of
relationships involved with caring for others. There is an increasing number of mobile caregiving apps surfacing in the market. We surveyed and reviewed the types of caregiving apps that are currently available as we prepare to create a best practices suite of apps. From May 2014 - April 2015, caregiving apps were identified in iTunes App Store, Google Play and the web via search of keywords “caregiving”, “caregiver”, “elder care” and “caregiving apps”. A total of 50 apps was identified and categorized into 9 different types: Information and Resources, Medication Management, Pain Management, Coordinating Care, Managing Appointments and Tasks, Safety, Personal Health Record Tracking, Memory Aids (for care recipients), and “All in One” Apps. The latter combine many of the following functions: symptom tracking and journaling, medication management and refill reminders, calendars for appointments and coordinating care, medical and emergency contact lists and the ability to share important information, photos and messages among caregivers and family members. However we found no single app that performs all of these functions. Also important to note is that there is no app currently available to offer resources and tools for caregivers to manage their own stress and burden from caregiving. In summary, few apps cater to the complex needs of older adults’ caregivers. These findings will inform our plans to develop an evidence-based and comprehensive suite of apps to support caregivers as part of our educational mission.

Objective 1: After attending this paper presentation, participants will learn about the USC Davis School’s innovative approach to educating caregivers of older adults. They will gain understanding of the types of mobile apps that are available as resources to family and other informal caregivers of older adults and dementia patients. Participants will also learn about the real limitations of the currently available apps in addressing these caregivers’ needs.

Objective 2: Participants will engage in discussion of the direction of future research for developing apps that educate members of the public about aging issues and improve informal caregivers’ quality of life by offering better management of their various caregiving needs.

Session Number: 70
Session Title: Poster Session 1
Abstract: A Variant of the Plan, Do, Study, Act (PDSA) in the Rural Primary Care Setting: Action Plans that Change Practice. Judith L. Howe, Jacob Deering, Kathryn D. Eclar
Thursday, March 3, 2016; 7:00 PM-8:30 PM
Abstract Body: Nearly one-third of Veterans Affairs (VA) enrollees are aged 75+ and more than half of the Veterans seen in primary care each year are aged 65+. Rural older persons are more likely to have higher rates of chronic illness, disability, mortality, and more difficulties with ADLs. To improve patient care for the rural older veteran, interprofessional collaboration is needed to address their patients’ complex needs. Since 2011, the Rural Interdisciplinary Team Training (RITT) program, a component of the VA Office of Rural Health Geriatric Scholars Program, has been educating primary care providers and staff at rural VA clinics to meet the needs of the rural older Veteran. Working within the interprofessional collaboration and performance improvement domains of the VA Centers of Excellence in Primary Care Education (CoEPCE) curriculum, RITT Action Plan implementation occurs in the rural VA clinic setting where teamlets engage in clinic redesign for continuous quality improvement. In a rapidly changing healthcare environment, RITT continues to thrive by adapting educator teaching strategies according to a practice site’s level of cohesion, communication, clarity of team roles, and clarity of team’s goals as measured by the validated 31-item Team Development Measure. Using an abbreviated Plan, Do, Study, Act (PDSA) schema, clinic teams work together to develop “action plans” geared to creating and sustaining improved team-based care of older patients. Action plan options have evolved over the last several years and are now based on the Assessing Care of Vulnerable Elders (ACOVE) measures, allowing teams to choose from several Mini Quality Improvement templates, including Cognitive Impairment, Depression, Urinary Incontinence, Falls Prevention, and Medication
Reconciliation. RITT staff members follow up with the rural clinics to provide guidance and evaluate success. Preliminary results have found that administrative support and time are essential components to successful completion of Action Plans. In addition, newly formed primary care teams are more receptive to the action planning process than well-established teams. This presentation will provide a step-by-step guide to planning and implementing action plans, share team-based action plans which were successfully implemented (e.g., post-hospital discharge follow up), and discuss strategies for engaging team members in the development and implementation of team action plans in the context of busy clinical settings.

**Objective 1:** After attending this session, participants will be able to describe how to implement a team-based action plan for clinical practice change.

**Objective 2:** After attending this session, participants will be able to list key components of a team-based action plan to enhance interprofessional collaboration.

**Session Number:** 70  
**Session Title:** Poster Session 1  
**Abstract:** Stanford GEC One-Hundred-Sixty-Hour Faculty Development Program in Ethnogeriatrics.  
*Melen R. McBride, Nancy Hikoyeda, Marita Grudzen, Kala Mehta, Marian Tzuang, Gwen Yeo*  
Thursday, March 3, 2016; 7:00 PM-8:30 PM  
**Abstract Body:** Stanford Geriatric Education Center developed and implemented an annual 160 hour Faculty Development Program in Ethnogeriatrics (FDPE) from 2011-2012 through 2014-2015. The interprofessional train-the-trainer program used a hybrid model consisting of: a) Four days of intensive onsite training on campus at Stanford University School of Medicine which included eight modules using didactic sessions, interactive workshops, resource sessions, and 25 assigned readings; b) Online self-paced learning based on 15 learning modules and 22 recorded webinars; c) Eleven monthly two-hour group meetings by conference call with faculty and trainees in which trainees reported on and discussed assigned modules and webinars; d) Individual capstone projects in ethnogeriatrics supported by monthly mentoring sessions with assigned faculty members. In the four years, 33 faculty trainees from 14 states participated, and 31 completed the 160 hours and all the requirements. Eleven were from medicine, 9 from nursing, 4 from pharmacy, 3 from social work, 2 from health sciences, 2 from psychology, 1 from speech/language, and 1 from health informatics. During the four day onsite training the eight modules were: Module 1: Exploring Health Literacy, Ethnogeriatrics, and Health Disparities Module 2: Aging and Culture Module 3: Health Literacy in Patient Centered Health Care Module 4: Creating Health Messages for Low Literacy Elders Module 5: Patient and Relationship Center Communications Module 6: Working with Interpreters and Translators Module 7: Improving Ethnogeriatric Health Care Module 8: Strategies for Teaching Cultural Humility/Competence Each module consisted of a 90-minute didactic and 30 minute discussion. In addition six resource sessions included the video “Hold Your Breath” about an Afghan elder in the U.S. health care system, cohort analysis, disaster preparedness, a discussion with hospital interpreters and demonstration of video interpreting, family caregiving in diverse populations, and an optional session on census data mining. During the on-site, trainees were encouraged to complete plans for their capstone projects. Trainees read and reported on 15 assigned learning modules from the Curriculum in Ethnogeriatrics in the culturemed and ethnic specific modules in ethnmed sections of geriatrics.stanford.edu. They also watched 22 assigned webinars in ethnogeriatrics presented by SGEC and archived at http://sgec.stanford.edu/events.html. Changes improved in 29 indicators of knowledge, behavior, and attitudes from before to after the onsite training. Capstone projects resulted in 18 new curriculum units in ethnogeriatric topics, 10 new clinical interventions with diverse elders, and 2 research projects in ethnogeriatrics.  
**Objective 1:** After attending this activity, participants will be able to: A. Describe the model used in Stanford GEC’s Faculty Development Program in Ethnogeriatrics (FDPE).
Abstract: Building Capacity Through Faculty Fellows. Kimberly Farah, Joann Montepare, Zane Zheng
Thursday, March 3, 2016; 7:00 PM-8:30 PM

Abstract Body: Academic centers dedicated to aging issues at small-scale institutions often rely on the work of a sole director. Moreover, collaborations with other faculty may be challenging at such institutions where full-time faculty positions are limited and constrained by non-age-related curricular needs. How then might a center build capacity and engage faculty? The Fuss Center for Research on Aging and Intergenerational Studies at Lasell College tackled this challenge by establishing a faculty fellow program. In collaboration with the Office for Academic Affairs, the Fuss Center designed the program which invited a full-time faculty member to serve as a fellow for a 1-2 year period. Prior experience related to aging and/or intergenerational relations was not required as the program aimed to support faculty development in these areas. During the course of the position, the fellow received one course release per semester with the understanding that he/she would use the time to participate in Center activities and learn more about aging and intergenerational issues. The fellow also agreed to develop and implement a project related to aging and/or intergenerational relations. The project focus could vary depending on the fellow’s discipline or scholarly interest (e.g., conduct a research study, develop a community program, curate an exhibition, craft a creative literary or artistic work, etc.). In addition, to deepen the learning experience, funds were arranged so that the fellow could attend a professional conference or event related to his/her project. The Fuss fellow also agreed to design at least one course during the academic year so that it integrated aging content and/or made use of an intergenerational activity. To date, the Fuss Center has engaged two fellows from two diverse disciplines (Chemistry-Environmental Studies and Cognitive Psychology). This poster will highlight the work of each fellow and describe how the program has broadened the reach and impact of the Center’s activities across the campus. It is hoped that this initiative will serve as a model for how other small-scale centers can build capacity, strengthen curricular connections, and fulfill their missions more effectively.

Objective 1: After attending this activity, participants will be able to describe a model for building capacity at an institutional center on aging and engaging faculty from diverse disciplines in aging education/research.
while encouraging partnership with the greater Long Beach community and beyond. The group does so through research roundtables and collaborative grant writing, a “speakers bureau” in which faculty can share their particular disciplinary expertise in other faculty members’ courses, the management of an online repository of quality teaching materials for infusion in both gerontology and non-gerontology courses, and support of special projects, such as the development of Beach Village and participation in activities sponsored by the CSU Institute for Palliative Care. This poster will describe the purpose for establishing a community of practice regarding gerontology, identify potential recruitment strategies for optimizing participation by faculty members and staff, and explore methods for encouraging consistent communication among community of practice members.

**Objective 1:** describe the purpose of establishing a community of practice regarding gerontology

**Objective 2:** identify potential recruitment strategies for optimizing participation by faculty members

**Objective 3:** explore methods for encouraging consistent communication among community of practice members

**Session Number:** 70

**Session Title:** Poster Session 1

**Abstract:** Cultivating Future Leaders in Gerontology. *Matthew J. Koterwas, Veronica F. Rempusheski*

Thursday, March 3, 2016; 7:00 PM-8:30 PM

**Abstract Body:**

Purpose: To share the 9-year outcomes of an innovative program that uses informal teaching-learning strategies to provide students with opportunities to learn about aging and participate in team research outside of a traditional academic curriculum. Background: There exists an urgency of concern about whether our aging society will be adequately cared for in the future. Several initiatives and funding resources have emphasized the need for an adequate healthcare workforce to prepare for global aging. However, lack of interest and desire of college students to select gerontology specialties or enroll in academic courses in gerontology challenges academics to create a workforce with this specialized knowledge and skill set. Course option competition and low course enrollments lead to cancellation of courses not meeting minimum size requirements or by default, enrollment in gerontology courses by students who do not necessarily want to learn about older adults/aging. Methods: We offer scholarships/assistantships to college students with an interest in gerontology an opportunity to attain tuition assistance, knowledge in aging, and experience with older adults. The competitive application yields learners who are highly intelligent and motivated. Graduate student assistantships require a specified number of work hours; whereas, undergraduates receive a scholarship without required work, but are offered an opportunity with additional incentive. Independent study is offered to fill the void created by cancelled courses; student-initiated research is conducted during summer internships; and data are collected at numerous sites. Learning is self-guided, mentored, coached and sometimes peer-based; students emerge as leaders through a collaborative process as each devises, develops, and carries out required tasks while receiving feedback and guidance from an established researcher. Outcomes: To date, 34 nursing students have participated, 10 graduate students and 24 undergraduates; post-graduation, 33% have pursued an advanced practice or research degree. They have co-authored 2 published manuscripts, with 4 more in review/process; presented papers and posters at international, national, regional and local forums; initiated a partnership with a local senior community at which they coordinate enrichment programs; and established and manage a social media presence. Conclusions: This program allows for the early identification and development of students who have an interest in gerontology. Projects have real-world application. Scholars incorporate their own uniqueness into projects, leading to the development of new questions and answers. This award comes from making the most with the least, needing only an interested student, committed professor, and a desire to learn. It can be applied at other institutions.
Objective 1: Describe at least two challenges for creating an adequate healthcare workforce to meet the needs of global aging.

Objective 2: List at least three of the informal teaching-learning strategies used in this innovative gerontology program.

Objective 3: Describe at least two of the successful outcomes of this innovative gerontology program.

Session Number: 70
Session Title: Poster Session 1
Abstract: Training Graduate Students for Work With Interprofessional Teams in Geriatrics. Brian D. Carpenter, Nancy Morrow-Howell, Susy Stark
Thursday, March 3, 2016; 7:00 PM-8:30 PM
Abstract Body: Effective health care for older adults involves collaboration among professionals from a variety of disciplines. These disciplines have different historical traditions, practice approaches, and areas of expertise. Moreover, when these disciplines come together, they operate in diverse settings, amidst complex interprofessional teams. Therefore, training students to become effective geriatric practitioners requires them to know about other disciplines and about team dynamics. We evaluated a curricular model for introducing graduate students to disciplinary perspectives and interdisciplinary teamwork in geriatrics. The 15-week, graduate-level seminar combines scholarly readings in several disciplines, guest lectures by practitioners from those disciplines, and experiential community placements in geriatric team settings. Over the course of the semester, students report a more positive attitude toward geriatric team work, t(41) = -2.80, p < .01, and greater confidence in their ability to work within a geriatric team, t(41) = -12.01, p < .001. Students also report more favorable attitudes toward older adults, t(40) = -4.650, p < .001. Qualitative feedback from the students indicates that the key learning features of the course included guest lectures, experiential observations, and case studies. Preparing students to participate in integrated geriatric care can begin early in graduate training, with comprehensive education about the many clinical partners with whom they will interact and how to navigate team dynamics effectively.

Objective 1: Attendees will learn about one curricular model to teach graduate students about clinical work with interprofessional teams in geriatrics.
and county affiliated nursing homes. The final sample for the study was 98 Pennsylvania NHAs. The survey questionnaire included established measures of the Areas of Worklife Survey (Leiter & Maslach, 2000) and Maslach's Burnout Inventory – General Survey (MBI-GI) (Schaufeli, Leiter, Maslach, Jackson, 1996). The questionnaire also includes items pertaining to NHA sociodemographic characteristics and organizational characteristics of the SNF. Regression analyses were used to examine the relationships among the independent and dependent variables while controlling for NHA sociodemographic characteristics and the organizational characteristics of the skilled nursing facilities where they work. The results indicated high levels of emotional exhaustion, moderate levels of cynicism and high levels of professional efficacy among Pennsylvania nursing home administrators. In terms of areas of work life, both workload and community factors contribute to NHAs burnout. Implications for NHA workforce preparation and retention are discussed as well as policy implications.

**Objective 1:** Participants will be able to describe the three components of burnout. Participants will be able to describe the six antecedents to burnout in the workplace.

**Objective 2:** Participants will be able to identify the consequences of burnout.

**Objective 3:** Identify effective strategies and tools to prevent burnout. Identify the unique opportunities to incorporate strategies to prevent burnout into coursework.

**Session Number:** 75

**Session Title:** Poster Session 2

**Abstract:** Implementing Live-In Animal-Assisted Therapy (AAT) for Residents in a Long-Term Care Facility: A Case Study of Miley the Cat. Fiona Day Nguyenphuc, Xeno Rasmusson, Caral Daniels

Friday, March 4, 2016; 9:30 AM-12:30 PM

**Abstract Body:** Background: Long-term residents in nursing homes often experience loss of independence and social connectedness. Utilizing the bond between humans and animals, Animal-assisted therapy (AAT) provides unique opportunities for interaction between residents and staff. However, there are practical considerations when choosing live-in AAT approach rather than a guest AAT program provided by a third party. This study examines the experiences of residents and staff after introducing a live-in pet cat to a Veterans Affairs Community Living Center (CLC). Methods: Generally qualitative data was gathered through naturalistic observations, semi-structured, informal interviews and questionnaires. Resident participants were all men, with an estimated mean age of 70 and 52 staff members participated in an anonymous survey. Initial data collection of observational field research lasted one week with second week for interviews and surveys. Project used Veterans Administration Quality Improvement (QI) template, designed to assess new program feasibility and improve the quality of resident services. As such, this project was exempt from IRB approval process by the VAMC and did not involve any inferential statistics. The goal was simply to provide a detailed description of how Miley the cat was received by the residents and perceived by the staff. After nearly 4 years in residence, a follow-up study on the Miley Project is currently underway. Results: Of 52 total staff participants, 71% thought that having a cat created a more home-like environment and 67% thought a resident cat improved social engagement between residents, staff, and visitors. 10% of staff thought there were no changes in social engagement, and 23% of staff did not have an opinion. Coding responses to opened questions to staff and residents, the primary concerns were allergies and disease transmission to residents; the 33% of participants who thought a cat was a health risk were less likely to have had a pets than those who did not report this concern. There were no staff reports of a negative impact on social engagement created by the introduction of a resident cat nor in long-term follow-up observations. Miley has indeed been accepted as a long-term resident of the CLC with no adverse consequences reported nor observed except for the concern that Miley is now overweight perhaps due to so many opportunities for treats from the human residents. Conclusions: AAT in the form of a resident cat may
promote higher levels of social engagement between residents, visitors and staff with minimal risk of negative consequences.

**Objective 1:** After attending this activity, participants will better understand the role of Animal-Assisted Therapy (AAT) in elder care, and be able to identify key organizational considerations and concerns surrounding the implementation of on-site pet therapy programs that best suit the current needs of a growing and diverse longterm care population.

**Session Number:** 75  
**Session Title:** Poster Session 2  
**Abstract:** Religiosity and Optimism in Older Adults: Findings From the Health and Retirement Study.  
*Molly Evans, Elizabeth Dugan*  
Friday, March 4, 2016; 9:30 AM-12:30 PM  
**Abstract Body:** Optimism has been related to lower suicide rates, lower depressive symptoms, and higher expected ratings of future self-rated health. Understanding factors associated with optimism may provide information about potential points of intervention. Faith traditions often seek to instill hope and comfort. The purpose of this study was to investigate the association between religiosity and optimism in older adults. This cross-sectional study used data from the 2012 wave of the Health and Retirement Study (HRS) to explore factors associated with religiosity. Adults aged 65 and over (n=3409) providing complete data on variables of interest were included in the final analytic sample. Variables included optimism, demographic characteristics (age, gender, race, marital status, education, and income), health status (self-rated health, diabetes, cancer, heart disease, lung cancer, stroke, arthritis, mental health, and depressive symptoms), and health behaviors (alcohol use, smoking, and physical activity). Multiple linear regression analyses were conducted. Results showed that higher religiosity was significantly associated with greater optimism (b=0.05), age (b=0.02), female gender (b=0.03), non-Hispanic black race (b=0.77), psychiatric condition (b=0.27), abstaining from alcohol (b=0.77) and smoking (b=0.61), less education (b=0.08), and lower income (b=0.49); Adjusted R-square was 0.15 (p<0.01), F(31, 3377). Greater religiosity was associated with higher levels of optimism, having less income, lower education levels, a higher likelihood of a psychiatric condition, and not drinking any alcohol. Faith may be a source of hope, personal strength, and optimism yet not many studies have rigorously examined religiosity and optimism among older adults. A second multiple linear regression analysis was also conducted, with results indicating that higher optimism was significantly associated with religiosity (b=0.32), age (b=0.03), Hispanic race (b=0.60), non-Hispanic black race (b=0.703), more education (b=0.20), highest income (b=0.69), and excellent health (b=0.39); Adjusted R-square was 0.202 (p<0.01), F(31,6332). Religiosity and optimism, two highly correlated variables, have significant associations with contradictory traits and demographics. This may be a fruitful area of future research.  
**Objective 1:** The objective of this study was to describe the association between religiosity and optimism.  
**Objective 2:** The objective of this study was to describe other factors related to religiosity in older adults.  
**Objective 3:** The objective of this study was to describe other factors related to optimism in older adults.

**Session Number:** 75  
**Session Title:** Poster Session 2  
**Abstract:** Motivations and aspirations of adults 50 to 89 years of age suggesting their educational goals in later life. *Hans-Peter (Hepi) Wachter, David Moxley*  
Friday, March 4, 2016; 9:30 AM-12:30 PM  
**Abstract Body:** As universities struggle with attracting an adequate number of students, older students or learners are receiving increased attention as legitimate segments of student bodies (Hussar & Bailey
2009; Schuetze & Slowey, 2002). Understanding the educational needs among older adults as they define them can prepare universities, community colleges and other educational settings for addressing the potential demand for education among older adults. Educational opportunity for the older adult is one possibility to be a driver of self-fulfillment in the older years, especially as society comes to realize that there is no longer a one career imperative guiding human development. Shifts in work and employment, as well as in roles in community leadership, augment the possibilities for older people, who in the past may have experienced less social integration. Such opportunities can change both the nature and possibilities of education for older adults who are entering retirement. Cultural and social conceptions of old age as a distinctive period of the life course are undergoing substantial change. Thus, existing theories of aging will likely undergo a tremendous revision in the years to come (Rogler, 2009; Sugar, Rieske, Holstege & Faber, 2014), and I anticipate that educational engagement among older adults will emerge as a focus of gerontology. As a person ages, as they leave what society considers either the active, or productive years (typically defined by family formation, child rearing, and involvement in the world of work), older people may contemplate actively what is next for them. This personal reflection can reveal numerous unfulfilled interests, new possibilities for engagement in the world, and the search for new ways of investing in or developing the self (Manheimer, 2005). Certainly some older adult may continue in the work that came to define their identity during their adult years (Lamb & Brady, 2005). This study collected data through interviews and follow up interviews from 26 participants age 50 -89 years, members of the Osher Life Long Learning Institute. The analysis of the transcripts illuminates the educational frameworks of the participants. The findings of this cross-sectional qualitative inquiry will discuss the motivations and aspirations of adults 50 to 89 years of age and what educational goals the older adults nominate in their later years.

**Objective 1:** After attending this presentation, participants will be able to discuss and understand educational motivations and aspirations of older adults defining their educational goals in later life.

**Session Number:** 75  
**Session Title:** Poster Session 2  
**Abstract:** Goals of Care: Recommendations for How to Improve End-of-Life Care and Quality of Life Among Patients With Heart Failure. *Galina Polei, Michael Caserta PhD, Katherine Supiano PhD, LCSW, Susan Roberts M.Div, BCC*

Friday, March 4, 2016; 9:30 AM-12:30 PM  
**Abstract Body:** Existing research shows that death and dying are still avoidable themes in the Western culture and insufficiently addressed by the U.S. health care system. In addition, the increase of medical care costs at the end-of-life (EOL) is a pressing problem, both at the individual level of a patient and from the standpoint of the whole society. This project provides recommendations to the University of Utah hospital medical care providers in order to improve the quality of life and EOL care for Heart Failure (HF) older adult patients and to potentially lower the EOL care costs. Advance Care Planning lowers psychological and financial burden and serves the interests of patients, families and medical care providers, alike. Early planning Goals of Care (GOC) allows medical care providers and patients to effectively plan patients’ desired EOL care and satisfy their EOL needs, such as dying with dignity. The recommendations developed within this project are made from the perspective of a patient advocate, who aims to improve patients’ quality of life and EOL care by respecting their EOL preferences with the ultimate goal of maintaining their dignity and comfort. The EOL care recommendations presented are evidence-based and patient-centered. 

**Objective 1:** After attending this activity, participants will better understand the End-of-Life situation among older adults with heart failure and how advance care planning may improve their quality of life and End-of-Life care.
**Session Number:** 75  
**Session Title:** Poster Session 2  
**Abstract:** Identity Through the Lifespan. *Michael Schuier*  
Friday, March 4, 2016; 9:30 AM-12:30 PM

**Abstract Body:** In today's aging culture the importance of identity can sometimes be overlooked. As we know identity changes throughout the lifespan. As we age from childhood to adulthood our identity goes through changes and becomes more solidified. Identity solidification starts during the years of high school. This poster will look at background research for a larger project looking at identity changes from the years of high school through old age. Individual identity influences how we age and how we view our own aging. It is critical to understand different dimensions of identity to better understand what are the more important characteristics of aging and what is most important to the individual. Current research will focus on how individuals conceptualize self-identity as well as how we understand and display our social identity. Self-identity is multifaceted; it is formulated from personal beliefs, beliefs about physical characteristics, psychological tendencies, development, past experiences and more. Social identity can be looked at as how we view identities other than our own or how we display our own. We view other identities by communication both visually and verbally. We incorporate other identities into our own through understanding and filtering. We also express our identity to others visually and verbally. We are able to create identities for certain situations that better help us display ourselves in a more positive light. As we age identity can become more important. It is the purpose of this research to better understand how dynamic identity is and thus create a better understanding of aging and the importance of identity in the aging process.

**Objective 1:** The objective of this project is to look at identity through the lifespan. By better researching identity we can gain a better understanding of the important characteristics of aging and how our identity influences the aging process.

**Session Number:** 75  
**Session Title:** Poster Session 2  
**Abstract:** Doing Culturally Sensitive Research: The Intersection of Return Migration and Later Life Among Overseas Filipino Workers (OFWs). *Karel Kalaw*  
Friday, March 4, 2016; 9:30 AM-12:30 PM

**Abstract Body:** This paper extends the utility and contribution of a culturally sensitive approach in doing qualitative research. The use of Filipino indigenous methodologies (FIMs) in describing the return experience among Overseas Male Filipino Workers (OMFWs), who had been away for a certain period of time and returned to the Philippines for good in later life is explored. The paper highlights the Philippine case as a society where migration is its salient feature. By answering the questions: “What is the return experience of OMFWs”; and “what are the OMFW returnees' views on old age?” allows me to apply the utility of FIMs as a culturally appropriate research approach. Interviews with OMFW returnees were conducted in Tagalog in the Philippines. With the emphasis on and the use of cultural knowledge, language, and experiences of the researcher enhance the collection and interpretation of data. As shown in the study, the identification and understanding of cultural values impact the quality data collected and elicited from the participants. Foremost, the key role of culture in doing the entire research process is illustrated in the study. The construct of kapwa, being the core value among Filipinos, enabled me to apply FIMs as fit to answer the research aims. Further, this paper discusses a rationale for the use of FIMs as a culturally sensitive research practice and approach, and culturally sound theoretical framework in describing the return experience among OMFW returnees and their views on old age. The paper ends by discussing implications for teaching and practice in educational research. The relevance of the study is timely and urgent in a society where migration fuels its economy and its people (e.g. human labor), are its biggest assets.
Objective 1: After attending this activity, participants will be able to know about Filipino Indigenous Methodologies (FIMs) as a culturally appropriate and sensitive research approach.

Objective 2: After attending this activity, participants will be able to understand the importance of opportunities for collaboration, insider perceptions, exchange, and voice in doing culturally sensitive research.

Objective 3: After attending this activity, participants will be able to know OMFWs and their return experience. After attending this activity, participants will be able to describe views on aging among OMFWs returnees.

Session Number: 75
Session Title: Poster Session 2
Friday, March 4, 2016; 9:30 AM-12:30 PM
Abstract Body: Nontraditional students face unforeseen challenges when an internship is required by academic programs. Many programs create guidelines that require an encore student, also referred to as nontraditional, to intern during normal business days and hours with limited flexibility such as: weekend or evening projects, or the ability to intern in a different department at one’s workplace; in many cases this becomes a determining factor as to which educational institution and program to enter. As advocates for the retiree population, gerontology professionals are encouraged to help retirees make healthy decisions; however, academia encourages the encore student to make unhealthy and economically poor decisions in order to fulfill one’s educational commitment. Designing a student centered internship allows the encore student to assess these issues and: meet financial obligations, balance family and school responsibilities, work in the community, and reduce stress. It also provides a unique opportunity to broaden one’s perspective into new areas of need and assistance that may not be associated with the university. This presentation will define the design process from concept through university approval and help gerontology students to envision ways to create internships that meet their educational objectives and ongoing life commitments.

Objective 1: After viewing this presentation, students will be able to identify internships that meet their educational objectives and ongoing life commitments.

Objective 2: After viewing this presentation, administrators & faculty members can explain the need to expand their scope and guidelines’ governing mandatory internship’s to include partnerships with community based organizations.

Objective 3: After viewing this presentation, aging network providers will be encouraged to choose partnerships with Gerontology programs; thereby providing much needed skilled and knowledgeable assistance.

Session Number: 75
Session Title: Poster Session 2
Abstract: Education to Increase Palliative Care Knowledge in Long-Term Care Staff. David C. Free
Friday, March 4, 2016; 9:30 AM-12:30 PM
Abstract Body: Close to two million people live in United States-based nursing homes. With an aging population, evidence-based strategies are needed to address an existing palliative knowledge deficit. The focus of this poster is to discuss the feasibility of and need for palliative care education in the nursing homes in general, and the implementation and evaluation of a palliative care educational intervention in a 200-bed nursing home in inner city Baltimore. The Palliative Care Quiz for Nursing (PCQN), a validated palliative care knowledge assessment tool, was used to assess baseline knowledge prior to an online educational session with staff (n=50). The pretest group mean score on the 20-item
A quiz was 51.3%. Registered staff (n=6), nursing assistants (n=25), and ancillary staff (n=19) viewed a 30-minute online presentation covering basic palliative care concepts. A week later, a face-to-face question and answer session was provided, and the PCQN was readministered with 39% group mean score increase. When benchmarked against other published studies of palliative care educational interventions that used an online or didactic alone, the increase in basic palliative care knowledge was significant and considerably higher. There are multiple potential downstream implications for patient outcomes that have been shown to be related to improved palliative care knowledge in the long-term care setting. The participants in the palliative care education project agreed (100%) that the education better prepared them to provide palliative care and also corrected many previously held misperceptions. Some of the participants wished that the education had been delivered as one continuous educational session to minimize any potential impact on patient care resulting from two educational sessions. The results of this quality improvement project supports the effectiveness of a blended educational approach to increase palliative care knowledge in long-term care staff.

**Objective 1:** After reviewing this poster, participants should be able to discuss the extent and the implications of the lack of staff palliative care knowledge in the long-term care setting.

**Objective 2:** After reviewing this poster, participants should be able to differentiate between and discuss the relative merits of online, didactic, and blended educational approaches to staff training and knowledge development, and be able to evaluate the effectiveness and appropriateness of the validated tool, the Palliative Care Quiz for Nursing, used in this quality improvement project.

**Objective 3:** Upon completing this poster session, participants will be able to determine the effectiveness and feasibility of a blended learning intervention to increase staff palliative care knowledge based upon reported group mean increases in knowledge, as well as increasing their ability to elaborate on the potential downstream impact of increased knowledge on patient outcomes and organizational metrics.

**Session Number:** 75

**Session Title:** Poster Session 2

**Abstract:** Inoculating Emerging Scholars Against Ageism: Adding Relevant Perspectives to the Discussion of Aging-Labels. Laurinda Reynolds

Friday, March 4, 2016; 9:30 AM-12:30 PM

**Abstract Body:** Students of the health and mental health professions are exposed to aging-related labels and aging-related language in articles, textbooks, course materials, lectures, and clinical instruction. The use of aging labels and language makes writing and speaking about aging more efficient; however, historically, this pragmatic strategy may have had other effects. In a computational linguistic analysis of 400 million words within documents published from 1810 to 2009, Ng et al. identified a shift from a positive trend in aging stereotypes to a negative trend in 1880, the year the medicalization of aging in America, and the use of negative aging stereotypes continued to increase through 2009 [PLOS ONE | DOI:10.1371/journal.pone.0117086 (2015)]. Qualitative research by Leaders of Aging Organizations, a collaborative partnership formed by GSA, investigated perceptions of aging and ageism and reported the need to reframe aging and eliminate conflicting messages to the public [http://www.frameworksinstitute.org/assets/files/aging_mtg.pdf]. Conflicting messages across disciplines are evident in the American Psychological Association and the American Medical Association discipline-based aging-label guidelines. New and expanded sections in their 2009 manuals reflect increasing concerns about bias and ageism while providing a resource for policies and curriculum addressing aging-label bias and ageism from a grammatical perspective. Otherwise, educators working in the health and mental health professions have the challenging task of helping students grasp and appreciate the content of documents published in the past while discouraging the use of the negative aging-labels and language they contain. This study contributes to academic resources by adding two
highly relevant perspectives to the discussion of ageism and aging-labels: 1) A summary of the cognitive psycho-linguistic processes underlying the perpetuation of ageism; and 2) Opinions about aging-labels held by 50+ adults from a diverse, rural and small town community, who are independently engaged in senior center activities, as volunteers, and as university employees. After exposure to aging stereotypes across their life span, their opinions provide insight into the priming effects of aging-labels, which inform implicit aging stereotypes. The effects are assessed through their explicit opinions of commonly used aging-labels in a series of surveys. Diversity factors influencing preferences are explored including culture, race/ethnicity, religion, gender, age, education level, etc. The survey participants serve as experiential experts in this modified Delphi study seeking a collective consensus about aging-label preferences.

**Objective 1:** By the end of this paper presentation, attendees will comprehend the importance of evaluating aging-label bias from a cognitive-linguistic perspective (components of language processing) rather than from a grammatical perspective (parts of speech used in sentence construction) as a means to assess each label's potential for positive, neutral, or negative bias.

**Objective 2:** By the end of this paper presentation, attendees will be able to compare and contrast the aging-label preferences of active 50+ adults to the aging-labels they currently use as a means to consider how they can begin to help reframe aging by making changes in the way they personally speak and write about aging.

**Objective 3:** By the end of this paper presentation, bilingual and international attendees fluent in English will be able to evaluate aging-labels for bias from a cognitive-linguistic perspective in languages other than English as a means to consider the relevance of this perspective when working in aging within non-English speaking environments.

**Session Number:** 75  
**Session Title:** Poster Session 2  
**Abstract:** Creating the Yellow Brick Road: Using an Integrated Individualized Approach to an Academic Internship. Reginald J. Mitchell  
Friday, March 4, 2016; 9:30 AM-12:30 PM  
**Abstract Body:** The purpose of University of La Verne’s Health Services and gerontology graduate studies programs are to develop key competencies and skills to manage effectively while gaining an in-depth understanding of the complex facets of providing services and designing programs and policies to improve the quality of life of older adults. Due to the substantive, qualitative, and multidisciplinary nature of my graduate gerontology program, I was able to leverage previous completed coursework with internship and research opportunities to integrate theory with real world practice. This poster will detail an academic internship experience that was completed at a local community skilled nursing facility. Through the perspective of how to best integrate skills and abilities in an academic internship, I developed a Quality Assurance Performance Improvement (QAPI) framework tool to fully engage prior professional experiences with graduate education experiences. The purpose of my QAPI framework tool is to provide a qualitative method in which an integrated individualized approach towards academic internships can effectively position a student to provide beneficial and meaningful results to a host internship organization. The importance of this opportunity is two fold: first to add value to a host internship organization by applying graduate level gerontological studies to address current organizational problems/issues and second, to enrich the educational experience of a student by applying foundational and interactional gerontological competencies while engaging in a collaborative forum to promote integrated approaches to solving aging issues.

**Objective 1:** After viewing this presentation, an attendee will be able to describe the following: Summarize the importance of viewing graduate education and graduate students through an approach
where previous professional and educational experiences are evaluated to enhance learning opportunities.

**Objective 2:** A brief overview of what is included within the framework tool of Quality Assurance Performance Improvement within an academic internship, and how academic internships within graduate education, contribute to research opportunities and core competencies in professional gerontology.

**Objective 3:** How to integrate an academic internship with participatory experiences to foster a collaborative environment between educational programs and community activities for our aging population.

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**Session Number:** 75  
**Session Title:** Poster Session 2  
**Abstract:** Learn to Care: "Training for Female Caregivers of Dependent Older Adults". Tania M. Granado Gil, Yolanda de Jesús H. Delgado  
Friday, March 4, 2016; 9:30 AM-12:30 PM  
**Abstract Body:** INTRODUCTION The increase in the older people and with it the need for care, it is necessary the intervention of informal caregivers to improve the care that they provide and help to improve their quality of life, this has been being an area of intervention of the gerontologists. It was designed a project to help to improve the quality of life of female caregivers of older dependent adults, the project was called Learn to care “Training for female caregivers of dependent older adults”. This project allows students undergraduate in gerontology why the implement and improve the skills and knowledge acquired during their training. METHOD It was structured the manual workshop intervention “Learn to care” by a team of experts in gerontology, they were trained formally 88 students of the degree in gerontology at the University of Guadalajara (University Center of Tonalá) who were was structured the instructors in the community. The workshop is theoretical and practical and consists of 7 sessions where the following topics were discussed: the importance of the caregiver, care of the elderly with disabilities, hospital care, palliative care, elderly institutionalized violence and support networks. A total of 20 workshops were applied in care centers for the elderly. The project was funded by the Secretary of Social Development The project is structured on the educational model based on competencies, covering the 3 levels this raises: 1. Knowledge, at this level, students built their knowledge to the workshops, 2. Knowing how, and analyzed at this level systematized information acquired and finally 3. Do, this level was implemented of the workshops in a professional manner. RESULT Trained a total of 200 caregivers who 180 of them were women through the implementation of 20 workshops, it was possible to sensitize these 100 families who are careful about the importance of care and the need to add to this. It was performed and delivered the Guide for Older Adult female caregivers. And the students got their prior knowledge related to the knowledge acquired in each of the topics that were implemented in the guide for caregivers to eventually turn them into a meaningful learning and high impact in gerontological practice. CONCLUSION The implementation of a competency-based education project has reflected significant effectiveness in student learning in a way that brings them closer to the gerontological professional practice and at the same time contribute to the development of their community.

**Objective 1:** Implement an intervention project to improve the skills of students through the competency model to help to improve the quality of life of female caregivers of older dependent adults.

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**Session Number:** 75  
**Session Title:** Poster Session 2  
**Abstract:** Field Practicum of the First Institute of Gerontology in Taiwan. Feng-Hwa Lu, Li-Fan Liu, Li-Kuang Chen, Ching-Ju Chiu, Sheng-Yu Fan, Hui-Ching Weng, Chia-Ming Chang
Abstract Body: Background: Field practicum is an essential course for gerontological training in higher education to help students to bridge the gap between their academic and professional career. After complete the internship training, students will learn how to apply the theories and concepts from the classroom to a real-world environment. Since to share and to learn the experience among institutes in the higher education in gerontology is very important, we would like to share our unique training program and to get feedback to improve our program. Aim: to present the detail of the field practicum course in the first Institute of Gerontology in Taiwan in order to share experience and to get feedback from other institutes. Methods: The field practicum course (two credits) is essential for students of the Institute of Gerontology before graduation. The course is divided into two parts; the first part is required course of learning at the affiliated hospital of the Medical College, National Cheng Kung University. The second part is optional course choosing by students according to their own background or interest. After all students finish field practicum at the same year, an internship result presentation was held to let students to share their learning results with other students who have same or different background disciplines. Results: From 2008 to 2015, we already have seven years’ experience. Even students who are not medical background reflected that they understood more about the medical services and health of the elderly. They also appreciated the training of optional course to let them more understood the future career. They also enjoyed the result presentation, since they can learn much experience from other students. Conclusion: The satisfaction of field practicum course with required and optional part is high since the course met the students’ learning need.

Objective 1: After attending this activity, participants will be able to know the unique field practicum program of the first graduate education in gerontology in Taiwan

Session Number: 75
Session Title: Poster Session 2
Abstract: Developing a Senior Mentor Program for First and Second Year Osteopathic Medical Students. Nancy Van Winkle

Friday, March 4, 2016; 9:30 AM-12:30 PM
Abstract Body: In Fall, 2013 the Oklahoma State University College of Osteopathic Medicine instituted a major curriculum change. As part of this change, a new required two-year course, “Developing the Physician,” was established. A component of this course each semester is the Senior Mentor Program. The Senior Mentor Program provides an opportunity for students to develop a professional, longitudinal relationship with an older adult and nurtures positive attitudes about aging and geriatrics. It also provides an opportunity for medical students to cultivate interpersonal skills useful for developing positive clinical relationships with older patients, as well as with patients of any age. Two students are assigned to follow the same Senior Mentor during the length of the “Developing the Physician” course. Senior Mentors are community-dwelling healthy elders or older adults with few chronic conditions. Senior Mentors are recruited in a variety of ways and attend an orientation. Student teams are matched with mentors and meet them at a luncheon organized by the school early in the fall semester of their first year. Prior to each visit to the Senior Mentor, students attend a classroom session to prepare them for their upcoming visit and assignment. Students visit their Senior Mentors in the mentor’s home, twice each semester and complete a different assignment during each visit. The assignments include taking a life history and medical history, developing a prevention plan, and discussing advance care planning. During the course of these visits, students practice a variety of skills that will be useful to them as physicians including interviewing skills, relationship building skills, and teaching skills. After each visit, students complete a short written assignment that has transformed over time. They also meet in a small group with a faculty facilitator to discuss and reflect on the visit and assignment. Additional activities have been added to the small group sessions that supplement and round-out the
assignment, such as reading and reflecting on cases, reflection essays, and recent news events. At the end of the program, students attend a luncheon with their Senior Mentors to thank the mentors for their participation and contribution to the medical students’ education and to present the mentors with a certificate of appreciation. The Senior Mentor Program is evaluated in numerous ways by students, mentors, and faculty committees. The program continues to evolve and most students and mentors feel they have benefited from participating in it.

**Objective 1:** After attending this activity participants will be able to discuss the successes and challenges of establishing a Senior Mentor Program that is required for osteopathic medical students.

**Session Number:** 75

**Session Title:** Poster Session 2

**Abstract:** Sexuality in Long-Term Care Facilities: Moral and Ethical Perspectives in the Contexts of Aging. *Rachel L. Avants, Leah J. Henry*

Friday, March 4, 2016; 9:30 AM-12:30 PM

**Abstract Body:** Despite on-going conversation in recent years that the baby boomer/free-love generation would change the face of aging, including expectations regarding sexuality, a number of recent, high-profile cases regarding sexual behaviors in long-term care (LTC) facilities have catapulted the topic into the public eye. The Society for Post-Acute and Long-Term Care Medicine reports that only about 25% of facilities have policies in place on intimacy and sexual behavior; almost half noted that developing a policy was “planned” or “uncertain.” The World Health Organization recognizes sexuality as a basic human right throughout the lifespan; however, the changing face of aging (longer lifespan, Viagra, more communal/institutional living, increased awareness of dementia) has led to a number of unanticipated challenges. This is particularly true in the settings of LTC. Although sexuality is a human right and behavior, in LTC the issue is usually discussed in terms of legal liability. This poster explores the challenges of sexuality in LTC facilities in the context of ethical principles of health care practice and administration. Among the factors that have been noted to complicate addressing sexual issues in LTC facilities are dementia, family emotions/involvement, Personal beliefs/values of providers, and institutional policies (both explicit and implicit). The author will discuss the challenges within the following contexts: the Constitution right to privacy; the Basic Principles of Morality – Goodness, Justice, and Autonomy; basic constructs of healthcare ethics – respect, individual rights vs. common good, protection against discrimination, and nonmaleficence/beneficence. Suggestions for addressing the challenges will be presented, such as: broadening our definition of whole person care, case-by-case considerations, continuous staffing, clear policies that ensure right to privacy without compromising safety, improved staff training, and family education. The poster will also demonstrate practical applications of the ethical decision-making model to sexuality issues in LTC, and specifically explore recommendations for policy and institutional culture changes.

**Objective 1:** By attending this session, participants will be able to cite and discuss at least 3 challenges that LTC facilities face in providing environments for healthy sexuality.

**Objective 2:** By attending this session, participants will be able to note 3 approaches to addressing the challenges of providing healthy sexual environments in LTC facilities

**Objective 3:** Identify two policy changes that would help to ensure healthy sexual environments in LTC facilities

**Session Number:** 75

**Session Title:** Poster Session 2

**Abstract:** Innovative Agenda-Setting Practices: Reshaping Leadership and Advancing Policy Development to Promote Healthy Aging. *Charles T. Kozel, Anne P. Hubbell, Michael T. Hatcher*

Friday, March 4, 2016; 9:30 AM-12:30 PM
Abstract Body: This research provides novel directions for addressing health inequities through the use of innovative agenda-setting practices to advance policy-driven health promotion innovations. Agenda-setting theory is the idea that the mass media do not tell people what to think but do influence what they think about (Cohen, 1963). It conceptualizes the process of how issues move from relative unimportance to the forefront of policymakers’ and the public’s thoughts (Dearing & Rogers, 1996). Health Promotion Agenda-Setting (HPA-S) provides health promotion leaders and practitioners with an innovative framework and strategy to set agendas for sustained courses of action (Kozel, Kane, Rogers, & Hammers, 1995). Agenda-setting is a cross-cutting theory which offers explanation of how issues move from relative unimportance to the forefront of action among the media, public, and policymakers. Policymakers take action largely on issues that attain the pinnacle of the policy agenda (Pertschuck, 2001). A bi-national interdisciplinary research team examined the agenda-setting processes and how the health agenda in the Paso del Norte region was determined. The research helped in identifying deficiencies in the border area’s public health policy development and advocacy practices working toward the bi-national objectives in the Healthy Border 2010 initiative. Structured face-to-face interviews were conducted among sometimes “hidden” population of border region agenda-setters from Las Cruces, NM, El Paso, TX and Cuidad Juarez, Mexico. Each participant represented media, public, or policy affiliation. Deficiencies were identified in the border public health agenda-setting practices, for working toward the bi-national objectives in the Healthy Border 2010 initiative. Successful agenda-setting strategies and practices were identified including: developing a shared vision, alternative solutions, pre-decision systems, and strategic collaborative partnerships for increasing media “salience” for ‘sustained’ action. Practice implications were identified for innovative Health Promotion Agenda-setting in applied settings, such as Healthy Aging. Findings provide practitioners with a framework through strategic direction for advancing sustained courses of action for policy development and advocacy for policy-driven innovations to improve healthy aging. The HPA-S practice approach works to specify, prioritize problems, offer alternative solutions for increasing media exposure while setting agendas for sustained courses of action (Kozel et al., 2003; Moran, Kozel & Hubbell, 2011). This applied research provides gerontology practitioners and policy stakeholders direction for sustaining advocacy and policy development aimed at advancing gerontology leadership to promote healthy aging and improve health equity. Key words: Advocacy, Policy Development, Advancing Practice and Leadership, Innovation, Agenda-setting

Objective 1: Describe innovative practice characteristics of agenda-setting for use in sustained advocacy and policy development to promote healthy aging

Objective 2: Identify and discuss successful Health Promotion Agenda-setting design and practice strategies to foster sustained salience for advancing gerontology leadership for policy development to promote healthy aging

Session Number: 75
Session Title: Poster Session 2
Abstract: Sole Providers: Designing and Delivering a Community-Based Foot Care Clinical Practicum for Community-Dwelling Older Adults. Mary E. Stolder
Friday, March 4, 2016; 9:30 AM-12:30 PM
Abstract Body: Nurse practitioner (NP) programs prepare graduates to implement the full scope of practice. The NP core competencies (scientific foundation, leadership, quality, practice inquiry, technology and information literacy, policy, health delivery, ethics, and independent practice) are acquired through mentored patient care experiences, with an emphasis on delivering evidence-based, patient-centered care. In particular, offering a comprehensive foot care curriculum that emphasizes independent and interdisciplinary practice serves as a means to address health care disparities and to reduce complications of previously diagnosed and undiagnosed foot and nail conditions. There is
evidence that appropriate risk assessment can reduce the lifetime risk for foot ulcerations in persons with diabetes, thus improving quality of life. A foot and nail care curriculum that addresses all components of a comprehensive lower extremity assessment and includes sufficient supervised clinical practice will enable the graduate to develop competency in diagnosing and treating common conditions of the nails. Students will be equipped to provide health care services that encompasses relevant health promotion, disease prevention and disease management activities. Didactic course content emphasizes the use of advanced health assessment, the delivery of evidence-based screening and diagnostic strategies, the prevalence of diabetic foot ulcerations, and population-focused disparities in foot care. Students are apprised of scope of practice and delegation issues, reimbursement and documentation. During the day-long clinical portion of the curriculum, a community setting is used to offer free foot and nail care, with an emphasis on the provision of services to community-dwelling older adults. In the clinical setting students are expected to collect a health history using a standardized form, conduct a focused assessment, and demonstrate basic and intermediate foot care competencies which includes skin care, trimming and debridement. Patient education that takes into account the principles of health literacy may include individualized information on hygiene, skin care, the need for daily inspection, age-specific changes of the foot, proper shoe fit, problems that should be reported, weight management, smoking cessation, and a plan for referral and follow-up care if indicated.

**Objective 1:** Discuss the design and implementation of a foot care clinical practicum to provide services for community-dwelling older adults.

**Objective 2:** Discuss the design of a comprehensive foot care curriculum that emphasizes independent and interdisciplinary practice.

**Session Number:** 75

**Session Title:** Poster Session 2

**Abstract:** Dare to Dream: New Venture Incubator for Older Adults. *Shira Hantman*
Friday, March 4, 2016; 9:30 AM-12:30 PM

**Abstract Body:** The presentation will describe a joint program of academia and community that aims to foster active aging through entrepreneurial activities among older adults in. The project establishes the feasibility of implementing an intervention program that assimilates the concept and capabilities of entrepreneurship among older adults and supports them while launching new ventures. A 12-meeting training program monitored by four economics and social work undergraduate students was offered to a selected group of older adults who sought to extend their employment following retirement and had no previous entrepreneurial experience. Each training group consisted of 10 to 15 participants, a total of 53 in 4 groups. Within two years 35 of them (66%) succeeded in launching some sort of micro-sized new venture based on their previously formulated ideas or dreams and past work experience and further encouraged by participation in the program. Fostering older adults’ entrepreneurial activities has value much farther than fulfilling individual needs because it provides benefits to the welfare of the community as well as to the economy. The pilot experiment suggests that this type of intervention program is feasible and warrants further studies. The involvement of students in the project enhanced their sensitivity and understanding of older adults and the possibilities of working with this population.

**Objective 1:** Participants will learn how to create a training program for older adult entrepreneurs in an academia community setting

**Session Number:** 75

**Session Title:** Poster Session 2

**Abstract:** Successful Service Learning Strategies for a Graduate Level Course: Social Work With Older Adults. *Nancy Kelley-Gillespie*
Friday, March 4, 2016; 9:30 AM-12:30 PM
Abstract Body: The purpose of this poster is to describe the impact of service learning in a "Social Work with Older Adults" course on graduate student learning and meeting community needs. Service learning strategies that are key to overcoming challenges and sustaining successful classroom-community partnerships will be presented. Eight years of experience and data collected on an MSW course specifically developed as a service learning class will be shared. Information is based on pre/post evaluations conducted by the University’s Service Learning Academy, student course evaluations, evaluations from community partners, and anecdotal experiences. Specific service learning strategies to be discussed include: -- Establishing ongoing relationships with community partners -- Partnering with former students who are now community professionals -- Collaborating with partners of the same professional background as the students -- Emphasizing shared peer learning via varied service learning projects and venues These strategies effectively help overcome challenges with service learning when things don’t go as planned. For example, sometimes there are problems on the student side of things (e.g., students not getting along with each other, lack of initiative from students, one dominating or one disengaged student); sometimes there are problems on the agency side of things (e.g., accessibility or communication difficulties, staff turnover, agency instability); sometimes there are problems on the instructor side of things (e.g., logistical glitches with project set-up/monitoring/follow-up, lack of clarity of goals/purpose, balancing educational needs of students at different levels of experience and interest in working with older adults). Overcoming these challenges is critical to meeting the fundamental goal of service learning-- integrating classroom learning with “real world” experiences that serve a mutually beneficial role to help the community and help prepare up-and-coming professionals. Next steps will also be discussed to expand successful service learning opportunities for graduate students engaged in social work practice with older adults. Examples will include greater emphasis of networking opportunities between community partners themselves (e.g., referral sources, collaborative opportunities) and between students and community partners (e.g., practicum opportunities, employment prospects, community resources). Highlighting the benefits of shared learning to community partners by exposing them to cutting edge information and new ideas they may be able to implement in their organizations will be also addressed. Moreover, opportunities to collaborate on multiple service learning projects within one organization, working on service learning projects that span multiple organizations, and creating cross-course service learning projects will be explored (including intergenerational connections for the latter two ideas).

Objective 1: Describe the impact of service learning in a "Social Work with Older Adults" course on graduate student learning and community needs.

Objective 2: Discuss service learning strategies key to overcoming challenges and sustaining successful classroom-community partnerships.

Session Number: 75
Session Title: Poster Session 2
Abstract: An Eye on the Future: Development of an Undergraduate Course on Low Vision in Older Adults. Claudia Oakes
Friday, March 4, 2016; 9:30 AM-12:30 PM
Abstract Body: This presentation will describe a newly developed undergraduate course with a service-learning component that focused on older adults with low vision. Health Science students learned about ocular anatomy and common diagnoses that result in low vision. They were also introduced to a range of professionals and services available to older adults with low vision, an important part of interprofessional education (Interprofessional Education Collaborative Expert Panel, 2011). Students provided a valuable community service by sharing the information they learned with residents of a local assisted living facility. They also completed individual interviews with the residents who had low vision in order to learn about their adaptation. Qualitative and quantitative data were collected to better
understand students’ perceptions of their experiences. Students (N=10) were asked to rank order the value placed on seven course objectives. The Friedman test (Conover, 1980) was used to answer the research question “Were any of the objectives consistently ranked higher than the others?” The results (Q(6) = 29.143 p < .000) demonstrate that students placed higher value on objectives related to fact-based course content and lower value on objectives related to attitudes about working with older adults. Students also completed weekly journal entries, and their reflections painted a more nuanced picture. Many students wrote that they could envision working with older adults, and felt they had a better understanding of the complexity of the skills required to successfully do so. They also valued the opportunity to learn about the roles of health professionals who help older adults with visual impairments, as they recognize the importance of teamwork in health care. Conover, W. (1980). Practical nonparametric statistics (2nd ed.), New York: John Wiley. Interprofessional Education Collaborative Expert Panel. (2011). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, D.C.: Interprofessional Education Collaborative

Objective 1: Describe the development of a new course designed for Health Science students to promote interest in working with older adults.

Objective 2: Describe the results of a study that analyzed students’ perceptions of a course related to low vision in older adults.

Objective 3: Consider the importance of interprofessional team development in the undergraduate curriculum.

**Session Number:** 75

**Session Title:** Poster Session 2

**Abstract:** Telling My Service-Learning Story: Letters and Visuals as Innovative Reflection. Cynthia R. Hancock, Louise M. Murray

Friday, March 4, 2016; 9:30 AM-12:30 PM

**Abstract Body:** Undergraduate gerontology students at the University of North Carolina Charlotte have been engaged in intergenerational service-learning since 1999. Our model has evolved over the years as community partners have changed, the nature of the course to which it is attached has changed, and faculty expertise has changed. Currently students are trained to engage in ten hours of conversation with an older adult with some level of cognitive impairment at one of our four partnering assisted living communities. Students and residents become semester-long conversation partners. Student reflection comes in the form of four reflection papers, as well as in-class formative and summative reflection. The current prompt for the final reflection paper asks students to write a hypothetical letter to their conversation partner, their conversation partner’s family, themselves, or a future student. Additionally, students are asked to share their experience in an oral presentation which includes a visual cue that helps them to tell the story of their semester with their conversation partner. These letters and visual cues have been systematically analyzed by the authors for content and themes to understand the service-learning experience of our students. We will share the evolution of our reflective learning model and the themes that have emerged from our latest reflective process. We hope it inspires others to think of service-learning reflection in emerging and innovative ways.

**Objective 1:** After attending this workshop, participants will be able to describe innovative service-learning reflective learning tools.

**Objective 2:** After attending this workshop, participants will be able to identify the outcomes of the use of specific innovative reflection tools.

**Objective 3:** After attending this workshop, participants will be encouraged to broaden their view of service-learning reflection and how it may be implemented in new and innovative ways.

**Session Number:** 75
Session Title: Poster Session 2
Abstract: Practice With Older Adults in NY City: Preparing Social Work Students and Educators for Leadership in Gerontology Worldwide. Justine McGovern
Friday, March 4, 2016; 9:30 AM-12:30 PM
Abstract Body: This paper suggests that social work practice with older adults in an urban environment can prepare helping professionals for leadership in gerontology worldwide. Combining theory and practice from an international and interdisciplinary perspective, the paper demonstrates how applying critical concepts such as intersectionality to social work practice with older members of the African Diaspora residing in the Bronx and South Asian adult children caregivers of older parents in Queens, can improve outcomes for vulnerable urban populations and support professional development. Beyond proposing a theoretical framework, the paper suggests ways to integrate an international and interdisciplinary perspective into gerontology electives and core courses at both the B.A. and M.S.W. levels of the social work curriculum. In a first step, the paper argues for greater integration of critical theory into social work education overall. The benefits are twofold. Not only does critical theory allow for new perspectives on old problems to emerge, which can engender new solutions, but also, it provides entry into the international social work conversation, which tends to be more critically oriented. Where practice in gerontology is concerned, viewing the lived experience of growing older through the critical theory lens, and concepts such as intersectionality, sensitizes helping professionals to a wide range of factors that have a direct impact on wellbeing throughout the life course. In a second step, the paper also argues for greater interdisciplinarity in the social work curriculum. Inclusion of contributions from other disciplines, such as Women’s Studies and Sociology, can increase students’ cultural and intellectual competence, thereby improving their options in the global marketplace. In a third step, the paper draws on concrete examples to illustrate how to reflect an international and interdisciplinary perspective in coursework, and introduce the material to students. In addition, it highlights ways this content has been influential in practice with older adults and students’ professional development in New York City. The paper advocates for integration of more international and interdisciplinary perspectives into social work education. It argues that beyond providing the highest quality service to older adults in diverse urban communities, the approach also prepares students for practice that reflects changes in global demographics and emerging social needs, and supports educators’ engagement with other professionals on the global stage. Ultimately, the paper aims to improve outcomes for clients, and position students and educators for leadership in gerontology worldwide.
Objective 1: Participants attending this session will be better prepared to integrate international and interdisciplinary perspectives into social work courses.
Objective 2: Participants attending this session will develop a greater understanding of the potential of critical theory for social work practice in gerontology.
Objective 3: Participants attending this session will gain skills for gerontology leadership in the global context.

Session Number: 75
Session Title: Poster Session 2
Abstract: Teaching Taboo Topics: Risky Behaviors in Late Life. Pamela P. Brown, Adrienne L. Cohen, Hallie E. Baker, Colleen R. Bennett
Friday, March 4, 2016; 9:30 AM-12:30 PM
Abstract Body: Often instructors in gerontology skip or gloss over topics that are considered challenging to teach, whether the difficulty is lack of knowledge on the subject or a topic that might be considered immoral, morbid, icky or “taboo.” In previous AGHE conferences, participants have asked for information regarding instruction/teaching strategies focusing on risky behaviors within the aging
community. This symposium answers these questions by exploring four risky behavior areas: Gambling, Sexuality, Alcohol, and Rx or illicit drug use. The initial presentation utilizes interactive learning strategies in teaching students about problem gambling in later life, and assist students in moving from myth to reality on older adults and problem gambling. Students, like most people, have an unrealistic view of gambling in later life, and often misunderstand gambling as an addiction. Types of gambling older adults engage in, from scratch tickets to group casino trips, are overlooked. Finally, older gambling addicts face unique issues such as a lack of options for recuperating lost savings and a lack of age specific treatment options. The second presentation focuses on sexuality in older adults, specifically risky behaviors which increase sexually transmitted infections (STIs). The presenter will discuss the use of critical thinking exercises to help students identify why older adults are at higher risk for infection, what consequences may occur, and why misdiagnosis or non-diagnosis may occur. Prior students have noted sexual history/partners/sexual behaviors questions are not found on intake forms within clinical settings. The third presentation discusses alcohol abuse within the aging population utilizing case studies. Alcohol is the most frequently abused substance among adults over 50, and is the most common reason for older adults’ admission to addiction treatment. Nearly 3% of adults aged 50 or older are either dependent on or regularly abuse alcohol, and nearly 10% of adults aged 55 to 64 report episodic binge drinking in the past month. A leading cause of disability worldwide, alcohol dependence or alcoholism is undoubtedly an aging issue. The final risky behavior is related to Rx/illicit drug use by older adults utilizing simulation exercises. Students are often reluctant to realize that their parents or grandparents may be using or abusing drugs. Recent research shows dramatic increases in the use of illicit drugs by older females. Prescriptions are the second most abused substance among women over 50. Additionally, this group had the highest hospital admission for illicit drugs such as heroin, cocaine, or opiates.

**Objective 1:** After attending this activity, participants will be able to incorporate teaching risky behaviors in older adults via four strategies within their classroom.

**Objective 2:** After attending this activity, participants will be able to discuss three examples substance abuse of older adults with current research and statistical information.

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**Session Number:** 80

**Session Title:** 45 Minute Workshop 3

**Abstract:** DIY Instructional Design for Non-Designers in Gerontology. Katherine Im

Friday, March 4, 2016; 11:00 AM-12:30 PM

**Abstract Body:** The role of the instructional designer is undeniably important in digital learning, but what is an educator to do when resources are limited and instructional design support stretched thin? Gerontology departments – often small in size and enrollments –typically fall to the bottom of the instructional design docket. This presentation discusses basic principles of instructional design for the non-designer and identifies when and how to incorporate designed content. Strategies for designing effective courses using open learning resources and DIY learning objects will be illustrated using a gerontology classroom as a case example.

**Objective 1:** For non-designers to gain a basic understanding of instructional design principles in digital learning.

**Objective 2:** For non-designers to understand where and how to incorporate designed content into a digital classroom.

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**Session Number:** 80

**Session Title:** 45 Minute Workshop 3

**Abstract:** Medicare at the Creation: How the Program was Fashioned and Why it is so Complex. Bob Rosenblatt
Abstract Body: This is a live look at history, a discussion between Lee Goldberg, vice president for health policy at the National Academy of Social Insurance and Bob Rosenblatt, Senior Fellow at NASI. Rosenblatt has been writing "Covered," a weekly NASI report live-blogging the creation of Medicare and Medicaid in 1965. Rosenblatt takes on the persona of a reporter covering the story in 1965.

Objective 1: To Give AGHE members a clearer understanding of how Medicare was fashioned.

Session Number: 90
Session Title: 45 Minute Workshop 4
Abstract: Collaborative Research With Professors and Graduate Students: Stories From the WIGL (Women in Gerontology Legacy) Project. Adrienne L. Cohen, Colleen Bennett, Akiv Dawson, Pamela Brown, Laura Gillen, Erica Hegland

Abstract Body: The WIGL (Women in Gerontology Legacy) project is a collaborative research project which engages graduate students on several levels. The project seeks to increase our understanding of the life course experiences of older women gerontologist and also provide mentoring relationships for women gerontology students. The project engaged close to 30 women graduate students over the course of the first year of the project providing them with opportunities to actively engage in research. Students’ roles included data collection through interviewing, transcribing, data coding and analysis, paper presentations at conferences and article writing. The presentation itself will be presented by professors and graduate students from the project. This paper provides information on the benefits and challenges of collaborative research, for both students and professors. Effective strategies and “bumps in the road” will be explored.

Objective 1: By attending this paper session attendees will increase their knowledge of strategies that can be used to collaborate with graduate students on research.

Session Number: 90
Session Title: 45 Minute Workshop 4
Abstract: Capstone Practicum Community Service Project: A Leadership Learning Experience That Makes a Difference, Propels Students Onward, and Includes Skills That Employers are Looking For!. Cheryl A. Osborne

Abstract Body: Academically developed and monitored internships and practicums, along with collaborative community partnership projects have been identified by the Association of American Colleges and Universities (AACU) as High Impact practices leading to enhanced student learning, community engagement, and outcome completion. Additionally, these collaborative projects benefit elder populations in a variety of settings as well as aging service organizations where students are completing their experience hours. This workshop discusses the benefits, essential processes (background, development, implementation, evaluation, sustainability, and dissemination), and measurable outcomes (Gerontology Competencies including knowledge, attitudes, and skills) of innovative evidence-based Community Collaboration Leadership Projects that are completed in an undergraduate capstone practicum course. Examples of a variety of projects illuminate the knowledge application, creativity, projects’ breadth and depth, and the holistic impact achieved for all stakeholders. Examples of how a community collaboration project may be used in Program Assessment/Evaluation will also be discussed.

Objective 1: Describe the benefits and processes of community collaboration leadership projects for undergraduate students.
Objective 2: Discuss the outcomes (knowledge, attitudes, and skills) of a community collaboration leadership project.

Objective 3: Identify how a community collaboration leadership project may be used in Program Assessment/Evaluation.

Session Number: 95
Session Title: 90 Minute Workshop 6
Abstract: College Students’ Experiences of Death and Bereavement: Implications for Curriculum, Practice, and Policy. Cory Balkan, Margaret M. Manoogian
Friday, March 4, 2016; 11:00 AM-12:30 PM
Abstract Body: As a culture, we struggle with conversations concerning death. Our discomfort and pain may have implications for how we experience bereavement and family relationships. How individuals encounter death in their personal lives also has potential to shape conversations about death, understanding of options for end-of-life care, and access to important tools for dealing with bereavement and death. College students frequently experience a variety of losses, including the deaths of grandparents, peers, and others. For example, an estimated 25-30% of undergraduate students have experienced the death of a close family member or friend within the past 12 months (Balk & Walker, 2008). They often feel isolation and loneliness (Balk, 2001) and their grief process may involve sadness, depression, loneliness, fear, guilt, and anger (Balk, 1997; Lagrand, 1985; Rando, 1995). Additionally, the college environment can create unique difficulties for students needing grief support (Moos & Schaefer, 1996). These students often find that their non-bereaved friends lack an understanding of the importance, intensity, and duration of their grief (Balk, 1997; Balk & Vesta, 1998). College faculty also may have difficulties in knowing how to best support students. On many campuses, greater student understanding of personal loss in a larger context often derives from formalized death education. Through these courses, faculty members help students learn more about personal losses, gain insight into various cultural understandings of death, and access information about end-of-life care (e.g., advanced directives, Death with Dignity legislation, hospice care). Death education also helps inform students as to how end-of-life concerns have implications for families, work with older adults, and their roles as informed public citizens. Historically, however, course offerings in formalized death education are low, even among medical and nursing school curricula (Wass, 2004), which can leave both students and faculty unprepared to address student losses. This workshop will provide: -Research conducted at two college campuses: (a) Exploring Loss in College Students via Shared “Lossography” Narratives; and (b) College Students’ Experiences of Grandparent Death. This research will help to inform participants about how students are experiencing deaths in the environmental context of college campuses. -Discussion of how faculty members can both enhance curriculum as well as identify campus supports for college students experiencing the death of others. -Understanding as to how faculty members can help college students to engage in discussions and actively participate in the public forum when policies and programs are planned or in place to address end-of-life issues.

Objective 1: Understand how college undergraduates experience death of a significant person and how it may affect their academic performance

Objective 2: Identify ways to help undergraduate students cope with death on college campuses through curriculum, services, and policies

Objective 3: Discuss how early experiences of death may shape future discussions of death and end-of-life conversations in families and at policy levels

Session Number: 100
Session Title: 90 Minute Workshop 7
Abstract: The Inside Scoop: Publishing in Gerontology and Geriatrics. Kelly Niles-Yokum, Judith Howe, Kelly Fitzgerald, Colleen Bennett
Friday, March 4, 2016; 11:00 AM-12:30 PM

Abstract Body: This workshop is presented by the Editor in Chief, Managing Editor, an Editorial Board member, and a student representative of the Journal of Geriatrics & Gerontology Education. It is designed to provide information about the official journal of AGHE and share information about the peer-review process, the value of a statistical editor, and the role of reviewers. The presenters will also discuss what it takes to be successful before, during, and after a manuscript is submitted. This interactive workshop will include discussions about what is a “good” manuscript, why key words are important and the importance of a strong title and why this is important. Participants will be encouraged to engage in discussion related to manuscript preparation and the peer review process. The session will also give participants an opportunity to meet and talk with the presenters about journal initiatives, including the Reviewer-in-Training program and the International program.

Objective 1: To inform participants about the peer review process and the role of the editorial staff.
Objective 2: To provide tools to help participants prepare successful manuscripts.

Session Number: 110
Session Title: 90 Minute Workshop 8
Abstract: Educational Leadership in Community Colleges/Addressing Challenges Through Best Practices in Gerontology Education & Career Development. Jan Abushakrah, Mike Faber, Judith Phillips, Janice Velazquez
Friday, March 4, 2016; 11:00 AM-12:30 PM

Abstract Body: This workshop builds on the long and rich experience of community colleges in developing and sustaining thriving credit and non-credit gerontology programs. This experience has been shared and enriched most recently through four AGHE Pre-Conferences on community college programs and workforce development from 2012 through 2015. Guidebooks for these workshops have also served as the basis for ongoing program development through Community College Committee teleconferences and other exchanges and consultations over the years. The workshop will be conducted as a collaborative learning process addressing key program development issues: degree, certificate and non-credit program development and implementation, financing and budget management, institutional support, marketing and student recruitment, alliances and partnerships, continuous improvement and assessment approaches, and strategies to address challenges and promote survival and success.
Workshop organizers will provide participants resources, including prior Pre-Conference guidebooks and program materials (curriculum, branding, brochures, working papers, etc.), and encourage participants to share their own materials, questions, challenges, and visions. The Community College Committee will follow through on networking and exchange proposals that emerge from the group, and will also make an effort to involve those who are unable to attend the annual meeting, but have much to contribute.

Objective 1: Objective 1: Workshop participants will work through a practical, step-by-step checklist on how to develop and sustain degree & certificate programs, through resources, guidelines, and best practices of a number of community colleges.
Objective 2: Workshop participants will gain examples of successful active aging, workforce development, community outreach and other non-credit programs, with guidelines on how to coordinate such enterprises with an existing credit program and/or how to develop a credit program based on those programs.
Objective 3: Workshop participants will join a vibrant network of community college programs dedicated to mutual support and exchange for the promotion of a thriving, global, gerontological community.
Session Number: 115
Session Title: Cultural Diversity Building Community and Breaking Barriers
Abstract: Happiness in Little Things – Aging in Russian-Speaking Immigrant Community. Polina Ermoshkina, Kate de Medeiros, Robert Rubinstein
Friday, March 4, 2016; 11:00 AM-12:30 PM
Abstract Body: A large number of older Russian-speaking immigrants arrived to the United States after the collapse of the Soviet Union. And since Russian-speaking immigrants are outnumbered by Hispanics and Asians, their voices are rarely heard in gerontological research. Analysis of the current academic literature showed that very few studies have specifically examined the experiences of older Russian-speaking immigrants in the United States. The limited number of studies that do exist are mostly focused on the health services utilization patterns and cultural adaptation challenges. This qualitative study examines the Former Soviet Union older women experiences of aging in the United States and how their current views of social status, standards of living, and relationships with their immediate family were influenced by the collectivistic ideology of the Soviet Union. A thematic analysis approach was used to analyze interviews conducted with 16 immigrant women from a Mid-Atlantic region, who moved to the US after the collapse of the Soviet Union. Seven identified themes were broken down by two major categories: childhood and adulthood in the Soviet Union and older age in the United States. All participants without exception lived their childhood through excruciating poverty of WWII, famine, and the absence of basic resources. Their experiences were often not understood by their grandchildren who were born and raised in a different era. The findings suggest that views of long-term care, intergenerational support and expectations are deeply rooted in the cultural and societal expectations of the country of origin.
Objective 1: After attending this presentation, participants will be able to understand how experiences in the Soviet Union shaped Russian-speaking immigrant women’s current views of aging, intergenerational support, and long-term care.
are associated with decreased sexual interest. Students reflected that this research process was a great learning experience to eliminate stereotypes regarding sexual issue of the elderly and it opened their eyes to the importance of looking at sexual communication matters among older adults. Study finding suggests that students had reduced their stereotypes regarding sexuality of the elderly and developed cultural competence through this research. This learning process also provides them with an opportunity to be interested in gerontology area as their career of focus.

**Objective 1:** To define issues of sexuality communication in middle and older adults in the educational setting and identify effects of sexual communication and relationship satisfaction on quality of life

**Objective 2:** To explain the importance of cultural competence considering each ethnic group’s unique pattern of sexual communication and relationship satisfaction

**Objective 3:** To discuss about an appropriate pedagogical methodology to assist students to engage in talking about stereotype subjects such as sexuality of ageing population

**Session Number:** 120

**Session Title:** Fostering Professional Development Service Learning and Intergenerational Exchange

**Abstract:** Where is the Learning in Service-Learning?: Service Learning Activities and Working With Individuals With Cognitive Impairment. Charlie Stelle, Wendy Watson, Allison Ehmen

Friday, March 4, 2016; 11:00 AM-12:30 PM

**Abstract Body:** This project extends previous research in the area of service learning that has examined the efficacy of service learning as a pedagogy. The present study examined the experiences of students working with individuals with neurocognitive impairment. This study extends the authors’ research by incorporating additional quantitative measures to a previously developed program of service learning developed over previous years of course development. This study examined the experiences of 34 students that incorporated education, training and service around neurocognitive impairment as primary components of the course content. Students were required to participate in at least 15 hours of service at their choice of community partners including five local long term care facilites with memory care units and/or the Alzheimer’s Association Adult Day Health Center. Students completed both pre and post measures along a variety of issues. Measures at the beginning of the semester examined students attitudes and beliefs coming into the course through measures of knowledge of Alzheimer’s Disease (Alzheimer’s Disease Knowledge Scale-ADKS), attitudes and beliefs about dementia (Personhood in Dementia Questionnaire-PDQ), and hopefulness about dementia and person-centered care (Approaches to Dementia Questionnaire-ADQ). Post service learning follow-up included a reassessment using the scales from the pre-test. In addition, students completed the Community Based Learning – Student Survey – CBL-SS) to examine their attitudes towards working in the community and service learning. Lastly, students provided a reflective summary of their experiences that was used to examine the experiences of service learning. Analysis focused on the changes from pre to post test for knowledge of Alzheimer’s (ADKS), changing attitudes about dementia (PDQ), and valuing persons with dementia and retaining aspects of personhood (PDQ) and found to change over time as students engaged in working with individuals with dementia. Analysis also focused on aspects of service learning as a valuable pedagogy through the examination of the responses to the Community Based Learning Survey. In addition to the quantitative assessments, qualitative analysis using Atlas.ti was utilized to examine individual reflections on service learning through analysis of journal entries for themes of learning. Results indicate that students’ understanding of the process of the disease, communication skills, issues of personhood and and individuality of persons with dementia were all influenced by experiential learning with individuals with neurocognitive impairment. This study adds to the growing literature on the value of service learning in gerontology and the importance of incorporating service learning with individuals with cognitive impairment into gerontology curricula.
**Objective 1:** After this presentation, participants will be more aware of different methods of assessing learning when using service learning.

**Objective 2:** After this presentation, participants will be more knowledgeable about the impact that working with individuals with cognitive impairment has on student attitudes towards working with older adults and individuals with cognitive impairment.

**Session Number:** 120

**Session Title:** Fostering Professional Development Service Learning and Intergenerational Exchange

**Abstract:** Fostering Sustainable Communities by Training Future Professionals in Speech-Language and Hearing Sciences Through Service Learning. *Henrike K. Blumenfeld, Jessica A. Barlow, Fernanda Manriquez*

Friday, March 4, 2016; 11:00 AM-12:30 PM

**Abstract Body:** Service-learning provides unique opportunities for high-impact learning while introducing undergraduates to gerontology. In an upper division course on Aging and Communicative Processes, which is part of the major in Speech, Language and Hearing Sciences at San Diego State University, such a service-learning model was applied. Entering its third year in 2015-16, the project was developed as part of a University-wide initiative of community engagement for sustainable cities (the Sage Project) in partnership with National City, CA. In combination with classroom discussions, students volunteered at the Kimball Senior Center and the affiliated George H. Waters Nutrition Center for seniors in National City, participating in activities such as serving food, home meal delivery, teaching English as a Second Language, and social programming events. In 2014, an average 5 hours/student yielded 433 hours of service (86 students total); in 2015, an average 6 hours/student yielded 584 hours of service (97 students total). In 2014, students completed a short writing assignment describing how their experiences with the seniors related to an aspect of gerontological science. In 2015, students completed a writing assignment briefly proposing a novel idea for senior programming or facilities in National City, together with an observational and scientific rationale. These suggestions will be combined into a report and presented to city government. The most central achieved learning outcomes, as reported by students during class discussions, assessments, and in unstructured written feedback, included (a) increased understanding of the diversity in communicative, social, and psychological aspects of aging, as illustrated by more nuanced (“it depends”) evaluations of theories on aging; (b) marked improvements in the strategies students reported using to efficiently and respectfully communicate with seniors, together with higher comfort levels in engaging seniors; (c) greater reported empathy, understanding, and patience for seniors, including grandparents; and (d) an increase in the number of students who reported an interest in working with seniors in their future careers. To better quantify these outcomes, a structured and anonymous questionnaire will be administered focused on these outcomes before and after a new cohort of students completes the course in Fall 2015. In summary, with limited available resources, community engagement across the lifespan is becoming increasingly critical to support the aging population, and community-based service learning may provide a valuable model for building sustainable communities as well as training the next generation of professionals in the gerontology-related workforce, including speech-language pathologists and audiologists.

**Objective 1:** After attending this activity, participants will be able to discuss how community engagement of undergraduate students in Speech, Language and Hearing Sciences influences their views and knowledge in gerontology and intergenerational communication.

**Objective 2:** After attending this activity, participants will be able to discuss how service learning activities may contribute to building sustainable communities for seniors.

**Session Number:** 120
**Session Title:** Fostering Professional Development Service Learning and Intergenerational Exchange  
**Abstract:** Improving College Students’ Attitudes Toward Older Adults Through an Intergenerational Balance Education Class. *Melissa Powers, Jacilyn Olson, Brendon Nicholas*  
Friday, March 4, 2016; 11:00 AM-12:30 PM  
**Abstract Body:** Research in several disciples has shown that intergenerational learning opportunities are effective ways to improve college students’ attitudes toward older adults. The purpose of this study was to determine if a four week intergenerational balance education class would improve students’ attitudes toward older adults as well as their attitudes toward working with older adults. Students enrolled in a Health & Aging class were required to participate in the intergenerational balance education class. Fifteen students agreed to participate in our research study and completed attitudes assessments before and after the class. The balance education class was held at a local fitness center one day per week for four weeks. Class participants learned balance training activities along with basic concepts of balance training and how to continue practicing balance activities when the class was over. The class was attended by college students and adults over the age of 65 years. Partner and group activities were designed purposely to cause students and elders to interact with each other. Five assessments of attitudes were administered to students before and after the balance education class: the Revised Aging Semantic Differential Scale, the Fraboni Scale of Ageism, the attitudes towards the elderly scale from the Student Assisted Independent Living (SAIL) study, a revised version of the attitudes toward working with older people scale from the SAIL study, and a single question regarding willingness to work with older adults. Paired samples t-tests were conducted to examine changes in attitudes. Results indicated only one significant improvement in attitudes – the attitudes toward the elderly scale from the SAIL study (*p* = .02). Univariate effect sizes show small effects (d = 0.21 to 0.28) in the more positive direction for all attitudes scales. These results suggest that a short intentional interaction with older adults can improve students’ attitudes toward older adults and may improve their attitudes toward working with older adults. Future study in this area should incorporate a comparison group that does not receive the elder interaction to be certain it is the interaction and not the course that is improving attitudes. It is also recommended that scales be developed and validated to assess elders’ attitudes toward college students to determine if the attitude improvement also occurs in the older adult.  
**Objective 1:** After attending this session, participants will be able to explain the impact of an intergenerational balance education class on college students' attitudes toward older adults.

**Session Number:** 125  
**Session Title:** Symposium 5  
**Abstract:** Strengthening Educational Leadership in Gerontological Nursing: Mentoring Nurses From Diverse Backgrounds to Pursue a PhD With a Focus on Aging. *Janet Mentes, Shirley Evers-Manly, Ebere Ume, Sharon Cobb, Ariz Guzman, Adrienne Martinez-Hollingsworth, Linda Phillips*  
Friday, March 4, 2016; 11:00 AM-12:30 PM  
**Abstract Body:** Since the landmark Institute of Medicine (IOM) report on the Future of Nursing: Leading Change, Advancing Health which set an ambitious goal of doubling the numbers of nurse with doctorates by 2020, nursing schools have moved to meet that goal. This goal is important given that nurses with increased research, leadership and policy skills in aging will be required to lead health care initiatives for the growing numbers of older Americans who will require expert care. This symposium will present the Bridges to the Doctorate program that is a 5 year collaborative project between the University of California Los Angeles School of Nursing and the Mervyn M. Dymally School of Nursing at Charles R. Drew University of Medicine and Science funded by the National Institute of General Medical Sciences (NIGMS). The purpose of the grant is to increase the ethnic/racial diversity of those prepared to pursue research careers in nursing focusing on research about aging adults (45+) through early selection and mentoring of pre-licensure nursing students from under-represented minority groups (URMGs) with
the ability and interest in pursuing PhD studies. The program is unique in that we mentor students to consider doctoral studies early in their careers so that they may have longer and more productive research careers. The ultimate goal is that increasing nurse scientists from URMGs will help decrease the health disparities currently seen in these populations. This symposium will include 4 papers. The first will present an overview of the program and describe the successes and challenges experienced with the first 3 cohorts and goals for the last 2 years of the project. The second will describe the scholar selection process, mentoring and enrichment activities occurring at CDU prior to admission to the PhD program. In the third paper we present issues with transition into the PhD program including the summer bridge coursework and support strategies for the students once they enroll in the PhD program. The final paper will present perspectives of the program from students of the three cohorts that we have mentored to date.

**Objective 1:** At the end of this session participants will be able to describe 2 attributes of a mentoring program for nurses from diverse backgrounds entering a PhD program with a focus on aging.

**Objective 2:** At the end of this session participants will be able to identify one barrier and one facilitator for a mentoring program for nurses from diverse backgrounds entering a PhD program with a focus on aging.

**Session Number:** 130
**Session Title:** Symposium 6
**Abstract:** Aging and Future Careers: Latest Global Trends in Business and Aging. Dana Bradley, Elizabeth Elmore, Harvey Sterns, Janice I. Wassel
Friday, March 4, 2016; 11:00 AM-12:30 PM
**Abstract Body:** The rapid aging of the world’s population brings unprecedented and important changes in the global economic environment creating unique opportunities and challenges for businesses worldwide. These challenges and opportunities span multiple areas including issues related to corporate and public policy nationally and internationally that influence career options and thus the gerontology curriculum. This symposium will provide an overview of global aging’s influence on the “Longevity Economy” and the business opportunities created by longer life expectancy with particular emphasis on how aging populations affect macroeconomic systems. Next follows a discussion of trends in business and gerontological education based on findings from two surveys of business and aging educators conducted under the auspices of the Aging & Business Committee of AGHE. The third portion presents and discusses examples of current business and entrepreneurial developments in South Korea, Romania, and China. Finally, the symposium will present implications for both opportunities and challenges in collaboration between business and gerontology educations to shape curricula not only to enhance careers across the lifespan on the individual, but also to enhance the sustainability of Gerontology as a multidisciplinary field in higher education.

**Objective 1:** Upon completing this session, participants will be able to discuss how the "Longevity Economy" is influencing career choices and gerontology and business curricula.

**Session Number:** 135
**Session Title:** 45 Minute Workshop 5
**Abstract:** Staffing a Multidisciplinary Gerontology Program for Success: Adding a Biologist. Lyn M. Holley, Julie L. Masters, Shane Kotok
Friday, March 4, 2016; 2:30 PM-4:00 PM
**Abstract Body:** Strategic adaptation that anticipates and leverages the future is requisite in times marked by rapid changes of great salience to aging such as the swift emergence of “Geroscience” and exponential increases of knowledge from “hard science”. The “bright line” between “hard” science and social science is blurring (Sierra & Kohanski, 2013). Gerontology has moved toward becoming a separate
discipline at least since 1960 and taken many shapes around the theme of aging along the way (Lowenstein, 2004). A variety of disciplines have been contributory, but the physical, psychological and social aspects of aging have been constant themes throughout these progressions. Clinical disciplines have emphasized physical aspects, while the social science of gerontology has emphasized the psychological and social. Inclusion of biology courses in a gerontology curriculum has most often been achieved through enrolling gerontology students in courses offered by departments of biology - arranging for additional sections or slightly adapted biology courses to be available for gerontology students. In recent decades the explosion of knowledge about the biology of aging has made it necessary for gerontology as a social science to incorporate higher levels of biology expertise so that students and the faculty collegium can integrate new biology knowledge with other aspects of aging and participate fully in new understandings of the processes and potential of aging. Integration of a high level of biology expertise into the aging curriculum requires addition of gerontology faculty with that level of expertise. This paper details the journey of a department of gerontology in search of the “right” Biologist – it shares results of a survey of arrangements in other departments across the US as well as techniques for collaborative recruitment and assessment of candidates that were developed and refined over two years. It also describes the types of culture change, office, and equipment arrangements that can follow successful recruitment, and suggests approaches to budget and justification. This venture was born of strategic planning which highlighted the existing and growing need for expansion. Dissemination of knowledge and techniques about the rationale and process for adding a Biologist is likely to be useful, perhaps even cautionary for other schools, departments and programs.

**Objective 1:** After attending this conference session, participants will be able to articulate an overview of how the explosion of knowledge about the biology of aging impacts the social science gerontology curriculum.

**Objective 2:** After attending this conference session, participants will become aware of the challenges of adding the requisite level of expertise in biology to social gerontology course offerings, and will gain knowledge of the approaches most often used by social gerontology programs to accomplish that strategic imperative.

**Objective 3:** After attending this conference session, will become aware of the challenges of incorporating a Biologist into the social gerontology faculty, and will gain knowledge of one current case example in which techniques for recruitment and assessment of candidates were developed over a period of two years, as well as techniques for related culture change, office and equipment arrangements, and for budget and justification of the new Biologist position.

**Session Number:** 135  
**Session Title:** 45 Minute Workshop 5  
**Abstract:** Teaching Social Workers Assessment and Intervention Techniques With Older Battered Women. Ronald Dolon  
Friday, March 4, 2016; 2:30 PM-4:00 PM  
**Abstract Body:** Over the next decade, the number of older Americans will increase significantly. According to the projections, the number of Americans who are 65 years of age or older will increase to 54 million by the year 2020. A large portion of elder abuse involves an older victim who is in an ongoing relationship with the abuser. Communities are beginning to recognize the need to identify and provide violence services for older women (Straka, 2006). Zink et al (2005) found that intimate partner violence later in life occurs less frequently than with younger women but that it still occurs with enough frequency the practitioners should screen older women for domestic violence (Zink, et al 2005). Historically, interaction has been minimal between adult protective services and domestic violence services (Otto and Quinn, 2007; Cramer and Brody, 2013). There has been a distinct difference between the responses and approaches lately by the elder abuser and domestic violence field toward reporting,
intervention, and assistance to the older battered woman. Thus, older battered women have fallen between the cracks of both service networks and were not receiving the needed services.

Unfortunately, older women will begin or continue to experience abuse and neglect, often at the hands of someone they trust and love. Among women who are the victims of domestic violence, older women may be the most physically vulnerable, psychology conditioned to passivity, and isolated from social contact. Age related changes add to the obstacles older women face in trying to leave the relationship and start over in later life. Practitioners who work with older adults are in a unique position to identify and address the needs of older victims of abuse. By recognizing the dynamics of abuse in later life, practitioners can respond by offering services that support and improve the lives of the victims. Collaboration with other service providers with experience in abuse and aging is critical. Older battered women often have nowhere to turn and do not know what kind of help is available. Practitioners have a crucial role to play in abuse in later life cases. The presentation will focus on the following topics: interventions, the dynamics and consequences of abuse in later life, safety strategies, and multidisciplinary responses to older battered women.

Objective 1: Participants will recognize the dynamics of domestic violence in later life.
Objective 2: Participants will identify the challenges and barriers to services provided by agencies for older battered women.
Objective 3: Participants will understand referral sources and services provided by agencies for older battered women.
how older, professional men cope adaptively with involuntary job loss (and to understand the role that learning plays in this process), the speaker conducted a phenomenological study of men across a range of professional backgrounds who fit this profile. This later life phenomenon is a new, emerging example of transitional learning (Rossiter, 2007), and this study’s findings suggest that self-regulation, time use, and social supports impact and inform how study participants cope with this phenomenon and meet the demands of this unanticipated life transition. Findings of this study suggest that older men who cope adaptively with this phenomenon learn through the uncertainties of this unanticipated life transition by demonstrating more developmentally complex ways of meaning making. Specifically, men in this study demonstrated higher levels of cognitive well-being that pointed to more problem-focused behaviors and contributed to greater levels of curiosity about their circumstances. Also, men who coped adaptively demonstrated higher levels of emotional well-being inasmuch as they were capable of regulating negative emotional responses to the life event and, in turn, invoking positive emotions to underpin their cognitive well-being. Such men viewed themselves as “narratives” with subsequent chapters to be written, and such men were more likely to actively seek out others who also lost jobs (what the speaker calls “rugged interdependence”) to further their goals and objectives moving forward. The coping process is a recursive and iterative one, and—indeed—job loss can seem analogous to a death; to that end, the speaker frames his findings using a dual-process model of bereavement (Stroebe and Schut, 1999) to reflect the learning process central to adaptively coping with job loss in later life. A challenge for facilitators of adult learning (e.g., educational gerontologists) is to understand how these men learn from and through their circumstances, and what types of learning experiences relate to adaptive coping. With this knowledge, facilitators can help adults make sense and meaning of these later-life disruptions, and—in so doing—help them avoid “narrative foreclosure” (Randall, 2013) and continue to “story” their lives in their later years.

**Objective 1:** After attending this session, participants will be able to revisit and potentially nuance their own understanding of “later life generativity,” based upon the results of the speaker’s phenomenological study.

**Objective 2:** After attending this session, participants will be able to better appreciate the processes that older, professional men use to cope adaptively with involuntary job loss. Because this study necessarily articulates adaptive coping as a learning process, participants attending this session will also be able to identify ways in which they might (re)design learning interventions for older adults who are making unanticipated workforce transitions.

**Objective 3:** Finally, after attending this session, participants will be able to appreciate how a dual-process grief model (from the death/dying literature) can help professionals in aging (e.g., educational gerontologists) assist older, displaced professionals as they "restory" their lives and, in so doing, generate adaptive, meaning making possibilities to aging amidst the complexities and uncertainties of early 21st century life.

**Session Number:** 150
**Session Title:** Facing Challenges in Changing Times Policy, Practice, Gender and Age
**Abstract:** Gerontologist Meets World: Linking Students, Research, Policy, and Practice. Jennifer M. Kinney, Sara Stemen, Marcus J. Molea

Friday, March 4, 2016; 2:30 PM-4:00 PM
**Abstract Body:** In spring 2013, the Ohio Department of Aging (ODA) and the Ohio Association of Gerontology and Education (OAGE) launched the ODA/OAGE Scholars in Aging Program. The program is for students (at the baccalaureate or graduate level) who are enrolled in an internship or practicum that involves enhancing the lives of older adults or their caregivers. The program links students’ knowledge of the aging field with hands-on experience to priority aging-related projects at the state level in order to create a more connected community of gerontologists. In addition, the ODA/OAGE Scholars in Aging
Program provides scholars from all academic backgrounds with the opportunity to learn about and contribute to aging-related policy-making, establish career-long professional contacts, and gain valuable career knowledge and skills in the field of aging. The program has enrolled a total of 39 students in six cohorts of students into the semester-long program via a competitive application process. Scholars: 1) post and respond to weekly updates about their experiences via a LinkedIn group; 2) attend three meetings at the ODA, during which they learn about key components of Ohio’s aging network, discover and develop their own leadership style, connect their field experiences to policy development, and network with state-level officials and other scholars; 3) deliver a final presentation to a professional audience that includes ODA staff and OAGE board members; and 4) actively serve as mentors to future ODA/OAGE Scholars in Aging Program cohorts. In this presentation we: 1) describe the development and implementation of this partnership between a state unit on aging and a statewide membership organization of educators, researchers, practitioners and students; 2) review the activities used to provide a comfortable and stimulating learning environment in which to engage and connect students of varying educational backgrounds and experiences from across the state; 3) provide an overview of the scholars’ contributions to their internship sites; 4) summarize the results of a survey of scholars and ODA staff about their experiences with the program and the immediate benefits of participation; and 5) discuss longer-term benefits of the ODA/OAGE Scholars Program to individual participants and the aging network.

Objective 1: be able to describe the purpose, structure and how the ODA/OAGE Scholars in Aging Program functions

Objective 2: understand the benefits of the program for the participating scholars and the aging network professionals with whom they interact via the program

Objective 3: learn best practices used to engage students participating in long-distance learning

Session Number: 150
Session Title: Facing Challenges in Changing Times Policy, Practice, Gender and Age
Friday, March 4, 2016; 2:30 PM-4:00 PM
Abstract Body: Like all other US states, Massachusetts is experiencing an unprecedented age shift in its population, with the number of adults aged 65+ increasing annually at dramatic rates. Despite recognition of this age shift and its implications, no concerted attention has been given to how higher education across the state can support college students who will enter their professional and personal worlds with negligible information about aging. To begin to address this local challenge, the Talk of Ages Summit, hosted by Lasell College’s Fuss Center for Research on Aging and Intergenerational Studies, was convened to bring together educators and community partners across the state to explore the implications of age demographics in Massachusetts higher education, share strategies for integrating aging content and intergenerational activities into the curriculum, and discuss a vision for age-friendly college campuses in the state. This presentation will discuss the planning details for the Summit and lessons learned, with the hope that it may serve as a catalyst for local initiatives in other states during these changing times. We will also share “next steps” that were recommended by the 100+ participants. In particular, we will discuss how support was approached from the offices of the state Governor, the Mayor of Boston, and the Secretary of the Massachusetts Executive Office of Elder Affairs. We will also describe how keynote speakers strategically framed presentations around: 1) how passive and invisible ageism in academia promotes age-segregation and works against the integration of aging in the curriculum; 2) how changing demographics offer opportunities for higher education, with older adults not only looking toward our educational institutions to support their lifelong learning needs, but also offering untapped talent to support educational efforts; and, 3) how AGHE’s Gerontology Competencies
Objective 1: After attending this activity, participants will be able to describe how a local state-wide initiative may help to support aging education and age-friendly college campuses.

Objective 2: After attending this activity, participants will be able to outline several program activities that can be used at a day-long event to engage faculty and community partners in a discussion of aging education.

Session Number: 155

Session Title: Past President’s Symposium—Gerontology and Geriatrics Education Around the World: Creating a Palette of Cultural Contexts


Friday, March 4, 2016; 2:30 PM-4:00 PM

Abstract Body: Global aging is prompting awareness of the need for gerontological and geriatrics education and training so that nations can respond appropriately to the remarkably diverse characteristics of the world’s older adults. Aging-related curriculum development is far from a static process, for the “stuff” of the curriculum must reflect the characteristics of the particular culture in which the training takes place. The conceptual model of the “curriculum palette” (Ansello, 2011) suggests that, in addition to core bio-psycho-socio content, gerontological/geriatrics curriculum content and related competencies should differ by cultures, as each selects from the palette those “colors” most germane to themselves; these might include spirituality, information technology, yoga, and more. Presenters discuss their culture’s evolutions in curriculum development. Turkey’s population ages 65 and older has increased almost sevenfold since 1960. Gerontologists at Akdeniz University investigated the conditions of elders based on sociological factors such as gender, partnership status, income, education, health, religion, and ethnicity, and asked what Turkey’s gerontological agenda should contain for the short-, mid-, and long terms, particularly in view of the rapidly changing nature of political, social, and economic life there. Japan maintains licensures of those who work with elders, one being the Certified Care Worker (CCW), working mainly in hospitals, nursing homes, and day care centers for aging and persons with disabilities. Nippon Care-fit Education Institute has trained more than 120,000 certified Care-Fitters in Gerontology Kigatsuku (education of the heart) since 1998. Nippon Care Fit has introduced the Kigatsuku concept into aging-related curricula in India, Russia, and Japan. Gerontology education in the Soviet era was a focus of higher education but, today, older adult issues are typically addressed in Russia within a single class required in social work programs. With little national interest and few job prospects for graduating students, gerontology education is undeveloped. There are examples of teaching modifications necessary when working with next-generation students who are relatively unfamiliar with basic gerontology concepts and for whom there are few societal illustrations of successful aging. As India’s older demographics evolve dramatically, it is developing retirement, assisted living, and nursing homes in unprecedented ways, and dealing with the increased survival to later life of individuals with lifelong disabilities. A project design for the state of Odisha represents philosophical
concepts being made practical in housing and a project in nearby Andrha Pradesh illustrates a long-term philosophy for lifelong disabilities, one applied to both caregivers and care recipients.

**Objective 1:** Describe four models of gerontology programs developed in India, Japan, Russia, and Turkey

**Objective 2:** Discuss the value of cross-cultural collaboration on education and research about aging

**Objective 3:** Provide innovative suggestions and ideas for future curriculum development in gerontology education

**Session Number:** 160

**Session Title:** Resource Exchange 1

**Abstract:** Motivating Enhanced Online Engagement for Online Gerontology Students. *Aaron Hagedorn, George Shannon*

Friday, March 4, 2016; 2:30 PM-4:00 PM

**Abstract Body:** Online Gerontology programs attract a wide range of students, including many older students struggling to balance career, family and educational needs. We have aspired to create an equivalent learning experience among synchronous, asynchronous and classroom-based students. We have experimented for several years to create online experiences that resonate with online students using strategies that, ideally, do not require untenable extra effort by students or instructors. Online and blended classroom learning conditions pose unique opportunities and challenges for both instructor and student. As we adapt to technology enhanced education we need to explore engagement techniques that encourage everyone, students and instructors alike, to be active participants, testing new tools for finding and sharing information and engaging in thoughtful discussions that lead to valuable learning without provoking increased burden or mandating unreasonable efforts. With a sample of over 250 online and blended classroom students, we compare student engagement in discussion board participation using different strategies in a range of classes and topics. Online discussion boards have been useful for creating asynchronous engagement and opportunities for enhanced interactions among students, as well as increased communication between teacher and individual students. The quality and quantity of participation can vary, with acknowledged potential for the format becoming burdensome and overwhelming for all involved. Strategies for engaging students on topics that have parallels to their lives, or may be beyond the scope of their current sensibilities, we scored the results of points, badges, leaderboards, and rotating leadership responsibilities as motivational factors and incentives to increase participation. In addition, we tested peer-motivation, analyzed online review strategies and examined the self-reported experiences of students to evaluate the differences and similarities of asynchronous and blended classroom experiences from teacher and student perspectives.

**Objective 1:** After attending this session participants will be familiar with a range of student motivation strategies for online students

**Objective 2:** Participants will be familiar with strategies to enhance student engagement and learning using collaborative tools

**Objective 3:** Participants will learn about online engagement strategies that worked best for older students.

**Session Number:** 160

**Session Title:** Resource Exchange 1

**Abstract:** Implementing Service Learning in Gerontology-Related Courses: A Hybrid Approach. *Jennifer R. Piazza*

Friday, March 4, 2016; 2:30 PM-4:00 PM

**Abstract Body:** Service learning is an invaluable pedagogical tool that enhances students’ comprehension of course material and provides practical, hands-on experience. Finding the time to
complete service learning hours, however, is a challenge faced by many students, posing a barrier for faculty who would like to use this strategy in their courses. This session will discuss how to overcome this obstacle by integrating service learning into a hybrid course format that meets every other week in person and every other week online. Strategies to engage students in both in-person and online formats will be discussed, as will ensuring continuity between these two alternating formats. In addition, student feedback on types of placements and their opinion of service learning in a gerontology-related course will be discussed.

**Objective 1:** To learn how to incorporate service learning in hybrid courses with a gerontological focus.

**Objective 2:** To learn how students view service learning, including their opinions of placement types.

**Session Number:** 160  
**Session Title:** Resource Exchange 1  
**Abstract:** Elevating Gerontology: Incorporating AGHE Competencies Into an Internship Program. Anna Quyen Nguyen  
*Friday, March 4, 2016; 2:30 PM-4:00 PM*

**Abstract Body:** In November 2014, AGHE published Gerontology Competencies for Undergraduate & Graduate Education. The competency document states that gerontology education programs are encouraged to utilize the competencies with flexibility and creativity, including additional competencies as needed. By incorporating these competencies into the framework of an internship program, it elevates the definition of gerontologist by requiring the specification of anticipated knowledge and skill development. This presentation will describe the process of incorporating the Gerontology Competencies into the Learning Agreement and evaluation documents of an internship/practicum course. It will also explore different methods of utilizing the recommended competency content to engage the Student Intern and Preceptor and enhance the learning experience by connecting internship activities with the Gerontology Competencies.

**Objective 1:** To list the 10 core and 8 selective competencies created by AGHE for undergraduate and graduate education

**Objective 2:** To describe 3 different ways the AGHE core and selective competencies can be incorporated into an internship/practicum course

**Objective 3:** To utilize recommended competency content to create competency-based student outcomes measurements

**Session Number:** 160  
**Session Title:** Resource Exchange 1  
**Abstract:** Thai Nurses’ Experiences of Utilizing Gerontological Knowledge Within General Nursing Care: A Qualitative Study. Nuttapol Yuwanich, Karin G. Mattsson, Sirpa Pietilä Rosendahl  
*Friday, March 4, 2016; 2:30 PM-4:00 PM*

**Abstract Body:** Around the globe the number of older adults is increasing as the life expectancy tends to be longer. Although many nursing programs provide education related to caring for older adults, the connection to and utilization of gerontological knowledge within nursing is vague and still not well understood. The Double Degree Bilingual Nursing Program (DDBNP) is a collaboration between two universities, one in Thailand and one in Sweden, where the nursing students from the Thai University, study their fourth and final year of the program at the university in Sweden. Some of these DDBNP students may become the future leaders of health care in Thailand. While in Sweden, the DDBNP students study a course in gerontology and the fundamentals of nursing care for older adults together with other international students. Within the gerontology course, lecturers/doctoral students in nursing from the Thai University were invited to participate as co-teachers in the course, thus the Eastern and Western cultural views on aging as well as on pedagogy were combined. The first batch of students...
attending DDBNP have graduated and have now been working as registered nurses (RNs) for more than a year. By interviewing these RNs from the DDBNP, we will be able to explore their utilization of the gerontological knowledge that they gained from the course, and see how they are applying this knowledge in their work as nurses. The study thus aims to explore the Double Degree nurses’ experiences with implementing gerontological knowledge within nursing care. Research designs: A narrative qualitative inquiry will be applied in this study. This inquiry is able to explore what the gerontology course have meant to the nursing students and how have they had use of the gerontological knowledge in their nursing careers. Data collection: In-depth interviews will be performed with 10 general nurses in Thailand. The participants graduated from the Double Degree Bilingual Nursing Program and had participated in a gerontology course at a Swedish university. Data analysis: Transcribed interviews will be analyzed using content analysis.

Objective 1: After attending this activity, participants will be able to discuss how gerontological knowledge is being utilized by the Double Degree Bilingual Nursing Program graduates within their work in general nursing environments.

Objective 2: The participants will also be able to discuss and share experiences about challenges and opportunities implementing gerontological knowledge within nursing care.

Session Number: 160
Session Title: Resource Exchange 1
Abstract: Making it “Real” in Undergraduate Gerontology Curriculum: Moving From Research and Theory to Policy and Practice. Kimberley Wilson

Friday, March 4, 2016; 2:30 PM-4:00 PM

Abstract Body: The Department of Family Relations and Applied Nutrition offers a Bachelor of Applied Science degree in Adult Development. Located in Guelph, Ontario, Canada, this is a unique interdisciplinary program where students focus on health from young adulthood to old age, allowing them to apply knowledge to promote individual and family well-being. The program develops students’ understanding of the influence of psychological, social, biological and economic factors on individual development, capabilities, health and relationships across the lifespan. Students have the opportunity to deepen their studies in one or more of these core content areas, or to choose electives in a related or complementary field. Within the core curriculum, students take courses in Adult Development & Aging, Health & Aging, and Social Policy & Gerontology, as well as participating in an experiential learning practicum course. Electives also allow students to gain additional gerontological knowledge with courses such as Principles of Social Gerontology, Aging & Nutrition, and Assessment in Gerontology. Within this resource exchange innovation in three-gerontology courses will be shared, focusing on the value of integrating applied activities into curriculum design to promote student engagement. Examples include a federal election assignment and the use of briefing notes (from Social Policy & Gerontology); mock ‘grand rounds’ and clinical case based learning (from Assessment in Gerontology); and a knowledge translation assignment tailoring course content to targeted community audiences (from Health & Aging). Student feedback has indicated that having marketable skills is a valuable component of the adult development program and these three examples have been highly endorsed by undergraduate students in the last three years. Skill development and application of research to practice is a core component of each assignment and these connections will be explored in the resource exchange. Reflections on ‘bumps in the road’ in implementation will be shared, as will successes and recommendations for implementation.

Objective 1: To share examples of teaching innovations from the University of Guelph’s (Ontario, Canada) undergraduate program in Adult Development.

Objective 2: To highlight applied assignments and exercise that provides students with relevant, marketable skills in the working world.
**Objective 3:** To share successes and potential pitfalls to consider when implementing innovative assignments and curriculum.

**Session Number:** 160  
**Session Title:** Resource Exchange 1  
**Abstract:** Models of Intergenerational Service Learning. *Heather A. Haslem, Susan G. Harris, Tami U. Brancamp, Judith A. Sugar*  
Friday, March 4, 2016; 2:30 PM-4:00 PM  
**Abstract Body:** Faculty members teaching interdisciplinary gerontology courses will discuss four distinctly different projects that were designed as pedagogical tools for students to connect classroom learning with relevant real-life experiences. Over the course of a semester, undergraduate students from a variety of disciplines and majors, all enrolled in one of four gerontology courses, engaged in one of four intergenerational service-learning projects. The projects were: Coffee and Creativity, Aphasia Boot Camp, Best Friends Approach to Alzheimer’s, and Satisfaction Surveys for Aging Programs. Cross-cutting elements of these projects that will be examined within the resource exchange are: designing preliminary training for students (including background information, methods, and professionalism), establishing authentic community partnerships, developing positive intergenerational relationships, creating pre- and post-measures, and achieving student, faculty, and community buy-in. Faculty will reflect on lessons learned and insights gained from their experiences conducting the projects. Handouts with information on each of the projects will be available to participants.  
**Objective 1:** After attending this activity, participants will be able to describe four different service-learning projects.  
**Objective 2:** After attending this activity, participants will be able to apply five cross-cutting elements in order to revise an existing service-learning project or develop a new one.  
**Objective 3:** After attending this activity, participants will be able to identify challenges and benefits of various types of service-learning.

**Session Number:** 160  
**Session Title:** Resource Exchange 1  
**Abstract:** Teaching How the Meaning of "Community" for Elders Varies Through Cross-Cultural and Cross-Ethnic Examination of Core Concepts in Gerontology. *Kathryn S. Elliott*  
Friday, March 4, 2016; 2:30 PM-4:00 PM  
**Abstract Body:** This presentation focuses on helping students broaden their idea of what "community" does and can mean for elders and their families through the cross-cultural and cross-ethnic examination of core concepts in gerontology. Discussion of teaching strategies will focus on encouraging students to consider such issues as: how the relationship between what constitutes “family” and what constitutes "community" varies across different sociocultural and ethnic settings; how and why the nature of family and community support also differs across these settings; how the activities that an elder needs to be able to do in daily life vary in culturally different life-worlds; why behaviors associated with the dementia of an elder constitute "problem behaviors" in a given ethnic/sociocultural context and do not in other contexts; and how what constitutes a barrier to the use of elder-services in one cultural/ethnic/community context may not be a barrier to services in a different context and why. Drawing on years of teaching courses in gerontology and an anthropology of aging course and from ongoing ethnographic research with a local volunteer elder-service organization, the presenter will share case examples from different cultures around the globe and from different ethnic/sub-cultural contexts within the US, as well as class exercises associated with them. These case examples and exercises have been used by the presenter not only to help students analyze how and why the meaning
of "community" varies across diverse contexts, but also to help them understand the real-world, applied implications of this variation for the design and delivery of community-based elder-services.

**Objective 1:** After attending this session, participants will be able to apply specific teaching strategies that will help their students analyze how and why the meaning of "community" for elders and their families varies across different sociocultural/ethnic contexts.

**Objective 2:** After attending, participants will be able to use specific case examples and class exercises shared during this session in their own teaching not only to help students understand that the meaning of "community" varies, but also to demonstrate the real-world, applied implications of such variation for elder-service design and delivery.

**Session Number:** 160  
**Session Title:** Resource Exchange 1  
**Abstract:** "I Just Didn’t Realize": Nursing Student Responses to a Collaborative Simulation. *Arlene Morris*  
Friday, March 4, 2016; 2:30 PM-4:00 PM  
**Abstract Body:** Profound responses have occurred following upper division baccalaureate nursing students’ participation in a structured learning activity. In collaboration with the State’s Department of Senior Services, a simulation designed to replicate the experiences of older adults’ physical, sensory, and cognitive changes has been conducted for the past five years during the initial weeks of an adult health nursing course. The course focuses on health promotion, developing potential of mind/body/spirit, and nursing care of acute and chronic conditions across settings of care. Initially, collaboration between the university faculty member and staff at the State’s Department of Senior Services occurred in community settings to help nursing staff and family members have greater understanding of possible live experiences of older adults. One intended outcome was to increase person-centered care through increasing caregiver’s awareness of possible challenges and meanings of what could be perceived as confusing behavior. Further discussion paved the way for the School of Nursing to host the simulation each semester, thus providing opportunity for all faculty and students and for Department of Senior Services employees, or community family caregivers to participate. Changes in pre and post-test comments and students’ reflective journal entries provide a glimpse into insights gained and diverse application of the learning. Future plans are to expand by inviting students and faculty from the College of Health Sciences and from the University as a whole to participate in the simulated activity. The interaction and increased understanding can be foundational for future collaborative service learning activities within the community and state.

**Objective 1:** After attending this activity, participants will be able to discuss benefits of students’ participation in a simulated dementia activity in collaboration with the state’s Department of Senior Services during the first weeks of an adult health nursing course.

**Session Number:** 160  
**Session Title:** Resource Exchange 1  
**Abstract:** A Global Partnership in Gerontology Education. *Casey Goeller, Maria Claver, Jan Jukema, Tsuann Kuo*  
Friday, March 4, 2016; 2:30 PM-4:00 PM  
**Abstract Body:** The rapid aging of our population is a global phenomenon. There is much to learn from the manner in which other countries are preparing to care for and support their older adults. Partnerships among faculty members and students at universities across the globe can enhance the way curriculum is developed and delivered to provide students with classroom and field opportunities to learn about aging from a global perspective. Experiencing and learning from new perspectives may enhance the development of competencies needed to answer the demands of the local community of older adults. Organizations such as AGHE have fostered the development and expansion of global
partnerships through its Global Aging Committee and pre-/post-conference workshops. One such collaboration has blossomed among gerontology faculty in the United States, Taiwan and the Netherlands. This collaboration has lasted for several years, with students at undergraduate and graduate levels learning about different aging topics, including health promotion, retirement, caregiving, death and dying, long-term care, and lifelong learning. This Resource Exchange will provide attendees with an opportunity to learn about our innovative teaching methods for globalizing gerontology, including co-teaching courses and an international study exchange. We will also address issues of aligning goals for global education with student learning outcomes and conducting assessments of student experiences. Existing international publications or website resources also will provide basic knowledge for students or faculty to engage in learning about global aging. We will also address the role of culture and social contexts in comparing various aging models and programs around the world. Handouts including sample syllabi, student evaluations, past conference presentations about this topic and relevant manuscripts will be available for participants. Perhaps most importantly, we hope to foster an exchange of ideas among participants and an opportunity for attendees to network to create collaborations of their own. Following the conference, we will provide summary notes and a roster of participants to all who attended this session, to further support the types of collaborations we have established. This may lead to a virtual network that can foster the exchange of learning materials, expertise and support among both faculty and students.

Objective 1: Discuss the value in forming collaborative partnerships with gerontology educators and students from around the world
Objective 2: Obtain resources and materials from educators that are currently collaborating in teaching classes with colleagues from around the world
Objective 3: Identify AGHE-sponsored support for networking with colleagues from around the world

Session Number: 160
Session Title: Resource Exchange 1
Tamar E. Shovali, Kerstin G. Emerson  
Friday, March 4, 2016; 2:30 PM-4:00 PM
Abstract Body: The interdisciplinary nature of teaching gerontology provides an appropriate context in which to apply service learning. Benefits to students include academic enhancement, personal growth, and civic learning. Unique to gerontology, engaging in service learning has been found to eliminate myths about aging, decrease negative perceptions about older adults, increase positive feelings about older adults, and increase knowledge about careers in aging. Aligning learning goals, objectives, strategies, and assessment methods may be a challenge to faculty planning service learning courses. This resource exchange will outline (a) learning objectives of reflective service learning in the context of gerontology courses and (b) assessment techniques for the “reflection” component of service learning. We will provide practical tips for use by faculty to ensure that students are reflecting in a variety of ways, how to determine that the academic learning occurring meets learning objectives, and documenting reflections. To that end, guidelines and handouts for assessing reflective service learning in gerontology courses will be provided. Along with more traditional assessment styles, reflective and innovative forms of scholarship for learning and discovering (e.g., digital video essays) will be explained.  
Objective 1: Participants attending this resource exchange will gain practical knowledge of assessment techniques for the “reflection” component of service learning.  
Objective 2: Participants attending this resource exchange will improve their understanding of learning objectives of reflective service learning in the context of gerontology courses.

Session Number: 160
Session Title: Resource Exchange 1  
Abstract: Developing a Teaching Module on Senior Housing From an Anti-Racist Pedagogical Perspective. Rona J. Karasik, Kyoko Kishimoto  
Friday, March 4, 2016; 2:30 PM-4:00 PM  
Abstract Body: The continuum of housing options for older adults is multifaceted, encompassing many elements (e.g., ability, affordability, attachment, design, location, services and social support). Demographics, social policies, and historical context associated with senior housing are similarly complex, with disparities documented between groups of elders regarding availability and use of specific options (e.g., CCRCs and Long Term Care). While current classroom materials often discuss such differences and may even examine their practical implications, they are much less likely to challenge students to consider how such disparities came into existence, why they continue to persist, and what can or should be done about them. This session presents the second in a series of topical teaching modules being developed from an anti-racist pedagogical perspective to provide students with the tools to explore root causes of racial disparities between groups of older adults. Previously, the authors developed a teaching module examining later life work and retirement from an anti-racist perspective. Essential to anti-racism is the understanding of power, privilege, knowledge production, and identities (Wagner, 2005). Anti-racist pedagogy attempts to provide students with the critical and analytical skills to understand the power relations behind racism and how race has been institutionalized in U.S. society to create inequalities (Kandaswamy, 2007). Disparities related to senior housing were selected for the current teaching module because gerontological educators in a recent study identified senior housing as an area they perceived as being impacted “a great deal” by institutional racism (Karasik & Kishimoto, 2014). These same educators, however, also reported that they rarely, if ever, address the impact of institutional racism and/or its relevance to housing for older adults in their classes. Barriers identified to doing so included limited familiarity and/or experience using an anti-racist perspective, as well as a lack of available materials/content with which to broach the subject in this way. In this session, we will provide an overview of anti-racist pedagogy and introduce an educational module that analyzes senior housing from an anti-racist perspective. The module uses components of anti-racist pedagogy to help students learn the material in a way that helps them develop critical analytical skills and challenge their social locations, which is important for when these students become practitioners. Specific strategies the authors used and the challenges they encountered incorporating anti-racist pedagogical methods and materials will be presented. Participants will be encouraged to provide feedback and their own experiences incorporating anti-racist pedagogy and/or creating educational modules of this kind.  
Objective 1: After attending this activity, participants will be able to define/explain/discuss challenges of developing a gerontology educational module with regard to housing for older adults based on anti-racist pedagogy.  
Objective 2: After attending this activity, participants will be able to define/explain/discuss strategies for identifying/developing appropriate anti-racist course materials with regard to housing for older adults.  
Objective 3: After attending this activity, participants will be able to define/explain/discuss ways in which anti-racist pedagogy can be incorporated into courses on aging with regard to housing for older adults.

Session Number: 160  
Session Title: Resource Exchange 1  
Abstract: Learning the Life Course: Outcomes of an Undergraduate Experiential Learning Project. Elizabeth J. Bergman  
Friday, March 4, 2016; 2:30 PM-4:00 PM  
Abstract Body: This paper will present the Aging and the Life Course Project, an experiential learning project carried out in two sections of an undergraduate Sociology of Aging course in the fall of 2014. The
project involved (1) classroom instruction and readings regarding the life course perspective; (2) a series of five semi-structured interviews with an older adult; and (3) the completion of two papers based on the interviews. Students (n=57) and older adults (n=32) completed pre and post questionnaires, allowing for qualitative and quantitative analyses of project outcomes. Specific outcomes to be presented and discussed for both groups of participants include project satisfaction and generational attitudes and stereotypes. Outcomes of the project that will be presented for student participants include interest in future aging-related courses/careers, aging anxiety, and knowledge of aging. Outcomes of the project that will be presented for older adult participants include life satisfaction and generativity. In conclusion, the author will reflect on the opportunities and challenges of teaching about the life course perspective in this manner.

**Objective 1:** After attending this presentation, participants will be able to describe an undergraduate experiential learning project focused on learning about the life course perspective.

**Objective 2:** After attending this presentation, participants will be able to discuss the outcomes, opportunities, and challenges of an undergraduate level experiential learning project involving a series of interviews with older adults.

**Session Number:** 160

**Session Title:** Resource Exchange 1

**Abstract:** Utilizing Essential Course Elements to Develop Courses in Adult Development and Aging.  
*Christine Fruhauf*  
Friday, March 4, 2016; 2:30 PM-4:00 PM

**Abstract Body:** For the past several years, AGHE members who served on the Accreditation Task Force’s Competencies Development Workgroup, along with active AGHE members and constituents, developed Competencies in Gerontology and Geriatrics Education. During this same timeframe, the Undergraduate Committee in the Department of Human Development and Family Studies (HDFS) at Colorado State University (CSU) were engaging in various exercises to strengthen its undergraduate program. These exercises included developing core HDFS competencies for our undergraduate major, creating concentrations, revising current courses, and developing new courses at the mastery level to meet the HDFS competencies. In my role as the Coordinator of the Gerontology Interdisciplinary Minor, I was actively engaged with the HDFS faculty to bridge the AGHE Gerontology Competencies with the HDFS competencies and the adult development and aging courses at CSU. As a result of this work, the purpose of this resource exchange is to share and discuss with attendees three essential course elements for courses in adult development and aging. Course elements are defined as brief outlines that serve as the basis for each course in the HDFS major at CSU and are used when new faculty join our department or faculty are asked to teach a new course. The course elements serve as a baseline that faculty must consider when designing their own syllabus and courses. Utilizing Bloom’s Taxonomy for emerging, developing, and mastery skill development in undergraduate students, the three course elements I will share with attendees during this resource exchange represent each level in Bloom’s Taxonomy. The courses include: Perspectives in Gerontology (emerging), Adult Development: Middle Age and Aging (developing), and Mental and Physical Health in Adulthood (mastery). Each course element for these courses will include: (a) the course description, (b) course learning objectives, (c) course content, and (d) methods of evaluation. Corresponding AGHE Gerontology Competencies are also included in the course elements to guide attendees in the development of their courses on their campuses. As a result of attending this resources exchange, participants will learn about Bloom’s Taxonomy and be able to apply it to the courses they currently teach. They will also receive three course elements for courses in gerontology related to HDFS. Finally, the importance of using the AGHE Gerontology Competencies and examples of how to connect them to current courses will be discussed.
**Objective 1:** After attending this activity, participants will be able to utilize strategies for developing their own adult development and aging courses including course learning objectives at the emerging, developing, and mastery levels.

**Session Number:** 160  
**Session Title:** Resource Exchange 1  
**Abstract:** Write On! Enriching Gerontology Education With Effective Communication Skills. Konrad M. Kressley  
Friday, March 4, 2016; 2:30 PM-4:00 PM  
**Abstract Body:** Futurists suggest that visual and auditory forms of communication are rapidly making writing obsolete. In today’s world of Facebook, Twitter, Tumblr, and Instagram, to name only a few, do our students still need writing skills? Yes, indeed. Future gerontologists, like all professionals, will be required to compose meaningful letters, research reports, instructional manuals, and a variety of other texts. Effective professional writing is not only an essential skill, but also serves as a valuable exercise for organizing and presenting information in a logical and systematic fashion. This resource exchange will provide participants with instructional tools and student assignments which can be readily incorporated into upper division courses which prepare students for careers in Gerontology.  
**Objective 1:** Enabling Gerontology students to write effective research reports, instructional manuals, professional correspondence, and other written texts

**Session Number:** 160  
**Session Title:** Resource Exchange 1  
**Abstract:** Defining the Roles of Gerontologists. Birgit Pianosi  
Friday, March 4, 2016; 2:30 PM-4:00 PM  
**Abstract Body:** Currently, Gerontologists are not recognized as a distinct group of professionals whose specialized knowledge and skills can be beneficial to any organization or service working with and for older adults. By identifying the roles and job descriptions of gerontologists, gerontology education can be promoted, curriculum can be refined, and the quality of care provided to aging adults can be improved. In a time when the health care system is looking for ways to improve efficiencies and services to older adults, it is imperative to have Gerontologists employed in the field. Among the many professionals who work with older adults, few have any formal education related to aging, potentially putting older adults' care and services in jeopardy. This research addresses the gap in empirically based and internationally acknowledged roles of Gerontologists and aims to: • Improve the recognition of Gerontology as a formal and acknowledged profession; • Increase the mobility of professionals in Gerontology within North America, the European Union, and worldwide; and • Further develop innovative programs in Gerontology that improve the provision of safe and quality care to older adults.  
**Objective 1:** To define the roles of employed Gerontologists (those, who have graduated with a BA in Gerontology)  
**Objective 2:** To create example job postings for Gerontologists

**Session Number:** 160  
**Session Title:** Resource Exchange 1  
**Abstract:** Using Innovative Technology in the Classroom to Promote Engagement. Galina Madjaroff  
Friday, March 4, 2016; 2:30 PM-4:00 PM  
**Abstract Body:** Holding onto outdated teaching practices can be detrimental to learning, particularly when teaching large course sections. Innovation in the classroom can be difficult but there are many positive outcomes. "The challenge for our education system is to leverage the learning sciences and modern technology to create engaging, relevant, and personalized learning experiences for all learners..."
that mirror students’ daily lives and the reality of their futures," says the National Education Technology Plan. The title of the report, "Transforming American Education: Learning Powered by Technology," “recognizes that technology is at the core of virtually every aspect of our daily lives and work, and we must leverage it to provide engaging and powerful learning experiences and content, as well as resources and assessments that measure student achievement in more complete, authentic, and meaningful ways.” Using a model of teaching powered by technology can improve learning outcomes and the experience of students in the classroom. Learn about new and innovative technologies currently being used in the classroom and discover how you can gather student outcomes measures through the use of technology in order to have a better understanding of student achievement.

**Objective 1:** Discover how using a model of learning powered by technology can improve engagement and achievement in the classroom

**Objective 2:** Learn how to engage students in large course sections and see examples of some technologies being used

**Objective 3:** Understand how to measure student outcomes through the use of technology in the classroom

**Session Number:** 160

**Session Title:** Resource Exchange 1

**Abstract:** Learning About Aging Through an Interprofessional, Team-Based "Elder Teacher" Model. Jim Tift

Friday, March 4, 2016; 2:30 PM-4:00 PM

**Abstract Body:** This session will highlight the results of a three year project in which students from nine healthcare programs at St. Catherine University have partnered with Carondelet Village, a long-term care facility adjacent to campus, to offer a unique clinical experience learning from "Elder Teachers" as participants in interprofessional geriatric teams. The session will provide specific examples of learning issues, barriers in implementation, strategies for assessing outcomes and lessons learned during students' experiences during the past three years.

**Objective 1:** Describe the partnership between a university and a long-term care facility, providing an opportunity for students interested in gerontology and geriatrics to learn from "Elder Teachers" during a unique service learning and community engagement experience

**Objective 2:** Identify the process of recruiting students from a variety of programs to work in interprofessional teams to optimize the health, independence and vitality of "Elder Teachers", comprised of residents living in assisted living and skilled care facilities adjacent to a university campus.

**Objective 3:** Describe strategies for developing and marketing this "Elder Teacher" program to long-term care administrators, whose staff will serve as team mentors, as well as college administrators, whose faculty from each student's academic program will serve as team mentors, as well as college administrators, whose faculty from each student's academic program will serve as faculty mentors.

**Session Number:** 160

**Session Title:** Resource Exchange 1

**Abstract:** Integrating a Music and Memory Project Into Gerontology Courses. JoAnn M. Burke

Friday, March 4, 2016; 2:30 PM-4:00 PM

**Abstract Body:** Music is often called a universal language, and individualized playlists can be developed on iPods that can be tailored to the choices of older adults from around the world. This resource exchange will present a model that can be used to integrate this evidenced-based music and memory intervention into gerontology courses. In this model, each student is assigned to work with a resident in a nursing care facility once a week for a ten week period. During this time, students were divided into small groups and each group was required to meet for one hour each week to process their work with
their individual residents. At the end of the semester, students wrote a paper discussing their work with individual residents, and each group presented a description of their peer group supervision interactions. The peer groups gave students an opportunity to learn from one another. All the residents were in the dementia unit of the nursing home. None of these students had previous experience working with older adults with dementia. The students were so enthusiastic about this project that they obtained funds from the Student Government Association to purchase the documentary, Alive Inside. It was shown on campus and plans have been made to show it again next year. In addition, the students initiated a drive on campus to collect used IPODs so they could be used at the nursing home so more residents could become in the project. In many years of teaching, I have never seen such enthusiasm from the students, the staff at the nursing home, and the residents and their families. I want to share this experience with colleagues who have opportunities to bring this joy-filled learning experience to their students and to those whom they can serve in this academic experiential learning project!

**Objective 1:** Participants will be able to design a curriculum module that integrates a music and memory project into gerontology courses

**Objective 2:** Participants will be able to structure the project to fit the learning outcomes for their specific courses

**Session Number:** 165

**Session Title:** Symposium 7

**Abstract:** Making a Difference With Cognitive Stimulation Therapy (CST) and Exercise. Susan Tebb, Marla Berg-Weger

Friday, March 4, 2016; 2:30 PM-4:00 PM

**Abstract Body:** The majority of those living in skilled nursing care and a growing percentage of community-dwelling older adults have dementia and are dependent on care from others. Dementia can lead to increased behavioral issues, the use of medication and lack of stimulation. Developed in the United Kingdom, CST is a brief, evidence-based, psychosocial group intervention program for persons with mild to moderate dementia focusing on implicit information processing, which was developed following a review of both reality orientation and evaluation of research. Evidence shows CST enhances cognition and improves the well-being of those with a dementia. This group intervention is cost effective and is currently in the UK, the only non-pharmacological intervention recommended to improve cognition. CST offered twice a week for 7 weeks or more is a themed program of stimulating 45-minute group activities for persons with dementia. Sessions actively stimulate cognitive function and socially engage in a safe learning environment. CST maintenance sessions have also been developed for use following the initial 7 weeks. Along with diminished social engagement, persons with mild to moderate dementia often do not exercise on a regular basis. Regular exercise is shown to improve both cognition, especially executive control, and well-being. A somatic movement therapy, such as yoga, is being used with older adults, who either have or do not have a dementia, with promising results. The presenters have supervised students in a pilot comparison study in which one group in each of three different organizations received CST and the other group in the organizations received CST with a yoga component geared towards those with a dementia. The study is a replication of previous research on CST with the added component of exercise. Pre- and post-intervention assessments were completed in participant cognitive status, depression, quality of life, and movement along with caregiver well-being. Findings will be shared with participants. This workshop will offer best practices for those with dementia and provide the findings from the pilot study comparing CST groups with and without yoga. Participants will learn how to implement and/or teach students how to put into practice CST groups with persons with mild to moderate dementia, including the training model offered for conducting these CST groups. The audience will have an opportunity to participate in group activities, including yoga, used in the CST
pilot groups. Both presenters are trained in CST and one has specific training in yogic practices with older adults.

**Objective 1:** After attending this interactive workshop, participants will be informed of current research on Cognitive Stimulation Therapy (CST) and somatic movement therapy, yoga, with older adults with mild to moderate dementia.

**Objective 2:** After attending this interactive workshop, participants will gain insights into the benefits and strategies to integrate CST and somatic movement therapy into classroom curriculum on working with older adults with mild to moderate dementia.

**Objective 3:** After attending this interactive workshop, participants will gain skills to support students in offering CST and somatic movement therapy to older adults with mild to moderate dementia.

**Session Number:** 170

**Session Title:** Symposium 8

**Abstract:** Integrating Mental Health Concepts in the Care of Older Adults With Chronic Illnesses: A Curricular Enhancement. Cristina C. Hendrix, Margaret Bowers, Melvania Briggs, Shelly Eisbach

Friday, March 4, 2016; 2:30 PM-4:00 PM

**Abstract Body:** Older adults with chronic illnesses such as diabetes, hypertension, or heart disease have high incidences of functional impairment and symptom burden that may threaten their mental wellbeing. However, in the United States, primary care providers continue to inadequately address the mental health needs of chronically ill older adults and attempts to integrate mental health in their primary medical care have fallen short. An alternative strategy is to prepare primary care learners with competence in addressing the mental health needs of these chronically ill. The symposium describes the efforts embarked by faculty at the Duke University School of Nursing, in partnership with interprofessional faculty and mental health clinicians, to more fully integrate mental health concepts in its Adult-Gerontological curriculum. The symposium consists of four individual presentations: (1) The Mental Health Interprofessional (M-Hip) project is described including its goals, implementation processes, and evaluation strategies to provide a template for replication for others. Since M-Hip is only funded for three years, plans for sustainability are discussed. (2) The series of steps to cross-map expected mental health competencies among primary care providers as endorsed by the American Association of Colleges of Nursing (2010) to current curricular course contents are described. This is an important step since competencies identified as inadequately addressed in the current curriculum guided pedagogical efforts for curricular enhancement, including the development of learning activities. (3) Per grant deliverables, the M-Hip team is committed to developing modules for five mental health concepts. Thus, the processes used to select five priority concepts (spectrum of emotions; validation skills; self-management; resiliency; and diversity) are described, including the vetting process employed with faculty stakeholders. (4) An example of a learning module using spectrum of emotion as a backdrop to address the competencies that are in need of strengthening is described. Throughout the presentation, the challenges in implementing the project are discussed, including strategies to counter these challenges. The original intent of the M-Hip project was to offer mental health modules to Physician Assistant and Medical students in addition to Nurse Practitioner students for interprofessional learning. However, the logistical challenges of bringing students at the same time and in one location are insurmountable. The M-Hip team will describe the use of an online platform in offering these modules as an alternative avenue to make interprofessional learning still possible, albeit asynchronously.

**Objective 1:** Describe the goals and objectives of the Mental Health Interprofessional project, including strategies to achieve goals and measure outcomes.

**Objective 2:** Describe the process used to identify areas for curricular enhancement in integrating mental health in the care of the chronically ill older adults.
**Objective 3:** Describe the selection process of five priority mental health concepts for curricular enhancement.

**Session Number:** 175  
**Session Title:** Taking it Out of the Box Interdisciplinary Curriculum Models  
**Abstract:** Changing Knowledge, Attitudes, and Anxiety: Effects of an Interdisciplinary Gerontology Course on First-Year Undergraduate Students. *Caroline Merz, Susan Stark, Nancy Morrow-Howell, Brian Carpenter*  
Friday, March 4, 2016; 2:30 PM-4:00 PM  
**Abstract Body:**  
Introduction: Attracting young people to the field of aging is an important priority to meet future workforce needs. Low knowledge of aging, negative attitudes toward older adults, and aging anxiety are three well-documented phenomena that might contribute to low interest in aging careers. Early introduction to aging may facilitate more positive attitudes toward older adults and increase knowledge and interest in gerontology. The purpose of this study was to examine the effects of a one-semester interdisciplinary gerontology course for first-year undergraduate students.  

**Methods:** Participants included 34 students enrolled in the class and 44 control students who were assessed prior to the beginning and again at the end of the semester. Dependent variables included knowledge of aging, explicit and implicit attitudes toward older adults, and anxiety about growing old.  

**Results:** A repeated measures ANOVA revealed that students in the class gained significantly more knowledge about aging (mean change = 3.9) than students not in the class (mean change = 0), F(1,76) = 17.1, p < .001. A significant improvement in explicit attitudes about older adults also occurred for students in the class but not control students, F(1,74) = 7.3, p < .01. There were no significant changes in implicit attitudes toward older adults or anxiety about aging in either group.  

**Discussion:** Early curricular intervention with undergraduate students can improve knowledge about aging and explicit attitudes toward older adults, while implicit attitudes and anxiety about aging seem more resistant to change. Future longitudinal research could explore whether early curricular intervention influences subsequent academic, extracurricular, and career choices.

**Objective 1:** After attending this talk, participants will be able to discuss measurement tools used to assess knowledge of aging, attitudes toward older adults, and aging anxiety.  
**Objective 2:** After attending this talk, participants will be able to explain the difference between explicit and implicit attitudes toward older adults.  
**Objective 3:** After attending this talk, participants will be able to discuss the potential benefits of gerontology education early on in students’ college career.
program of study beginning in the introductory gerontology course, and continuing throughout each semester. An applied field component distribution across the curriculum allows for personal exploration of careers in aging without a total commitment to the major. This allows students from various disciplines such as health science, nursing, and social work to add to their credentials, and look at a possible focus/minor within gerontology. Additional contact with older adults through professional development is constructed within the introductory course, and a sensitivity training conducted via the regional long-term care ombudsman follows during the junior year’s Social Gerontology course. Health, Aging, & Society includes a volunteer component with Senior Games. The Senior Capstone classes, along with the Internship, focus on the building of leadership from the various course activities, including Leisure & Aging’s leisure/activity related placements. Foci on university mission focused competency based curriculum development with attention to applied field components, as well as professional development allow students as leaders to cultivate particular competencies, and allows for a successful transition to a gerontological career choice or graduate school. Presentation includes contextualization of the University of North Carolina System mandates as well as WSSU strategic plans, plus includes linking to AGHE competencies via a chart mapping each class, and displaying scaffolding by skill. Additionally, the presentation maps the curriculum and curriculum development over the last three academic years.

**Objective 1:** After attending this activity, participants will be able to create a proposal for a competency-based curriculum, focusing on attention to applied field components incorporating leadership, an internship, and linking to AGHE Competencies.

**Session Number:** 180

**Session Title:** SPO Paper Session & Business Meeting/Reception

**Abstract:** Person-Centered Care for Older Adults: Insights Into Operationalization at Community-Based Health Care and Social Service Organizations, and Implications for Multidisciplinary Teams. Alexis Coulourides Kogan, Kate Wilber, Laura Mosqueda

Friday, March 4, 2016; 2:30 PM-4:30 PM

**Abstract Body:** Improving health care through translation of evidence-based models and multidisciplinary team-based care has been highlighted in recent U.S. policy and influential reports by the World Health Organization and the Institute of Medicine. One promising approach—person-centered care—has gained momentum because it expands and shifts our current philosophy of health care to include a focus on patient choice and autonomy. The older adult population has been identified as a promising target for person-centered care because their diverse needs surpass pure physical health care and require a multidisciplinary team-based holistic approach including social services. However, a tremendous gap in practice exists and there is a need for person-centered care practices in community-based health care and socials. Therefore, the purpose of this qualitative study was to discover unpublished person-centered care efforts at community-based health care and social service organizations and elicit their feedback and opinions on the operationalization of person-centered care for older adults at their respective sites. Eligible organizations included those currently implementing unpublished, successful (i.e. through anecdotal or empirical evidence), person-centered models of health care and/or social service delivery (i.e. care philosophies, interventions, etc.) for older adults with chronic illness and functional impairment, and agreeing to participate in a semi-structured phone-based qualitative interview. Interviews ranged from 30-48 minutes and transcripts were analyzed using deductive thematic analysis. Organizational leaders at nine health care and social service sites agreed to participate in this study and were interviewed between January-March 2015. Participating organizations were located throughout the West Coast, with one exception. Three separate and distinct themes emerged from the data: 1) Operationalization (organizational culture, attributes of care, and measurement); 2) Feasibility and challenges; and 3) Language. Results revealed a lack of consistency
with how the concept of person-centered care was operationalized, the importance of a pervasive person-centered organizational culture, a juxtaposition of funding and staff as facilitators or as barriers to implementing person-centered care, and inconsistent vernacular across the sites. This study provides valuable information for multidisciplinary team members at community-based health care and social service organizations currently implementing person-centered models of care for older adults or those considering adoption of similar models. In light of the importance given to person-centered approaches to care for older adults highlighted in recent health policy and practice guidelines, gerontologists as members of multidisciplinary teams can serve an important role mediating health care and social service providers to provide high quality person-centered care for older adults.

**Objective 1:** After attending this session, attendees will be able to define person-centered care for older adults with chronic illness and functional impairment.

**Objective 2:** After attending this session, attendees will understand the operational barriers and facilitators for interdisciplinary team members at health care and social service organizations providing person-centered care to older adults in the community.

**Session Number:** 180  
**Session Title:** SPO Paper Session & Business Meeting/Reception  
**Abstract:** ElderCare Responsibilities Among University Faculty and Staff: A Needs Assessment. Reath M. Melendez  
Friday, March 4, 2016; 2:30 PM-4:30 PM  
**Abstract Body:** The purpose of this study is to assess the eldercare needs of the faculty and staff of the University and to evaluate the need for adult day care services on campus. With the elderly population expected to double by 2050 and the University being the third largest employer in Long Beach California, it is likely that caregiving will impact the productivity of its workforce. Additionally, the struggle to balance work and eldercare responsibilities will impact the health of the University workforce. Results of an online survey of all full time faculty and staff resulted in 151 completed surveys. A majority of the participants in this study were staff and almost all of the participants anticipated needing to provide care to a loved one within the next five years. There were some limitations that may have affected the validity of this study such as low response rates, an unclear understanding of the benefits of on-site adult day care and the validity of the survey instrument created by the researcher. Results indicated that there is not currently a need for adult day care services on campus from the perspective of the respondents. However, there is a need for eldercare resources, referrals and access to professional gerontology consultations. Additionally, there is interest in eldercare resources such as seminars on veteran’s services, assisted living, Medicare, Medi-Cal, reverse mortgage, legal advice, financial advice, advanced directives, power of attorney, long-distance caregiving, supports for the sandwich generation and interest in telecommuting options. In addition to supporting caregiving staff, the implementation of eldercare programs could enhance the academic programs, community services, and research that the University provides to the academic community and local residents. An eldercare resource and referral center and on-site adult day care center could provide internship opportunities for various disciplines as well as provide collaborations with the eldercare agencies in the surrounding community. Webinars and workshops could be developed collaboratively with information technology, human resources and the gerontology and social work departments to address issues regarding caregiving training, Family Medical Leave Act (FMLA), work schedule options, and employee assistance program benefits. The University should consider the possibilities and the opportunity to develop a comprehensive program that provides eldercare services that can be utilized for teaching, research, development, employee education, community education and support to caregiving faculty and staff.

**Objective 1:** Identify the supports that are most needed by caregiving faculty and staff of the university  
**Objective 2:** Explore ways that the identified support needs can be met by the university
**Session Number:** 180  
**Session Title:** SPO Paper Session & Business Meeting/Reception  
**Abstract:** Life Enrichment in Nursing Homes: A Literature Review. *Paul R. Fletcher*  
Friday, March 4, 2016; 2:30 PM-4:30 PM  
**Abstract Body:** The aim of this literature review is to evaluate current and prospective concepts on quality of life (QoL) as it pertains to non-clinical life enrichment in long-term care facilities. As these facilities are transforming from a medical model to a person-centered care (PCC) model, long-term care providers must consider more than the physical needs of residents in order to enhance QoL. Social interaction, autonomy, spirituality, activities, and staff/resident relations enrich the lives of individuals in long-term care; however, education and training in these areas are still a concern for stakeholders in this arena. This paper synthesizes the literature pertaining to person centered care, the importance of relationships, and resident choice specific to non-clinical life enrichment in nursing homes. The synthesis of this literature will be couched in the Selective Optimization with Compensation model in order to directly link theory to practical interventions. Collectively the literature portrays initiatives towards improving quality of life; however, these studies are only useful if they can be translated to the daily practice.  
**Objective 1:** After attending this session participants will be equipped to evaluate and discuss person centered care and quality of life in regards to non-clinical life enrichment in nursing homes.  
**Objective 2:** After attending this session participants will be equipped to promote and inspire interprofessional nursing home culture change.

**Session Number:** 185  
**Session Title:** Poster Session 3  
**Abstract:** Risks and Challenges Facing Transgender People of Color Include Murder and Suicide. *Quinn T. Walsh, Johna P. Walsh, Mary C. Newman*  
Saturday, March 5, 2016; 9:30 AM-12:30 PM  
**Abstract Body:** This paper informs attendees of what it means to be a transgender person of color living in America. Transgender people of color live with risks and challenges unique to their social community relative to other trans individuals. The authors look at specific risks and challenges, and the ways they affect quality of life in this population. Transgender persons of color who live openly in their communities during and after transitioning are in danger of social rejection and discrimination from community members as well as from service providers. Physical, psychological and emotional risks that trans people of color face also include abuse by law enforcement personnel, higher than normal rates of violent attacks and bullying, and higher risks for suicide, higher than even other transgender individuals. Trans people of color, especially women, are more likely than the rest of the transgender population to be murdered. This poster introduces attendees to these abuses, concerns about access to appropriate medical treatment and mental health care, the struggle to gain and maintain employment, and the discrimination they face in housing. Finally, attendees will learn about the transgender community’s support systems.  
**Objective 1:** Attendees will leave this session with an understanding of risks and challenges transgender people of color routinely face in the United States.  
**Objective 2:** Attendees should gain a heightened awareness of the social needs of transgender people of color.

**Session Number:** 185  
**Session Title:** Poster Session 3  
**Abstract:** What do Students Think Aging Is?. *Raina L. Benford, Susan G. Harris*
Abstract Body: The University of Nevada, Reno is one of 14 universities in the United States that is designated a Program of Merit per the Association of Gerontology in Higher Education (AGHE). Although the program enjoys this distinction and has grown threefold in the past four years, it is not readily apparent what students on our campus think about aging. What do students believe aging actually is? Beliefs about one’s own aging along with aging in general may provide information that can better communicate the importance of gerontological education. Further, the implications of those beliefs may be a factor in undergraduate students’ decision to pursue gerontological education as well as their likelihood to engage in careers focused on elders. This is especially important in light of the current phenomena of worldwide aging and the increasing need for gerontological leadership! This study gathered information related to students’ perceptions and actual knowledge of aging, their current level of interaction with elders, current academic pursuits, as well as their likelihood to pursue a career in the field of aging. Correlations between these variables and students’ basic demographic information were analyzed. Findings from this study and possible implications will be discussed. Also, recommendations for increasing gerontological literacy and undergraduate student engagement in formal gerontology programs will be presented.

Objective 1: Identify key beliefs about undergraduate students’ perceptions of aging at the University of Nevada Reno.

Objective 2: Articulate ways in which aging can be better understood by undergraduate students in general.

Objective 3: Define two methods of increasing interest in gerontology education.

Session Number: 185
Session Title: Poster Session 3
Kristopher M. Struckmeyer, Whitney Bailey
Saturday, March 5, 2016; 9:30 AM-12:30 PM
Abstract Body: The majority of caregiving literature either focuses on child and teenage caregivers (Shifren, 2009) or middle and late adulthood caregivers (Blum & Sherman, 2010; Bastawrous, 2013). Because of the skewed focus, emerging adulthood caregivers are poorly represented in research and practice. Categorizing caregivers as either young or adult caregiver aids policymakers to develop general services; however the caregiving categories encompass two or more developmental periods. Assuming a caregiving role at an unexpected time during the life course can interfere with the psychosocial tasks of a given life stage; creating a disruption and causing the caregiver to feel “off-time.” The purpose of this study was to explore the characteristics of emerging adulthood caregivers to determine how the caregiving role impacts this population. The sample for this study (n=118) was a convenient sample of students recruited from large undergraduate university courses. The Caregiver Well-being Scale-Short Form, Zarit Burden Interview, Positive and Negative Affect Schedule, and the Life Experiences Survey, as well as two original scales were used to assess constructs of caregiving activity, caregiver well-being, psychological affect, health literacy, caregiver burden, and transitions. Results show that unemployed, single, white females are more likely to provide care. Quantity of transitions was not found to influence psychological affect or caregiver burden. Caregiving activity was correlated with caregiver burden such that higher levels of burden were correlated with higher levels of burden. However, caregiving activity was not correlated with well-being or psychological affect. Emerging adulthood caregivers typically do not perform the primary caregiving role, yet the individuals occupying the secondary and tertiary roles can still experience strain or overload. Even though caregiving was defined for them at the beginning of the study, emerging adults either reported that they did not identify themselves as a caregiver due to familial obligations or incorporated their own views and past experiences into the definition of a
caregiver. Further research is needed to focus on primary emerging adulthood caregivers to determine the risks and benefits of this population. By understanding the emerging adulthood caregiving population, more beneficial services can be developed to aid this population.

**Objective 1:** After attending this poster session, participants will be able to describe the profile of emerging adulthood caregivers.

**Objective 2:** After attending this poster session, participants will be able to explain the variations between emerging adulthood caregivers and middle and late adulthood caregivers.

**Objective 3:** After attending this poster session, participants will be able to acknowledge existing gaps in available services and determine ways to fill these gaps for future caregivers.

**Session Number:** 185

**Session Title:** Poster Session 3

**Abstract:** Understanding Minority Older Adults’ Online Dating Preferences: Methodological and Ethical Considerations. Lin Jiang, Leslie Hasche

Saturday, March 5, 2016; 9:30 AM-12:30 PM

**Abstract Body:** The partner preferences of older adults (60 years and older) is an important concern in gerontology, given how relationship status (such as widowed, divorced, and never married) may negatively impact physical health, mental health, and mortality. The population of the United States is becoming more ethnically diverse, including a rapidly growing Asian population. Because of Confucian ideals of harmony and collectivism, if the children of Asian American older adults fail to accept their parents’ romantic relationships, they may give up on romantic involvement due to the fear of intergenerational alienation. Consequently, knowing diverse cultural norms and dating preferences may help the family members of older adults understand their dating needs and negotiate conflicts.

Understanding the dating preferences of Asian American (i.e., Chinese and Japanese) older adults in the U.S. can contribute to the growth of culturally sensitive practice. In recently years, adults over age 50 have dramatically increased their use of online dating websites. Nevertheless, samples collected in existing literature are mainly centered on White/Caucasian Americans. This presentation will illustrate how to conduct online dating research among Chinese and Japanese American older adults, such as inclusion/exclusion criteria and data abstraction methods. This presentation will discuss how to solve these two ethical considerations: first, questions exist whether we should get permission from both online dating website and their users, based on the consideration of privacy and the aims of online dating website utilization; second, uncertainty exists about the role of researchers on online dating website. Procedures for how to extract data from online dating website and how to maintain protections for confidentiality are explained. To illustrate these safeguards and the potential for research on online dating among diverse older adult populations, the presentation will share results from a pilot study. From one national online dating website, we were able to extract dating profile information for 257 older Chinese Americans and 118 older Japanese Americans. However, some limitations among the inclusion/exclusion criteria and measurement of variables exist and will be discussed in detail. Descriptive statistics will showcase characteristics of older Asian adults involved in online dating and their dating preferences. This presentation will discuss whether the same methodology can be generalized for similar research on other online dating website. In addition, this presentation will reflect whether getting data from online dating website is an appropriate way to counter myths about dating across cultural and age groups.

**Objective 1:** After attending this activity, participants will be able to identify gerontological importance of conducting research about online dating preferences among older Asian Americans.  

**Objective 2:** After attending this activity, participants will learn how to extract data from online dating sites to test theories and understand application of inclusion and exclusion criteria, human subject protocols, and other potential ethical considerations involved in investigating online dating preferences.
Session Number: 185
Session Title: Poster Session 3
Saturday, March 5, 2016; 9:30 AM-12:30 PM
Abstract Body: Transportation is a major problem for many older women. These challenges often requires individuals to turn to friends and family for their transportation needs. Lack of transportation, particularly in the suburban areas, is a serious and growing issue. The current transportation accessibility issue has been examined by many on a variety of measures including accessibility and affordability, but it is also critical to listen to the voices of those impacted by this issue - there is much work to be done - those in the field of gerontology, including students, can make a difference with advocacy and by including the voices of those impacted by this issue. This poster describes a pilot study that explored the transportation needs of older women in a Southern California Suburban community and was conducted as part of the requirements for completion of graduate program in gerontology. We found that by talking directly to those impacted by this issue the transportation needs of older women not only have not been met but the challenges faced by the respondents included psychosocial issues related to social isolation and loneliness. Our society will continue to face challenges related to resources available to meet the transportation needs of older adults and the new generation of gerontologists have an opportunity to help find ways to fill the gap in resources and unmet needs in their communities. By talking direct to those impacting by this issue we found that many face isolation, depression, and a loss of autonomy related to their dependent living situation.
Objective 1: Plan for future transportation needs for the older adult women.
Objective 2: Expand on existing demands for services.
Objective 3: Define challenges of current and future transportation impacts on the older adult women.

Session Number: 185
Session Title: Poster Session 3
Abstract: The Building Blocks in Screening the Physical Environment: A Pilot Study Undertaken Using the Residential Environmental Impact Survey (REIS) to Learn About Aged Care Facilities. Saraswathy Venkataraman, Jennifer Oxley, Louise Farnworth, Lesley Day, Helen Bartlett
Saturday, March 5, 2016; 9:30 AM-12:30 PM
Abstract Body: Introduction: The population of Malaysia is aging, and the need to provide supported accommodation and health care, including occupational therapy, is increasing. There is a growing industry of aged care facilities, including registered and unregistered nursing homes and ‘shelter’ homes. These facilities provide care for their clients, however, little is known about the levels of care provided, experiences of the elderly, implications for risk of injury (particularly fall-related injuries) and quality of life, and institutional strategies to prevent fall-related injuries. These issues are relevant for occupational therapy practice in Malaysia. Objective: This study aimed to identify potential risk factors within long-term care facilities in Malaysia, understanding what the physical risk factors are, how they contribute to falls, and examining the relationships between activity, participation and social inclusion in everyday life. Methods Data was collected at 28 aged care facilities using the Residential Environmental Impact Survey (REIS) (Fisher et al., 2008). The REIS is a non-standardized, semi-structured assessment instrument designed to examine the environmental impact of community residential facilities on residents. The data collection included four key components: semi-structured interviews with staff; semi-structured interviews with residents; observational assessment; and observation of daily activities. Results The paper will outline the findings from this study that have significant implications for care of the elderly in Malaysia. Important information on the level and type of care provided in long-term
facilities, as well as information on falls risk and overall health and wellbeing of the elderly living in these aged care facilities and shelter homes will be described. Conclusion The paper will conclude by providing recommendations for occupational therapy practice, including the potential roles of occupational therapists in education, advocacy, environmental adaptation and direct client care, in reducing the prevalence and lack of awareness about falls and their long-term outcomes in Malaysian aged care facilities. Key words: physical environment, social influence, hazards, older residents, early identification, potential injury risk, falls, staff perception.

**Objective 1:** To facilitate better understanding about the physical environment present amongst the existing aged care facilities in the Klang Valley, in Malaysia.

**Objective 2:** To explore the characteristics of the environment using the REIS as a primary instrument

**Objective 3:** To facilitate a better understanding about the aspects of safety inclusion needing to be addressed during daily activity participation undertaken by the older population.

**Session Number:** 185

**Session Title:** Poster Session 3

**Abstract:** Reframing Older Americans Act (OAA) Title IV Part A Declarations on Education and Training.

*Maria C. Painter*

Saturday, March 5, 2016; 9:30 AM-12:30 PM

**Abstract Body:** Examining the complex necessities of the aging population befits the discipline of gerontology to probe into the complex needs of the personnel that serves the older adults. It is important to understand the changes that occur within the aging individual, groups and communities and how these changes influence interactions with personnel that directly serve and coordinate services for them and how both, in turn is affected by such interactions. These interactions are shaped by many variables such as the training received by the generalist or specialist involved in caring for older adults. Such gerontological training include understanding of diversity, health insurance, models of care just to name a few. The Older Americans Act of 1965 has broad and generalized statements on improving the quality of service and to help meet critical shortages of adequately trained personnel for programs in the field of aging. This paper offers proposals on future partnerships between governments and non-government agencies in the aging network, colleges and universities offering degrees in Gerontology. There is no shortcut to developing partnerships. It will take determination, training, time and most of all feedback. Some of the effort has to go into frames of knowledge, skills, attitude and perspective and the reasoning behind them. Of equal importance is putting the frames to use. The importance of gerontologists as advocates for training and education programs that benefit the aging network workforce is critical. Translating best practices in education and training programs for policy makers and the public in general is fundamental within successful advocacy. This partnership between the aging networks meant that gerontologists need to be noticeable at the local, state and federal levels in describing evidence-based practices and advancing inclusive resolutions. Given the nature of the two systems the academe and the aging network, it is important to look into challenges future partnerships may create. Thus, gerontological personnel policy on education and training as written in the Older Americans Act, practice and research need to be directly linked in the training and development of gerontological specialists and professionals’. In order to form a coalition or a partnership it is important to highlight the importance of policy consideration by the academe and the entire aging network. There is a need for better data to monitor supply of and demand for use of gerontology specialists and generalists serving older adults. This era of demographic shifts is an era of opportunity to transform the gerontology and geriatric delivery care system in the United States.

**Objective 1:** This paper aims to reexamine the principles and directives as written in the Older Americans Act Part A- Education and Training. At the end of the paper presentation, the participant will
understand the complexity of the aging needs and how it relates to training programs of personnel in the aging network.

**Session Number:** 185  
**Session Title:** Poster Session 3  
**Abstract:** Program Assessment for Excellence & Sustainability. *Tamara Wolske, Sharon Baggett*  
Saturday, March 5, 2016; 9:30 AM-12:30 PM  
**Abstract Body:** Program assessment conducted on a regular basis is necessary and instrumental in the changing world of higher education. Learning about monitoring and measuring learning outcomes as well as student satisfaction with the standard of education provides useful information for curriculum revision, basis for reporting on quality improvement for accreditation bodies, and guidance about the need for change in delivery methods.  
**Objective 1:** After attending this activity: Participants will be able to identify successful approaches to program assessment that lead to excellence and sustainability for gerontology education.  
**Objective 2:** Participants will be able to discuss essential elements and methods for monitoring and measuring student learning objectives.  
**Objective 3:** Participants will be able to explain how tailoring assessment to the program type will serve as a foundation and basis for program promotion.

**Session Number:** 185  
**Session Title:** Poster Session 3  
**Abstract:** Evaluating the Efficacy of Gerontological Content in a Care Management Masters Program. *Jacqueline Eaton, Linda Edelman, Ginette Pepper*  
Saturday, March 5, 2016; 9:30 AM-12:30 PM  
**Abstract Body:** With the aging of the American population there is a need to facilitate the advanced education of nurses with geriatric care competence as care managers. To address the shortage of nurse care managers prepared to participate in emerging models of care for older adults a master’s specialty in geriatric care management was developed and implemented. The purpose of this presentation is to compare and contrast faculty and nursing student perspectives on the efficacy of the program in emphasizing gerontological content. Students and faculty associated with the care management program were asked to participate in focus groups at the end of fall semester 2014 and again in spring of 2015. Groups met separately and were facilitated by a graduate fellow not associated with the College of Nursing. Meetings were digitally recorded and transcribed. Data was analyzed for information about gerontological content and pattern coding was used to identify themes. Both groups agreed that there was one course focusing on care management that provided the majority of information on older adult needs. Faculty mentioned the course emphasized patient autonomy and strength based approaches to care for the whole person in lieu of silo based models of care. However, students in the first or second semesters of the program felt that gerontological content was lacking outside of the one course. Conversely, those further along in the program felt that all populations were equally represented. This aligned with faculty reports that they took a lifespan approach that included population based trajectories. Students and faculty appreciated the option to individualize the clinical experience depending on expertise and interest. This was important as the students mentioned that not everyone wanted a gerontological focus, while others were confused as to whether or not the program emphasized geriatrics. Faculty were concerned that courses required by all masters’ level nursing students did not include threads of geriatric content and they also felt that students needed a course focused on aging services and programs. The program has since incorporated the graduate certificate in gerontology as part of the course of study for those wanting more of an emphasis. Next steps are to explore incorporating health science and social work students, requiring students to take a course in
aging services and programs, and more appropriately document how gerontological content is threaded throughout all graduate level courses.

**Objective 1:** After attending this presentation, participants will be prepared to discuss the differences in student and faculty perspectives regarding gerontological content in a care management master’s program.

**Session Number:** 185

**Session Title:** Poster Session 3

**Abstract:** Ethnic Differences in Caregiver Burden, Self-Efficacy, and Rewards Among Working Caregivers: Implications for Education and Practice. Joan J. Branin

Saturday, March 5, 2016; 9:30 AM-12:30 PM

**Abstract Body:** Introduction: The aging of the baby boomers will increase costs to employers and employees caring for older adults and require family supports that may vary across different ethnic groups. Most people think of the cost of long-term care for dependent adults as consisting of the combined costs of community-based home care services and institutional nursing care. In actuality, the largest costs for elder care are paid or provided by families and friends. The value of this “free” care provided by family and friends in 2014 was estimated at $522 billion. Research has shown that providing elder care has physiological, psychosocial, and economic effects on caregivers particularly those caregivers both working and providing elder care. Objectives: The purpose of this study was to (1) explore the costs and effects of elder caregiving on the work life, health and well-being of working caregivers and (2) analyze the differences among White, Black and Latino working caregivers in caregiving skills, caregiver burden, caregiver self-efficacy, and caregiver rewards, and (3) use these evidence-based findings in guiding the development of educational training programs and community interventions for working caregivers. Participants: A total of 276 working White, Black and Latino adults were surveyed who were currently providing care for an older adult. The typical working caregiver was a 47-year-old woman caring for her 77-year-old mother, living locally or with her. In the past six months, she had taken off work more than twenty hours and used the telephone at work between one and five times a week for caregiving responsibilities. Results: Caregiver Self Efficacy was positively related to Caregiver Rewards and negatively related to Burden. Blacks rated their skills in communicating with their older loved one more highly than either other group and were more likely than others to have taken more than 20 hours off work. Both Blacks and Hispanics remained less confident of finding information and community resources for caregivers. There were no significant differences among ethnic subgroups in the effects of caregiving on job performance and advancement. Conclusions: The results suggest that an increasingly diverse ethnic workforce may have differing caregiving experiences and differing needs for caregiver supports. Programs and interventions that raise the levels of knowledge, skills and self-efficacy may reduce caregiver burden and increase the caregivers’ feelings of rewards. However, educational programs and community interventions and outreach efforts need to be tailored to the differing and diverse ethnic needs of working caregivers.

**Objective 1:** 1. After viewing this poster, the participant will be able to explain the ethnic differences in caregiver burden, self-efficacy, and rewards among working caregivers of older adults and the implications of these findings for caregiver educational program design and community interventions.

**Objective 2:** 2. After viewing this poster, the participant will be more knowledgeable of the effects of both working and caregiving of an older adult on the work life, health and well-being of working caregivers.

**Session Number:** 185

**Session Title:** Poster Session 3
Abstract: Developing Partnerships Within the Local Community to Foster Intergenerational Communication. Laura Gillen
Saturday, March 5, 2016; 9:30 AM-12:30 PM
Abstract Body: As providers in the field of gerontology, we all have connections to explore which could foster more intergenerational discussions, through both formal and informal meetings. The author intends to share her experiences in bridging the gap between communities of elders and students. The benefits of creating opportunities for intergenerational communication are considerable. When brought together in a comfortable, relaxing space, willing participants readily engage in discussions which incorporate testimony of historical events, family celebrations, and special occasions, for example. The sharing of wisdom earned from life experiences is another possible outcome. Further, stereotypes are relaxed as conversation, and merely spending time together, help to foster mutual understanding, compassion, and friendship. The intent of this presentation is to encourage others to consider espousing the role of bringing together varied cohort members. Suggestions will be given to jump start a project, how to simplify the process, and where to find partners in the local community. Also, by reviewing existing research on the benefits of intergenerational connections, the worthiness of promoting such endeavors will be established.
Objective 1: To promote the development of partnerships which will encourage opportunities for intergenerational communication and shared experiences.
Objective 2: To present research-based benefits of such partnerships, and offer advice on how and where to begin in one’s local community.

Session Number: 185  
Session Title: Poster Session 3  
Abstract: Music and Intergenerational Support as Medicine for the Mind. Carol P. Rosenstein, Benjamin H. Nguyen, Jessica Jew  
Saturday, March 5, 2016; 9:30 AM-12:30 PM
Abstract Body: Music and socialization are two recreational activities that can serve as effective complementary therapies for older adults dealing with the Alzheimer’s, Dementia, Parkinson’s, or other cognitive issues. Actively making music together and social support are the main strategies that MusicMendsMinds, Inc. utilizes to promote quality of life and positive social environments for older adults. On a macro level, the organization fosters the development of therapeutic bands of music students and elderly musicians with cognitive impairments or Parkinson’s Disease—ultimately strengthening community development and social health through the reinforcement of intergenerational relations, and promotion of more meaningful leisure opportunities in the arts for lifelong creative expression. On a micro level, these bands also have an impact on mental health because playing an instrument can help stimulate all neurons in the brain. In fact, a prominent neuroscience and music education researcher, Dr. Anita Collins, explains that the cognitive stimulation from playing an instrument is like a “full-body brain workout” that can enhance memory functioning. In addition to the benefits from music making, the social interactions also have micro-level impacts for the caregivers. According to the Alzheimer’s Association, unpaid care from friends and family members is valued at 217.7 billion dollars. However, nearly 60% of these caregivers experience high emotional stress and 40% suffer depression. The concerts and rehearsals may serve as support groups where caregivers can connect and reduce stress, thereby improving health outcomes and saving money. The first band in West LA, The 5th Dementia, has developed collaborative partnerships with a local school (Windward School), university health system (UCLA Health System), and community centers (Brentwood Presbyterian Church and InsightLA). The band hosts bi-weekly rehearsals and seasonal concerts that encourage the older adults to engage in lifelong learning opportunities with the students. The rehearsal space is a positive environment that promotes social inclusion and personal development for everyone.
The older band members can mentor the students, and share their lifetime of experiences to restore their dignity and self-worth. Due to the unique demographic mix of members in the band, the seasonal concerts attract a wide age range of people and promote intergenerational exchange between family members and friends in the community. In short, The 5th Dementia has demonstrated benefits for individual and community health in psychosocial, educational, and artistic domains. The mission of MusicMendsMinds, Inc. is to replicate this successful model and implement more intergenerational therapeutic bands across the nation.

**Objective 1:** Participants should be able to explain and discuss the benefits of music therapy and intergenerational support on individual and community health, with a strong emphasis on elderly patients affected by Parkinson’s Disease, Alzheimer’s, and Early Cognitive Impairments.

**Objective 2:** Equip participants with the knowledge to implement an intergenerational band chapter in their community or school.

**Session Number:** 185  
**Session Title:** Poster Session 3  
**Abstract:** Inter-Collaboration in a Lifespan Development Course in Higher Education. *Elaina F. Osterbur, Lisa L. Dorsey*  
Saturday, March 5, 2016; 9:30 AM-12:30 PM

**Abstract Body:** Overview: Human development across the lifespan is an incredibly complex field and an information-intensive learning experience. The majority of traditional lifespan development content includes theories, prenatal development, birth, physical, cognitive, social and personality development. The inter-collaborative approach included the traditional content, in addition to physiological and systems changes, chronic conditions, morbidity and mortality, functional limitations, disease and disability, and function simply because of the interdisciplinary expertise of the instructors who are trained in physical therapy, gerontology and epidemiology. Over a period of three semesters, student course evaluations fluctuated from 4.63, 3.72 and 4.73 (Likert 5 point scale). Re-evaluation of the content included adjustments to student assessments, course content and teaching strategies. Student evaluation measures increased and student feedback was positive. Methods: Over three spring semesters, the lifespan course was taught using the inter-collaborative approach by varying traditional content with instructor expertise content and integrated technology, as well as student assessment. Data collection: In the spring 2013, we developed the course around both traditional and interdisciplinary content. Student assessments included quizzes, real-time geriatric or pediatric observation of an individual and life history projects. In the spring 2014, the course content was modified to a hybrid model (lecture and online content) with the addition of journal reflections and blogs assessments. Based on student feedback in the spring 2015, the course reverted back to the traditional content and inter-collaborative delivery. The assessments were further supported through journals and blogs informed by peer-reviewed literature. The course included a “hands-on” activity similar to the University of Illinois Extension “Walk in My Shoes” where students simulated arthritis, a visual or hearing impairment and measured grip strength. Case studies were used to provide real-life experience of successful aging, chronic disease and functional limitations. Findings: Our course evaluation in the spring 2013 measured 4.63/5.0. Students commented that material presented in class was too immense to cover on the quizzes. In the spring 2014, the course was modified to a hybrid approach. Student course evaluations fell to 3.72/5.0. Students commented negatively on the number of PowerPoint slides, quizzes and structure. In the spring 2015, the course was again modified to better reflect the inter-collaborative experience of the instructors. Student’s comments were less about PowerPoint slides and quizzes, and more about how they enjoyed the activities and real-life experiences of instructors. Student course evaluations measures in the spring of 2015 were 4.73/5.0. References:  
Objective 1: After reviewing this poster the participant will be able to discuss the creative nature of inter-collaboration in a lifespan development course in higher education.

Session Number: 185  
Session Title: Poster Session 3  
Abstract: Developing an Interdisciplinary Coalition to Assist With the Implementation of Advance Care Planning (ACP) in Northeast Indiana. Abraham Schwab, Katelyn Hougham, Keith P. Huffman, Geoffrey Randolph, Jennifer Knapp, Phyllis M. Hermann  
Saturday, March 5, 2016; 9:30 AM-12:30 PM  
Abstract Body: On July 1, 2013 the Physician Order for Scope of Treatment (POST) became legally valid in the state of Indiana. The POST form is a standardized form which contains written orders signed by a physician indicating a patient’s preference for end-of-life care. To address the lack of education about the newly developed POST form and other Advance Care Planning activities, a group of professionals came together in May 2013 to determine how best to share information about this important topic with patients, professionals, and the community in northeast Indiana. The development process involved the creation of implementation strategies and identifying shared outcomes to measure progress. A community-based, interdisciplinary coalition was formed to implement POST through the provision of education about basic ACP, the POST, and an approach to facilitating POST conversations. We will include details on the development of a vision for the inter-professional coalition, training received in the Respecting Choices paradigm, and the activities and outcomes of three Implementation Teams who worked to provide education about ACP/POST in the northeast Indiana region. We conclude by discussing reflections on our missteps, our corrections, and plans for future directions as we continue our work to change the culture around ACP in Northeast Indiana.  
Objective 1: The learner will be able to describe the value of an interdisciplinary coalition in the implementation of ACP.  
Objective 2: The learner will be able to identify the impact of ACP implementation in NE Indiana on community-based organizations, the community, and the individuals served.

Session Number: 185  
Session Title: Poster Session 3  
Saturday, March 5, 2016; 9:30 AM-12:30 PM  
Abstract Body: Seniors remain far less likely to use the Internet (57%) than all adults age 18+ (87%). This age-related disparity has been shrinking as tech-savvy boomers enter the 65+ age group and as the number of digital learning projects specifically for seniors grows. Yet more than 18 million seniors remain offline, of whom the large majority is low-income and least educated. Indeed, the age-based digital divide is primarily a socioeconomic divide. We present findings from our analysis of older Americans’ Internet use rates. Pew Research Center national survey data were combined to yield sufficient sample sizes for disaggregation of the age 65+ population by SES. The results show that Internet use is significantly related to educational level and household income. For example, in 2014 nearly 90 percent of seniors with household incomes of $50,000+ and at least some college education were online, compared to only 22 percent with incomes less than $20,000 and no more than a high school diploma. Therefore, efforts to substantially reduce the senior digital divide must focus on those who are disadvantaged. There are numerous barriers to overcome. These elders are likely to be unaware of the advantages of the Internet, to believe it has little relevance to their lives, to express high levels of computer anxiety, and to think that computers are too costly. This presentation provides guidance on successful strategies for reaching out to and providing positive learning environments for
offline seniors. Our case studies indicate the importance of collaboration with community-based agencies and aging services programs as a critical first step. These collaborations provide trusted venues for group “tasting sessions” that dispel the fears and myths about computers and the Internet. Our most recent tastings purposely used tablets instead of PCs, reflecting the results of learners’ survey responses about tablets compared to PCs and laptops. Training curricula and materials that were specially designed for senior learners are also described. Finally, the importance of one-on-one assistance, person-centered pacing, follow-up training, on-going technical support, and availability of lower cost tablets and Internet services is reviewed. Implications for replicating these efforts are discussed, especially the importance of linkages with community agencies (e.g., public libraries, community colleges, senior centers), targeted outreach strategies, specially designed training curricula and materials, and supportive learning environments that are person-centered.

Objective 1: After attending this activity, participants will have a clear understanding of the most effective strategies for reaching out to and providing computer learning for offline older adults.

Objective 2: After attending this activity, participants will be aware that the great majority of the 18 million seniors who do not use the Internet are low-income and least educated.

Objective 3: After attending this activity, participants will be better informed about the special learning environments and approaches for training elders who do not use computers and the Internet.

Session Number: 185
Session Title: Poster Session 3
Abstract: Community Health Workers Meeting the Care Needs of Older Adults in Rural Belize Communities. Leah Henry
Saturday, March 5, 2016; 9:30 AM-12:30 PM
Abstract Body: This research derived from an AGHE 2015 presentation by the author; a recommendation for future research was: “Investigate beliefs and practices around caregiving for elders, in the absence of long-term care facilities in Belize.” Belize is a developing nation, exhibiting characteristics that influence quality of life of elders – e.g. socioeconomic development has not kept pace with rapid population aging; dramatic changes in family structures and roles, as well as in labor patterns and migration. In Belize, it has been expected that children care for aging parents. If children are not present, the task falls to extended family, church members, or neighbors. However, XXXX % of Belizeans live in rural areas, thus this formula for care may not be practical. Adults of working age often go to cities to work, returning home on weekends or, perhaps, a few times a year. Such labor patterns leave elders unattended for extended periods. One strategy being utilized in Belize is use of Community Health Workers (CHWs) to help provide oversight of and assistance to elders. The purpose of this research was to explore the role of CHWs in addressing care of older adults, particularly in rural Belize communities. Method: Data were derived from - documents and policies of the Minister of Health; Informal conversations with 15 CHWs; Formal interviews with 6 CHWs. Qualitative methodology was used to assess patterns and themes in the data. Topics explored: policies/procedures for CHWs; training/preparation of CHWs; formal roles and responsibilities of CHWs; compare/contrast of expectations and realities regarding practice of CHWs. Results: Use of CHWs is patterned after recommendations of the WHO. Clear policies and guidelines for training and field practice are provided by the Minister of Health; however, “local politics” influences interpretation and application of policies. CHWs are recognized leaders in their communities, nominated and selected by community members. 100% of CHWs noted caring for elders as one of their primary tasks, though this is not an explicitly identified role. Discussion: The traditional cultural expectation in Belize - that children will care for their parents – appears to be a norm in transition. As with other developing countries, Belize is finding it necessary to explore alternative strategies for meeting long-term care needs of older adults. CHWs may
serve as viable tools for meeting needs of elders as cultural norms shift and new policies are sought to ensure adequate and appropriate care for all elders.

**Objective 1:** After attending this session, participants will be able to describe the roles and responsibilities of Community Health Workers in rural Belize communities

**Objective 2:** By attending this session, participants will be able to discuss the informal role of older adult caregiver in the context of rural Belize communities

**Objective 3:** By attending this session, participants will be able to discuss potential political and cultural modifications that could be utilized to ensure appropriate care for elders in rural communities in Belize.

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**Session Number:** 185  
**Session Title:** Poster Session 3  
**Abstract:** Practice What You Preach: Applying Theory in Working With Elderly Clients. *Ellen Van Houdenhove, Els Messelis*  
Saturday, March 5, 2016; 9:30 AM-12:30 PM  
**Abstract Body:** Background The bachelor-after-bachelor program in psychosocial gerontology (Odisee University College), is a unique educational program in Flanders. A bachelor degree in nursing, social work, family sciences, applied psychology, occupational therapy or socio-educational care work and at least one year experience in working with elderly clients are required to start the program. The program aims to improve working with and for elderly from a holistic perspective on psychological wellbeing, competence and social participation. In the course of two years, students follow five modules: an introduction covering gerontology from a societal and ‘evidence based’ point of view; a psychological-ethical approach on ageing; biological processes of ageing and care; participation in later life; a social-economical approach on ageing. Students also write a bachelor thesis, integrating practice and theory. Linking theory and practiceThe association between theory and practice is important in our educational program: each module consists of two theoretical courses and one practicum in which module learning outcomes are practiced. We illustrate this for the module ‘participation’. In the courses ‘cultural and social participation’ and ‘systemic working with the elderly’ students are introduced in the diverse forms of participation and learn methods to lower the threshold and support long-term participation of elderly. Students also learn to apply the principles of systemic and contextual thinking and are thought how relational networks can be strengthened in order to optimize autonomy and self-reliance of the elderly. During the practicum, students are paired based on their work-setting and interests and are instructed to create a semi-structured interview questionnaire regarding personal network and various forms of participation (social, cultural, political, informal care, ...). Students then interview one elderly person during which they listen and attempt to detect questions and needs of that person regarding social participation. Based on the story of the elderly person, students either make suggestions to improve participation of the elderly person or formulate advise for an organization working with elderly on how they can improve their actions regarding participation. This proposal is based on the theoretical knowledge students have gained during the courses. ConclusionOur students, who are already experienced in working with the elderly, benefit from our practice-based teaching approach which gives them the opportunity to apply the knowledge they gain during the courses in practical working with and for elderly individuals. We are confident that this ‘practice what you preach’ approach is one of the most valuable aspects of our educational program.  
**Objective 1:** Introducing our practice-based educational program

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**Session Number:** 185  
**Session Title:** Poster Session 3  
**Abstract:** Preparing the Pipeline: Engaging High School Students and Teachers in Aging. *Tracy Davis, Amanda Sokan*
Abstract Body: High school students are less likely than other students to be exposed to any educational programs on aging. Most educational programs on aging are targeted to college students in disciplines which might provide services or lead to work with older adults, such as medicine, nursing, or social work. Some intergenerational programs have been found to be incorporated at the elementary school level. High school students in addition to their high school curriculum very often take life skills courses which focus on issues like sex education, financial management and responsibility. For example, high school students learn about abstinence, safe sex, budgeting, education, and the realities of parenthood and childcare via the RealCare Infant Baby Care Simulator. Ostensibly, these programs are designed to prepare students with skills to navigate real life. In addition to the aforementioned skills high school students would benefit from learning about aging. Aging is a natural part of life and should be prepared for—including educational programming on aging in high school curricula will help students understand and prepare for their own aging, increase knowledge and awareness about aging opportunities and challenges as well as, lay the foundation for generating interest in aging related professions. The purpose of this research is to 1) explore high school students attitudes and knowledge regarding aging, 2) review high school life skills (or similar) course curriculum for aging specific content to evaluate the extent to which aging is included, and 3) explore the barriers among high school teachers for including aging education into the curriculum. Study participants will be high school students and teachers drawn from public and private schools in Kentucky and New Jersey. Data will be collected using surveys, focus groups, semi-structured interviews, and through a review of curriculum. Findings from this research will aid in the development of educational programs on aging suitable for incorporation into high school curricula.

Objective 1: Explore high school student’s attitudes and knowledge regarding aging.

Objective 2: Review high school life skills (or similar) course curriculum for aging specific content to evaluate the extent to which aging is included.

Objective 3: Explore the barriers among high school teachers for including aging education into the curriculum.
**Objective 2:** After attending this poster presentation participants will be able to outline and explain the theories underlying the model for community-based practice with older adults and their families, as well as teach this model from a cultural sensitive perspective.

**Objective 3:** After attending this poster presentation participants will be able to discuss the merits of community-based practice model with older adults and their families, as well as identify the effects of cultural diversity on implementing community-based interventions with older adults for aging in place.

**Session Number:** 185

**Session Title:** Poster Session 3

**Abstract:** Training in Implementation of the Confusion Assessment Method: A Tale of Two Hospitals.

*Rachel Filinson, Philip G. Clark*

Saturday, March 5, 2016; 9:30 AM-12:30 PM

**Abstract Body:** Delirium is prevalent in geriatric patients across the health care system in the U.S. as well as worldwide. It potentially leads to multiple adverse outcomes, such as unnecessary or prolonged medical interventions, increased hospital admissions, higher levels and costs of care, functional decline, and increased mortality. Despite the availability of validated assessment tools—the most commonly used one being the Confusion Assessment Method (CAM)—underdetection of delirium is widely reported and screening for it has not been universally embedded into standardized formal cognitive assessment in general hospitals. To address the pervasive deficits in routinized screening, a HRSA (Health Resources and Services Administration) funded geriatric education center launched an interprofessional education program that embodied the fundamentals of the Plan-Do-Study-Act model, recommended by the Institute for Healthcare Improvement. It offered an intensive half-day workshop on delirium etiology, assessment, and treatment at two acute care hospitals to nurse managers, nursing directors, nurse educators, staff representing Pharmacy, and staff from other departments. The workshop was followed by focused training of frontline staff in specified units concerning the appropriate application of the short, four question version of the CAM delirium assessment tool. Evaluation of the continuing education workshops through pre- and post-tests of both objective knowledge and subjective rating of achievement of learning objectives indicated that they were effective. Retrospective pre-post assessments by trainees of competency in delirium knowledge and application to practice, following training in use of the CAM, were also favorable and demonstrated statistically significant change. The use of screening (and corresponding identification of delirium cases) increased at both sites from the three-month baseline to the three-month post-training period (from 36-76%; from 0-67%). The rise in execution of screening from baseline to post-intervention is nearly identical to the figures corroborated in analogous studies. Compliance grew further at one site (to over 90%) during the six month sustainability period, while declining substantially at the other (to less than 40%). The differential program effects are linked to dissimilarities between the hospitals in their previous use of the CAM, its integration within their electronic medical records system, calibration of response systems to treat it, and triggers utilized for screening. The findings demonstrated that education in delirium assessment targeting frontline hospital staff can successfully increase the routine use of delirium detection tools within acute care settings, while obstacles to adoption of screening may be overcome by modifications in technology.

**Objective 1:** To learn about effective training approaches for increasing compliance with delirium assessment in the acute care setting

**Session Number:** 185

**Session Title:** Poster Session 3

**Abstract:** Pursuing Gerontology Education: Considering the Ages and Stages of Doctoral Student. *Tina M. Kruger, Kathryn Berlin, Lisa Borrero*
Abstract Body: In the field of gerontology, research tends to focus on people external to the researcher, yet the role and experience of the gerontologist cannot be ignored. In this paper, three women, all at varying stages in the life course, reflect on their experiences pursuing doctoral-level credentials in gerontology. We reflect on the impact our various life stages had on our post-secondary educational experiences as well as our career trajectories and opportunities for tenure-track careers. During the process of completing a doctoral program and beginning a faculty career, one of us was experiencing the transition to grandmotherhood as her adult children became parents themselves. Another became a parent while completing her doctorate and seeking and beginning her tenure-track position, and the third completed her doctorate and started her faculty position prior to marrying or starting a family. While each of our experiences in graduate school and the early stages of tenure track careers have been influenced by others’ perceptions of our life stages and trajectories in different ways, all three of us have found the multidisciplinary nature of gerontology to be an eye-opening perspective, and we have all undergone profound changes in our health behaviors and health goals. Consideration of the variety of experiences represented here might prove useful for gerontologists who are interested in understanding and expanding gerontological education and professional development for gerontologists. Differences in the life stage of gerontology students might call for differences in the structure and delivery of post-secondary gerontology education and for career search efforts.

Objective 1: Differentiate students’ motivations for pursuing post-secondary education gerontology.

Objective 2: Tailor post-secondary gerontology education and for career search efforts to meet the various needs and desires represented by students.

Session Number: 185
Session Title: Poster Session 3
Abstract: Evaluation of a Dementia Education Course Utilizing the Principles of Person-Centered Care.
Louise M. Murray
Saturday, March 5, 2016; 9:30 AM-12:30 PM
Abstract Body: This paper will outline the impact of an inter-disciplinary gerontology course titled ‘The Experience of Dementia’ on the knowledge about dementia, and attitudes towards those living with dementia and dementia itself, of traditional and non-traditional students enrolled in a four-year public university. The course includes content about the pathology of Alzheimer’s disease and related disorders, the psychosocial impact of dementia for the person with dementia and their personal support system, and the philosophy of person-centered care. The course was designed utilizing adult learning theory principles and person-centered care as the foundation. The course was offered as an asynchronous, 100% online, summer class at both the undergraduate and graduate level. The purpose of this study is to ascertain the value of a non-clinical, online course that addresses dementia education from a perspective of the philosophy of person-centered care and the impact of these practices in the context of higher education. The research question to be addressed in this study is will the students’ knowledge, attitudes towards, and understanding of Alzheimer’s disease/dementia from a person-centered perspective change over time, i.e. during the course, as evidenced in their written work and the language used when discussing persons with Alzheimer's disease/dementia and the challenges they face.

Objective 1: After attending this activity participants will be able to discuss the impact of utilizing a person-centered care approach to online dementia education in the context of non-clinical, higher education curriculum.

Session Number: 185
Session Title: Poster Session 3
Abstract: Interest Topics in Gerontology and Personality in Students From the Bachelor Degree in Gerontology, University of Guadalajara. Neyda M. Mendoza Ruvalcaba, Isis E. Medina Román, Ivan Gómez Barba
Saturday, March 5, 2016; 9:30 AM-12:30 PM

Abstract Body: The function of interest is to motivate knowledge-seeking and exploration, which over time builds knowledge and competence. Many personality traits connect to interest, intrinsic motivation, and exploration. Bachelor in gerontology program is delivered since 2012 at University of Guadalajara. The aim of this study is to analyze the interest topics in gerontology and roles of personality in students from the bachelor degree in Gerontology from University of Guadalajara. A cross-sectional study was designed, 185 students of the bachelor degree in Gerontology (22.2% men, 78.8% female, mean age 22.42 ranged 18-67 years) from all the seven levels were interviewed, interest where assessed based on the 41 topics included in the GSA interest groups, personality was measured by the Big five-test, socio-demographic data were included. Descriptive and correlational analyses were performed. Most interesting topics were 1) Nutrition, 2) Hospice, Palliative, and End-of-Life Care and 3) Emotion and aging, 4) Hospital Elder Life Program, 5) Nursing Care of Older Adults; while Aging in Asia, Chinese Gerontology Studies, Measurement Statistics and Research Methods, Qualitative Research, and Business and Aging where reported as the less interesting topics. Interest topics in gerontology where homogeneous across the seven different levels of the bachelor degree (p´s>.05). Conscientiousness was the highest personality trait, followed by agreeableness, extraversion, neuroticism and openness. Personality was related to interest topics in gerontology (p´s <.05). For example conscientiousness was positive related to interest in Men's Issues, Health Behavior Change, Lifelong Disabilities, Mental Health Practice and Aging, LGBT, Measurement Statistics and Research Methods, Research in Quality of Care, Research on Cancer and Aging, and Researchers Based in Long-Term Care. Agreeableness was negatively related to interest in LGBT topic, and positively to Brain issues. Neuroticism was negatively related to interest in topics like Hospital Elder Life Program, and Hospice Palliative and End-of-Life Care. Openness was positively related to interest in Aging in Asia, Aging Alcohol and Addictions, and Disasters and Older Adults. Extraversion was not related to any interest topic in gerontology. As Conclusion, It was found a relationship between some interest topics in gerontology and personality traits. Conscientiousness was the most common personality trait among the students. Interest reveals the gerontology profile of the undergraduate students in gerontology. This is a first step in a longitudinal study to examine change in interests while advancing in gerontology program.

Objective 1: To analyze the interest topics in gerontology and roles of personality in students from the bachelor degree in Gerontology from University of Guadalajara.

Session Number: 190
Session Title: 45 Minute Workshop 7
Abstract: Pedagogical Strategies for Developing Empathy Among Students. Patricia Swager, Heather Haslem, Susan Harris, Natalie Mazzullo
Saturday, March 5, 2016; 11:00 AM-12:30 PM

Abstract Body: Sensitivity trainings have long been used as a pedagogical tool to help students gain perspective on what it would be like to step into someone else’s shoes. The development of empathetic attitudes towards elders is an important aspect of gerontological education and for anyone who may choose to work with elders. Although there are positive aspects to aging simulation training, they sometimes can reinforce negative stereotypes rather than evoke empathy and understanding in participants. Given the demographic shift to elders globally, an empathetic workforce that serves elders is especially important. This interactive workshop will explore a variety of aging sensitivity curricula used in various settings within a wide range of disciplines including medical residents, dental students,
middle/high school students, undergraduate students and healthcare professionals. Suggestions for implementation will also be incorporated in this workshop.

**Objective 1:** Discuss adaptations to aging sensitivity trainings to enhance empathy and understanding within a variety of disciplines.

**Objective 2:** Describe ways in which aging sensitivity simulations can be adapted with specific learning objectives in mind.

**Objective 3:** Identify the benefits and potential drawbacks of aging sensitivity trainings.

**Session Number:** 190
**Session Title:** 45 Minute Workshop 7
**Abstract:** Reframing the Conversation: From Gerontology to Palliative Care. *Eileen Piersa, Helen McNeal*
Saturday, March 5, 2016; 11:00 AM-12:30 PM

**Abstract Body:** One of every 8 Americans is over 65 years of age. Of those, 90% have at least 1 chronic or serious illness, and 23% have 5 or more conditions. Yet we have a growing shortage of gerontologists and gerontology trained health care professionals. However, for everyone, quality of life is critical. Maybe it’s time to change the conversation ... and our pedagogy. Palliative care is joining the mainstream conversation. You can read articles regularly in the New York Times, Wall Street Journal, LA Times, and The Washington Post. Palliative Care is an extra layer of support with a focus on quality of life for individuals and families facing serious illness – whatever the diagnosis or prognosis. It prevents and reduces suffering by addressing pain and other symptoms as well as the physical, emotional, psycho-social and spiritual issues associated with serious and chronic conditions. It is NOT simply end-of-life care or hospice. Come and learn how a statewide initiative in the California State University system is leading the state, the nation, and the world, in palliative care workforce development and community awareness building. Working with faculty in nursing, gerontology, social work, speech pathology and all allied health professionals, it is educating the workforce of today and tomorrow in the care that our aging society needs to optimize quality of life. In two years, it has trained more than 1100 health care professionals and 2200 community members about palliative care ... most of them concerned with caring for our aging population. Is it time to reframe the conversation from aging and the issues of aging to a focus on whole person care that is rooted in understanding the needs and wishes of each unique individual in the face of what is almost inevitable ... a serious or chronic illness? None of us likes the thought of aging. But all of us want to have as much quality of life as possible. Join us for a conversation about how we can engage students and health professionals in a different way with the issues of aging and illness. Wouldn’t you rather talk about what gives your life meaning instead of how to grow older with less mobility, cognition, etc.? Boomers, Gen-x and Gen-Y are aging differently. As educators we need to educate differently too.

**Objective 1:** By end of session participants will be able to define palliative care and its relevance to an aging population and gerontology.

**Objective 2:** By end of session participants will be able to describe how the CSU Institute for Palliative Care is educating older Americans and their healthcare professionals.

**Objective 3:** By end of session participants will be able to discuss ways to educate gerontology students and others using a different frame of reference.

**Session Number:** 195
**Session Title:** 90 Minute Workshop 11
**Abstract:** No Longer Invisible: Co-Creating a "Gerontology: The Basics" Course With Housekeeping Staff at a University Based Retirement Community. *Jennifer R. Sasser, Cynthia McKee, Israel Kirk*
Saturday, March 5, 2016; 11:00 AM-12:30 PM
Abstract Body: Often seen as the invisible workforce, the housekeeping personnel at continuing care retirement communities play an important role in helping to retain residents’ sense of pride and familiarity by maintaining their living environments (and, perhaps, their sense of self). As well, housekeeping staff often have more frequent, even intimate, contact with residents compared to other staff members, serving in an often unacknowledged gatekeeper role. While members of this sector are typically employed without formal gerontology training, they may have prior learning experience working with older adults that they bring to their work in housekeeping. In this presentation we share our innovative educational approach, predicated on the principles of collaborative inquiry and Participatory Action Research (PAR), to designing and facilitating a “Gerontology: The Basics” course for the housekeeping personnel at a university based retirement community, Mary’s Woods at Marylhurst. Freire (2007), a central proponent of the transformative potential of a collaborative and participatory approach to teaching and learning, proclaimed in Dare to dream, that with this approach, “knowledge presents itself more as a right of men and women from the popular classes, who have been precluded from exercising that right, the right to better know what they already know because they practice it, and the right to participate in the creation of knowledge that does not yet exist” (p. 62). The enactment of this approach in the context of co-creating a nine-session basic gerontology course with the housekeeping staff resulted in a vibrant and inclusive learning community. As a collaborative process, participants took a central role in leading the early morning, one-hour course sessions while facilitators offered teaching moments as opportunities arose and helped illustrate how Gerontological concepts might be understood through personal experiences connected to work, family, and culture. The facilitation team itself was composed of an educational gerontologist, a gerontology graduate teaching assistant, and an experienced member of the housekeeping staff. The curriculum which emerged had real-time relevancy, harnessed prior life-wide learning experiences, and supported participants’ ongoing personal, educational and professional aspirations and development. This approach to teaching and learning helped to support participants’ empowerment and emphasized the important role they play as an invested part of the caretaking team that ensures dependable, compassionate care to the older population they serve.

Objective 1: After attending this presentation, participants will be able to describe features of and strategies for an innovative educational approach that values prior learning and co-construction of knowledge for service personnel at CCRCs.

Objective 2: Participants attending this presentation will engage in a real-time collaborative process that will facilitate deeper reflection on their own experiences as professionals in the field of Gerontology.

Session Number: 200
Session Title: 90 Minute Workshop 12
Saturday, March 5, 2016; 11:00 AM-12:30 PM
Abstract Body: Gerontology education has moved beyond traditional classroom boundaries as academic programs endeavor to not only remain relevant and solvent, but also to thrive in these challenging and changing times. Learner-centered education has long been identified as a way to ease various pressures institutions face, such as rapidly changing student expectations. With the principles of student-centered learning becoming more defined, increased attention has been given to the resources, tools, and practices best suited for its successful implementation in teaching and advising. Technology, being highly customizable and having the intrinsic ability to motivate students, offers many ways to advance learner-centered education. Yet despite its widespread availability, technology has not fully reached its potential in face-to-face, hybrid, or online learning environments. The purpose of this symposium is to provide gerontology educators with a technology-based, pedagogical toolbox to support their student-centered
teaching and advising activities. Members of the New Technologies in Education Committee present on specific technologies used to support student-centered learning, for which Amber McIlwain serves as discussant. First, Amanda Sokan provides an overview of synchronous chat sessions, sharing her experiences using this communication technology in online courses. Elizabeth Elmore continues the discussion on using chat, specifically for virtual office hours, team collaboration, and instructional continuity. Her presentation also surveys additional technologies used to enhance communication with students, including LiveScribe and mobile apps. From an evidenced-based perspective, Chuck Robertson gives a presentation on what podcasting is, how to develop podcasts, and how to use podcasts in gerontology programs. He introduces new mediums for social distribution of podcasts and provide best practices for both the delivery of content and the structure of podcasts. Finally, Lisa Huber identifies tools and provides best practices for distance advising and capstone experiences.

Objective 1: Upon completion of the symposium, participants will be able to define student-centered teaching and advising and identify its principles.

Objective 2: Upon completion of the symposium, participants will be able to use technology-based tools to support student-centered teaching and advising.

Objective 3: Upon completion of the symposium, participants will be able to identify challenges that can arise with the use of technology and strategies to ameliorate them.

Session Number: 205
Session Title: 90 Minute Workshop 13
Abstract: Charrette Planning for Age-related Design Issues: Part II. Alan DeLaTorre, Dr. Maria Claver
Saturday, March 5, 2016; 11:00 AM-12:30 PM
Abstract Body: This workshop is the second in a two-part proposal submitted by the Co-Chairs of AGHE’s Environmental Design (ED) Committee. The two workshops are intended to be offered at the beginning and end of the conference to provide opportunities for attendees and local stakeholders to engage in a community-based project with tangible outcomes. The first workshop will provide the background and context needed to facilitate an abridged version of an age-related charrette. At the end of the first workshop, participants will have defined design-related challenges for a local long-term care facility in Southern California, which will be the focus of the hands-on discussions during Workshop Two. Dr. Maria Claver (CSULB) will lead a team that will: serve as primary contact with project stakeholders; identify the local facility and obtain their consent for collaboration; recruit local stakeholders, which may include local community members, facility residents and/or staff, and students, to participate in the workshops; identify and recruit students, alumni, and other stakeholders to assist in development of a "virtual tour” of the facility and a description of the daily experience of the facility’s residents; and actively participate in the two workshops. The planning charrette will be coordinated by Dr. Alan DeLaTorre, a self-described “urban gerontologist” who is involved with design and development of physical environments for older adults and people with disabilities. He has coordinated a design charrette in Portland, OR and will work closely with Drs. Claver and Perkinson to facilitate a community-based service-learning experience during the AGHE conference. The charrette will focus on design issues identified in the first workshop (e.g., accessibility of the facility, environments that facilitate social connectivity). Attendees of the second workshop will participate in discussion feedback loops to define and refine the following: design suggestions and solutions; proposed actionable steps; and potential barriers and opportunities for achieving improved facility design. Participants will bring a wealth of knowledge and expertise to the workshop in fields such as architecture, urban planning, dementia-friendly design, landscape design, design anthropology, and universal design. A brief summary report will be shared with the facility and saved in the ED Committee archives, as a guide for future charrettes. The ED Committee hopes to replicate the workshop at the 2017 AGHE conference.
Objective 1: Develop skills in providing design guidance to a local long-term care facility, based on input from experts in the fields of gerontology, design, and related fields integrated with input from involved local stakeholders.

Objective 2: To utilize principles of design-related charrettes to develop a community-based service learning model that can integrate expertise of AGHE conference attendees and local stakeholders in a replicable model.

Session Number: 210
Session Title: From the Classroom to the Community: Service Learning and Community Engagement
Abstract: Gerontology Students Support Local Elder Abuse Prevention Through Interview Project. Janet S. Hahn, Jeana E. Brown
Saturday, March 5, 2016; 11:00 AM-12:30 PM
Abstract Body: A Western Michigan University (WMU) gerontology service-learning class created a project which was composed of interviews with those who are in contact with vulnerable older adults. The purpose of this study was to learn about the experience of those who have observed or suspected incidents of elder abuse, neglect or exploitation. The students created a questionnaire to collect information on occupation, knowledge and training on elder abuse, and whether or not the professional had ever witnessed or suspected elder abuse. The instructor served as the principal investigator and the study was submitted to the Human Subjects Institutional Review Board for review. Each student investigator conducted two open-ended, in-person or telephone interviews with individuals who were in contact with older adults. The individuals interviewed were health care professionals, mandatory reporters in civil services, caregivers, friends or family members. Respondents were recruited through word of mouth, places of employment, and by an email sent to the Kalamazoo Area Professionals Focused on Aging mailing list by the instructor. The interviews were aimed at gaining information and recommendations from those in the field regarding changes or activities that could help prevent elder abuse and support more effective interventions. After the twenty-four interviews were completed, students were given a chance to make their own recommendations based on what they had learned. The final report included all recommendations and comments from respondents as well as the student analysis. The report was shared with the Kalamazoo County Elder Abuse Prevention Coalition and provided results which helped the coalition obtain local foundation funding for outreach and training regarding elder abuse prevention. Based on their interviews and analyses, the students made the following recommendations to the local coalition: 1. Create more accessible training for recognizing and reporting. Should advertise and make more attractive with food, beverages, and transportation; 2. Increase education on elder abuse; 3. Increase family supports for being reporters; 4. Business cards for reporting procedures and phone number for reporting made available at locations where older adults frequent; 5. Screening for caregivers; 6. Require workshops for those who work with older adults; 7. Support groups for victims. This project encouraged active student learning while also benefiting the community.

Objective 1: After attending this session participants will be able to describe the steps for involving students in an interview research project to inform and support local community service activities.

Session Number: 210
Session Title: From the Classroom to the Community: Service Learning and Community Engagement
Abstract: An Application of Service Learning in the Neuroscience of Aging: Building a Healthy Brain for Today and Tomorrow. Jessica Fleck
Saturday, March 5, 2016; 11:00 AM-12:30 PM
Abstract Body: The ability to generate opportunities for students to connect directly with community members is a critical piece to education in gerontology. This is particularly challenging in domains such
as the biological components of aging, in which the technical nature of the science may limit students’ abilities to effectively share relevant content with older adults. However, direct connections with community members leaves a lasting impact on students, prepares them for the applied work in gerontology that awaits, and fosters a sense of responsibility and service for years to come. This paper presentation will detail a service learning project that was implemented in a senior undergraduate seminar in neuroscience that focused on the aging brain. Community focus groups held the prior year revealed a significant need in the local community for access to current and reliable information on brain health. Students in the course worked in small groups to develop and deliver presentations on topics related to the aging brain, such as the role of exercise in neurogenesis, the impact of health factors (e.g., high blood pressure and high cholesterol) on brain function, and the effects of depression on the physical brain, among others. Students hosted an event on our University’s campus and invited members of the local community to attend. The goal of the event was to share recent scientific findings on brain health and function with members of the community in an engaging and comprehensible way. Each presentation included a pretest and posttest of knowledge to provide a direct measure of outcomes. The paper presentation will share how topic-specific knowledge was obtained within the course to prepare students to deliver presentations of sufficient scientific rigor. Course assignments that included reading primary journal articles in the field, writing reports that detailed research findings and the relevance of these findings to students’ presentation topics were paramount in establishing the background necessary in the field. The impact of the event on local community members, as well as students in the course will be highlighted. A final portfolio assignment was used as a tool to encourage students to reflect on their learning experiences, as well as to provide a complete record of each student’s work on their respective project to serve as evidence of their experiences when applying for graduate study or employment. Example materials from each step in the project will be shared with participants.

Objective 1: After attending this paper presentation participants will have been exposed to a concrete example of how service learning can be applied in courses that target the biological components of aging.

Objective 2: Participants will have access to a model for community engagement that highlights the role of academic institutions as a resource on brain health for the local community.

Session Number: 210
Session Title: From the Classroom to the Community: Service Learning and Community Engagement
Abstract: Utilizing Social Work Interns to Reduce Hospital Readmissions of Older Adults: Results of a Randomized Controlled Trial. Laura Bronstein, Paul Gould, Kristina Marks, Shawn Berkowitz
Saturday, March 5, 2016; 11:00 AM-12:30 PM
Abstract Body: Over a two year period, an interdisciplinary team of social workers, geriatricians and nurses trained and supported MSW students in the implementation of a strengths-based model of care coordination to reduce hospital readmissions of high risk patients aged 50 and over. Implementing this effort as a randomized controlled trial we were able to test the effectiveness of this intervention as compared with the usual post-discharge services provided to patients. Prior to discharge, the social work intern made initial contact with older adult patients at moderate to high risk of readmission. Those who agreed to participate were randomly assigned to the control or experimental group. Those in the experimental group received less than two hours of intervention from the social work intern over the 30 days post-discharge. This included an initial phone call, one home visit and a last follow-up phone call. Social work interns were supported in their work through the usual educational efforts of their on-site field supervisor and their classroom work. In addition, participating social work interns met for an hour/month with an interdisciplinary team of social workers, nurses and physicians for further education and training around implementation of the strengths-based care coordination model.
Utilizing a randomized controlled trial we looked to determine if there was a significant difference in <30 day readmission rates between patients receiving usual care post-discharge and those receiving the care coordination intervention from a masters-level social work intern. Using a sample of hospitalized patients with a LACE Index Score of 7 or higher (n=89), results of the analysis suggest that the intervention improved the likelihood of not being readmitted by some 22% (RR=1.222; 95% CI: 1.063-1.405). The risk improvement with the intervention was highly statistically significant (p=.003). In addition to the quantitative data, a satisfaction survey conducted post 30-day discharge revealed that 85% of participants were highly satisfied and 12% were satisfied with the MSW student services. Comments about the interns from three participants included: “He made me feel that quality help was available if I needed more support”; “The student made me feel important”; and “I would suggest this program as a regular part of the discharge process”. This study shows that a time-efficient care coordination intervention by masters-level social work interns may improve hospital readmission rates. Replications of this study in other communities, with more diverse populations, and with larger numbers of patients will indicate whether results are generalizable.

Objective 1: Participants will learn how to adapt a highly successful model of intervention for reducing hospital readmissions among moderate to high risk older adults implemented utilizing master of social work interns.

Session Number: 215
Session Title: Paving New Paths Initiative, Strategies and Innovation
Abstract: Interinstitutional Master on Gerontology: A New Perspective in Gerontology Education in Mexico. Elva D. Arias Merino, Neyda M. Mendoza Ruvalcaba, Maria E. Flores Villavicencio, Irma F. Diaz Garcia, Maria D. Orozco Valerio
Saturday, March 5, 2016; 11:00 AM-12:30 PM
Abstract Body: In order to prepare high-quality human resources in Gerontology able to face challenges in our aging society, the University of Guadalajara (Mexico) had offered the Master of Gerontology degree since 1994. Based on this program, and as part of the General Agreement on Scientific and Academic Collaboration for Interinstitutional Programs signed by the public Universities of the Central-Western Region (RCO, ANUIES) in 2012, it has been developed a more comprehensive and high quality program designed to address the specific needs of aging in the region: The Interinstitutional Master on Gerontology. This new program involves six public Universities: University of Guadalajara (Coordinator), Autonomous University of Aguascalientes, University of Colima, University of Guanajuato, Autonomous University of Nayarit, and The Michoacana University San Nicolás de Hidalgo. For this Master degree, gerontology is understood as a field of the scientific knowledge inter-multi-transdisciplinary, dedicated to the study of aging of the population in general, of any group or individual in particular, and is defined as the scientific study of the process of aging, the old stage and the older persons as individuals; from bio-psycho-social perspectives. From a Public Health approach, and based in solid ethical values and attitudes, the gerontologist profile includes the knowledge to: 1) describe understand and explain the life-span from a bio-psycho-social perspective, 2) differentiate successful, active and healthy aging from pathological, 3) use methods and techniques for the generation of knowledge and intervention in the aging process in collaboration with other professionals, 4) understand the administrative process of health, welfare and social security institutions in gerontology, 5) analyze social policy and legislation, 6) analyze the importance of social perception of the older persons, through knowledge and self-reflection for changing stereotypes, 7) analyze the importance of the family and social network, as well as social support in gerontology interventions. In addition, gerontologist will be able to: a) identify the potential, needs and problems of the older adults, b) develop gerontological interventions, c) modify risk behaviors, d) promote collaborative intergenerational relationships, e) promote successful, active and healthy aging through the life-span. Is a competence-based program, and in a review, it was found that
its approach applies the gerontology competencies for undergraduate and graduate education published by AGHE in November 2014. This is the first Interinstitutional Master in Gerontology in the country, and will be delivered from 2016.

**Objective 1:** To analyze the Interinstitutional Master on Gerontology as a new perspective in gerontology education in Mexico

**Session Number:** 215  
**Session Title:** Paving New Paths Initiative, Strategies and Innovation  
**Abstract:** Making it Personal: Innovative Strategies for Educating Gerontologists in End-of-Life Care.  
*Susan Enguidanos*  
Saturday, March 5, 2016; 11:00 AM-12:30 PM  
**Abstract Body:** Gerontologists hold an array of professional positions including health care and community-based service providers and administrators, financial advisors, care managers, and other social service providers. In these roles, gerontologists frequently encounter situations where they will need to educate older adults and their family members on end-of-life care options and decisions, including availability of hospice and palliative care, advance care planning, financial planning, and grief and bereavement support. Despite the critical need for skilled professionals in the area of palliative care and end of life, there has been minimal education in these areas, which has led to a lack of preparedness for gerontology students. When academically and emotionally prepared, gerontologists are better positioned to provide education, support, and guidance to older adults and their family members. Additionally, personal engagement in end-of-life decision-making can provide a better understanding of the challenges patients face when making these choices, whether it is preparing in advance or making in the moment decisions. With the growing older adult population, there will be an increasing need for more academic preparation among health care professionals and leaders in working with patients and families needing guidance in end-of-life care as well cultural competence in service provision. This session presents an overview of two courses that were designed to educate and engage gerontology students in issues surrounding death and dying and end-of-life care. An overview of each syllabi will be provided, examples of innovative education strategies discussed, and successful methods of personally engaging students in the curriculum will be presented. Finally, course evaluation, feedback, and personal communication with students will be shared to provide a broader understanding of the importance of the topic and the benefits of personalizing the learning experience.  
**Objective 1:** By the end of this session, participants will be able to list three innovative end of life care teaching strategies.  
**Objective 2:** By the end of this session, participants will be able to describe three assignments that can be used to personally engage students in learning about the challenges in making end-of-life decisions and providing care at end of life.  
**Objective 3:** By the end of this session, participants will be able to identify how these teaching strategies impact students, both personally and professionally.

**Session Number:** 215  
**Session Title:** Paving New Paths Initiative, Strategies and Innovation  
**Abstract:** A Workforce Development Initiative to Prepare Associated Health Trainees to Effectively Care for Older Rural Veterans.  
*Annette M. Atanous, Judith Howe, Andrea Sherman*  
Saturday, March 5, 2016; 11:00 AM-12:30 PM  
**Abstract Body:** The Hudson Valley Rural Geriatric Education Collaborative (HVRGEC) is an innovative training program geared to prepare associated health trainees to effectively work with older rural Veterans. It is based at the James J. Peters VA Medical Center’s Geriatric Research, Education & Clinical Center (GRECC) and the VA Hudson Valley Health Care System. Funded by the Veterans Health
Administration (VHA) Office of Rural Health and Office of Academic Affiliations, this multi-modal education program prepares trainees from fields such as social work, psychology and pharmacy to deliver high-quality care to aging Veterans living in the rural regions of New York State. The principal goals of HVRGEC are to (1) examine the complex needs of older rural Veterans living in the Hudson Valley region of the state; (2) take part in interactive educational and clinical opportunities across VA facilities; (3) use state-of-the-art telehealth equipment; and (4) leverage with other GRECC rural health education programs to promote sustainability. Program highlights include a weekly seminar focusing on geriatrics, interprofessional teamwork and palliative care; case conferences; access to a robust VA SharePoint site with over 1,000 interdisciplinary resources (e.g. webinars, curriculum, scholarly articles, news articles, etc.); two rural health half-day conferences every year; monthly Geriatrics and Palliative Medicine Grand Rounds; webinars for both trainees and preceptors; access to a Virtual Learning Community for primary care providers; and opportunities for reflective practice. Trainees have participated in reflective journaling exercises in order to explore the deeper meaning of their clinical placements through critical self-reflection. In this presentation, we will provide an overview of the curriculum components, discuss effective ways of engaging both trainees and preceptors in a learning community, present options for sustainability, and share resources for replication in other settings.

Objective 1: After attending this session, participants will be able to discuss various multi-modal learning approaches for associated health trainees in clinical placements.

Objective 2: After attending this session, participants will be able to identify geriatrics education needs of trainees who are at the beginning of their careers.

Objective 3: After attending this session, participants will be able to identify ways to develop engaging geriatrics curricula that promote interdisciplinary teamwork, focus on patient-centered care, and increase student awareness of the unique needs of older rural adults.

Session Number: 215
Session Title: Paving New Paths Initiative, Strategies and Innovation
Abstract: Preparing Rural Primary Care Providers to Become Educational Leaders in Geriatrics. Jacob Deering, Annette M. Atanous, Judith L. Howe
Saturday, March 5, 2016; 11:00 AM-12:30 PM
Abstract Body: The Geriatric Scholars Community (www.gerischolars.org) is a Virtual Learning Community (VLC) that offers healthcare providers, staff, and students an interactive e-learning platform for flexible education in geriatrics. This workforce development initiative is sponsored by the James J. Peters VA Medical Center’s Geriatric Research, Education & Clinical Center (GRECC) and funded by the Veterans Health Administration (VHA) Office of Rural Health. Its target audience is primary care providers and staff working in VA rural clinics who desire to increase their knowledge and skills about caring for older Veterans. Given the lack of geriatrics specialists in the United States, particularly in rural areas, this approach of “geriatricizing” providers helps ensure optimal care for older patients. The site is designed for ease of use with a number of learning modalities offered. There are ten courses available for users: Chronic Disease; Dementia; End of Life Care; Falls; Interdisciplinary Teamwork; Medication Management; Mental Health; Rural Health; Sexual Health; and Successful Aging. Other learning resources include videos, assessment tools, pocket guides, and evidence-based articles. The site is available at no cost to learners. VA and non-VA rural providers are able to access online educational materials 24 hours a day, 7 days a week from any computer with Internet access. Web modules will be accredited in 2016, enabling providers to receive Continuing Education Units. The presentation will include information about the VLC’s curriculum development process, dissemination and marketing, sustainability plan, and lessons learned.
**Objective 1:** After attending this session, participants will be able to identify three reasons why an online learning community is an optimal learning environment to help “geriatricize” rural primary care providers.

**Objective 2:** After attending this session, participants will be able to identify ways in which urban providers may develop distance learning geriatrics curriculum for rural providers and staff.

**Objective 3:** After attending this session, participants will be able to integrate competency-based geriatrics curriculum into clinical practice.

**Session Number:** 220

**Session Title:** Symposium 9

**Abstract:** The Future of Gerontology: Input and Strategies From Student Perspectives. *Sarah J. Hahn, Katarina Friberg Felsted, Amy Plant, Linda Barrett, Erica Hegland, Katherine Im, Josie Rader*

Saturday, March 5, 2016; 11:00 AM-12:30 PM

**Abstract Body:** As gerontology continues to evolve, several core foundations (e.g., the acceptance of the life course and life span; incorporating theory, research, education, and practice; increasing a global presence) have become widely embraced. These foundations continue to drive gerontology into the future and help gerontologists define their unique disciplinary identity. As an institutionally-based membership organization, AGHE has taken the lead in shaping academic gerontology at the institutional level. Early initiatives such as the Standards and Guidelines (which continue to evolve with the development of the field), the longstanding Program of Merit, and recent efforts to develop core competencies and conversations about accreditation all seek to strengthen gerontological education, albeit at the institutional level. Although these efforts are important to emerging gerontologists, the benefits might be characterized as indirect. Arguably, more recent initiatives (the formation and growth of ESPO, mentoring sessions at GSA and AGHE, and reviewer-in-training programs offered by GSA and AGHE journals) more directly contribute to the development of the next generation of gerontologists. Despite these efforts, many students find it challenging to develop their gerontological identity and identify their desired career trajectory. A related challenge is how to act on their desire to begin to contribute to the field as early as possible. This symposium is a call to action for AGHE to take the lead in helping students to meet these challenges, foster the development of students’ identity as gerontologists, and empower them to take advantage of opportunities within and beyond the organization to become the next generation of gerontological leaders. The presenters in this symposium focus on their identity as a gerontologist, either academically or in practice. By defining who we are as students and gerontologists, we begin to acknowledge ourselves as assets in our field. Each presentation remarks on forms of leadership development, some with a more micro focus (e.g., ourselves as leaders in local service or as emerging professionals) and others, macro (e.g., leadership in national organizations). All of them regard student leadership as critical to the future of gerontology. As we continue growing and moving forward in this discipline, helping students create and understand their identities as a gerontologist should become a key foundation in gerontology.

**Objective 1:** At the conclusion of this presentation, attendees will have a stronger awareness of, and a more progressive perspective on, current students’ future roles as leaders in the field of gerontological higher education.

**Objective 2:** At the conclusion of this presentation, attendees will be able to list at least two barriers to finding their dream career in gerontology and discuss multiple ways to combat these barriers and make headway into changing the face of gerontology in the future.

**Objective 3:** At the conclusion of this presentation, attendees will develop an understanding of what it means to be a student and a gerontologist.

**Session Number:** 225
Session Title: Symposium 10
Abstract: AGHEurope: European Gerontology Program Collaboration With AGHE. Kelly G. Fitzgerald, Jan S. Jukema, JoAnn Damron-Rodriguez, Jason K. Holdsworth
Saturday, March 5, 2016; 11:00 AM-12:30 PM
Abstract Body: AGHEurope is an ongoing project of the AGHE Global Aging Committee. A project aim for Going Global with AGHE is to identify and develop ways in which AGHE can expand international membership in order to represent the global needs for gerontological higher education. Initially, the Global Aging Committee decided to focus on European institutions. The aim was to answer the following questions: What do European institutes want to gain from AGHE membership? What do they need to be able to participate in AGHE activities? How can they contribute to help build AGHE into an international organization? In 2014, Windesheim University of Applied Sciences called a meeting of representatives from European gerontology programs to meet in the Netherlands to increase collaboration. A further aim was to learn about AGHE and to discuss the role of AGHE for European programs. In addition to two AGHE representatives, approximately twenty-five attendees represented Belgium, Portugal, the Netherlands, Germany, and Finland. An outcome of this meeting was that several gerontology programs took the first steps to create a network aimed to facilitate international collaborative educational projects and to exchange expertise in developing gerontology programs using several AGHE tools and resources. The network utilized a working agenda that was based on common themes and interests. Currently, several programs are exploring ways of funding projects aimed to facilitate the development of specific competencies in professional gerontology. A third focus of the meeting was to discuss competencies of the programs and the AGHE Gerontology Competencies for Undergraduate and Graduate Education. International forums such as this provide a means of recognizing consensus-based competencies that can define the field of gerontology cross-nationally as well as strengthen international educational collaboration. In 2015, in coordination with AGHE, the 2nd Annual Collaborative Workshop of European Gerontologists (CWEG) was held in Antalya, Turkey. This second network meeting consisted of a three day workshop that included face-to-face meetings and a local project site field visit. The outcome was the continued collaboration among Europe-based educators and researchers working in the field of aging and continued discussions on the needs of European institutes in which the group identified ways to improve AGHE member benefits and promote international membership. This symposium will provide a background discussion on AGHEurope and offer information about the European network’s current activities. Challenges in program development, research proposal outcomes, and the role of AGHE in these activities will be discussed.
Objective 1: Identify gerontology programs in Europe.
Objective 2: Identify potential networking opportunities.
Objective 3: Recognize the benefits of international collaboration for advancing gerontology education.

Session Number: 235
Session Title: 45 Minute Workshop 8
Abstract: Training Community-Based Long-Term Care Workers. Hayley Gleason, Lisa Gurgone, Leanne Winchester
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: Massachusetts has numerous state-funded programs allowing older adults and people with disabilities to receive care in their home. With each of these programs comes the corresponding direct care workers who are employed to provide this critical care. In 2010, the Executive Office of Health and Human Services (EOHHS), in partnership with the Executive Office of Elder Affairs (EOEA), was one of six states awarded grant funds available through the Personal and Home Care Aide State Training (PHCAST) Program, a grant targeted to this workforce. This three-year demonstration program, funded through the US Department of Health and Human Services (HHS), provided funding to
Massachusetts to develop core competencies and pilot training curriculum, titled the ABCs for Direct Care Workers. Through PHCAST, Massachusetts has developed a number of opportunities for direct care workers to receive training in order provide high quality care to community-based older adults and individuals with disabilities. Utilizing community colleges, community-based training centers, and home care agencies, the ABCs for Direct Care Workers, as well as additional trainings, such as a Certified Nursing Assistant Bridge training and a Personal Care Attendant advancement training, are being offered to direct care workers. Meeting these workers where they are, to provide the training they need to pursue direct care work, ensures that new direct care workers can successfully get into the field and remain long-term. Attendees will learn about the training opportunities available for home care aides in Massachusetts, including where training is delivered and the curricula currently available.

Objective 1: After attending this presentation, participants will be able to describe the training venues and training opportunities available to the Massachusetts home care workforce.

Session Number: 235
Session Title: 45 Minute Workshop 8
Abstract: Introducing Safe Patient Handling & Mobility (SPHM) to the Field of Aging: Advocating for Continued Independence by Increasing Mobility & Decreasing Falls. Trina Saucedo, Kimberly Falco
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: There continues to be a disparity in Healthcare for our aging population as we strive to increase mobility and independence while preventing falls and subsequent injury. Presented as a hands-on session attendees will be introduced the concept of Safe Patient Handling & Mobility (SPHM), a national program of the Department of Veteran Affairs, implemented with the goal of promoting a safer care environment for the care recipient as well as a safer work environment for the provider. It will showcase a variety of SPHM equipment available to diversified aging environments. SPHM programs and equipment have significantly changed the lives of our aging population by offering alternatives to traditional preventative and protective measures while also protecting direct-care providers as well, yet SPHM programs continue to be a well-kept secret. Evidenced based research has confirmed there is a shortage of informed professionals and this knowledge deficiency increases the possibility of incurring a potential career ending injury. Thus, it is critically important for students in the field of aging to become familiar with assistive devices that promote the ability of individuals to age-in-place, protecting their mental, emotional and physical well-being while promoting their safety and mobility.
Objective 1: Be able to discuss the impact of falls prevention vs. mobility
Objective 2: Become familiar with AB 1136 and it’s effect on healthcare communities
Objective 3: Be able to discuss the barriers of cultural change vs. justification of implementation expenses

Session Number: 240
Session Title: 45 Minute Workshop 9
Saturday, March 5, 2016; 2:30 PM-4:00 PM
IntroductionThe coexistence of generations is a given in every society. Intergenerational collaboration is a key characteristic of a strong society and is strongly connected with gerontological and pedagogical issues. With people living longer lives and an urgency for more social cohesion, professionals in their own field of activity need to take a broader view on how...
people from all generations benefit from each other and address (social) issues together. To provide professionals this broader view, Windesheim University of Applied Sciences developed, in direct collaboration with a university from Belgium and Denmark, a 20 week bachelor minor “Innovations in an intergenerational society”. The aim

This bachelor minor first of all aims to provide students a better understanding of different generations, and to support them in the development of different perspectives on generations (multicultural, multidisciplinary and international) and the way generations do or do not interact. Secondly, the minor aims to support students in gaining knowledge and skills to change and improve society by introducing new innovative products, services and by providing new insights through research. Connection with research

This minor is strongly connected with a research program on intergenerational topics. The aim is to develop knowledge on different topics and use results in the bachelor minor to give students state-of-the-art knowledge. Students can also take part in research or use the results in their own practicum. Findings from the bachelor minor can also be integrated in the research program. Results will then be used to share with the field of activity and for professional and scientific publications. The research program is a continuum and successive groups of students can work on (parts of) the different topics. International network

This bachelor program was developed in cooperation with 5 international partner universities in Europe and are from Belgium (Ghent University College), Denmark (Lillebaelt University College), Finland (Seinajoki UAS), Turkey (University of Antalya) and Portugal (University of Aveiro). This paper

In this paper we will make you part of the development process, the way the minor was established and how the international network was founded. It will give insights in the discussions, the aims, the successes and lessons learned. Besides that we will invite you to give your insights and advice to strengthen the minor in the near future.

Objective 1: In this paper we will make you part of the development process, the way the minor was established and how the international network was founded. It will give insights in the discussions, the aims, the successes and lessons learned. Besides that we will invite you to give your insights and advice to strengthen the minor in the near future.

Session Number: 240
Session Title: 45 Minute Workshop 9
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: Empowerment is something that gives people hopes and dreams, brings them courage, and prompts them to be filled with the strength to live. It is a wonderful quality that should be present in everyone. People are born with splendid abilities. And throughout their lives, they can continue to demonstrate magnificent strengths. It is empowerment that draws out that magnificent power—in the same way that spring water flows steadily out of a natural fountain, it is empowerment that allows the vital force and potential that lie hidden deep within us to flow. In the practice of health social services, the magnificent potential that each individual initially has is awakened, prompted to manifest, and is leveraged through activities for the good of people’s lives and for the development of society. In groups of people such as in the context of a business enterprise, the potential vigor and capabilities of each employee can be drawn out skillfully and leveraged as energy to be linked to staff development and corporate growth. These are the things that empowerment—needed by organizations, groups, and people—is all about. Empowerment is one method for realizing a society in which everyone is the hero of his or her life, where they can enjoy the differences between themselves and others and are able to embrace the joys of living alongside one another. The science of empowerment is the product of plasticity, diversity, and holistic attributes. The reason for this is that plasticity is the power to change oneself and the environment, which is accelerated within diversity, and then integrated as a holistic action. This presentation covers latest theories and practices of empowerment. It constructs 1) the
principles of empowerment, 2) the essence of empowerment: resonance between individuals, friends and colleagues, and organizations, 3) creating an environment for empowerment, and 4) design techniques to enable empowerment for its application. The work is filled with tips that come from an array of scenes at the front lines where people stand by the brilliance of life.

Objective 1: This presentation covers latest theories and practices of empowerment. It constructs 1) the principles of empowerment, 2) the essence of empowerment: resonance between individuals, friends and colleagues, and organizations, 3) creating an environment for empowerment, and 4) design techniques to enable empowerment for its application.

Session Number: 245
Session Title: 90 Minute Workshop 14
Abstract: Teaching Stealthy Leadership Skills to Future Professionals in Aging: A Lesson on Microaggressions. Loriena Yancura, Christine Fruhauf
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: Microaggressions are a type of subtle discrimination toward socially marginalized groups. They may be conveyed verbally, behaviorally, or through environmental contexts. In contrast to overt aggressions, microaggressions are not always easily detectable, they are often invisible to both perpetrator and recipient. Nonetheless, a growing body of research shows that experiencing microaggressions is harmful to mental and physical health, well-being, and self-esteem. Although the majority of literature on microaggressions is focused on groups characterized by minority race and female gender, this concept is also quite applicable to older adults, due to their socially marginalized status. Microaggressions toward older adults take three main forms: microassault (outward discrimination), microinsults (insensitivity), and microinvalidation (nullification of experience). Both the perpetrators and recipients of microaggressions must work to overcome them. With regards to aging, perpetrators are often well-meaning professionals who must critically examine their beliefs about aging and become aware of how they manifest their beliefs through words and deeds. In this context and for this workshop, the recipients of age-related microaggressions are older adults. These adults can learn to identify microaggressors and practice positive coping skills to minimize or eliminate their influence. This workshop will introduce two activities that can be used to teach students about microaggressions that are relevant to aging. First, participants will be introduced to the concept of microaggressions and will come up with specific examples of microassaults, microinsults, and microinvalidations that may be experienced by older adults. Second, participants will learn about strategies to overcome microaggressions from both perpetrator and recipient viewpoints and will practice these strategies through a role play exercise. The material covered in this workshop can greatly benefit gerontology students. Learning about microaggressions gives students opportunities for in depth exploration of the concept of ageism and experience in detecting its many forms. It also introduces them to valuable skills that they can draw from throughout their future careers in aging. Critical self-examination about being a perpetrator of microaggressions can help students as they work directly with older adults or assume leadership professions in the field of aging. Learning how to cope with microaggressions can help them productively resolve situations when they are the recipients of microaggressions.

Objective 1: After attending this activity, participants will be able to define the scholarly concept of microaggressions and explain how it can be applied to students’ understanding of aging and professional development.

Session Number: 250
Session Title: 90 Minute Workshop 15
Abstract: Multidimensional Perspectives to a Better Understanding of Aging and Diversity. Darlene Yee-Melichar, Robert Pope, Cristina Flores, Andrea Renwanz Boyle
Abstract Body: The commitment to diversity and healthy aging has been longstanding as a general principle among the vast majority of professionals who work on behalf of older adults. This symposium contains essential information for students new to the field, as well as innovative approaches for professionals looking to enhance their competencies and skills. This comprehensive and informative symposium provides multifaceted insights to address current issues and trends in diversity and healthy aging, including effective practices in elder care and education. The four presentations will provide information to maximize the quality of care and quality of life for older adults in contemporary society. Minority Women’s Health—Living Longer, Living Better: Closing the Gap: Improving the Health of Minority Elders in the New Millennium is the third in a series of sponsored volumes from the NIA in partnership with GSA. It helped to focus attention on current issues and problems in research on minority aging. In helping to extend the discussion, this paper has been designed to address disparities in health and health care specific to minority issues in aging and women. Perceived control and psychosocial/physiological functioning in substance abusing older African American veterans: In order to determine the association between the perception of control, and several psychosocial and physiological variables, a PCQ-R and the MOS-SF 36 were employed. African Americans 55 years of age and older (a large majority of whom were veterans) with a history of long term substance use currently in rehabilitation were surveyed. Meeting the Needs of a Diverse Population in an Assisted Living Community: Long-term care facilities are serving populations with increasingly diverse healthcare needs. It is not uncommon to have a person in his forties that has suffered a stroke living with an 85 year-old woman that has dementia. Regardless of diagnosis, how do we insure that all residents’ needs are met? That their rights are respected? That the best quality of care is provided? Caring for LGBT residents in assisted living settings: Provision of care to diverse populations remains an important consideration for residents, clinicians, and administrators working in Assisted Living Facilities. The issues faced by members of Lesbian, Gay, Bisexual, and Transgendered communities throughout the United States are enhanced as these individuals age. This presentation focuses on identified issues, challenges, and strategies to best care for LGBP elders.

Objective 1: At the completion of this symposium, the participant will acquire a broad knowledge of the social determinants of health through the life course and their impact on health and social disparities as women age; and b) Discuss and understand concepts of health and wellness in relation to services for older women of diverse backgrounds.

Objective 2: At the completion of this symposium, the participant will identify and assess multiple means to promote and deliver preventative and restorative health services to under-represented and under-served elders.

Objective 3: At the completion of this symposium, the participant will identify and discuss how to meet the needs of a diverse population in an Assisted Living community; and b) Identify key issues and best practices in caring for LGBT elders in Assisted Living settings.
retiree concerns about possible losses of identity and intellectual engagement include establishing formal organizations: emeriti centers and retired faculty associations (Duranleau & McLaughlin, 2014). While these structures provide important pre-retirement support in collaboration with benefits and HR offices, they are major sources of post-retirement guidance, social engagement, and lifelong learning. USC’s Emeriti Center (EC) and College (ECC), aided by the Retired Faculty Association (RFA), exemplify these comprehensive programs. The EC emphasizes post-retirement planning and counseling workshops about aging, wellness and other retired faculty and staff concerns; organizes on-campus and regional social events; and promotes retirees’ intellectual and financial legacies to the university. It also serves as a two-way link between the university and its 1200+ faculty retirees, in collaboration with other USC units (e.g., benefits and HR administrations, university-wide committees, School of Gerontology, departments). With the RFA, it conducts an extensive communications program of advocacy and information: newsletters, two websites, e-blasts, regular mail, and resource publications; manages an on-campus part-time work/volunteer program for retirees (Trojan Encore); and distributes Gold Cards to access free parking, library privileges and IT support. Legacy projects include Lifetime Faculty Achievement and Service awards, and video interviews of retired faculty found on YouTube. The ECC and RFA serve local communities and retirees through enrichment and short courses (e.g., photography, guided autobiography, Asian culture) and lectures, taught by active and retired faculty in cooperation with public libraries and museums. Also utilizing this faculty expertise, the RFA hosts on-campus “Sherry Hours” on cutting-edge research and new programs, and recently organized several social events and published a history to mark its 65th anniversary. The ECC and RFA also sponsor events promoting intergenerational exchange with U.S. and foreign students; the latter provides financial support so local high school graduates can attend USC. All three organizations provide leadership and support for the international Association of Retired Organizations in Higher Education. Implementing this complex program requires leadership, committed volunteer and staff efforts, an extensive communication program, and funding from the Provost’s office, donors, grants, and membership contributions for operations and special events. USC’s experience can provide a pathway for other academic institutions.

Objective 1: After attending this session, participants will be able to discuss the importance of changes adopted by academic institutions in preparing faculty for retirement, especially the post-retirement years

Objective 2: After attending this session, participants will be able to identify the purposes and programs of emeriti centers and academic institutions in promoting meaningful post-retirement years by providing post-retirement guidance and promoting social engagement, lifelong learning and faculty legacies

Session Number: 255
Session Title: Crafting Connections and Fostering Relationships: Taking Gerontology Further
Abstract: Connecting Elder Law and Gerontology. Nina A. Kohn, Israel Doron, Maria Brown
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: Over the past several decades, elder law has emerged as an important legal specialty. Lawyers, clients, and, law schools are increasingly recognizing the value of the field and its practical and intellectual rigor. Despite this development, however, elder law remains at the periphery of the study of aging and has yet to be meaningfully integrated into the larger field of gerontology. This lack of integration is unfortunate for two primary reasons. First, elder law is inherently an interdisciplinary field and its practice would benefit from being informed by the larger study of aging. Second, an understanding of elder law is integral to understanding of the experience of growing older. As those writing in the area of elder law often recognize, legal rules and structures shape the experience of growing older. To investigate the current relationship between elder law and gerontology and opportunities for (and barriers to) connecting the fields, we conducted structured interviews with
approximately 25 leading professors of elder law and leading professors of gerontology in the United States, Canada, and the United Kingdom. Interviews were designed to: 1) Identify existing attitudes toward elder law among those working in the field of gerontology, and existing attitudes toward gerontology among those working in the field of elder law; 2) Identify opportunities for, and barriers to, connecting teaching and scholarship in the two fields. We then coded the responses. In this session, we will present our findings. Based on these findings, we will then help participants identify steps they might take to connect the two fields in their own teaching and scholarship.

**Objective 1:** After attending this workshop, participants will understand and be able to explain how the fields of gerontology and elder law relate to one another.

**Objective 2:** After attending this workshop, participants will be able to identify one or more advantages of connecting the fields of elder law and gerontology.

**Objective 3:** After attending this workshop, participants will be able to identify ways that they could connect elder law and gerontology in their own teaching or scholarship.

**Session Number:** 255

**Session Title:** Crafting Connections and Fostering Relationships: Taking Gerontology Further

**Abstract:** Strategies for Enhancing Research in Aging Health Disparities by Mentoring Diverse Academic Investigators. Nina T. Harawa, Dedra Buchwald, Louis Penner, Carol Mangione, Isabel Scarinci, Charles DeCarli, Julie Zissimopoulos, Eliseo Pérez-Stable

**Saturday, March 5, 2016; 2:30 PM-4:00 PM**

**Abstract Body:** The ongoing National Institutes on Aging-funded Resource Centers in Minority Aging Research (RCMAR) program was launched in 1997 to build an infrastructure that would “improve the health and wellbeing of older racial/ethnic minority populations by identifying mechanisms for reducing health disparities.” Primary RCMAR strategies to accomplishing this mission include mentoring junior faculty whose research focuses on the health of racial/ethnic minority elders and enhancing cultural diversity of the professional workforce that conducts elder health research. Between 1997 and 2014, 12 centers received RCMAR awards and provided pilot funding and mentorship support to 317 scholars; 86% of whom were from underrepresented racial/ethnic minority groups. These scholars, usually junior faculty, participate in focused mentoring and training to advance their career development and receive up to two years of funding to conduct mentored pilot research. The program has been highly successful, with (87.5%) of the scholars who entered the program by 2010 (n=168) continuing on to academic careers and most others addressing aging disparities through leadership roles within Federal and public health agencies (e.g., the Agency for Healthcare Research Quality and the National Cancer Institute) and research industry (e.g. Kaiser Permanente). We describe the specific approaches and activities that have contributed to the success of the RCMAR mentorship model, discuss the similarities and differences across centers, describe the need for ongoing formal mentorship in supporting the careers of diverse junior faculty, and discuss challenges related to promoting the racial/ethnic diversity of the researchers who conduct aging and health disparities research. We highlight the RCMARs’ engagement of community members and its longitudinal mentoring approach.

**Objective 1:** After attending this activity, participants will be able to list the key elements of a successful mentoring program for junior faculty in aging health disparities research.

**Objective 2:** After attending this activity, participants will be able to describe a longitudinal mentoring model as applied to academic research careers.

**Objective 3:** After attending this activity, participants will be able to discuss how community members and community groups can be engaged in mentoring junior faculty in minority aging research.

**Session Number:** 260

**Session Title:** Resource Exchange 2
Abstract: Community Engagement at the Gerontology Institute at UMass Boston. Ceara Somerville, Hayley Gleason, Krystal Kittle, Brittany Gaines
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: The Gerontology programs at the University of Massachusetts Boston are committed to training students in a variety of research methodologies and preparing them to work with local communities in preparation for the aging of their populations. A number of community-based projects provide opportunities for graduate and undergraduate students, several of which will be outlined in this symposium. Each of the four projects will be described from the graduate student perspective. The Center for Social and Demographic Research on Aging (CSDRA) within the Gerontology Institute, partners with Massachusetts town Councils on Aging (COAs) to complete needs assessment studies. These studies offer PhD students the chance to examine Census data, facilitate focus groups, conduct interviews with peer community COA directors, and manage and analyze survey data. The CSDRA has also partnered with the City of Boston and AARP in the 5-year process of becoming a World Health Organization-recognized Age Friendly City. PhD students and undergraduate interns work directly with City and AARP staff members, assist with the development of assessment tools, and organize and facilitate community listening sessions throughout Boston neighborhoods. Another project that offers training for students is the MA Healthy Aging Data Report project, overseen by the Gerontology Institute. Students work with professors and representatives from the Tufts Health Plan Foundation to develop and report on 121 indicators of healthy aging, described at the community level for 367 communities in the state. Students supported dissemination workshops which allowed students to work with communities to act on their data. Undergraduate gerontology students performed qualitative interviews with key stakeholders in the South Boston community to share the MA Healthy Aging Collaborative Profile for South Boston to gain a better understanding of the most pertinent healthy aging issues faced by the neighborhood. Using the MA Healthy Aging Community Profile and the data collected from the interviews, students produced a “Healthy Aging Strategic Planning Worksheet” to share with the community stakeholders and with the Tufts Health Plan Foundation community partner as a resource for targeting some of the healthy aging issues faced by South Boston. Across all four projects described in this symposium, gerontology students receive a wide range of applied research experiences, from working with quantitative data to learning how to work with a number of community stakeholders.

Objective 1: After attending the symposium, participants will be able to understand how research is applied to real-life settings to enhance and promote healthy aging in the state of Massachusetts.

Objective 2: After attending the symposium, participants will be able to describe four community-engagement projects through the UMass Gerontology graduate and undergraduate programs which offer training opportunities to students.

Session Number: 260
Session Title: Resource Exchange 2
Abstract: Using a Windshield Survey to Involve Students in an Age Friendly Community Initiative. Alishia Ferguson, Jean Henry
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: Engaged and active learners are “energized by success, curiosity and originality” (Strong, Silver & Robinson, 1995). Therefore, teaching success in 2015 includes developing worthwhile “real time” projects that will better engage our students and help them to apply what they are learning in the classroom. Real time projects have shown positive outcomes, most often measured in the area of service learning. Students involved in service learning have been shown to have better academic outcomes in areas such as problem analysis and critical thinking skills when compared to students who do not participate. These experiences have also been shown to increase commitment to service and

Objective 1: Identify benefits and barriers of “real time” projects from the perspective of learning outcomes and student attitudes.

Objective 2: Describe the components of the windshield survey/walk about project and create similar projects.

Objective 3: Discuss Age Friendly Communities initiative as a way to engage students in active learning and to help them invest in work with older adults in the community.

Session Number: 260
Session Title: Resource Exchange 2
Abstract: Innovative Curriculum Activities to Help Students Understand Aging Policy Issues. Maggie M. Manoogian, JoAnn M. Burke, Elizabeth Elmore
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: This resource exchange emerged from conversations among members of AGHE’s Policy Committee in Nashville as to what we felt were: (a) the most important aging policy issues for our students to understand; and (b) the best activities to engage students in policy issues while promoting understanding of the important issues that face older adults in our communities through regional and national policy. Presenters will be bringing descriptions and handouts concerning those policy activities that have worked best in their classrooms. We will also encourage participant discussion as to designing activities for specific student needs.

Objective 1: Implement new activities for student learning in the classroom regarding aging policy issues
Abstract Body: Community engagement is a critical component to the education of undergraduate students at Santa Clara University (primarily 18 – 22 year olds) and as such, direct experience with an older adult is a requirement in my upper division course, Psychology of Aging. The requirement is to spend 16 hours in the community with the target population, in this case adults over 65 years at the local Senior Center. Students have often commented that while visiting with older adults was helpful, interesting and enlightening, they also found these interactions awkward and uncomfortable, negating much of the hoped for positive benefits that come from engagement in the community. In addition, undergraduates reported feelings of guilt for ending the visiting sessions at the completion of the course. Instructor expectations of the required one-on-one interactions have evolved over the years and of late, the use of technology has become a key component in completing this requirement. In particular, undergraduates are now required to develop interview questions and skills, and to master digital recording and editing of the interview sessions to create a 3-5 minute video of the older adult answering questions such as, “What’s important to me and why?” or “Then and Now: What was life like when you were my age?” With this task to accomplish in just 10 weeks, undergraduates are inspired to ask important questions and to help weave interesting stories into a meaningful final project. On the last day of class the undergraduates, older adults and other community members gather to view the videos and to learn from and about each other. Undergraduates have identified this project as the single most memorable and enlightening aspect of the course and the complaints of awkward interactions and guilt have declined. Older adults report appreciation of the interactions with the undergraduates and they and their families have been thankful for the videos. While this project may be innovative, formal assessment of the impact is missing at this time.

Objective 1: To present an innovative educational service learning project based in the community.
Objective 2: To discuss with others similar types of service learning projects.
Objective 3: To explore ways to assess the impact of this service learning project on the individuals involved.

Session Number: 260
Session Title: Resource Exchange 2
Abstract: The Role of Gerontology in Nursing Education: Cross-Cultural Perspectives on Developing Educational Leadership. Sirpa Pietilä Rosendahl, Nuttapol Yuwanich, Karin Mattsson
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: Health care professionals in general have inadequate knowledge concerning normal aging and pathological conditions associated with aging. Gerontology plays an important role in developing positive attitudes towards working with older adults and is an increasingly important requirement for nurses. The AGHE’s 10 recommended foundational core competencies in gerontology for undergraduate and graduate education is a guideline for structuring education in that area. This study originates from a collaboration between two universities, one in Sweden and one in Thailand, where Thai nursing students study in Sweden for their final year. The Thai students take a gerontology course with other international students, all future leaders in their respective home countries. The teaching team consists of Swedish lecturers and Thai lecturers/doctoral students in nursing. When combining Eastern and Western cultural views on aging as well as on pedagogy, the understanding of aging in different cultures deepens, and our native pedagogical methods are challenged. However, gerontology as a subject is seldom explicitly shown in the curricula, and the place of gerontology within the nursing programs both in Sweden and Thailand is still not quite clear. The question is, what role should gerontology have in nursing programs in Sweden and Thailand from the perspective of the educational leadership within the nursing programs? How is gerontology perceived in relation to other courses in the nursing program? Aim: To explore and describe the experiences and perceptions of
nursing program leaders/directors regarding the role of gerontology within the nursing programs in Sweden and Thailand. Material and methods A qualitative approach with narrative methodology was used. The participants (n=8), lecturers, and directors of the nursing program at a Thai university and a Swedish university, were asked to narrate their experiences based on open-ended questions related to the aim of the study. The interview material was analyzed according to a narrative method.

**Objective 1:** After attending this activity, participants will be able to discuss how gerontology courses within a bilingual program can develop leadership in the health care of older adults.

**Objective 2:** The participants will also be able to expand the discussion about cross cultural education leadership in gerontology. Commonalities as well as differences in challenges and opportunities with implementing gerontology as a subject within nursing programs will be explored.

**Session Number:** 260  
**Session Title:** Resource Exchange 2  
**Abstract:** Interprofessional Education: Strategies for Students to Learn With, From and About Each Other. Lorna Guse  
Saturday, March 5, 2016; 2:30 PM-4:00 PM  
**Abstract Body:** Interprofessional education (IPE) occurs when students/learners from two or more professions learn with, from and about each other in order to improve collaboration and quality of care (Centre for Advancement of Interprofessional Education (CAIPE), 2002) (http://www.caipe.org.uk). At a Canadian university, undergraduate students from social and health sciences faculties have an opportunity to learn foundational content in gerontology in the areas of health, physical and social aspects of aging during a one semester course. This paper describes two strategies to promote students’ learning with, from and about each other when discipline base differences exist. The first strategy is four in-class projects that involve bringing individual completion of assignments into a group work context and creating a “group assignment” based on the collation of individual assignments. For example, students follow a link to an internet site, watch a video on a topic related to course material such as myths on aging. They are asked to answer a set of questions and bring their individual answers to class. Time is set aside during the class for pre-assigned groups of 6 students to complete a group assignment based on their individual work. Only the group assignment is evaluated as part of the final grade. The second strategy is an required paper that is related to the course material. Students identify a popular media story (web or print based) that relates to the health and physical aspects of aging. Students write an individual 4-5 page paper examining the topic of the media article, for example, on polypharmacy. Each student is also required to bring a photo that depicts their topic and for polypharmacy, it might be a photo of a “mountain of pills”. The photos can be original or come from a magazine. Each group enters only one photo into a “contest” and voting occurs for the photo that best depicts its topic. A small prize is awarded that can be shared by the group. Those attending this presentation will learn about these two strategies which may be useful “as is” or with modification for classroom learning activities.

**Objective 1:** Those attending this presentation will learn two strategies for students to learn with, from and about each other.

**Session Number:** 260  
**Session Title:** Resource Exchange 2  
**Abstract:** Mitigating the Effects of Onset of Alzheimer's Disease. Barry Spiker  
Saturday, March 5, 2016; 2:30 PM-4:00 PM  
**Abstract Body:** Alzheimer’s disease (AD) extracts a tremendous amount of money, happiness and human potential from millions of lives every day. The value of medical advances that delay onset of AD could be significant. In Forum for Health Economics and Policy, the authors report the results of a microsimulation study that from 2010 to 2050, the number of individuals ages 70+ with AD increases 157%,
from 3.6 to 9.1 million, and annual costs increase from $307 billion ($181B formal, $126B informal costs) to $1.5 trillion (Zissimopoulos, Crimmins, & St. Clair, 2014, p. 2194). The authors used data from samples from the Health and Retirement Study (1998-2008) and the Aging Demographics and Memory Study. In short, if evidence-based protocols were developed that could delay the onset of AD for even 5 years, it would result in 41% lower prevalence and 40% lower cost, 2.7 additional life years (AD-free) and a cost savings of $511,208 per person. The recent simulation study reported above (Zissimopoulos, Crimmins and St. Clair, 2014) informs clinicians, policymakers, business, healthcare, and the public about the value of prevention, diagnosis, and treatment of AD. For those who develop AD, losing their wisdom, presence, productivity, and contributions are seen as a loss to the organization, society, families and their own personal growth. Fortunately, a growing number of studies have suggested that there is potential for various lifestyle and life stressor predictors to impact the specific genetic or epigenetic expression dynamics that may make a difference in the onset of AD. Changing selected factors through interventions for those who are at risk for AD may impact onset. The question to be addressed is can a protocol encompassing body, environment, emotion, mind, and spirit (BEEMS) interventions delay the onset of Alzheimer’s disease? Implications are that the potential delay of AD could increase economic and longevity benefits in addition to mitigating the deleterious effects of AD on families, caregivers and society.

**Objective 1:** Teachers, scholars and practitioners will have additional approaches to consider in a non-invasive approach to mitigating the effects of Alzheimer’s Disease (AD) and potentially all forms of cognitive-neuro disorders.

**Session Number:** 260  
**Session Title:** Resource Exchange 2  
**Abstract:** Stories Within Stories: The Life Story Interview. *Ona Lawrence, Phyllis A. Greenberg*  
Saturday, March 5, 2016; 2:30 PM-4:00 PM  
**Abstract Body:** For many older adults, sharing their life stories is more than a chronological progression of facts; rather, it is a collection of stories within stories. These stories may tell about certain periods in a life or certain events that shaped and informed that life, but all stories are constructed in the telling and sharing with others. A life story is co-constructed between the teller and listener (Randall, Prior, & Skarborn, 2005). The older adult’s narrative becomes an interrelational activity that involves both speaker and listener (Bavelas, Coates & Johnson, 2000). The more recent body of work on life stories, or narrative gerontology, for older adults shows that there are many benefits, both physical and mental, for older adults to share their life stories (Atkinson, 1998; Barusch, 2012; DeLange, 2011; Haber, 2006; Kaminsky,1984; Kenyon,Bohmeiger, & Randall, 2011; Moen,Erickson, & Dempster-McClain, 2000; Phoenix, et al, 2010; Randall, 2013a; Ubels, 2011; Wallace, 1992). The emerging field of Narrative Gerontology emphasizes the biographical side of the aging experience (Miller, 2011; Randall, 2013b). When people tell stories about their world, relationships and themselves they are, fundamentally, making meaning of their lives. The role of the listener in the life story interview becomes significant and “may determine what actually gets told and even how” (Atkinson, 1998, p.59). The listener, or interviewer, is the principle gatherer of information and is also instrumental in how that information is shared. The listener must be “mindful” and encourage the speaker to share freely their stories about how events impacted their lives, how they made meaning of those events. Becoming a mindful listener, being fully present with the storyteller, however, takes skill and practice. How much knowledge listeners or interviewers of life stories have and what type of instruction they are given is an important aspect of life story work with older adults. The purpose of this project is to present a training guide for students, professionals and others participating in life story interviews with older adults. This guide will be a training module that emphasizes mindful listening, and the importance of acknowledging ageist attitudes, values, judgements and bias that create barriers to mindful listening.
Objective 1: After attending this session participants will be able to explain and discuss the importance of the interrelational aspect of life story work with older adults.

Objective 2: After attending this session participants will be able to explain and discuss how ageist attitudes enculturated in this society, along with individual values, judgements and bias, create barriers to mindful listening.

Objective 3: After attending this session participants will understand the importance of being a mindful listener and learn about tools/activities they can incorporate when interviewing older adults.

Session Number: 260
Session Title: Resource Exchange 2
Abstract: Deepening Student Learning About Global Aging and Leadership: An Interdisciplinary Travel Study Experience. Deborah Olson, Kelly Niles-Yokum
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: This session focuses on the process the presenters used to develop an interdisciplinary short term travel study course which provided gerontology and business graduate students the opportunity to complete a travel course as part of their masters’ degree program. The importance of understanding the impact of culture on the perceptions of aging and the leadership approaches used in Latin America will be shared in this session. Globalization is a reality and its implications are both pervasive and difficult for students to fully grasp solely through classroom experiences. The presenters in this resource exchange will share their approaches to designing a travel study course that integrates the concepts of leadership, global business, and aging for the students who participated. This short term travel was conducted in Argentina and Uruguay over a 9 day period. During the travel component of the course, students had the opportunity to interact with leaders in small, family owned businesses as well as multinational organizations that were located in South America. Through these experiences, students were able to deepen their understanding of the impact of older workers and the aging population on the organization’s performance and ability to achieve organizational goals. Embedded in the learning process was the importance of reinforcing the global mindset of students and providing them with opportunities to see through others eyes as they age and learning about leadership processes – what makes each culture unique as well as what we all share in common. Aging is not the same for everyone. The process is influenced and shaped by religious, economic, political and cultural practices and beliefs. While differences emerge based on these factors, individuals also experience changes that are common across all cultures (Kunkel, Brown, & Whittington, 2014). Students who have the opportunity to participate in a travel course as part of their program of study, have the unique opportunity to learn about these similarities and differences first hand and directly apply the theories and concepts that they have learned through their coursework.

Objective 1: After attending this Resource Exchange, participants will be able to: Integrate cultural differences that need to be addressed as part of the learning process to avoid reifying stereotypes and provide students with resources to deepen their understanding of cultural nuances and aging.

Objective 2: After attending this Resource Exchange, participants will be able to: Develop course syllabi which include experiential learning activities that provide an interdisciplinary understanding of global aging and leadership challenges.

Session Number: 260
Session Title: Resource Exchange 2
Abstract: Developing Interest in Aging Studies Across the University Through an Interdisciplinary Images of Aging Photo Contest. Charlie Pruett, PhD
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: Aging Studies program directors are always seeking methods to develop broader awareness of their programs. Faculty teaching gerontology are also searching for more innovative assignments that will expose their students to a positive experience with older adults outside the classroom. For five years the Aging Studies Program at ACU has organized a campus-wide Images of Aging photo contest. The contest has proven to be highly successful in developing good will within higher levels of university administration as well as the community outside the university. This resource sharing presentation will demonstrate how an Images of Aging photo contest can be employed to connect students from other academic disciplines with aging studies. Examples for partnering with non-gerontology faculty in course assignments will be discussed. Resources shared will include: organizing, marketing, choosing a panel of referees, legal issues, awards given, and public display of photos on and off campus.

Objective 1: After attending this presentation participants will be able to define the benefits of an interdisciplinary photo contest to the marketing of an aging studies program.

Objective 2: After attending this presentation participants will be able to discuss essentials needed to organize an images of aging photo contest.

Objective 3: After attending this presentation participants will be able to discuss with non-gerontology faculty how the photo assignment will promote a more realistic view of aging.

Session Number: 260
Session Title: Resource Exchange 2
Emiko Takagi
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: This presentation reports examples of assignments in a gerontology senior seminar class to discuss how undergraduate gerontology major students demonstrated their understanding of their discipline of study. The class assignment that was particularly used to gauge the students’ understanding of gerontology was a concept map project, where students were asked to visually present key elements of gerontology and their relationships and applicability. The examination of the submitted concept maps indicated a range of understanding of gerontology among students who had already gone through a number of coursework in the program. There was a tendency that the key concept of aging was primarily related to health problems that required services of healthcare professionals. The concept of successful aging was frequently mentioned on the maps; however, its interpretation and usage varied among students. A limited number of students also showed an in-depth understanding of interdisciplinary nature of the field, including concepts related to aging policies such as Older Americans Act, Social Security, and Medicare. Examined concept maps suggest the need of comprehensive teaching of the field of gerontology with close attention to its interdisciplinary approach and its applicability to problems and issues faced by older adults, their families, service providers, and policymakers. Key concepts such as successful aging and aging in place also need careful discussion in regards to ways in which gerontologists can play a role. This presentation will discuss the need of in-depth discussion among students about ways in which they can explain their discipline of study in relation to the careers in aging they are pursuing. Precise and concise presentation of the discipline of gerontology would help students make a case about how they best qualify for the job in the fields of aging that are continuously growing and expanding. The presentation will be concluded with a set of suggestions about how the assignments such as concept mapping should be used to help students develop their own comprehensive understanding of gerontology as a unique field of study, appreciate the interdisciplinary nature of the field, and be better prepared for their future careers as gerontologists.
Objective 1: After this presentation, the participants will be able to discuss how assignments such as concept mapping can be used to help gerontology students deepen their understanding of the field and prepare for their future careers in aging.

Session Number: 260
Session Title: Resource Exchange 2
Abstract: Engendering Student Interest in Aging Through Academic and Community Partnerships. Diane Martin
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: As the American population over the age of 65 doubles from the current ~40 million persons to over 80 million in the next 15 years, there is a pressing need to cultivate an age-informed workforce. Developing curriculum and opportunities for students from across disciplines to become aware of the processes of aging and the needs and wants of elders is critical. Many times these opportunities take place in long-term care facilities, senior community centers, or with the area senior service agencies and primarily draw students from the health and social sciences. However, through integrating aging content into courses outside of these traditional age-related disciplines and establishing diverse community partnerships, undergraduates at a small liberal arts college learned that there is much more to providing for the needs and wants of older adults than meets the eye. Community service-learning opportunities, such as assisting to develop a website that can be effectively utilized by older persons and teaching Spanish to a group feisty elders, demonstrated employment prospects working for and with a demographic that most undergraduates never consider, and led to the subsequent growth of an undergraduate gerontology program.

Objective 1: After participating in this session, participants will be able to identify courses from across the curriculum at their college/university in which to incorporate age-education.
Objective 2: After participating in this session, participants will be able to identify potential partners on their campus and in their community to provide age-related service-learning opportunities that are outside of the traditional aging content courses and outside of the aging service industries.

Session Number: 260
Session Title: Resource Exchange 2
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: Our culture is so oriented on youth that they are ill prepared to cope with what happens in a long life. Negative stereotypes are perpetuated throughout the media portraying elders as sickly, forgetful, and sometimes incapable of learning anything new. Intergenerational programming is needed to bring generations together to understand each other better and to learn about each other. This project will study the interactions of three generations: older adults, college students, and three to four year olds. A Midwest University with interdisciplinary participation from three departments along with a local church that houses a child care facility will work together to serve the community by providing a learning experience for senior adults, college age students, and early childhood children. The university and community would both benefit from an Intergenerational Center. There is a community need for a high quality care facility for children and seniors. This pilot project would help us identify what is needed to advance this project to an all-day program for our community. Project goals include: to learn if students’ perceptions change of elderly adult; to discover if elder adults’ perceptions change of young adults; and to identify how the early childhood age children perceive older adults. College students will be working with the intergenerational program at the church twice a month. Students from each of the colleges represented will facilitate discipline specific activities through service learning. Institutional
Review Board approval and informed consent procedures will be followed. Interviews will take place with senior adults before and after the project. Interview questions will be designed around senior adult perceptions of young children. Conventional content analysis will be utilized. Themes found through this manner will be clustered into categories based on similarity. Pre-and-post interviews will be conducted with the child care teachers to assess perceptions of the children of older adults. Interview questions will be designed around how to assess child perceptions of older adults (e.g., What do old people do?; What do older people like to eat?; and Do older people like to play?). Content analysis will be used. College students will be given pre-post test assessments to examine perceptual change through the experience. All data will be collected fall, 2015. This research is funded through the University of Central Oklahoma’s Office of Research and Grants.

Objective 1: Participants will explore strengths and challenges of intergenerational programming.

Objective 2: Participants will discuss the process of organizing an intergenerational program.

Objective 3: Participants will examine assessment tools to review perceptual change in the intergenerational program participants.

Session Number: 260
Session Title: Resource Exchange 2
Abstract: So This is What That Feels Like: Building Empathy Through Simulation Exercises and Activities.
Phyllis A. Greenberg, Rona J. Karasik
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: The use of simulation activities has been shown to not only enhance students’ and service providers’ knowledge, but also their overall empathy for older adults (Batt-Rasden, et al., 2013; Eymard, Crawford & Keller, 2010; Gerdes & Segal, 2011; Henry, Ozier & Johnson, 2011). While many activities simulating experiences of aging have employed “low tech” approaches (e.g., Vaseline on glasses and stones in one’s shoes with the intention of simulating impairments in vision and mobility), more realistic simulation materials are becoming increasingly available (Hadad & Hadad, 2013). This session reflects on the development and implementation of activities using some of these newly emerging simulation tools (e.g., vision goggles, empathy lung) which were designed for the purpose of more closely approximating specific health conditions (e.g., glaucoma, macular degeneration, COPD). Three areas are focused on: (a) simulation of normal and pathological processes of aging; (b) health prevention activities (e.g., screenings and exercise); and (c) assistive and adaptive technology using universal design. To assess the effectiveness of these simulated experiences, pre/post surveys (N= 162) were gathered from undergraduate and graduate gerontology students regarding the impact of these activities. Additionally, a similar series of activities were completed with staff members (including CNA’s, Nurses, Social Workers and Recreational Therapists) (N=75) at a local residential care facility. In both, student and staff participants reported the simulation activities to be instrumental in enhancing their understanding of the challenges older adults may face. In addition to presenting outcomes of these experiential activities, information on the acquisition and use of these materials will be discussed.

Information on specific activities and the development of curricula related to simulation exercises will also be provided. Additionally, participants will be invited to share their experiences and suggestions on activities and curricula for both students and service providers.

Objective 1: After attending this session participants will be able to..." : Understand the importance of experiential simulation activities inside the classroom

Objective 2: After attending this session participants will be able to..." : understand the value of experiential activities for care and/or service professionals

Objective 3: After attending this session participants will be able to..." : develop similar models of enhancing empathy in regard to aging and older adults
**Session Number:** 260  
**Session Title:** Resource Exchange 2  
**Abstract:** The Profession of the Gerontologist at the Undergraduate Level. *Annelies Harps-Timmerman, Eric Schoenmakers, Hans V. Duuren*  
Saturday, March 5, 2016; 2:30 PM-4:00 PM  
**Abstract Body:** The profession of gerontologist is fairly new. In Europe a clear image of this profession is lacking. As people age, they are represented in many areas of society. Older adults may have questions and wishes about mobility, safety, health care, banking, tourism, and so on. We studied which working domains and professions are appropriate for gerontologist, with the goal to develop a vision on the profession. In order to do so, we did a quantitative study among students, alumni, and staff of the applied gerontology program in the Netherlands and a qualitative study among stakeholders in the work field. Results show that both the education as the work field perceive the profession of gerontologist to be very diverse. In fact, the profession of the gerontologist can be represented in any domain in which older adults are present. Gerontologist therefore must be able to operate in a wide field of domains and among a wide range of professions. We conclude that a gerontologist is a professional with a broad knowledge on ageing, which he or she can apply on many domains and in many situations. This finding has impact in the competencies students need. They need a broad knowledge about the ageing process and to be able to adapt to different domains and professions.  
**Objective 1:** Gain insight in what the vision of the gerontologist is in the Netherlands  
**Objective 2:** Discuss if this vision applies in other countries and settings.

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**Session Number:** 260  
**Session Title:** Resource Exchange 2  
**Abstract:** Teaching Gerontology in Cyprus. *Carole Cox*  
Saturday, March 5, 2016; 2:30 PM-4:00 PM  
**Abstract Body:** This presentation discusses the adaptation and challenges of teaching a gerontology course to undergraduate social work students in Nicosia, Cyprus. This teaching was a part of my Fulbright scholarship in the Spring semester of 2015. The course was jointly taught in English and Greek by myself and a Greek Cypriot colleague. This was the only gerontology course offered to the students, most of whom also had a placement in an aging program. In contrast to undergraduate and graduate students in the USA, these students had minimal or any knowledge of sociological or psychological theory. On the other hand, the students were very familiar with older adults with almost all having grandparents, some over 100 years, with whom they had close relationships. Consequently, they were interested in theories of aging and understanding the ways in which people aged and factors accounting for differences. The final assignment was a semi structured interview with an older person exploring their roles, life changes, perspectives, and challenges. These final papers were reflective and sensitive and indicated that the students had really absorbed the material. Among the suggestions for adapting the course to a cross-cultural student body include allowing time for much discussion and personal experiences and examples.  
**Objective 1:** Participants will learn how to make gerontology content relevant to a diverse culture

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**Session Number:** 260  
**Session Title:** Resource Exchange 2  
**Abstract:** The Advocacy Leadership for Positive Aging (ALPA) Curriculum: Empowering Service Providers and Their Clients. *Jan Hively, Mary Radu, Sheila Tarbet, Donna Schafer*  
Saturday, March 5, 2016; 2:30 PM-4:00 PM  
**Abstract Body:** As academic gerontology programs provide today's students with the knowledge and skills to become competent professionals serving tomorrow’s aging population, today’s service
providers are too often inadequately prepared to work with older adults. One statewide survey found that well over half of the social service agencies responding reported that not a single employed staff member had any formal training in gerontology/geriatrics whatsoever. The Life Planning Network (LPN), a 501c3 educational association of professionals from diverse fields helping adults over 50 navigate life’s later transitions, has developed a program intended to give practicing service providers the knowledge and skills to better serve their clients and enhance their own careers. The Advocacy Leadership for Positive Aging (ALPA) curriculum is designed as a continuing education leadership-training program for service providers and volunteers who work with lower income seniors. ALPA is an on-line multidisciplinary curriculum drawing on current research in fields such as creativity, wellness, financial planning, and strengthening community resources, along with a set of procedures and guidelines (including an evaluation component) for delivering the curriculum. In the six-session in-service program, up to 20 learning circle participants *learn about new opportunities and challenges for positive aging; *identify strengths, interests, and opportunities for their own career and life development; and for empowering their clients’ self-management; *learn to set goals and find resources that will improve future expectations for both themselves and their clients. In addition to group discussions of course material, participants design practical individual fieldwork projects with mentoring from experienced professionals. ALPA represents an innovative educational model because it prepares service providers, many of whom have had little or no formal education in working with older adults, to focus on empowering their clients with self-management skills, rather than simply trying to solve their problems. Becoming empowering advocates for their clients also has improved participants’ attitudes about themselves and their jobs. Beyond a description of the ALPA curriculum, the poster presents the evaluation results of three pilot programs; one in Minneapolis, MN, hosted by LifeSprk, a private-pay home health organization; one in the Washington, DC area, hosted by Quantum, a public housing management organization; and one hosted by the Town of Yarmouth, MA. From a “Theory of Action,” a formative/summative evaluation measured the experiences of over 40 senior service providers and managers participating in each of the program’s six sessions. The poster concludes with information about implementing the ALPA program at other sites.

**Objective 1:** After reviewing this poster, viewers will be able to identify the key elements in the ALPA training program that teach service providers how to promote client self-management and empowerment.

**Objective 2:** After reviewing this poster, viewers will have the information necessary to identify potential partner organizations to host the ALPA program.

**Session Number:** 260

**Session Title:** Resource Exchange 2

**Abstract:** ROOTlearn: An Online Instructional Tool Developed With NSF Support to Increase Student Engagement in Courses on the Biology of Aging. John P. Walsh

Saturday, March 5, 2016; 2:30 PM-4:00 PM

**Abstract Body:** We developed an open access web site for creating courses in science that will improve learner engagement and attitudes about science. Two upper division undergraduate courses in the biology of aging; The Physiology of Aging and, The Neurobiology of Aging were taught as well as an undergraduate general education course in neuroscience were created using the Rootlearn system. The web site, http://rootlearn.com, was developed through support from an NSF grant entitled “Use of multimedia, social media and gaming to teach neuroscience via mobile devices” (Award Abstract # 1245452). Students from the two courses in the biology of aging rated the Rootlearn experience highly in 1) helping them learn the material necessary to do well in the course and 2) by increasing their interest in the biology of aging. Qualtrics survey outcomes indicated the students found great value in the in-class social media site called Stream for connecting with classmates and for learning course
material. Students indicated in-class polling and Root quizzes helped them learn the material and both tools helped prepared them to do well in in-class evaluations (midterms and final). Students found the Rootlearn system to be superior to Blackboard, USC’s contracted LMS. Students found the use of primary sources, in a tool called Boards, to be superior over textbooks and PowerPoint presentations. A common statement made in focus groups was that too often Books were required or recommended in college classes, but they were rarely if ever referred to in class with the student not know what to study on their own in preparation for exams. The Boards tool in ROOT is the book and it is used each and every day in class as lecture material. Students felt this was a huge plus and they found they were empowered by the use of primary source articles from science journals.

Objective 1: To determine if a unique online platform called ROOTLearn increases student engagement for in-class residential courses in the Biology of Aging.

Objective 2: To determine if students’s prefer Rootlearn’s use of primary sources to learn the biology of aging over traditional texts and PowerPoint presentations.

Objective 3: To examine the impact of other engagement features such as a Course Specific Social Media Site (Stream) and Rootlearn Polling have on student attitudes about the course.

Session Number: 265
Session Title: Symposium 12
Saturday, March 5, 2016; 2:30 PM-4:00 PM
Abstract Body: Abstract: AGHE is the only national institutional membership organization devoted to gerontological education. As such, AGHE established the only national voluntary program of evaluation for gerontology programs: the Program of Merit (POM; 1998). AGHE’s leadership holds the promise of advancing the field of aging education through embedding a competency-based approach to gerontology. In 2012, AGHE designated two working groups, the Accreditation Organizational Committee and the Competencies Development Workgroup. The 2014 Gerontology Competencies for Undergraduate and Graduate Education© are the result of an AGHE association-wide multi-year effort. This is the first step in a Competency-Based Education and Evaluation (CBE) process. The next major stages are applying the adopted competencies to curricula and pedagogy and evaluating student learning outcomes as well as university programs curricula. In 2014, a team of AGHE leaders, under the sponsorship of the AGHE Academic Program Development Committee revised the AGHE Standards and Guidelines for Gerontology and Geriatrics (Gugliucci & Fisher). This new 6th Edition, which provides suggestions for advancing gerontological education, includes the AGHE competencies for the first time. The next goals are to offer gerontology program leadership and faculty the tools to identify and implement CBE in aging-related courses. This symposium will provide a forum to exam how the structure of AGHE is being used to advance a CBE approach, which is a hallmark of current higher education. The leaders of key AGHE committees will present their committees’ responses to the adoption of CBE for gerontology and the opportunities and challenges such an approach presents. The following presentations will be follow the order of a strategic plan for CBE enactment: JoAnn Damron-Rodriguez, LCSW, PhD, Chair, Competency Workgroup and Janet C. Frank, DrPH, Past-President, Adoption 2014 Gerontology Competencies for Undergraduate and Graduate Education and Now What?; Tina M. Kruger, Ph.D., Chair, Academic Program Development Committee: Integration and Support for Gerontological CBE into Curriculum Development and Standards and Guidelines; Susan G. Harris, Ph.D., Chair, Programs of Merit (POM): Recognition of Gerontological CBE as Core to POM; Harvey Stearns, Chair, Organizational Committee, Consideration of Gerontological CBE for the Future of the Field The
symposium will be moderated by Robert Maiden and will be followed by remarks by the incoming AGHE President, Dr. Nina Silverstein.

**Objective 1:** Relate the 2014 Gerontology Competencies for Undergraduate and Graduate Education to the elements of CBE

**Objective 2:** Strategize how AGHE can lead gerontology toward a grounded CBE approach to education

**Objective 3:** Identify the structure within AGHE and universities for the institutionalization of gerontological CBE

**Session Number:** 270

**Session Title:** Symposium 13

**Abstract:** Experiential Learning Used to Enhance Concept Mastery in Gerontology Education. *Marjorie A. Getz, Theresa Schwindenhammer*

Saturday, March 5, 2016; 2:30 PM-4:00 PM

**Abstract Body:** This workshop will address challenges involved in implementing practica/internship experiences for students pursuing a gerontology certificate as an additional component of their undergraduate education. Our students found themselves facing several demands: mastering knowledge/skills required by the curricula associated with their major; completing gerontology training; and, fulfilling community partners’ needs. We outline key points that help insure quality capstone experiences by identifying/addressing elements of this complex process. Student reflections provide data reported here. At the end of the practicum and internship experience, students could demonstrate mastery of knowledge, skills and readiness for a career with a focus on gerontology. Because the practicum required a public presentation, our students also could demonstrate effective communication skills. Reflective writings showed an enhanced ability to examine relationships in diverse and complex environments. Finally, our students showed a high level of understanding of professional ethics, critical thinking and civic engagement. We believe the practicum enhanced the competencies needed for these students to participate in a diverse, pluralistic and increasingly interdependent world. In addition, part of designing the practica/internship experience involved preparing and adding a detailed component to our faculty handbook which describes a wealth of experiential learning projects from service-learning to community participatory research to study travel to practica. This effort was tied to a pedagogical presentation to the faculty to encourage the addition of these worthwhile opportunities to existing courses.

**Objective 1:** At the end of this presentation, participants will be able to define and list a variety of experiential learning techniques used to enhance concept mastery in gerontology courses.

**Objective 2:** At the end of this presentation, participants will understand practica and research internships at a level to be able to apply these techniques to their own courses.

**Objective 3:** At the end of this presentation, participants will be more knowledgeable about the necessity of fulfilling community partner expectations as a paramount priority when undertaking experiential learning projects.

**Session Number:** 275

**Session Title:** Symposium 14

**Abstract:** Navigating the Future of Gerontology Education: Curriculum Mapping to the AGHE Competencies. *Kara B. Dassel, Jacqueline Eaton*

Saturday, March 5, 2016; 2:30 PM-4:00 PM

**Abstract Body:** The recent adoption of gerontology competencies for undergraduate and graduate education emphasize a need for competency-based education. This is a new challenge for programs that are frequently housed in a variety of departments that offer different certificates and degrees, and include faculty with training in an array of disciplines. The purpose of this presentation is to describe the
approach one program took to mapping and aligning courses to the newly adopted competencies in an effort to clarify curriculum needs for a diverse student population, increase the measurability of objectives, and gain accreditation from AGHE. Initially current course offerings were assessed, gathering information on how faculty differentiate requirements in courses cross listed for both undergraduate and graduate students. The faculty met monthly to complete the curriculum mapping process, which included: DREAM exercises to identify ideal desires for the program, initial mapping of the 7 core courses to competencies, and the development of two new courses. Faculty expressed a desire to advocate for gerontology, emphasized a lifespan approach, and hoped to make students ambassadors of the program as they embrace aging and see potential in later life. Mapping the core courses allowed faculty to visualize overlap, identify courses that covered certain competencies yet lacked representative objectives and determine knowledge gaps. The core competencies most strongly represented included Social Aspects of Aging (1.4), Research and Critical thinking (1.6), Frameworks for Understanding Human Aging (1.1), Psychological Aspects of Aging (1.3), and Interdisciplinary and Community Collaboration (2.4). Well-Being, Health, and Mental Health (3.1) as well as Policy (3.7) were the selective competencies most emphasized. The core competencies with weak representation included The Humanities and Aging (1.5), Biological Aspects of Aging (1.2), Education (3.4), and Business & Finance (3.6). While elective courses in the program do cover some of these competencies, not all students are required to take them. Next steps include identifying approaches to incorporating missing competencies into required courses. The discussion now evolves into either threading competencies throughout the program or altering core course requirements. The program plans to map the course electives and eventually choose two or more selective competencies which may provide programs of focus for students.

**Objective 1:** To review the process of mapping current programs of study to the new AGHE competencies.

**Objective 2:** To discuss the challenges of identifying knowledge gaps in current programs of study.

**Objective 3:** To examine how to measure program objectives based on new AGHE competencies.

**Session Number:** 280

**Session Title:** 45 Minute Workshop 10

**Abstract:** Overcoming Challenges Associated With Teaching a Gerontology Course Online. *Angela N. Mendoza*

Sunday, March 6, 2016; 8:00 AM-9:30 AM

**Abstract Body:** Online courses have been a trend for more than a decade, and have now become a common method of teaching. Furthermore, online courses offer students and instructors alike the opportunity to increase knowledge and expertise in the arena of technology. In today’s world being familiar with the internet and technology is as necessary as a child learning the alphabet. Therefore, it makes sense to teach gerontology courses online. Despite the many benefits of such courses, there are also various challenges. One set of challenges emanates from teaching online, whereas, another set of challenges are associated with teaching a course in gerontology. The majority of online classes today entail students reading large portions of material, watching videos and participating in discussions. Though these are all traditional and useful methods of teaching online students desire motivation, engagement, and stimulation. When online students are asked about their online course experiences a common concern is a lack motivation due to the long periods of being in front of a computer, the limited interactions, and lack of physical and visual stimulation. As an instructor, how does one overcome these challenges combined with those that accompany teaching a course in gerontology? As gerontologist we understand the importance of aging and are fascinated with the topic. The challenge is to spread this fascination and understanding to students. The goal is to make aging a personal issue for each individual, to help students understand the importance of the issue and to create more gerontologists.
This workshop will demonstrate ways to overcome these issues. Techniques for overcoming such challenges will include increasing student interactions, making aging a personal issue, and engaging students with communities through the use of weekly assignments and service learning opportunities. After attending this activity participants will be able to discuss best practices for motivating, engaging and stimulating students in an online gerontology course.

Objective 1: After attending this activity participants will be able to discuss best practices for motivating, engaging and stimulating students in an online gerontology course.

Session Number: 280
Session Title: 45 Minute Workshop 10
Abstract: Changing Teaching Platforms—What It Takes to Successfully Make the Switch From a Face-to-Face Course to a Hybrid Online or Interactive Television Course on Aging. Keith Barker, Laura K. Donorfio
Sunday, March 6, 2016; 8:00 AM-9:30 AM

Abstract Body: Have you ever wondered what it would take to change your face-to-face course into a hybrid online or interactive television course on aging? Everyone seems to be doing it, so it won’t take much time and it must be pretty easy, right? This workshop will walk you through the necessary steps in making the switch, or shall we say, making the transition over time. Distance education or “correspondence study,” has come a long way since it first began in 1883 in the United States with courses being delivered by pony express (Donorfio & Healy, 2008). Today the majority of universities, colleges, and even high schools are involved in some type of distance education or “online learning” as we now call it, with some institutions teaching solely in this manner. The rapid growth and demand of online learning (and the associated pressure to teach online), requires teachers to become instructional designers, re-designing their teaching platforms with the hopes that course content, key concepts, interaction and engagement are not lost somewhere along the way. How do we successfully re-create all the dynamic aspects of a face-to-face course? How do we ensure interactivity and engagement remain strong? Research indicates that effective integration of multimedia that is content relevant and pedagogically sound is invaluable in making this switch (Sharrar & Bigatel, 2014). This workshop will describe the process of choosing, designing, developing, and implementing a successful hybrid online or interactive television course on aging, including realistic, appropriate time-frames. It will discuss what pedagogical, technological, and human elements are impacted. Lastly, It will discuss the advantages and challenges of making the switch for both the teacher and students with relevant feedback from both. This workshop is intended for teachers (and administrators) at the beginning stages of contemplating and/or making the switch from a face-to-face course to a hybrid online or interactive television course on aging.

Objective 1: Describe the advantages and challenges of changing a face-to-face course into a hybrid online or interactive television course on aging for both the teacher and students.
Objective 2: Identify the necessary steps to change (and transition) a face-to-face course to either a hybrid online or interactive television course on aging, including realistic, appropriate time-frames.
Objective 3: Discuss teacher and student reactions (and feedback) to taking a hybrid online or interactive television course on aging for the first time, specifically what worked and did not work and how interactivity and engagement were impacted.

Session Number: 285
Session Title: 45 Minute Workshop 11
Abstract: Use of Live Actors to Evaluate Interprofessional Geriatric Assessment Skills in Graduate Education. Mary Ann Murphy
Sunday, March 6, 2016; 8:00 AM-9:30 AM
Abstract Body: Recent developments in healthcare have stressed the critical need for graduates to be prepared to work in collaborative, client-centered interdisciplinary teams. The novel approach of using live actors in geriatric education is enhanced here by using simulation as the basis for a final examination in an interprofessional graduate level geriatric course for Social Work and Nursing. Actors are guided by scripts written collaboratively between faculty and community agencies, leaving room for improvisation. Students observe and interact with the actors; then use their new found knowledge and assessment tools to write "preliminary, on the spot" assessments instead of a traditional final examination. This model allows the instructor to best assess the following: 1) Students ability to articulate, define and discuss critical concepts for practice identified by local practitioners and in the literature 2) Students ability to consciously use concepts and techniques of interviewing, assessment and case management in practice 3) Students ability to identify and select salient information from a broad array of facts, and 4) Students direct ability to understand and sense a high level of professional responsibility and accountability to deliver a high quality assessment. The assumed benefits of this approach for students include: increased relevance, retention, improved motivation to learn and resultant job-ready assessment skills. Benefits for faculty include: opportunities to collaborate as an interdisciiplinary team and role model teamwork strategies to address clinical challenges, bringing to life learning and assessment of learning. The author provides anecdotal feedback documenting the students' transition from palpable anxiety to a sense of accomplishment. The merits of this approach include testing prior knowledge at the same time as new learning occurs – an unusual outcome for a final examination. Second, the general approach in collaboration with community and other faculty members sets the groundwork for positive interdisciplinary relationships and increases community partners, engagement as well as confidence in the material taught. The presentation will be framed within the contemporary literature and practice related to the use of actors and simulation in gerontological and geriatric education. (Benner et al., 2009; Bearnson, 2005; Decker, 2008; Flaherty et al., 2004; Hsu et al., 2015; Logie et al., 2013; Meek, 2009).

Objective 1: Participants will be exposed to the process of building live actors’ scenarios with local community organizations, and recruiting senior actors for the express purpose of conducting a final graduate level examination in geriatric assessment.

Objective 2: Participants will examine the educational content and "scripts" developed for "live testing" of students’ skills, knowledge and critical thinking in geriatric assessment in three topic areas: 1) Alzheimer’s Disease 2) LGBTQ Older Adults and Suicide 3) Social Isolation and Depression.

Objective 3: Participants will learn how to use this model in their own classrooms to conduct final examinations in interprofessional teaching and assessment. Other applications of this novel approach will be discussed with the audience.

Session Number: 285
Session Title: 45 Minute Workshop 11
Abstract: Engaging Students in Experiential Programs for a Growing Older Population—Integrating Gerontology Curricula and Direct Services Programs for Older Persons, Veterans and Caregivers at the University of Hawai’i. James H. Pietsch, Lenora H. Lee
Sunday, March 6, 2016; 8:00 AM-9:30 AM
Abstract Body: The University of Hawaii Elder Law Program (UHELP), an integrated, multi-disciplinary and multi-level program is at the intersection of aging, law and health care. UHELP initiatives include expanding law classes to other professional schools, addressing the legal needs of caregivers and veterans, developing “dementia capable” professionals and engaging other universities in the Asia-Pacific Region. UHELP ties together three interrelated components designed to train future lawyers, doctors, nurses and social workers about gerontological issues and to provide better access to quality legal services for traditionally underserved populations. It does this through traditional didactic courses,
experiential/clinical programs and direct community legal services. Key partners are the law school, medical school, nursing school, the local Area Agency on Aging and the Department of Veterans Affairs. UHELP is also attempting to develop closer connections to universities in the Asian-Pacific Region, to include Canada, Japan, Korea, China, Thailand, Singapore, and India. This presentation will explore the ways that UHELP has adapted to meet the need to connect students to the community through experiential programs, to address the changing legal needs of older persons, including the "new" baby boomer client, caregivers and veterans, as well as to share gerontological perspectives with other universities in the Asia-Pacific Region. Specific topics will include how UHELP has integrated its curriculum to include several other professional schools, how it has engaged professionals in the community to work with students to serve “real” clients and how it has helped to expand the base of lawyers and health care providers educated and trained in gerontology topics. The presentation will also highlight how technology has expanded its reach globally, and how it has increased its ability to provide quality education to widely dispersed students and to provide legal services to older persons, veterans and caregivers. After attending this activity, participants will have received critical information about establishing a multi-disciplinary, multi-level gerontology program at a university to prepare the next generation of professionals for work in the field of gerontology while connecting with the community. Participants will also gain insight into the politics of integrating programs involving the schools of law, medicine, nursing and social work as well as practicing doctors, lawyers, nurses, social workers and service providers.

**Objective 1:** After attending this activity, participants will have received critical information about establishing a multi-disciplinary, multi-level gerontology program at a university to prepare the next generation of professionals for work in the field of gerontology while connecting with the community.

**Objective 2:** Participants will also gain insight into the politics of integrating programs involving the schools of law, medicine, nursing and social work as well as practicing doctors, lawyers, nurses, social workers and service providers.

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**Session Number:** 290  
**Session Title:** 90 Minute Workshop 16  
**Abstract:** Preliminary Finding for the Effects of Pre-Employment Training on PCA Workforce Recruitment and Retention in Massachusetts. *Leanne Winchester*  
Sunday, March 6, 2016; 8:00 AM-9:30 AM  
**Abstract Body:** Massachusetts responds to the increasing demand for Personal Care Attendants (PCAs) who are ready to care for and assist MassHealth (State Medicaid) funded consumers in their home and community based settings. Following a Massachusetts study that surveyed PCAs who had left their jobs, the reasons they left ranged from communication issues, and burnout; to lack of benefits and the need for childcare. The MassHealth Recruitment and Retention project has formed a collaborative approach to increase and retain the number of PCAs prepared to assist MassHealth Consumers to live independently. Directed and managed by the University of Massachusetts Medical School MassAHEC Network, the project partners with other state agencies and local community colleges to recruit candidates who seek workforce training. Working with the state agencies, participants retain their benefits while they prepare for employment. A one hour information session introduces the program to the potential applicants. Participants, who are selected, enter a twenty-five hour pre-employment training that is delivered at regionally based community colleges. Participants learn the history and philosophy of independent living, the roles and responsibilities of a PCA, effective communication strategies to reduce conflict, health and safety practices, CPR and first aid, professionalism and career preparedness strategies.  
**Objective 1:** Attendees will learn about the development of the MassHealth Recruitment and Retention Program, including how state partners were integrated.
**Objective 2:** Initial findings from the information sessions and subsequent trainings will inform workshop attendees of the opportunities, successes, and lesson’s-learned, allowing attendee’s to adapt these ideas in their communities.

**Objective 3:** Preliminary pilot evaluation results will inform attendee’s about the impact that this Project has on PCA knowledge acquisition, employment and retention of the Personal Care Attendant.

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**Session Number:** 295

**Session Title:** Collaborations and Community Engagement: Strategies for Success

**Abstract:** Planning for a University Affiliated Village Model to Support a Low Income, Ethnically Diverse Community of Older Adults to Age in Place. *Barbara S. White*

Sunday, March 6, 2016; 8:00 AM-9:30 AM

**Abstract Body:** The Village Model for aging in place in a community has captured the imagination of neighborhoods throughout the United States and abroad. Villages are geographically bounded, membership driven, grassroots organizations that assist older adults to not only survive where they elect to live, but also to remain connected with, and contributing to their community. Because the standard Village model requires members to pay dues to assist with Village sustainability and service provision, most Villages attract middle to upper income members, with little representation of low income, ethnically diverse older adults and their families. California State University, Long Beach, with the support of the Archstone Foundation, is developing a model to attract this diverse population. The model includes involvement of University faculty and students in both the planning and programming of the "Beach Village." To date, students have been involved in the conduct of both focus groups and individual interviews with potential members. Key informants at the University and in the community have also been interviewed and invited to membership on an Advisory Board. Data analysis of interviews indicated 5 core service areas including transportation, educational and social activities, support groups, navigation of the healthcare system, and home maintenance. These services open a variety of opportunities for University faculty and students, as well as community volunteers and organizations, to become involved in Village activities. University faculty and students will continue to be involved in the development and maintenance of this virtual Village through community engagement and internship opportunities to provide core services. In addition to serving the local community, University affiliation will provide the opportunity for interdiscplinary collaborations among students and faculty throughout our various Departments and Colleges in support of our aging community. Further benefits include the opportunity to break down ageist and cultural stereotypes, to provide our ethnically diverse student body opportunities to use their cultural and language skills, and to develop of an appreciation among University and community volunteers of our cultural heritage in this diverse community. This presentation/poster will describe the process of assessing community needs, strategies for student involvement, and ways to develop cultural sensitivity for Village volunteers in preparation for the formal launch of the “Beach Village.”

**Objective 1:** To describe the process for conducting a needs assessment with involvement of University students

**Objective 2:** To present the results of the needs assessment and strategies for involving students and faculty in service delivery

**Objective 3:** To suggest ways of preparing Village employees, faculty, and volunteers to work effectively with an ethnically diverse urban community

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**Session Number:** 295

**Session Title:** Collaborations and Community Engagement: Strategies for Success

**Abstract:** A Student Experiment to Develop Transdisciplinary Collaborations Focused on Patient-Centered Care Coordination and Livable Aging Communities. *Anna C. Faul, Joseph D’Ambrosio*
**Abstract Body:** The Institute for Sustainable Health & Optimal Aging was established in the Medical School of a University in the Midwest to become a transformative national leader in improving the aging experience. The goal was to partner with the community in promoting sustainable health and optimal aging by engaging in biopsychosocial transdisciplinary research, innovation leading to age-friendly product commercialization, evidence-based practice models of care, and creative didactic and experiential education. A social work professor, with skill in collaborative leadership, was appointed as the executive director of the Institute, with specific instructions to build a transdisciplinary environment where a variety of disciplines work closely together with the community to develop innovative projects promoting patient-centered care coordination and livable aging communities. During the first academic year, 10 social work students were placed for internships at the Institute together with 2 social work PhD students. Each student worked on a unique project to develop synergy between the variety of professional and community partnerships under the direct supervision of the 2 PhD students. The projects included among others the development of a natural occurring livability community in a poor neighborhood, the development of a group home for people living with dementia with caregiver support from mothers who recovered from a drug addiction, the development of a senior center without walls, a coordinated care to home project in a low income housing complex, a memory and wellness initiative, the development of a CMS demonstration project for medical foster homes, the development of a resource application on the web and smart phone, the development of an age-friendly city and community to become part of the World Health Organization Global Network, and a program focused on exercise prescriptions from PCPs to YMCAs. The focus of this paper is to discuss the lessons learned from these projects and the achievement of the main outcome of this student focused experiment, namely to work toward collaboration to promote good client outcomes and age friendly communities within a short time frame.

**Objective 1:** At the end of this presentation, participants will be able to appreciate the value of using social work students in a deliberate effort to build transdisciplinary collaborations between a variety of professional and community partners.

**Session Number:** 300

**Session Title:** Innovative Educational Leadership in Aging Services and Science

**Abstract:** Dobroe Delo, a Kind Deed, Indeed! Home Delivery of Gerontology Services for Russian Victims of Repression. *Billy Hills*

Sunday, March 6, 2016; 8:00 AM-9:30 AM

**Abstract Body:** Partnerships for gerontology professionals working across national boundaries present opportunities for the examination of similarities and differences in how basic gerontology concepts are understood and applied to address older adult issues. This global perspective presentation will examine a partnership of American and Russian professionals formed to provide opportunities for cross-cultural, peer-to-peer sharing of innovative best practices in educational, medical, and social areas of gerontology and geriatrics. Highlighted in the presentation will be the work of a dedicated group of medical professionals in the Russian Federation providing home services for older adults who have been designated as Victims of Repression (i.e., Gulag survivors). Many of the pensioners identified for this program suffer from post-traumatic stress-related disorders and are housebound due to a combination of physical and psychological limitations. The team of Dobroe Delo (“Kind Deed”), a regional public foundation (NGO) for Assistance to the Elderly based out of Moscow and serving over 30 cities in Russia, is headed by Dr. Eduard Karyukhin, a certified geriatrician/gerontologist. Together with nurses, social workers and other professionals and volunteers, Dr. Karyukhin provides home-based medical checkups and visits for high-risk pensioners who would otherwise not have access to services. Unfortunately, the recipients of care by the professionals of Dobroe Delo represent a very small percentage of older adults...
in Russia who need but do not have access to and will not receive medical care. Goals of this session are to: 1) provide a voice for medical service providers who work with older adults and advocate for rights of older adults in Russia; 2) examine the demographic imperative faced by Russian government officials attempting to navigate a rapidly increasing percentage of older adults in need of services; 3) highlight the overall need for older adults of Russia to become a focus of attention as policy decisions guiding resource allocation and distribution are made in the Russian Federation; and, 4) provide a useful framework to guide the development of peer-to-peer collaborations for gerontology professionals working to improve educational, medical and social aspects of living conditions for older adults. The presentation will include a description of my intersection with Dr. Karyukhin during a Fulbright experience in Russia and will suggest possible avenues for partnerships of gerontologists and medical service providers in the United States and Russia.

Objective 1: After attending this presentation, participants will be able to discuss provision of services for older adults in Russia.

Objective 2: After attending this presentation, participants will be able to discuss aspects of a partnership important for working with professionals in Russia.

Session Number: 300
Session Title: Innovative Educational Leadership in Aging Services and Science
Abstract: The Unique USC-Buck Geroscience Ph.D. Program in the Biology of Aging. Kelvin J. Davies, Maria Henke, Gordon J. Lithgow, Brian K. Kennedy, Pinchas Cohen
Sunday, March 6, 2016; 8:00 AM-9:30 AM

Abstract Body: This abstract is submitted in the Global Aging – “Curriculum & Policy Issues Around the World” thematic track, and is particularly relevant to the overall conference theme of “Developing Educational Leadership in Gerontology Worldwide.” In a first of its kind venture anywhere, we have created a dedicated Ph.D. degree program in the Biology of Aging. This innovative and unique Ph.D. program is a joint venture of the University of Southern California’s Leonard Davis School of Gerontology and the Buck Institute for Research on Aging (The USC-Buck Biology of Aging Ph.D. Program). The bi-institutional nature of our USC-Buck Ph.D. Program in the Biology of Aging is unique and allows us to broadly foster a pipeline of investigators engaged in basic and translational research in aging biology throughout California. Our students and faculty are involved in innovative aging research at the intersections of various biological disciplines and at the forefront of Geroscience research (defined as science at the interface of the biology of aging and age-related disease). The need for professionals with solid interdisciplinary training is increasing as major innovations are occurring at the intersections of traditional biological fields. Researchers at USC and Buck are uniquely poised to train a new generation of researchers to be at the forefront of Geroscience as a result of (1) the multidisciplinary integration of our group, (2) the concentration of research focused on health and aging at USC and Buck, (3) the significant bi-institutional resources provided for aging research, and (4) the incorporation in our training of new methods and approaches to studying change with age. USC-Buck trainees are well prepared to incorporate the next generation of developments into their Geroscience research, including the analysis of the biological signaling pathways through which aging progresses. Our training encompasses biochemistry, molecular biology, molecular genetics, physiology, neurobiology, and pathology. Uniquely, our program also includes basic training in other vitally important aspects of gerontology, including sociology, demographics, psychology, public policy, and a worldwide view of the population aging phenomenon. Thus, our graduates will gain a broader understanding of the whole field of Gerontology than would be possible in any traditional biology department. By 2016 we expect to have a ‘steady-state’ enrollment of some 40 students in our Ph.D. program. The goal of our program is to train researchers who will be at the forefront of the next generation of Geroscience researchers, and who will become leaders in the field of Gerontology.
Objective 1: After attending this presentation, participants will understand the relevance of a Biology of Aging Geroscience Ph.D. program to the broad field of Gerontology, and will see how educational leadership in Gerontology can be a multi-institutional effort, spread across a wide geographic region.

Session Number: 305
Session Title: Symposium 15
Abstract: Interprofessional Graduate Level Gerontological Education Models for Nursing, Medicine, Social Work, and Pharmacy. Dr. Maryanne M. Giuliante, Dr. Sherry A. Greenberg, PhD, RN, GNP-BC, Dr. Allison P. Squires, PhD, RN, Dr. Tara A. Cortes PhD, RN, FAAN
Sunday, March 6, 2016; 8:00 AM-9:30 AM

Abstract Body: This symposium will highlight two Health Resources and Services Administration (HRSA) grant funded interprofessional geriatric education models. The Practicing Interprofessional Quality Using Education (PIQUE) model maximizes the potential of the primary health care team in the community-based health care setting. The model is implemented within an education–practice collaborative to promote nurses and other clinicians to learn and practice together. Masters of Social Work, Doctors of Pharmacy, and Primary Care Nurse Practitioner student–preceptor teams work collaboratively by evaluating and modifying medication regimens of frail, dual-eligible older adults with multiple chronic conditions and complex medication regimens. The second educational model brings together post-master’s nurse practitioner students and primary care medical residents to learn about interprofessional primary care for older adults with multiple chronic conditions. Both models are crucial in developing the next generation of gerontological clinicians, educators, and leaders. As the number of community-based older adults with multiple chronic conditions increases, so does the need to provide interprofessional coordinated primary healthcare. Primary care is the center of care coordination for older adults as they transition through different segments of the healthcare system. Primary care also provides an opportunity to maintain and optimize function. There is a need for providers who recognize the uniqueness of the aging population for whom health is often defined by multiple chronic conditions, decline of physical and cognitive function, and the use of multiple medications. Preparing primary care providers who support the modification of standard practice to enhance coordinated geriatric care requires the adaptation of interprofessional practice and geriatric knowledge and skills into educational models. The first presentation will inform on graduate level geriatric educational opportunities for nurse practitioner, social work, and pharmacology trainees in the collaboration and care coordination of frail, homebound older adults with complex medication regimens. The second presentation will describe a unique post-master’s advanced certificate nurse practitioner program focusing on interprofessional gerontological primary care. The third presentation will highlight one course within the advanced certificate nurse practitioner program, an innovative week-long interprofessional course as a shared didactic and clinical experience by nurse practitioners and medical residents with strategies to integrate geriatrics into a general internal medicine primary care residency program. The fourth paper will describe the pre and post intervention perceptions of students and practitioners involved in both program models.

Objective 1: After attending this activity, participants will be able to: Define interprofessional collaborative education.

Objective 2: Explain the benefits and challenges of interprofessional home-based interventions with frail older adults.

Objective 3: Describe a model to educate nurse practitioners in the specialty of gerontological nursing with a focus on interprofessional collaboration in the primary care of older adults.